

Chief Reader Report on Student Responses: 2017 AP[®] United States History Free-Response Questions

• Number of Students Scored	505,302			
• Number of Readers	2,215			
• Score Distribution	Exam Score	N	%At	
	5	54,511	10.8	
	4	89,586	17.7	
	3	112,873	22.3	
	2	118,837	23.5	
	1	129,495	25.6	
• Global Mean	2.65			

The following comments on the 2017 free-response questions for AP[®] United States History were written by the Chief Reader, Jonathan Chu, University of Massachusetts, Boston. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1**Task:** Short Answer**Topic:** Articles of Confederation**Max. Points:** 3**Mean Score:** ****What were responses expected to demonstrate in their response to this question?***

Responses were expected to briefly explain how one specific historical development represents an accomplishment of the national government under the Articles of Confederation, briefly explain one specific argument critics used in the 1780s to support revising the Articles of Confederation, and briefly explain one specific way in which the United States Constitution addresses a criticism of the Articles of Confederation.

This question assessed the skill of Continuity and Change over Time.

The Learning Objective assessed in this question focuses on politics and power (explaining how and why political ideas, beliefs, institutions, party systems, and alignments developed and changed).

How well did responses address the course content related to this question? How well did responses integrate the skills required on this question?

The question required that students explain the powers and scope of the Articles of Confederation and the successes and failures of the national government when the Articles were in place. Knowing the reasons behind the calling of the Constitutional Convention, as well as the document which the convention ultimately produced, are essential to demonstrating the understanding of change over time called for in the question. Knowing about the problems and issues in the critical period from 1780–1789 is also crucial to recognizing the successes and shortcomings of the Articles, as well as why critics called for revising them, and how the Constitution addressed weaknesses in the Articles. While student knowledge of the period tended to lack breadth, responses most often depicted the 1780s as moving towards the drafting of the Constitution.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Relatively very few responses noted the Northwest Ordinance as an accomplishment. 	<ul style="list-style-type: none"> “The Northwest Land Ordinances under the Articles of Confederation successfully divided newly acquired and unsettled land.”
<ul style="list-style-type: none"> Although many responses mentioned the inability of the national government to levy taxes as an issue, most were vague about explaining how or why. In responding to this question, a certain degree of vagueness was acceptable. 	<ul style="list-style-type: none"> “The Articles did not give the federal government the right to levy taxes, which led to a weak economy and an extremely decentralized government. The Constitution gave Congress the explicit right to levy taxes.”

* Question not scored

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve student performance on the exam?

- Teachers should help students see and understand the Articles of Confederation in a broader historical context, as part of the longer move from monarchy in England to republicanism and the growth of the American nation-state. Seeing the Articles through this lens will help students assess and sort the events of the critical period of the 1780s when the former British colonies in North America sought to establish a national governing framework.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teaching and Assessing Modules for AP U.S. History, Module 3: 1754–1800

Question #2**Task:** Short Answer**Topic:** Second World War**Max. Points:** 3**Mean Score:** 1.57***What were responses expected to demonstrate in their response to this question?***

Responses were expected to demonstrate an understanding of both the foreign and domestic effects of the United States involvement in the Second World War. Possible examples of this could be changes in gender roles because of wartime manufacturing employment, new demands for civil liberties and rights, the sale of war bonds, the adoption of rationing, and the country's emergence from the Great Depression. Students were also expected to understand that the Second World War changed America's role in international affairs by moving the country away from isolationism and toward interventionism in the global sphere. Possible examples of this could be the involvement with the Marshall Plan and the Truman Doctrine, the creation of NATO, joining the United Nations, or the creation of the Cold War world, in which the United States confronted the Soviet Union. Students were also expected to demonstrate an understanding that the United States emerged as a major economic and military global power. Possible examples of this could be the development of the atomic bomb, an increase in military strength, new technological advancements, and the escape from the physical wartime devastation experienced by Europe.

This question assessed the skill of Continuity and Change over Time.

The Learning Objective assessed in this question focuses on the role of the United States in the world (analyzing the reasons for and the results of United States diplomatic, economic, and military initiatives in North America and overseas).

How well did responses address the course content related to this question? How well did responses integrate the skills required on this question?

Responses, in general, successfully demonstrated understanding of continuity and change over time. Many responses, however, did not include an explanation of change with their answer.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses made oversimplifying statements or "universal truisms" (e.g., America became a superpower following the Second World War, patriotism increased following the war, women started to demand more rights). 	<ul style="list-style-type: none"> "through the Double V campaign African Americans expected that after the war, their treatment would greatly improve due to the effort they put in to fighting for their country . . . after the war, African Americans were still largely discriminated against, leading to the formation of many organizations dedicated to improving their treatment and protesting the unfair discrimination"
<ul style="list-style-type: none"> Many responses provided proper nouns without contextualizing accurately (e.g., the United States participated in the Marshall Plan, America became scared of communists and they had the Red Scare and the McCarthy trials). 	<ul style="list-style-type: none"> "After the Second World War, the United States abandoned their policy of isolationism and formed alliances with European nations. The Second World War proved to Americans their policy of appeasement and isolation didn't work. This led America to join NATO and increase involvement in foreign affairs."

	<ul style="list-style-type: none"> • “[Hiroshima and Nagasaki] not only was this event the beginning of the end of the war, but it was a display of power directed at the Soviet Union. Whose relationship with the U.S. was tense. Regarding the USSR’s promotion of communism, US society was, after the war, supercharged with anti-communist sentiment and fueled by McCarthyism. It even entered the public eye, such as the creation of HUAC, and its success”
<ul style="list-style-type: none"> • Many responses provided a chronology of the Second World War without fully explaining a transition (e.g., lots of men came home and then there were babies, African Americans were treated poorly and then the Civil Rights movement began). 	<ul style="list-style-type: none"> • “One important way WWII transformed American society is when soldiers return home, they immediately want to settle down and have children. This led to the Baby Boom. American families now consist of a husband working a 9–5 job and the women staying at home to take care of the house and kids. Most families now settled in Levittowns.” • “The United States was the first nation to develop and use the atomic bomb. They used it twice on Japan at the end of the war. They were dropped on Hiroshima and Nagasaki. These bombings ended the war in the Pacific and it revealed the United States to the world as a very powerful nation.”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve student performance on the exam?

- Many responses failed to make significant connections and provide proper explanations. In particular, students need to practice making concrete, specific connections between events and avoid generalizations about change (e.g., that because women worked during the war, they continued to be able to work after the war). The short-answer questions call for very specific tasks, so practicing these on a daily basis and narrowing the students’ responses to three focused sentences per task can help students become precise and concise with their answers. Students need to pay particular attention to the tasks, especially when the task calls for an explanation.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Leila J. Rupp, “From Rosie the Riveter to the Global Assembly Line: American Women on the World Stage,” AP Central: <https://apcentral.collegeboard.org/series/america-on-the-world-stage/rosie-riveter-global-assembly-line-american-women-world-stage?course=ap-united-states-history>
- Teaching and Assessing Modules for AP U.S. History, Module 7: 1890–1945

Question #3**Task:** Short Answer**Topic:** Reconstruction cartoon**Max. Points:** 3**Mean Score:** 0.85***What were responses expected to demonstrate in their response to this question?***

Responses were expected to demonstrate a recognition that the James Wales two-panel cartoon depicted a perspective that Reconstruction had failed and that the South revived after 1877. Responses were also expected to recognize the image's representation either of the South's oppression from 1869 to 1877 or its revitalization after the end of Reconstruction from 1877 to 1881. Successful responses examined the cause and effect of policies and actions suggested in the image. First, they explained how a specific event or development led to a change either during Reconstruction or after its end. Second, they explained a result in the post-Reconstruction South (1877–1900) of a historical change implied by the images. The question did not require in-depth analysis of cartoon elements, as the “suggested by the images” question language made clear.

Responses were expected to include, for example, discussion of carpetbaggers and an interventionist federal presence (“Strong” government), military occupation and its end (bayonet rule and bloody shirt being buried), the role of the Compromise of 1877 in the withdrawal of federal troops, the diminished Northern resolve (“Weak” government), the emergence of sharecropping as a labor system to replace slavery, racial violence, the entrenchment of Jim Crow segregation, the disfranchisement of African Americans with the absence of federal troops, or the lack of enforcement of the Fourteenth and Fifteenth Amendments.

This question assessed the skill of Causation.

The Learning Objective assessed in this question focuses on American and national identity (explaining how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society).

How well did responses address the course content related to this question? How well did responses integrate the skills required on this question?

Responses that recognized the images' depiction of the South during and after Reconstruction and the artist's perspective performed well. They explored the effect of the federal government's policies on the South and particularly on African Americans in the expansion and then, after federal withdrawal, the contraction of civil rights and economic opportunities. Responses that identified and then explained these factors earned the highest scores with many including detailed analysis of image elements such as the figures of Presidents Ulysses S. Grant and Rutherford B. Hayes.

The question's low mean score resulted from two factors. (1) Many students' had difficulty in interpreting the artist's perspective. (2) Too many students misidentified the images. Some saw them as generic depictions of the United States during the Gilded Age and were distracted by the “Let 'em Alone Policy” or associated the “Strong” and “Weak” government with laissez-faire approaches. Others located the images in the South but as antebellum, wartime, or postwar depictions.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses were unable to connect the images to Reconstruction, or describe elements in the images with identification or explanation of the artist's perspective. 	<ul style="list-style-type: none"> “The artist depicts a change during Reconstruction from rule by radical republicans (carpetbaggers) from the North . . . to a government regained by the South.”

	<ul style="list-style-type: none"> • "Wales shows his perspective that the 'strong' government policy of reconstruction was crushing the South, while the 'weak' government policy of reconstruction truly allowed the South to rebuild and become economically productive again. This perspective could be supported by the South's struggles under the initial plans of reconstruction followed by economic prosperity under later plans."
<ul style="list-style-type: none"> • Many response referred to events/developments outside the time period, such as the North winning the Civil War, without linking them to anything in either one of the two time periods of the images. 	<ul style="list-style-type: none"> • "In the 1876 election Rutherford B. Hayes was controversially elected president. In exchange the Republicans agreed to pull the troops out of the south."
<ul style="list-style-type: none"> • Many responses failed to put the consequences of the end of Reconstruction in the Southern context. Many responses discussed the election of presidents, the emerging national industrial economy, or the rise of the Populist Party without any explanation of what these developments meant in the South. 	<ul style="list-style-type: none"> • "A result of Reconstruction ending was the Southern attempt to disenfranchise blacks in the South. Even though the 15th Amendment had passed allowing blacks to vote, without a federal military presence to enforce Reconstruction ideas, Southern states had things like poll taxes and literacy tests to stop blacks from voting."

Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve student performance on the exam?

- Student responses display greater comfort with the focused tasks of short-answer questions than they had in previous years. This will continue to happen so long as students get regular practice. This question calls for other abilities as well; interpreting point of view and analyzing images, for example.
- The Course and Exam Description includes understanding the author's point of view as a critical component of primary source analysis. The Wales cartoon panel presents a complex mix of nineteenth-century rhetoric and symbolism; the responses revealed students' unfamiliarity with them. Opportunities for point-of-view analysis throughout the course increase students' awareness and success with interpretation in historical context.
- Because multiple-choice, short-answer, and document-based questions may utilize primary source images, it is essential to develop students' visual literacy skills, as well as reading literacy. Teachers who insert visual primary sources into their lesson plans throughout the course will model visual literacy's importance.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources for teachers include the visual literacy competency standards for higher education defined by the Association of College & Research Libraries, and the strategies presented by the George Lucas Educational Foundation's Edutopia Website for the Common Core State Standards. Note also the Library of Congress "It's No Laughing Matter" guide to cartoon analysis.

New lesson plan on "Voting Rights since the Fifteenth Amendment," developed in partnership with the National Constitution Center: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/fifteenth-amendment-ncc-lesson-leaders-notes.pdf>.

James M. Wolfe, "Critical Interpretation of Images and the AP History Classroom," AP Central: <https://apcentral.collegeboard.org/courses/ap-united-states-history/classroom-resources/critical-interpretation-images-ap-history-classroom?course=ap-united-states-history>

- Teaching and Assessing Modules for AP U.S. History, Module 5: 1848–1877

Question #4**Task:** Short Answer**Topic:** Vietnam interpretation**Max. Points:** 3**Mean Score:** 1.10***What were responses expected to demonstrate in their response to this question?***

Responses were expected to successfully explain a major difference in how excerpts from works by two historians, Brian VanDeMark and H. R. McMaster, interpreted United States involvement in the Vietnam War. In addition, responses were expected to explain how one event or development in the period from 1945 to 1975 could be used as historical evidence to support each interpretation. In so doing, the responses could address the shifting nature of United States foreign policy between 1945 and 1975, particularly in the realm of the Cold War and the fight against communism. Finally, responses had to demonstrate the ability to interpret documents or quotations adequately.

This question assessed the skill of Interpretation.

The Learning Objective assessed in this question focuses on the role of the United States in the world (the reasons for and the results of United States diplomatic, economic, and military initiatives in North America and overseas).

How well did responses address the course content related to this question? How well did responses integrate the skills required on this question?

When comparing the differences between the two historians, the responses were adequate, but not many were well developed. When finding a historical concept or event to help support the argument of VanDeMark, the responses were better than adequate, with a few being complex in their understanding. When finding a historical concept or event to help support the argument of McMaster, the responses often were lacking, with very few demonstrating complexity in their understanding. Overall, student responses showed understanding of United States Cold War foreign policy of containment and the proxy wars that resulted.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Some responses had a problem seeing a difference between the two historian's interpretations. Many responses were simple statements of "good vs. bad" or "angry vs. objective" that do not adequately describe the historians' arguments. • Some responses portrayed VanDeMark as believing that the war was bad, or as being angry that the war was fought • Some responses portrayed McMaster as believing that the war was good (explained away the war as a good policy) or objective about why the war was being fought 	<ul style="list-style-type: none"> • "One major difference between VanDeMark's and McMaster's historical interpretations is that VanDeMark believes U.S. intervention in Vietnam was caused due to policymakers' common belief that they were allowed to control South Vietnam's political state. However, McMaster believed U.S. involvement in the war was due to Johnson's character, motivations, and relationships."

<ul style="list-style-type: none"> Some responses had difficulty linking the Vietnam War to President Lyndon Johnson in an adequate and factual manner. Many responses to part (c) of the question focused on Johnson's escalation of the Vietnam War. Events, such as starting United States involvement and Vietnamization were incorrectly attributed to Johnson. 	<ul style="list-style-type: none"> "LBJ's involvement in the Gulf of Tonkin resolution directly reflects McMaster's interpretation. LBJ lied to the government and the people when he said that the North Vietnamese attacked a US ship in the Gulf of Tonkin. Congress, believing him, gave him full military control, thus allowing LBJ himself to further involve the US in Vietnam."
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve student performance on the exam?

- There are several ways that teachers could help their students answer these types of questions based on historiographical excerpts. First, teachers could increase the time spent on historiography and the implications of reading this type of secondary source in the classroom. Often, primary source documents receive greater time in the classroom than secondary sources. Secondary sources tend to be used infrequently. This question uses two secondary source documents. Students need to be able to discern who the authors are, the authors' backgrounds, and the authors' points of view.
- Second, students should be shown that not every quotation they see on the exam is in direct opposition to another. United States historians rarely argue clearly delineated, exact opposite positions. More often, historians modify or qualify arguments made by other historians through the use of different evidence or different interpretation of evidence.
- Lastly, if a student is going to use a quotation from the question in the response, they should provide an adequate explanation in their own words for that quotation.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Melvyn Leffler, "The Cold War and Global Hegemony, 1945-1991," AP Central: <https://apcentral.collegeboard.org/series/america-on-the-world-stage/cold-war-and-global-hegemony-1945-1991?course=ap-united-states-history>
- Teaching and Assessing Modules for AP U.S. History, Module 8: 1945–1980

Question #1**Task:** Document-Based Question**Topic:** American Revolution**Max. Points:** 7**Mean Score:** 2.22***What were responses expected to demonstrate in their response to this question?***

This question asked students to evaluate the extent of change in ideas about American independence from Britain from 1763 to 1783. The question was derived from Period 3 of the Content Framework and addresses ideas about democracy, freedom, and national identity. The intent of the question was to assess whether students could evaluate the degree to which ideas underpinning the movement toward revolution changed.

This question assessed the historical thinking skills of Continuity and Change over time, Argumentation, Use of Evidence, Contextualization, and Synthesis.

This question focuses on multiple Learning Objectives, including American and national identity (how ideas about democracy, freedom, and individualism found expression). The prompt allowed for flexibility in making a response. Responses could succeed by emphasizing either change or continuity. In addition, the prompt also created opportunities for responses to articulate and explain the ideas that fomented the revolution. Based on the documents and outside evidence, responses could trace the ideas present during the period to opposition to British taxation policies, oppression caused by British mercantile policies, and political tyranny because of violations of natural rights (Enlightenment ideas).

How well did the response address the course content related to this question? How well did the responses integrate the skills required on this question?

The question differentiated the students' ability levels because it addressed a topic about which they knew a great deal. Kudos to teachers around the country for imparting this crucial knowledge. Many responses accurately traced and explained the changing ideas. Many also did a fine job of wrapping those ideas within the events of the time period. Some responses, however, focused mainly on the causes of the American Revolution and simply detailed the events leading to the revolution. Others focused mainly on a comparison of Loyalists and Patriots. These elements, however, could and often were integrated into essays that also traced the changing ideas towards independence, bolstering and augmenting students' arguments.

Many students stopped their response in 1776 with Paine's "The American Crisis," the last document, and did not extend their responses to 1783. While this was not a problem per se because the ideas in 1776 were similar to those in 1783, the question was intended to allow responses to explore the impact of these ideas as the war progressed. For example, few if any students addressed how the quest for liberty and opportunity to institutionalize enlightened ideals manifested itself in the reality of self-governance during the later parts of the war. Responses did not show how protections of liberty from government usurpation began to be incorporated into the bills of rights for states around the country or how the principles of limited government and the rule of law were written into state constitutions. Although the vast majority of responses did not realize this opportunity, the few that did tended to be among those that earned the highest scores.

It was apparent that students around the country knew their revolutionary history. Many students earned the points for contextualization and using evidence beyond the documents. Several of the most common examples included discussions of the impact of the French and Indian War on ending salutary neglect and tightening taxation policies, colonial responses to taxation, Enlightenment principles, and British infringements on rights and liberties. These were generally developed with robust factual information. Although many responses did a fine job in linking these pieces of factual information to their arguments, numerous responses simply created a narrative straight from the documents given. However, the number of responses that completed the multitude of tasks in this question in a well-structured format was very encouraging.

The responses that took ownership of the question and focused on ideas were distinctly different from those that simply chronicled a descriptive narrative of the documents. Not only did the better responses focus on ideas, but they also linked together the evidence (documents and outside information) to support their points, explaining how and why evidence supported their arguments. For example, a response that simply stated that the Stamp Act caused

discontent merely engaged in name dropping. A response that went on to explain how the Stamp Act and other taxes violated the principle that only the representatives of the people could levy direct taxes (and not the Parliament in which colonists had no representation) adroitly connected the factual information to its argument.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses did not show how and why the evidence (documents or outside evidence) supported the argument. 	<ul style="list-style-type: none"> “These ideals, of course, contradict the essence of colonialism. Enlightenment began the shift from being ruled by others to ruling yourself. Colonists wanted more control over their own lives. Another thinker, Thomas Paine also raised questions surrounding the nature of government rule in <i>Common Sense</i>.”
<ul style="list-style-type: none"> Many responses simply stated the content of the document and did not try to explain the author’s purpose in writing it. 	<ul style="list-style-type: none"> “Adams aims to establish rule by the consent of the people, which is later written in the Constitution when the US wanted to ensure it does not become like Britain.”
<ul style="list-style-type: none"> Many responses did not attempt to craft a cohesive essay that focused on the question throughout the essay, using the evidence to support their arguments throughout the response. 	<ul style="list-style-type: none"> “Many factors had played a part in the rise of those dissents in the colonies, but none had greater influence than the ideals of the Enlightenment. Central to the opposition of the taxes lied in the idea of ‘no taxation without representation.’ To be taxed by a parliament an ocean away seemed not only absurd, but ridiculous. Enlightenment ideals of personal freedom and choice in an individual began to spread throughout the colonies. People like Sam Adams, who led the radical group Sons of Liberty, began to challenge the authority of man. He claimed only man himself can direct his own actions and decisions, not the rule of any legislative authority or man. (Doc. 3)”

Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

N/A

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- David Armitage, “The Declaration of Independence in World Context,” AP Central: <https://apcentral.collegeboard.org/series/america-on-the-world-stage/declaration-of-independence-in-world-context?course=ap-united-states-history>
- Teaching and Assessing Modules for AP U.S. History, Module 3: 1754–1800

Question #2**Task:** Long Essay**Topic:** Market Revolution & Women**Max. Points:** 6**Mean Score:** 2.08***What were responses expected to demonstrate in their response to this question?***

This question asked students to evaluate the way the economic/technological development of the market revolution affected the lives of women, noting both continuities and changes in the experiences of women between 1800 and 1850. Part of this discussion naturally includes the changes and developments for women as they entered the waged or paid workforce and the ramifications of those developments on how women were viewed in society at large and how women viewed themselves. The evolving views of women are easily linked to the growing women's rights movement of the era. Part of this discussion can be extended to how economic classes developed as well as how gender and family roles evolved from the new working conditions and situations.

This question assessed the historical thinking skills of Periodization, Argumentation, Contextualization, and Synthesis.

This question focuses on the Learning Objectives of work, exchange, and technology (how different labor systems developed in the United States and their effect on workers' lives and United States society) and culture and society (how ideas about women's rights and gender roles have affected society and politics).

How well did responses address the course content related to this question? How well did responses integrate the skills required on this question?

The vast majority of responses attempted and earned a point for a thesis statement. Similarly, far more responses attempted synthesis (and earned a point for it) than in past years. It is evident that many more AP teachers are explicitly teaching these skills in an effort to help their students write well-crafted responses to Long Essay questions.

Many of the responses demonstrated a basic and satisfactory quantity of factual information. They were able to describe the lives of women in the era of republican motherhood and the working conditions in textile mills. Better responses were able to discuss how women's lives were affected (and in some cases were not), the development of social classes, and the connection of these developments to the growing move for women's rights.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses did not clearly identify the era of the market revolution and confused it with the larger Industrial Revolution in the post-Civil War era. 	<ul style="list-style-type: none"> "The Market Revolution of the first half of the nineteenth century saw the American economy transform from agriculturalism . . ."
<ul style="list-style-type: none"> Some responses treated this as a question exclusively about the Second Great Awakening and/or reform movements, instead of connecting these developments to the market revolution. 	<ul style="list-style-type: none"> "Despite the revolutionary shift in economic independence for women, the social conforms of society still prevented them from further progress toward equality."

- Some responses over-estimated the impact of working in textile mills, expressing that it enabled women to earn enough money to become independent from men.

- “Even at the time of participation in factory work, such as with the Lowell girls, women were still expected to only work for a period of time before returning home to get married and open up a new spot in the factory for a different female.”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers should emphasize chronology. Many responses showed confused understanding of the developments in this period.
 - Tip: Have students make thematic timelines. For example, when examining the first half of the 1800s, color code developments related to the market revolution, the Age of Reform, political developments regarding slavery, etc., so that students can see the interconnectedness of events for a particular era.
- Teachers should ensure that students recognize the intent of the question. Many responses did not earn full credit because they wrote about something other than the topic of the question.
 - Tip: Regularly break down questions with students before they begin working on their response so that students can see the key words/phrases from the question and then plan accordingly.
- Teachers should ensure that their students understand that “Evaluate the extent” calls for the student to make a qualitative or quantitative statement to address the prompt.
- Teachers should train students to recognize the historical thinking skill of Periodization and how to apply that skill.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teaching and Assessing Modules for AP U.S. History, Module 4: 1800–1848

Question #3**Task:** Long Essay**Topic:** Market Revolution & Women**Max. Points:** 6**Mean Score:** 1.84***What were responses expected to demonstrate in their response to this question?***

This question asked students to evaluate the extent to which the ratification of the Nineteenth Amendment marked a turning point in United States women’s history. The content of responses addressed the Gilded Age and Progressive reform movements as well as women’s efforts to achieve greater equality with men. Additionally, responses could include new economic opportunities for women after 1920 and women’s activism for social change.

This question assessed the historical thinking skills of Periodization, Argumentation, Contextualization, and Synthesis.

This question focuses on the Learning Objectives of politics and power (how popular movements, reform efforts, and activist groups have sought to change American society and institutions) and culture and society (how ideas about women’s rights and gender roles have affected society and politics).

How well did responses address the course content related to this question? How well did responses integrate the skills required on this question?

While specific evidence from the appropriate time period was sparse, general narratives indicated some understanding of changes in women’s history. Responses demonstrated a general knowledge of the efforts of activists to achieve women’s suffrage, as well as the political, social, and economic consequences of the Nineteenth Amendment. Chronological confusion was common, and the evidence most often used came from outside the time period of the question (e.g. Seneca Falls, Rosie the Riveter, *The Feminine Mystique*, *Roe v. Wade*).

The complexity of periodization was challenging for many, and responses often addressed cause and effect or continuity and change over time instead. Many responses were poorly organized, showing a limited understanding of the prompt and/or the time periods involved.

The most frequent attempts at earning the point for synthesis included discussion of African American suffrage and the Reconstruction Amendments. Many attempts at synthesis referenced a similar historical moment without explaining how this extended the argument of the essay.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses displayed chronological confusion, i.e., republican motherhood, Seneca Falls, and <i>Roe v. Wade</i> were used without apparent recognition that they fall outside the time period of the prompt. 	<ul style="list-style-type: none"> Effective responses used Seneca Falls and the abolition movement to establish the basis for female activism after 1865. The Second Wave Women’s Movement along with <i>Roe v. Wade</i> provided appropriate synthesis. “Even years later, women were still subjugated in society. 1950s media depicted them as damsels in distress or caretakers of the husbands, and never as an independent entrepreneur. Betty Friedan’s <i>The Feminine Mystique</i> details the false progress of women. She sought equal rights throughout society;

	<p>however, the Equal Rights Act (ERA) she heavily supported never even passed. While the 19th Amendment did acknowledge women's worth, it did not really alter their roles in society at all."</p>
<ul style="list-style-type: none"> • Many responses became a catalogue of women's history events and key figures, making no attempt to discuss the Nineteenth Amendment as a turning point. 	<ul style="list-style-type: none"> • The best responses blended general discussion/narrative with specific evidence to construct a thoughtful, analytical argument.
<ul style="list-style-type: none"> • Many responses lumped those who fought for suffrage into one category (e.g. Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul) with little discernment by time period or contribution. The same holds true for female Progressives (e.g. Jane Addams, Ida B. Wells, Ida Tarbell). 	<ul style="list-style-type: none"> • The best responses distinguished among key activists, critical events, crucial legislation, and important developments. • "NAWSA and other groups—even some as radical as the IWW—were united, in part, by the ideal of Women's Equality by means of women's right to vote. NAWSA would later become much more conservative, whilst other figures, such as Alice Paul and Jane Addams, would remain progressive."

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve student performance on the exam?

- Give more attention to chronology (practice, assess, practice) especially as it relates to groups, developments, and events in United States History that students tend to conflate or collapse together.
- Promote writing skills—
 - Fully address prompt (e.g. "extent" was often missing from responses)
 - Support generalizations with specific examples
 - Restrict the scope of the response to the given time frame
 - Structure and organize the response to support the argument
- Give students more opportunities to connect discrete periods and themes

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teaching and Assessing Modules for AP U.S. History, Module 7: 1890–1945