

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 2

Analyze the role of trans-Atlantic trade and Great Britain's mercantilist policies in the economic development of the British North American colonies in the period from 1650 to 1750.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses trans-Atlantic trade, Great Britain's mercantilist policies, and economic development of the British North American colonies.
- Develops the thesis with substantial and relevant historical information.
- Provides effective analysis of the topic; treatment of multiple parts may be slightly uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses trans-Atlantic trade, Great Britain's mercantilist policies, and economic development of the British North American colonies.
- Supports the thesis with some relevant historical information.
- Provides some analysis of the topic, but treatment of multiple parts may be uneven. Answers may conflate treatment of mercantilism and trade with the resulting economic development of the British North American colonies.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Contains numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The – Essay

- Is blank.

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### Question 2 (continued)

#### Potential Outside Information

##### Trans-Atlantic trade and development of Triangle trade

International trade primarily between Europe, Africa, the West Indies, and the New England colonies. New England ships carrying rum sailed to Africa, where slaves were brought to the West Indies or Charleston in the Middle Passage, and the West Indies sent sugar and molasses back to New England to make rum. Other variations include manufactured goods from England for colonial tobacco, fish, grain, and naval stores (mast, pitch, tar, and turpentine) and foodstuffs and lumber for sugar, molasses, and slaves from the West Indies:

- encouraged a thriving agricultural economy and exports in the colonies.
- merchant networks and shipbuilding.
- regional development of particular crops/raw materials.
- Atlantic slave trade: West Africa, Caribbean, Western Europe.
- growth of cash crops in colonies, use of slave labor; trade of manufactured goods and rum from Europe; molasses and sugar from Caribbean; colonial export of cash crops to Europe, fish and agricultural products to feed slaves in West Indies; slaves from West Africa.
- Lords of Trade (1676), Board of Trade (1696).
- Columbian Exchange.
- protection of trans-Atlantic shipping by British Navy.
- naval stores policies (right of naval quartermasters to claim trees and turpentine for ship building—primarily in the Carolinas).

##### Mercantilism

The doctrine, which arose in Europe with the decline of feudalism, that the economic interests of the nation could be strengthened by the government protecting home industries. This could be achieved through tariffs; by increased foreign trade, such as through monopolies; and by the increase of exports over imports, with a consequent accumulation of bullion. The focus was to improve national power:

- Maintained that colonies existed to serve the mother country.
- Colonies furnished raw materials; mother country manufactured goods.
- Enrichment of the mother country benefitted the entire empire; mother country had the right to regulate trade.
- Navigation Acts (1651, 1660, 1663, 1696)
  - Transport their goods only in British and colonial ships in which crews were 75 percent British, even though Dutch freighters offered lower rates.

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### Question 2 (continued)

- Export certain *enumerated articles*, such as tobacco, sugar, indigo, and furs, only to Britain, although western European markets offered higher prices.
  - Purchase their imports from Britain or from colonial ships that had secured goods from Europe and stopped at a British port to pay import duties.
  - It allowed for methods of enforcing the acts, provided more penalties for evasion, and introduced use of vice-admiralty courts.
- Navigation Act II, 1696: special courts in colonies enforced duties to avoid sympathetic colonial judges.
  - The Staple Act of 1663.
  - Plantation Duty Act, 1663: colonial customs collectors were to be directly responsible to England's commissioner of customs, plus certain articles exported from one colony to another were subject to a duty.
  - Woolen Act of 1699.
  - Hat Act of 1732.
  - Molasses Act of 1733.
  - Iron Act of 1750.
  - No banks existed in the colonies.
  - Every year gold and silver was drained from the colonies.
  - Barter became necessary; butter, nails, pitch, and feathers were used for exchange.
  - Until 1763 the Navigation Acts imposed no intolerable burden, partly because they were laxly enforced.
  - Tobacco farmers enjoyed a monopoly of the market thanks to Britain. Colonists enjoyed the shield of Britain without having to tax themselves; average colonist economically better off than British counterpart.
  - Economic initiative was stifled, however colonists often found other means.
  - Southern colonies were favored: "pets."
  - By 1750, one third of all "British" vessels were owned by merchants in New England and the middle colonies.
  - The expansion of colonial shipping also hastened urbanization by creating a need for centralized docks, warehouses, and repair shops in the colonies. Parliament never restricted grain, livestock, fish, lumber, or rum, which together made up 60 percent of mainland colonial exports.
  - Tobacco and rice growers were given virtual monopoly.
  - Steady overseas demand for colonial products spawned a prosperity that enabled white colonists to purchase ever-larger amounts, not only of clothing, but also dishware, furniture, tea, and a range of other imports from Britain and other overseas markets.
  - Retail shops sprang up in cities, and peddlers took to the countryside.

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### Question 2 (continued)

- Colonists used timber for building, heating, and cooking. They also sold to the inhabitants of cities and towns.
- As colonial prosperity reached new heights, poverty spread in major seaports.

#### Economic development

**New England** — Port cities formed out of the commercial relationship with England and slave colonies. They produced fish, livestock, and lumber. The shipbuilding industry was also greatly stimulated by the Navigation Acts. So many ships were built for English buyers that by midcentury nearly a third of all British tonnage was American made. Yankees mixed their contraband among legal shipments. By 1750, more than 60 distilleries in Massachusetts Bay were exporting over 2 million gallons of rum, most of it produced from sugar obtained illegally. Because the restrictive rules and regulations enacted by Britain for its colonies were not enforced, the North prospered.

**Middle Colonies** — These produced grain, flour, meat, and dairy products. None of these were included in the list of enumerated goods, thus they could be sold abroad. They also found markets for these goods in the Lower South and the British West Indies.

**Chesapeake and South** — These areas produced tobacco and grain. The plantation system, and eventually indentured servants, were replaced by slaves from Africa. They enjoyed a monopoly in British markets throughout the world; in addition, the British navy protected them. As time went on they even enjoyed credit from the New England colonies.

- Marked the first seed of what later flowered into colonial resentment towards British restrictions.
- Developed trade with Native American population.
- Salutary Neglect.
- Robert Walpole.
- Edmund Burke's Speech for the "Conciliation with the Colonies."
- American colonists engaged in a wide range of economic pursuits. But except for a few areas in the West where the small white populations subsisted largely on the fur and skin trade with the American Indians, farming dominated all areas of European and African settlement throughout the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- Farmers engaged in simple subsistence agriculture, but whenever possible American farmers attempted to grow crops for the local, inter-colonial, and export markets.
- 1740s indigo introduced in South Carolina.
- Because of the South's early dependence on large-scale cash crops, the southern colonies developed less of a commercial or industrial economy than the colonies of the North.
- Merchants, usually in London and later in the northern colonies, handled the trading of tobacco and rice.

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### Question 2 (continued)

- The New England colonies' colder weather and hard, rocky soil made it difficult to develop farming.
- The middle colonies' fertile land and good climate supplied wheat to much of New England and parts of the South.
- Almost every colonist engaged in a certain amount of industry at home.
- Domestic efforts included craftsmen and artisans establishing themselves in colonial towns as cobblers, blacksmiths, rifle-makers, cabinets, silversmiths, and printers. In several places large-scale shipbuilding operations began to flourish.
- Many colonial products — fish, flour, wheat, and meat, all of which England could produce for itself —required markets altogether outside the British market (French, Spanish, and Dutch West Indies).
- Consumer Revolution.
- Social classes in Colonial America.
- Supply and demand.
- Prices, surpluses, shortages, and subsidies.
- A perpetual labor class (colonials).
- Lack of currency (money goes to England).
- No colonial currency.
- Primogeniture.
- Joint-stock companies.
- Royal Charter.
- Proprietary colony.
- Balance of trade.
- Dominion of New England.
- Sir Edmund Andros.
- Bacon's Rebellion.
- The Glorious Revolution in America.
- War of Jenkins's Ear.

Circle the Section II question number you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>(2) or 3</b>	Part C — Circle one <b>4 or 5</b>
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2A

one of Three

When Columbus ~~discovered~~ "discovered" America in 1492, he forever connected two worlds. The resulting Columbian Exchange led to increased international trade & dependence. As America developed in the colonial period because of the mercantilist theory, its economy during this time focused primarily on trade & ~~providing raw materials~~ providing raw materials.

The theory of mercantilism drove the development of the colonial economy more than anything else. Mercantilism states that empires should obtain colonies to provide raw materials, & colonies' primary purpose is to serve the mother country's economy. Therefore, ~~both~~ both the North & the South did not focus on industrialization at all, but on harvesting the colonies' resources. In the North, focus was on lumber & fishing. ~~The~~ The industries there were dominated by the need to provide lumber & food to Britain. The ~~abundance~~ abundance of lumber, however, as well as the needs for means to ship it, made the shipbuilding ~~industry~~ industry a major one, in ports, particularly Boston. In the South, the ~~best~~ climate ~~gave~~ gave the region the opportunity to provide crops, particularly rice, indigo, & tobacco (particularly in Jamestown). This mass agriculture, the groundwork for the later prevalence of cash-crop farming, made the necessity for labor a major issue.

Circle the Section II question number you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2</b> or <b>3</b>	Part C — Circle one <b>4</b> or <b>5</b>
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2A

Two of Three

Much bigger than in the North. Thus, slavery, helped by the Middle Passage of the trade routes, ~~became~~ became necessary in the South as a way to adhere to the British mercantilist theory. Therefore, though both the North & South's economies were based on providing raw materials, the differences in what those raw materials were laid the foundation for the later industrialization of the North & plantation system of the South.

The mercantilist theory hinged on easy trade between the country & colonies. Thus, the colonies tended to hug the coasts, and, particularly in the North, center around port towns & cities. The triangular trade route connected the colonies in North America with those in the Caribbean, as slaves, rum, sugar and crops were traded. This focus on trade also gave rise to a rampant smuggling economy, particularly as Britain, in an effort to glean more profit from its colonies, ended the period of salutary neglect, in which the colonies could basically do whatever they wanted as long as they kept producing raw materials, and introduced the Navigation Acts, which hampered free trade. ~~and~~

The colonies developed under Britain into a trade based economy, making them from the

Circle the Section II question number you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>(2) or 3</b>	Part C — Circle one <b>4 or 5</b>
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2A

Three of Three

beginning automatically, connected to and dependent on other countries. Eventually, this would develop into the ~~an~~ global-based economy we have today.

2B  
one of two

Circle the Section II question number you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

Part C — Circle one

4 or 5

2B

Trans-Atlantic trade and Great Britain's mercantilist policies led to the growth of slavery ~~and restricted trade~~ in Britain's North American colonies, as well as legislation restricting the colonies' ~~leading to~~ international trade.

Mercantilism called for ~~the~~ the flow of resources to the mother country from its colonies. The mother country would turn these resources into finished goods, which it would sell to obtain more money, and thus more power. This system required the North American colonies to produce such valuable resources as ~~the~~ tobacco in the Chesapeake colonies, cotton in the South, and rice in ~~the~~ Carolina. Slavery was attractive to colonists because it provided unpaid labor to produce these resources. In Carolina, for example, ~~the~~ African slaves were preferred because of their immunity to diseases carried by the mosquitoes in the rice paddies. The trans-Atlantic trade also fostered slavery because slaves were transported just as ~~the~~ goods were, ~~the~~. The Middle Passage increased access to slaves for North Americans. Thus, the British call for resources, along with the easy access to unpaid labor, ~~the~~ contributed to slavery's growth in the colonies.

While ~~the~~ <sup>the</sup> trans-Atlantic trade did lead to the birth of mercantilism in Great Britain, it also posed a serious threat to the policy. Because of trans-Atlantic trade, the North American colonies were able to trade with other countries, taking away Great Britain's power and increasing its rivals'. Britain responded by restricting colonial trade. The Navigation Acts required all colonial goods to be transported on British ships and pass through the mother country. The classes

2B

Two of two

Circle the Section II question number you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2</b> or 3	Part C — Circle one <b>4</b> or 5
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2B

and ~~the~~ Sugar Acts discouraged trade with France. As a result, the colonial economy was dominated by agriculture, and industrial development was suppressed to prevent competition with Britain.

Circle the Section II question number you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

(2) or 3

Part C — Circle one

4 or 5

one of two

20

From 1650 to 1750, for 100 years, the British North American colonies developed were under the control of Great Britain and had little room to discover their own freedom before the Revolutionary War.

During this time, the trans-Atlantic trade and Great Britain's mercantilist policies played a role in their economic development. While it certainly increased, had it not been for some of Britain's policies, they could have flourished even more greatly.

For these years, the colonies were participating in the triangular trade, a route that crossed through Africa and Europe. In this process, rum, molasses, and slaves were all traded freely from one country to the next. They also had many cash crops, such as tobacco, and staples, like cotton, that they traded with other nations to advance their development.

Although Great Britain issued a time of salutary neglect and ignored the colonies for a while, they still played a significant role on their growth.

Circle the Section II question number you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

Part C — Circle one

4 or 5

20

Two of two

Often, they would trade with one another, therefore increasing the colonies economies. However, they also issued many taxes on necessary goods that the colonists could not afford. The Stamp Act, Tea Act, Townshend Act - they all limited the growth of the colonies. Sometimes ports were even cut off, restricting which foreign countries they were permitted to trade with. Eventually the colonies boycotted trade with Great Britain and, although a bold move, this seriously hurt their economy because Great Britain was a influential a pivotal player in the economic game. Had it not been for these downsides by Great Britain, the colonies could have developed greater gains in their ~~economic~~ economy.

Overall, the trans-Atlantic trade and Great Britain's mercantilist policies did prove to be beneficial to the growth of the colonies economic development, however some of Britain's interests held back and limited the advancements that could have surged forward.

# AP<sup>®</sup> UNITED STATES HISTORY 2013 SCORING COMMENTARY

## Question 2

### Overview

This question sought to test students' understanding of economic development in the colonial Atlantic world. The question involved British North America before the rise of independence movements and hence tested students' understanding of the period beyond the familiar narrative of events leading to colonial separation from Great Britain. The question tested students' factual understanding of the time period as well as the historical thinking skills of analysis, cause and effect, chronological reasoning, and continuity and change over time.

### Sample: 2A

**Score: 7**

This fine essay partially develops its adequate thesis with strong analysis of mercantilism and regional differentiation in colonial development. It supports its claims with a solid amount of historical information (lumbering, fishing, shipbuilding, rice, indigo, cash crops, smuggling, Navigation Acts). A more complex thesis and greater outside information — especially information beyond itemizing colonial exports — would have nudged this essay into the highest category.

### Sample: 2B

**Score: 5**

This essay contains a workmanlike thesis that addresses all three parts of the question. It employs some analysis of mercantilism and links slavery to colonial economic development. It also contains some relevant historical information (Middle Passage, Navigation Acts, Molasses Act). The brevity of the analysis and the relative paucity of historical information kept the essay at the bottom of the category. The inclusion of the Sugar Act (from outside the time period of the question) does not seriously detract from the quality of the essay.

### Sample: 2C

**Score: 3**

This essay contains an acceptable, if limited, thesis that contends mercantilist policies were beneficial to colonial economic growth. It supports the thesis with a good amount of historical information (triangle trade, rum, molasses, cash crops, salutary neglect, etc.) Yet the major error of placing the Stamp Act, Tea Act, and Townshend Acts within the question's designated time period evinces a fundamental misunderstanding of the period and thus prevented the essay from advancing to the middle category.