

AP[®] UNITED STATES HISTORY 2015 SCORING GUIDELINES

Question 1 — Document-Based Question

Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

A. Thesis: 0–1 point

Skills assessed: Argumentation + Causation

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

Does not state a thesis that directly addresses all parts of the question or has a thesis that merely restates the question.

0 points

Response is completely blank.

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B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + Causation

Analysis of documents (0–3 points)				
Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.	OR	Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for the <u>majority</u> of the documents: <ul style="list-style-type: none"> intended audience, purpose, historical context, and/or the author's point of view 	OR	Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for <u>all</u> or <u>all but one</u> of the documents: <ul style="list-style-type: none"> intended audience, purpose, historical context, and/or the author's point of view
1 point		2 points		3 points
AND/OR				
Analysis of outside examples to support thesis/argument (0–1 point)				
Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.				
1 point				
Response does not offer plausible analysis of a majority of the documents or does not use this analysis to support the stated thesis or a relevant argument. Response does not offer plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.				
0 points				
Response is completely blank.				
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Question 1 — Document-Based Question (continued)

C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes.

1 point

Response does not accurately and explicitly connect historical phenomena relevant to the argument to broader historical events and/or processes.

0 points

Response is completely blank.

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D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, an analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.

Appropriately extends or modifies the stated thesis or argument.

1 point

OR

Recognizes and effectively accounts for disparate, sometimes contradictory, evidence from primary sources and/or secondary works in crafting a coherent argument.

1 point

OR

Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.

1 point

Response does not synthesize the argument, evidence, analysis of documents, and context into a coherent and persuasive essay.

0 points

Response is completely blank.

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Question 1 — Document-Based Question (continued)

SCORING NOTES

Thesis

A number of different intellectual, political, social, and economic strands contributed to the emergence of a new conservatism in the U.S. between 1960 and 1989. These could include the following:

- Reactions against big government
- Opposition to the women's movement/lesbian, gay, and bisexual rights
- The rise of the evangelical movement
- The belief in a free market economy
- Calls for law and order and resistance to perceived judicial activism
- Concerns about economic stagnation, inflation, and interest rates
- Anticommunism
- Anti-tax movement
- Apprehensions about social changes
- Defense of perceived traditional values
- Emphasis on personal freedom
- Escalating militancy of the Civil Rights movement
- Concerns about the credibility of the national government
- Perceived failure of U.S. foreign policy, military weakness
- Perceived failure of social welfare programs

Analysis of Documents

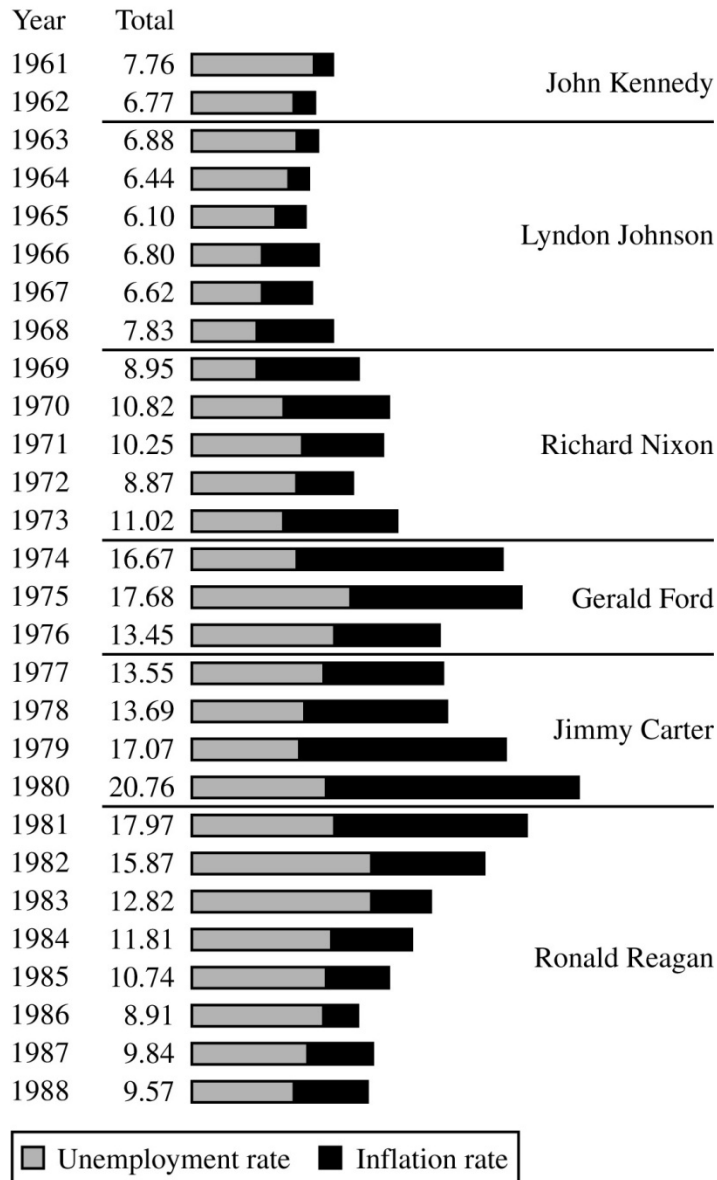
As explained above, to earn full credit for analyzing documents, responses must include at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, author's point of view. Although examples of these elements are listed below, to earn full credit these examples of analysis must explicitly be used in support of a stated thesis or a relevant argument. Remember, this is **NOT** an exclusive list of examples that could be cited.

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Question 1 — Document-Based Question (continued)

Background Information: The graph below is for background information. Analysis of it is not required and will not count toward the required number of documents.

UNEMPLOYMENT PLUS INFLATION, 1961–1988



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Question 1 — Document-Based Question (continued)

Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Franklin Roosevelt's rapid conversion from Constitutionalism to the doctrine of unlimited government is an oft-told story. . . . I am here concerned . . . by the unmistakable tendency of the Republican Party to adopt the same course. The result is that today *neither* of our two parties maintains a meaningful commitment to the principle of States' Rights. Thus, the cornerstone of the Republic, our chief bulwark against the encroachment of individual freedom by Big Government, is fast disappearing under the piling sands of absolutism. . . .

The root evil is that the government is engaged in activities in which it has no legitimate business. As long as the federal government acknowledges responsibility in a given social or economic field, its spending in that field cannot be substantially reduced.

Components of document analysis may include, but are not limited to, the following:

- Intended audience: fellow conservatives; the voting public
- Purpose: to advocate for a smaller federal government and to defend states' rights to make decisions for themselves at a time when the federal government was expanding its authority; criticizing the expansion of unwarranted governmental powers; also, to make a case for his upcoming campaign for the presidency
- Historical context: written during a time of expanding federal power. In particular, federal power was increasingly being used to protect the civil rights of African Americans, and arguments for states' rights were used as defenses of racial segregation
- The author's point of view: conservative politician; an advocate of states' rights and limited federal power

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Question 1 — Document-Based Question (continued)

Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

We now have several decades of experience with governmental intervention. . . .

Which if any of the great “reforms” of past decades has achieved its objectives? . . .

A housing program intended to improve the housing conditions of the poor, to reduce juvenile delinquency, and to contribute to the removal of urban slums, has worsened the housing conditions of the poor, contributed to juvenile delinquency, and spread urban blight. . . .

The greater part of the new ventures undertaken by government in the past few decades have failed to achieve their objectives. The United States has continued to progress; its citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged. . . . All this has been the product of the initiative and drive of individuals co-operating through the free market.

Components of document analysis may include the following:

- Intended audience: fellow conservatives; economists; the reading public
- Purpose: to critique government programs to support the economy and to advocate for free-market economics, supply-side economics, and trickle-down theory
- Historical context: written after three decades of the relative dominance of the New Deal political order, which established a variety of government programs to support individuals and to regulate economy; offers alternative way to regulate the economy through the money supply; challenges Keynesian economics
- The author’s point of view: conservative economist; advocate of free market policies; intends to criticize government economic programs and to argue that economic gains of the 20th century came from free markets

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Question 1 — Document-Based Question (continued)

Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

This letter is written to you by a law abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats. I am a widow who lives alone, works every day, pays taxes and lives by the rules. I get very little from my taxes when I can no longer walk on the streets and when I am afraid in my own home. . . . Sorry this letter is not typed. My typewriter was stolen.

Components of document analysis may include the following:

- Intended audience: New York Governor Nelson Rockefeller; political leaders who may be able to help
- Purpose: to request government assistance against problems for urban danger; to criticize perceived permissive liberal policies that favor lawbreakers and the perceived failure of the liberal state
- Historical context: long-term increase in crime that accelerated in the late 1960s and early 1970s; urban unrest of late 1960s; changes in inner cities; possibly racial transition of cities as “white flight” led an increasingly African American population to move in; conservative politicians’ call for law and order
- The author’s point of view: claims to be a law-abiding female widow afraid to leave her home; blames drug addicts and welfare cheats for urban problems and crime; adopts language of being discriminated against to describe position

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Question 1 — Document-Based Question (continued)

Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

We must reverse the trend America finds herself in today. Young people between the ages of twenty-five and forty have been born and reared in a different world than Americans of years past. The television set has been their primary baby-sitter. From the television set they have learned situation ethics and immorality—they have learned a loss of respect for human life. They have learned to disrespect the family as God has established it. They have been educated in a public-school system that is permeated with secular humanism. They have been taught that the Bible is just another book of literature. They have been taught that there are no absolutes in our world today. They have been introduced to the drug culture. They have been reared by the family and the public school in a society that is greatly void of discipline and character-building. These same young people have been reared under the influence of a government that has taught them socialism and welfarism. They have been taught to believe that the world owes them a living whether they work or not.

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Components of document analysis may include the following:

- Intended audience: fellow conservative evangelicals; the reading public
- Purpose: to critique the current moral standing of the United States; criticize the perceived erosion of traditional values in light of new technology and modern values, to motivate political action by the Christian right
- Historical context: written at the height of the evangelical Christian movement becoming involved in politics and aligning itself with the Republican Party
- The author's point of view: leader within the conservative evangelical Christian movement; argues that modern young people have lost traditional Christian morality

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Question 1 — Document-Based Question (continued)

Document 5

Source: 1980 Republican Party Platform.

Overseas, our goal is . . . to preserve a world at peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually . . . dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years: our ambassadors murdered, our embassies burned, our warnings ignored, our diplomacy scorned, our diplomats kidnapped. The Carter Administration has shown that it neither understands totalitarianism nor appreciates the way tyrants take advantage of weakness. The brutal invasion of Afghanistan promises to be only the forerunner of much more serious threats to the West—and to world peace—should the Carter Administration somehow cling to power.

Components of document analysis may include the following:

- Intended audience: Republican Party members; the voting public; the news media
- Purpose: to advocate U.S. strength in the world; to criticize the Carter administration's foreign policy
- Historical context: Ronald Reagan's 1980 presidential campaign against Jimmy Carter on the heels of the Iranian hostage crisis
- The author's point of view: critical of Carter administration; supportive of vigorous projection of U.S. power in the world

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2015 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

I am pleased that God blessed me with the privilege of being a woman. I have never been envious of the role of men but have had respect for both sexes. There's no doubt that there has been discrimination against women, but that is past history, just as discrimination against blacks is past history in the US . . .

Just what were we women to be liberated from? These women [feminists] were calling for liberation from the things women like me love most—our husbands, our children, our homes. My cry became: “God, liberate us from the Liberators!” . . .

We believe that the mothers of this and other nations must stand up for the protection of our homes and our children. In no way are we extremists, unless we be guilty of extreme devotion to our husbands, our children, and our homes. It is our sincere belief that if we do not unite against the threats to the home, if we retire to the convenience and security of our houses and do not speak out, then it will not be long until we, the “keeper at home” (Titus 2.5) will not have a home to keep!

Excerpt from “Women Who Do and Women Who Don't Join the Women's Movement” by Teddi Holt and edited by Robyn Rowland, Copyright © 1984 by Teddi Holt. Reproduced by permission of Taylor and Francis Books U.K.

Components of document analysis may include the following:

- Intended audience: fellow conservatives; women; the reading public
- Purpose: to defend role for women as staying at home with their families
- Historical context: increasing numbers of married women and mothers in the paid workforce; the decade after the emergence of the women's rights movement; a few years after the failure of the Equal Rights Amendment
- The author's point of view: conservative woman; opponent of women's rights movement and Equal Rights Amendment; defender of women as homemakers, mothers, and wives

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Question 1 — Document-Based Question (continued)

Analysis of outside examples to support thesis/argument

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include (but are not limited to) the following:

- Antiwar protests
- Assassinations of John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, and Malcolm X
- Black Power
- Civil Rights Act 1964
- Civil Rights movement, increased militancy
- Cold War
- Deregulation of industry
- détente
- Environmental Protection Agency (EPA)
- Equal Rights Amendment
- “evil empire”
- Great Society
- Iran-Contra
- Iranian Hostage Crisis
- Kent State shootings
- Law and order campaign
- Love Canal
- Mayaguez Incident
- New Federalism
- Nuclear weapons
- Organization of Petroleum Exporting Countries (OPEC) oil embargo
- Panama Canal Treaty
- Pentagon Papers
- Reaganomics
- Revenue sharing
- Pat Robertson
- *Roe v. Wade*
- SALT II
- Phyllis Schlafly
- Silent Majority
- Soviet Union
- Stagflation
- Strategic Defense Initiative (SDI)
- Supply-side economics
- Supreme Court decisions
- Three Mile Island
- Trickle-down theory
- Urban riots, 1960s
- Vietnam War

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Question 1 — Document-Based Question (continued)

- Voting Rights Act, 1965
- War on Poverty
- Watergate
- Whip Inflation Now

Contextualization

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following:

- Reactions against the perceived permissiveness of the 1960s and 1970s, including the counterculture, antiwar protest, feminism, and the sexual revolution
- The ongoing thread of anticommunism in the post-World War II U.S.
- Reactions against the perceived excesses of government interventions in the economy and society, such as various welfare programs and the Johnson administration's Great Society
- Concerns about U.S. economic stagnation, combined with belief in free market solutions
- Concerns about increased crime and the perceived need for greater law and order
- Population movements out of cities into suburbs and out of the North and East into the South and West
- Possible reactions against the successes of the Civil Rights movement
- Reaction against Supreme Court rulings expanding the rights of the accused
- Perceptions of military weakness following the Vietnam War and a desire to strengthen the U.S. military
- Emergence of charismatic politicians such as Ronald Reagan

Synthesis

Responses can earn the point for synthesis by crafting a persuasive and coherent essay. This can be accomplished providing a conclusion that extends or modifies the analysis in the essay, by using disparate, and sometimes contradictory, evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include (but are not limited to) the following:

- Comparing the rise of the New Right to earlier political coalitions such as the one that formed around the New Deal
- Comparing the rise of the New Right to the contemporary rise of the New Left
- Continuing the story of the rise of the New Right to include the Contract with America and the Republican recapture of control of the House of Representatives.
- Linking the rise of the New Right in this period to the later emergence of the Tea Party

Mandatory

1

Circle one

2 or 3

History has shown that following social, economical, and political struggle, Americans tend to shift their support from one political party to another. Following the aftermath of the Watergate scandal, in which President Nixon attempted to breach Democrats' political agenda at the Watergate Hotel, the American people were filled with a fervent distrust of the federal government. In addition to the distrust that characterized the 1970s, the presidencies of Ford and Carter, which were seen as failures to some extent, caused a shift in American sentiments. This shift, the transition to the New Right, can be exemplified by the 1980 election, which shifted the presidency to the conservative Ronald Reagan. Therefore, a combination of economic turbulence, political failures of the Democrats, and conservative reactions to liberal youths caused the dawn of the New Right.

The 1970s saw an unprecedented period in the U.S. economy. The unemployment rate was high while the inflation rate simultaneously increased. This "stagflation" was caused in part by the rising price ^{of} oil in the Middle East. In response to this economic situation, the Ford administration launched the WIN campaign, which was virtually ineffective. Ford's WIN policy did not act to specifically reform any economic policy; instead, it encouraged the American people to spend wisely and wear buttons advocating the policy. The ultimate result was a lack of change, as made evident in Unemployment Plus Inflation graph, which shows a startling rise in both unemployment and inflation during the Ford and Carter administrations. ^{Lared}

Circle the question number that you are answering on this page.

1A

2 of 5

Mandatory

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2 or 3

This lack of efficiency undoubtedly justifies the election of Reagan (1980), who established the basics of "Reaganomics." Republican Barry Goldwater expresses the conservative view that as a result of FDR's New Deal and LBJ's Great Society, "individual freedom [has been encroached] by Big Government." [Document 2] The policies put in place by Reaganomics centered around cutting taxes ^{for} corporations so as to increase spending. The United States would feel the hit of this spending increase in the 1990s, but in the '80s, the American economy prospered under Reagan. Furthermore, Friedman, a supporter of free-market economy, ^{reasoned that} ~~argued that~~ progress of the U.S. is a result of "co-operating through the free market" (Document 2). Friedman's view reflects the view of many who opposed Johnson's "Great Society" in the 1960s, which although sought to expand domestic welfare, failed in part due to increased spending in the Vietnam War. On the contrary, the recovering economy of the '80s allowed Reagan to increase military spending ~~in~~ in regards to the Cold War. Although the Soviet Union collapsed in part due to internal turmoil, the Reagan administration was perceived to be mostly responsible for "winning" the Cold War, since the Soviet Union could not keep up with the U.S.' increased arms buildup. Thus, "Reaganomics" strengthened ~~the~~ and continued the support for conservatism.

Another important aspect of the shift to the New Right

Circle the question number that you are answering on this page.

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1A
3 of 5

is the major criticisms of the Ford and Carter administrations. When President Ford pardoned Nixon for his role in Watergate, the court in the United States vs. Nixon had no choice but to drop the case against Nixon. Ford's pardon caused public outrage and ensured that he would not be reelected.

Although President Carter was successful to a certain extent during the Camp David Accords (which stabilized relations between Israel and Egypt), wealthy Americans were displeased when Carter gave ~~back~~ the Panama Canal, which ~~had~~^{had} held a substantial amount of assets for ~~the~~^{stock} holders.

Public disapproval of the Carter administration heightened. As mentioned in the 1980 Republican platform, the Carter administration saw a series of "defeats [...] over the past four years (Doc 5). Although the document is biased in the sense that it was written by ~~the~~ the party opposing Carter's, it correctly makes references to events such as the Tehran Hostage Crisis of 1979. After the U.S. allowed Iran's Shah to seek medical care in the U.S., radical Iranian students kidnapped American ambassadors to Iran and held them captive for over a year. The Carter administration was blamed for not being able to negotiate the hostages' release earlier, and the American public was officially ready to make the shift to the New Right.

Above all else, social conservatives were repulsed by what they deemed to be disintegrating family and

Circle the question number that you are answering on this page.

Mandatory

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2 or 3

1A
4 of 5

religious values. For the first time in American history, Protestants and Catholics put aside their differences and founded groups such as the Moral Majority, which sought to uphold the teachings of the Bible and renounced the "loss of respect for human life" that liberals, particularly women, found in freedom (document 4). With the legalization of the birth control pill, women ~~were~~ could be more free in their sexual relations, ~~as~~ and as a result, many women decided not to have children until a later age. Furthermore, in Roe v. Wade, the Supreme Court ruled that banning abortion was a violation of private rights, and thus legalized abortion. Social conservatives, such as Teddi Holt, were outraged, as they believed abortion breached both the religious values and the traditional family ~~&~~ values of American society. Drug experimentation ~~and~~ and rejections of conformity, exemplified by the Beat generation, spawned fears that the youths of America were becoming "dope addicts and welfare cheats" (Doc 3).

In summary, a complex ~~of~~ mix of societal, economic, and political issues faced by the Democrats gave rise to the new wave of Conservatism, which was exemplified by Reagan and George H.W. Bush. History has proven that when the American people are displeased with the efficiency of one party, they tend to shift their support to the opposing party.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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1A
SofS

In 2015, as tensions in the Middle East rise and the efficiency of Obamacare falls, the United States is once again witnessing a shift to ~~the~~ conservatism. For this reason, the Democratic president ~~faces~~ must work with a Republican majority in both the House and the Senate, and it seems like America is once again witnessing ~~the~~ shift to the "New Right." In fact, as the 2016 election looms near, the ~~growing~~ ^{looming} possibility of Republican president seems more and more possible.

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

1B

1 of 3

From 1960 to 1980, a new ~~new~~ political and cultural group rose to prominence in the U.S. The New Right, or new conservatism, as it was called, extended beyond simply politics, into issues like culture and religion and even beyond. This new era, ~~this~~ this new culture that ~~this~~ still has remnants ~~in~~ in today's ~~new~~ American society, was caused by a number of factors. Ultimately, the main catalysts for this reaction ~~were~~ were increasingly progressive views ~~and~~ American culture ~~and~~ and failures in previously established policies.

During this era, a push back against new progressive movements fueled the development of the New Right. Following ~~the~~ the Civil Rights movement, Feminist movements, and other social reforms, ~~conservative~~ conservative Americans attempted to return to more familiar times. ~~Especially in response to the changes brought about by the Civil Rights movement, the Feminist movement, and other social reforms, conservative Americans attempted to return to more familiar times.~~ Similarly, there were many religious groups fighting how secular the U.S. was becoming, especially in public schools. Members of the Moral Majority, including its founder Jerry Falwell, felt that American society should be based on Christianity ~~and~~ and traditional families (doc 4). Anti-Feminist groups also emerged, in an effort to keep the role of women as mothers and wives, and prevent women from joining the work force. For example, the Stop ERA, with members such as Teddie Hill, appealed to other women, especially in ~~Christian~~ Christian communities, ~~to stay at home~~ and encouraged them to remain homemakers and have "the privilege of being a

Mandatory

①

Circle one

2 or 3

2 of 3

~~the~~ "woman" ~~the~~ (doc 6). As with all progressive movements, a ~~the~~ conservative movement arose, such as the New Right, to return to old ways. Today, the emergence of anti-marriage equality (anti-LGBTQ+ ~~the~~ rights) groups is a modern reflection of this. The Moral Majority and other groups joined the New Right during this era in response to progressive movements.

Similar to the backlash received by social reform movements, political programs prior to and during this period caused the creation of conservative groups to change these policies. Peace keeping and negotiation ~~the~~ efforts abroad were viewed especially poorly, even as weakness. New Right groups expressed their hopes to increase the US military and keep "America strong" (doc 5). ~~During this time~~ This was important as following this speech, the Reagan administration greatly increased military spending. Also during the Reagan presidency, the spending on ~~the~~ welfare programs was drastically cut. This was supported by individuals such as Milton Friedman, who viewed ~~the~~ Lyndon B Johnson's Great Society as a failure (doc 2). Additionally, those who viewed welfare programs as Lyndon's backlash Reagan. He gained much support for proponents of the belief that welfare is often abused by "welfare cheats" (doc 3) or so called ~~the~~ welfare queens (a term created following Reagan's retelling of a woman misusing welfare programs). From 1965 to 1989, political groups reacted negatively to new progressive programs, such as Lyndon B Johnson's Great Society.

Circle the question number that you are answering on this page.

1B
3 of 3

Mandatory 1	Circle one 2 or 3
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With every action there is an equal and opposite reaction. Despite ~~this~~ this law being associated with physics, it is exemplified by the rise of new conservatism from 1968 to 1989. In response to progressive political and social reforms, groups such as the Moral Majority retaliated in reaction to what they saw as attacks on American values.

Circle the question number that you are answering on this page.

Mandatory

①

Circle one

2 or 3

1C
1 of 3

In present day U.S.A a liberal president holds office, religion is not incredibly relevant among the youth and middle age and conservatives are being brushed by many women for not supporting abortion. However, in the time between 1960 and 1989 there is a large rise ~~the~~ of support in conservatism. For many reasons, social and economic, ~~the~~ a new conservatism rose to prominence between 1960 and 1989.

After the New Deal era took place, many people felt that the government was taking up too many areas of people's lives. Barry Goldwater describes that the government's main problem is going in and establishing power where they have no business. Conservatism promotes the opposite, less government and less ~~more~~ involvement in the lives of citizens. However, once in office, conservatives did not always prove to "govern less". In a letter to Nelson Rockefeller, a republican governor, a citizen describes feeling lesser ~~a~~ than "dope addicts and welfare cheats". This portrays ~~and~~ the idea that a republican is still ~~overly~~ helping those that are poor, but for all the wrong reasons.

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

1C
2 of 3

Despite all of these flaws in Conservatism, it still managed to rise to prominence. Conservatives are generally more religious and old fashioned.

During the 60s to 80s there is an increase in rebellion and progressive young people, leading the older people to favor conservatism hoping to bring back their idea of morality. ~~Doc. 4~~ (doc. 4).

Another form of liberal progression was feminism, which those who advocated for feminism could be quite extreme and end up insulting the other ~~gender~~ sex (which isn't feminism). Conservatism didn't include such a strong feminist ideology. It contributed many people, and most likely Teeli Holt, to the conservative party. (doc. 6).

Lastly, in this time period more and more trouble is starting to brew in the middle east. Conservatives mostly support a very strong military. The 1980 republican platform describes using military force to keep world peace, and appealing to citizens of the U.S., to keep away threats to the west.

Milton Friedman once explained that progress in America has been a result of "the initiative and drive of individuals; not the government." The conservative platform supports this statement and so did many Americans.

Circle the question number that you are answering on this page.

1c

3 of 3

Mandatory

1

Circle one

2 or 3

People were tired of being controlled by the government. They felt cheated by welfare, and were exhausted from taxes. Parents were afraid that the government was teaching against church and morals. Everyone was looking for security, and most no longer trusted the government after Vietnam, and so, conservatism rose to prominence.

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2015 SCORING COMMENTARY

Question 1 — Document-Based Question

Overview

The Document-Based Question 1 allowed students to analyze the reasons for the development of new conservatism in the U.S. between 1960 and 1989 using a set of historical documents and excerpts. The question covered Periods 8 and 9 and required students to analyze specific background information and primary source evidence to explain the reasons why the mood of the country grew more conservative during the time period.

Sample: 1A

Score—Thesis: 1

The response has a strong thesis. The opening paragraph states relevant issues from the time period, and the thesis statement aptly summarizes them.

Score—Analysis of historical evidence and support of argument: 4

The response effectively analyzes content for five documents and provides extended analysis for all five: document 2, paragraph 2, point of view, “Friedman’s view reflects” and historical context, Friedman’s admonishment regarding spending with results under Reagan; document 3, paragraph 4, historical context, drug experimentation and Beat Generation spawned fears; document 4, paragraphs 3-4, Falwell audience, social conservatives, Catholics; document 5, middle of paragraph 3, historical context, Iran hostage crisis; and document 6, paragraph 4, point of view, people like author “were outraged” about abortion.

Outside information is abundant throughout the essay.

Score—Contextualization: 1

The response includes a relevant discussion of Lyndon Johnson’s failures in economic and foreign policy (page 2, paragraph 1) as well as information about Jimmy Carter’s foreign policy (page 3, paragraph 1).

Score—Synthesis: 1

The last paragraph sums up the rise of a new conservatism and relates it to the actions of presidents George H. W. Bush, George W. Bush, and Bill Clinton. It also references a possible connection to the election of 2016 as a response to current liberal policies.

Sample: 1B

Score—Thesis: 1

The thesis directly addresses the question: the rise of a new conservatism was “caused by a number of factor[s]” with “the main catalyst” being “increasingly progressive views.”

Score—Analysis of historical evidence and support of argument: 3

The response accurately analyzes the content of four documents, providing extended analysis for all four: document 2, page 2, paragraph 2, historical context, Reagan in support of Friedman’s ideology of cutting welfare programs; document 4, page 1, paragraph 2, Falwell’s point of view, “felt that American society should be based on”; document 5, page 2, paragraph 2, historical context, “New Right groups expressed their

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Question 1 — Document-Based Question (continued)

hopes to ... keep 'America strong' ... [and] Reagan ... increased military funding"; and document 6, page 1, paragraph, 2, purpose, written to appeal to other women, especially in Christian communities.

Outside information includes the Great Society, the idea of welfare queens, and LGBT issues.

Score—Contextualization: 0

The response fails to connect any historical phenomena relevant to the argument to broader historical events and/or processes.

Score—Synthesis: 0

The response does not synthesize the argument, evidence, analysis of documents, and context into the essay.

Sample: 1C

Score—Thesis: 1

The thesis is directly stated and addresses the question.

Score—Analysis of historical evidence and support of argument: 1

The response effectively analyzes content for five documents, providing extended analysis for three: document 1, page 1, paragraph 2, point of view, Goldwater describes government as the main problem, with conservatism promoting the opposite; document 3, page 2, paragraph 1, audience, religious conservatives and older people; and document 6, page 2, paragraph 1, audience, discussion of radical women's rights activists versus conservatives such as author.

There is no outside information.

Score—Contextualization: 0

The response fails to connect any historical phenomena relevant to the argument to broader historical events and processes.

Score—Synthesis: 0

The response does not synthesize the argument, evidence, analysis of documents, and context into the essay.