
AP World History

Sample Student Responses and Scoring Commentary

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AP[®] WORLD HISTORY 2017 SCORING GUIDELINES

Question 2 — Long Essay Question

Maximum Possible Points: 6

“Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E.” (*Historical thinking skill: Continuity and Change*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

Points	Scoring Criteria	Notes
A: Thesis 0-1	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p>	<ul style="list-style-type: none"> • Must address at least one continuity <u>and</u> at least one change in labor migrations <u>and</u> have some explanatory element for each. • Does NOT have to mention specific migrations. • <i>Sample: A continuity during this period in labor migration was the forced movement of artisans, manual laborers, and prisoners by states to build empires, while a major change was the development of North American colonies where free, forced, and indentured migrant laborers were used to build new economies.</i>
B: Argument Development: Using the Historical Thinking Skill 0-2	<p>Argument Development — Describes: Describes a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>describe/identify</u> at least one relevant example of continuity <u>and</u> one example of change in labor migration in the period 1450–1750 C.E. • <i>Samples: European colonization of the Americas, regional migration within the Americas, trans-Atlantic slave trade, importance of growing sea-based trade networks shaping migrations.</i>
	<p>Argument Development — Explains: Explains the reasons for a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>explain a cause</u> for at least one relevant example of continuity <u>and</u> a cause for one relevant example of change in labor migration in the period 1450–1750 C.E. and connect them back to the argument.

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Question 2 — Long Essay Question (continued)

C: Argument Development: Using Evidence 0-2	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>address</u> the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence reflecting labor migrations. Essays can earn this point without having a stated thesis or a relevant argument. • <i>Samples: trans-Atlantic slave trade, trans-Saharan slave trade, debt or indentured servitude in the Atlantic world, slavery in the Indian Ocean; free Europeans to the Americas, rural to urban migrations in Europe, Ottoman Empire slave soldiers, Chinese migrations throughout Southeast Asia.</i>
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>both</u> present a significant amount of relevant evidence <u>and</u> clearly and consistently link that evidence to an argument about continuity <u>or</u> change in labor migration in the period 1450–1750 C.E.
Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a</p> <ul style="list-style-type: none"> • different historical period • geographical area • a course theme and/or approach that is not the focus of the essay or • a different discipline. <p>(1 point)</p>	<ul style="list-style-type: none"> • (Period) may offer a relevant connection between the in-period continuity and/or change in labor migration and developments in other periods, e.g. during 1750–1900 C.E. or 1945–2000. • (Geography) not allowable because prompt is global. • (Theme) may connect the continuity and/or change in labor migration in this period to a course theme or approach that is NOT economic history. Examples might include migrations driven by religious or environmental factors. • (Discipline) may connect the argument to a different discipline, such as political science, sociology, or demography, to extend a discussion of the continuity and/or change in labor migration.
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>		

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

2A
293

Mandatory

1

Circle one

2 or 3

in the Americas. Strict ethnic divides became clear between masters (usually peninsular or creole) and their slaves, who were African. Rather than being warriors, in an indentured servant style, slaves took part in mass producing labor intensive crops. The work was dangerous, and it is estimated that for every ton of sugar produced in the Americas, a slave lost their life. So it can be deduced that a major ~~was~~ change was the situation and culture that the migrants endured (racism, overwork, and perpetual, ~~perpetual~~ ~~hereditary~~ hereditary servitude).

Another change was the new ~~developing~~ systems that developed as a result. With materials and labor in ~~operation~~ the Americas, manufactures in Europe, and potential slaves in Africa, Europeans began the process of triangular trade. The three part system was brutal. Merchantilism caused imperialism, ~~providing~~ creating a situation where Europeans ~~hegemony~~ were granted economic hegemony. Europeans pushed to create trading post empires for direct access to buy slaves, and sell the products produced by this. ~~The European hegemony and consequently~~ The developing systems and consequently European hegemony was a significant change to the slave trade.

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2A
3q3

Mandatory 1	Circle one ② or 3
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In conclusion, the slave trade and labor migration ~~remained~~ was changed by the European hegemony that benefitted its initial success. It was changed by the harsh conditions of racism, labor intensive agriculture, and hereditary status slaves endured. Yet it remained its initial crime-wrongful imprisonment and ownership of an individual. The crimes of transatlantic slave trade and the middle passage can best be seen in art. As slavery began being prohibited, Impressionist artists such as Joseph Turner, turned to painting to point out the inhumanity of slavery. For example, in Slave Ship, Turner paints The Zong. The Zong was a ship full of sick slaves. When the captain realized he would lose money on sick slaves, but he insured for dead ones, he sent them all overboard. ~~At the~~ A perfect depiction of the ridiculous treatment of slaves during this time.

Mandatory 1	Circle one 2 or 3
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thesis: From 1450-1750 CE, labor migrations ~~continued~~ continued the tradition of the laborers working under harsh conditions, but social structures and demographics changed along with the amount of economic revenue gained by ~~these~~ enforcers of labor.

From 1450-1750 CE, laborers continued to migrate and work under very harsh conditions. Laborers didn't have much freedom, and they were forced to work under horrible conditions. In Greece, Rome, and Sparta, slaves used to be either captured as prisoners of war, or bought and sold from foreign regions. The conditions under which the slaves worked were terrible. They were not paid, freedom was highly unlikely, and their masters were cruel and abused them (beat/raped them). This pattern of awful conditions continued with the labor migration of slaves to ~~the~~ plantations in the Americas. They were captured/sold by rival tribes in Africa, then forced to walk miles to the African coast, where they would get on a boat and travel to the Americas under horrible conditions (overcrowded bunks under the decks, dark, dirty, full of disease, etc). Once they arrived at the plantations, their conditions didn't improve. They were forced to work from sunrise to sunset, they were

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2B
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beaten, raped, and often worked to death on the plantations. on the plantations, they were forced to pick cash crops such as tobacco, cotton, coffee, and sugar and were often subject to whippings by their overseers.

Between 1450-1750 CE, labor migrations raised in frequency and changed social structures. As more slaves were taken to plantations, they outnumbered the number of colonizers controlling them (whether it was Spanish, Portuguese, etc.). New social classes developed within these plantation ~~economies~~ societies. In Brazil, Mestizos developed, which were a mix between the Brazilian ^{or African} slaves and the Portuguese colonizers. Demographic changes also occurred in Africa when large farms, mines, and factories developed. When slavery stopped after 1750 CE, huge migrations occurred between 1750-1900 in order to satisfy the labor needs in these farms, factories, and mines. African husbands would often leave their wives and move to one of the locations in order to get work. ~~The farms~~ The farms ~~produced~~ grew cash crops, the factories produced goods, and the mines mined for tin and other metals. As a result, women were left alone in the villages. The results were

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Mandatory

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Circle one

2 or 3

Women controlling the small-scale economies, becoming more socially powerful within their villages, and reconnecting with their birth families. The labor migrations led to social structure/demographic changes. an

Lastly, labor migration led to economic boom between 1450-1750 CE. As more slaves were forced to migrate to work on the plantations, ~~the~~ a larger quantity of cash crops were produced. This led to the creation and flourishing of the Columbian exchange* between the Latin American Plantations and the European nations that ran these plantations. As a result, there was a vast inpour of wealth into imperial nations such as the British, Spanish, Portuguese, French, and Dutch. This eventually led to more power ~~the~~ to these states and their subsequent prominence on the world stage.

*goods that were traded on the Columbian exchange include livestock, corn, peanuts, spices, and ~~cotton~~ coffee.

Today, labor Migration is becoming more prevalent as more people are migrating to the United States in search of work. Individuals from Latin America, Asian, and other countries

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2B
494

Mandatory 1	Circle one 2 or 3
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Countries around the world migrate into the U.S in search of jobs and other forms of labor, especially on farms, where immigrants make up a majority of the workers that grow and harvest the food we eat.

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2C
192

Mandatory 1	Circle one ② or 3
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Using the historical thinking skill of continuity and change over time it can be said that the use of slaves and agriculture stayed the same and modernizing change in the case of labor migration from 1450-1750 in the Early Modern Period. This was able to happen because of sea and maritime technology that occurred during this time. It started when the Europeans including the Spanish, Portuguese, and the Dutch started to travel by sea when trying to find better trade routes to their destinations.

One thing that stayed the same ~~was~~ from 1450 through 1750 was the use of slaves. Europeans used ~~trade~~ ^{slaves} to do these work for them on plantations. African Americans weren't the only slaves. There was also Indian slaves and Latin American slaves. Slaves were very mistreated and some died from diseases that they had received from migrating by sea and even from the Europeans themselves.

Another thing that stayed the same was the use of agriculture. Agriculture was the main way to produce crops and also make money. Laborers used agriculture to produce goods and Europeans sent the goods off to other states. The Europeans would receive the revenue from the trade of the goods while the laborers received little if nothing.

A way that labor migration from the period 1450-1750 changed was through technology. Laborers were able to ~~one what~~ modernize when they went off to different places.

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2C
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Mandatory 1	Circle one 2 or 3
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During this time ships were used more often. For African slaves, they were put on ships during the Middle Passage or the Atlantic Slave Trade and were shipped to different parts of the world as laborers for the Europeans.

One change from the period is the switch from a Asia powered world to a European World. After the Mongols had left China in the 1300s the Ming took over and decided to isolate China from the rest of the world. This gave the Europeans an opportunity to gain power in the world through sea travel.

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Long Essay Question 2

Overview

The intent of this question was to assess students' knowledge of continuities and changes in patterns of labor migration in the period between 1450 and 1750 C.E. This content is part of Key Concepts 4.1, 4.2, and 4.3 of the AP World History Curriculum Framework (Globalizing Networks of Communication and Exchange; New Forms of Social Organization and Modes of Production; and State Consolidation and Imperial Expansion). The question's geographic scope was global, and its chronological scope encompassed the period of new large-scale mass migrations from Afro-Eurasia to the Americas that followed the Age of Exploration, as well as the continuation of previous patterns of labor migrations, such as intra-Africa slavery, slave trade networks in the Muslim World, and global rural-to-urban migration movements. The question was designed to allow students to demonstrate their knowledge of multiple types of labor migrations, including involuntary migration (slavery, indentured servitude) and voluntary migration (for economic, religious, or political reasons). Students were expected to present a historically defensible thesis, describe both a historical continuity and a historical change in labor migrations during this period, explain the reasons for the historical continuity and the reasons for the historical change, address the topic with specific examples of relevant evidence, deploy the evidence to fully and effectively substantiate the thesis or a relevant argument, and extend the argument by either connecting it to a different course theme or another discipline or by comparing it to developments in other time periods.

Sample: 2A

Score: 6

The thesis presented in the first paragraph is sufficient to have earned the thesis point. The change is identified in the first sentence, where the response identifies that "European hegemony" evolves as a result of labor migrations following the discovery of the New World in 1492. The continuity of African slave trade is correctly identified as having continued since the ancient period.

The essay earned the first argument development point for describing a continuity and a change. The continuity of slave trade is identified in the beginning of the second paragraph. The first sentence of this paragraph identifies the continuation of the slave trade and not simply the labor system of slavery. The essay identifies earlier examples of this slave trade, and then connects them to the forced labor migration of African slaves in this time period. A change is described in the fourth paragraph, by identifying the evolving European hegemony due to the African slave trade previously introduced.

The essay earned the second argument development point for explaining a historical continuity and a change. The assertion of change is discussed quite thoroughly in the third paragraph, where the developing Atlantic slave trade is explained through the implementation of mercantilism and the need for cheap labor sources. The continuity of the brutality of slave trade is discussed in the second body paragraph, where the continued selling of enemies into slavery is explained as a result of needed goods. The continued need for these goods and weapons leads to the practice continuing throughout the time period.

The essay provides several examples that earned the first using evidence point, including naming of specific tribes (Ashanti), the goods traded for (guns), and evolving ethnic divides (Creole, *peninsulares*, etc.).

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Long Essay Question 2 (continued)

The essay earned the second using evidence point for effective substantiation by using evidence in several instances to substantiate the argument being made. In the second body paragraph, for example, the evidence of earlier time period slave trade complements the evidence provided of slave trade within this period (Ashanti, guns, etc.) to substantiate a solid argument about the continuity of slave trade as a forced migration.

The essay provides an especially high-level synthesis response, which earned the synthesis point. The essay does an exceptional job of connecting developments in art history with the forced slave migrations. While the essay develops an argument about continued poor treatment on the slave trade routes, the final paragraph connects this clearly to the Impressionist movement and a specific image by Joseph Turner. The essay also explains the cause of the connection, which lies in the inhumanity of the social hierarchy that developed around the justification of slavery.

Sample: 2B

Score: 4

The essay attempts a thesis but failed to earn the point for several reasons. Most significantly the argument being presented, “laborers working under harsh conditions,” is an argument about labor, but not migration. In addition, the identification of change and continuity lack the necessary explanatory element necessary.

The essay earned the first argument development point. The essay identifies a change in labor migration in the first sentence of the second paragraph. This identification includes the phrase “continued to migrate” and the clarification “under very harsh conditions” so that it meets expectations for describing a change in the migration itself. The paragraph goes on to describe the specific “horrible conditions” of the Middle Passage. The description of change in the first five lines of the third paragraph identifies the use of slave trade to the Americas as a change in the time period through reference to the increase in the “frequency” and referencing “more” slaves being taken to plantations in the New World.

The essay did not earn the second argument development point. Though a continuity in labor migration “under very harsh conditions” is identified, the essay fails to explain why this practice continued. Similarly the change identified (increased slavery to the New World) is never explained.

The essay earned the first using evidence point by providing multiple examples with connections to labor migrations, including identification of “African slaves,” “plantations” as the end point of the harsh treatment of slave migration, and specific details of the harsh treatment (disease, overcrowding, etc.).

The essay earned the second using evidence point by using evidence to substantiate the continued harsh treatment seen in slave migrations in the first body paragraph. The details of the harsh treatment reinforce the argument that this treatment was a continuous element of the forced migration of slaves.

The essay earned the synthesis point in the third paragraph by exploring the development of new social classes influenced by the continued importation (forced migration) of slaves. The essay develops this assertion with a detailed explanation of the demographic changes in plantation society.

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Long Essay Question 2 (continued)

Sample: 2C

Score: 1

The essay did not earn the thesis point. While the attempt at identifying a continuity argument in the first paragraph (“use of slaves and agriculture”) opens the door to an acceptable continuity, it does not connect the “use” of slaves to their forced migration. Similarly, the attempted change focuses on trade routes and methods of travel, rather than identifying an element of labor migration that changed.

The essay did not earn the first argument development point. The attempt to develop a slavery argument never advances beyond connecting the use of slavery to the migration of slaves. The same holds true of the agricultural element, which is a labor argument but not tied to migration. The essay does identify the use of ships to transport African slaves, but this is not a historically accurate change (as ships had been used for transport for years.)

The essay did not earn the second argument development point. No acceptable arguments are introduced and so explanation is not possible.

The essay fulfills the minimum expectation of two evidence points, so it earned the first using evidence point. It identifies slaves dying of disease from their transport and then identifies the “Middle Passage.”

The essay did not earn the second using evidence point because minimal evidence is presented, and it is not effectively used to substantiate an argument about labor migration.

The last paragraph could be interpreted as a failed attempt at synthesis. It demonstrates no connection to an argument or clear feature of labor migration, and so it did not earn the synthesis point.