
AP United States History

Sample Student Responses and Scoring Commentary

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Question 1 — Document-Based Question

Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about causes of the expanding role of the United States in the world in the period from 1865 to 1910.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “This change in foreign policy was caused by the need for new markets to expand [the] US economy and by imperialist sentiment. However, the most important cause of this change in the US’s role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive.” • “In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture.”
B: Contextualization (0–1)	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • The impact of the Civil War on the United States role in the world • International competition to establish colonies and maintain empires from 1865 to 1910 • Increasing United States industrialization and saturation of the domestic market, resulting in a desire to develop new global markets for goods • The closing of the frontier

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Question 1 — Document-Based Question (continued)

C: Evidence (0–3)	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point) <i>To earn 1 point the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i></p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points) <i>To earn 2 points the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p>	<p><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"> • Document 1: Treaty concerning Russian possessions, 1867 • Document 2: Strong, <i>Our Country</i>, 1885 • Document 3: Mahan, <i>Interest of America in Sea Power</i>, 1897 • Document 4: <i>Boston Globe</i> cartoon, “Hardly Know Which to Take First,” 1898 • Document 5: Hay, Second Open Door Note, 1900 • Document 6: <i>Puck</i> cartoon, “It’s ‘Up to’ Them,” 1901 • Document 7: Theodore Roosevelt, Fourth Annual Message, 1904
	<p>Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point) <i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Evidence used might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • The annexation of Guam at the end of the Spanish-American War (1898) could be used as evidence about the expansion of the United States beyond North America and in the Pacific. • The overthrow and annexation of Hawaii from 1894 to 1898 could be used as evidence of United States efforts to expand its control over other kingdoms or nations in the same period. • Missionary work could be used as evidence beyond the documents of the efforts of Americans to extend cultural influence and assert cultural superiority over other nations through the spread of Christianity (“White Man’s Burden”). • The United States efforts to bring peace through diplomacy at the end of the Russo-Japanese War could serve as evidence of its more visible role as an international power. • Spanish-American War • Platt Amendment • Insular cases • Roosevelt Corollary to the Monroe Doctrine • Panama Canal • Great White Fleet • Big Stick/Big Brother Policies

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Question 1 — Document-Based Question (continued)

D: Analysis and Reasoning (0–2)	<p>Sourcing: For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p><i>To earn this point, the evidence must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>
	<p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of demonstrating a complex understanding might include:</i></p> <ul style="list-style-type: none"> • Explaining a nuance by exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded • Explaining similarities and differences in the United States role in different parts of the world • Explaining connections to other time periods such as efforts to establish United States international standing in the late 18th and early 19th centuries • Confirming the validity of the response’s argument about the United States expanding role in the world by explaining how different documents corroborate the argument in spite of differing perspectives among the authors (for example, adroitly using the Puck cartoon which criticizes imperialism as well as the Roosevelt document that justifies it) • Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time • Proving the relative importance of causes throughout the paper, not simply stating their importance

If response is completely blank, enter -- for all four score categories A, B, C, and D.

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Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	<ul style="list-style-type: none"> • Russia cedes territory in North America to the United States for \$7.2 million in gold. • Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws 	<ul style="list-style-type: none"> • United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent (situation). • Foreign nations viewed the United States as a more important international power as a result of the treaty (audience).
2. Strong, <i>Our Country</i> , 1885	<ul style="list-style-type: none"> • Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land • Thinks Anglo-Saxon religion and culture have particular merit and deserve to control more land 	<ul style="list-style-type: none"> • Advocates of United States imperialism promoted ideas about racial competition and “Anglo-Saxon” superiority (point of view). • Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions (situation). • Strong sought to impress on American leaders the need to acquire more lands and resources (purpose).
3. Mahan, <i>Interest of America in Sea Power</i> , 1897	<ul style="list-style-type: none"> • Claims that Britain’s power and influence has been derived by its ability to support its international trade with a powerful navy • Argues United States does not have sufficient naval power to assert its interests in the Caribbean or Central America, nor to protect its own seaboard 	<ul style="list-style-type: none"> • European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests (situation). • Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America’s influence abroad (point of view). • Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East (purpose).
4. <i>Boston Globe</i> cartoon, “Hardly Know Which to Take First,” 1898	<ul style="list-style-type: none"> • Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories • Uncle Sam is unsure which to capture first 	<ul style="list-style-type: none"> • The United States engaged with Spain in the Spanish-American War over control of islands in Spanish possession (situation). • The cartoonist portrayed McKinley as serving the interests of United States imperialists by acquiring these lands in the Far East and Caribbean regions (point of view).

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Question 1 — Document-Based Question (continued)

<p>5. Hay, Second Open Door Note, 1900</p>	<ul style="list-style-type: none"> • Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations’ rights there, and ensure free trade there 	<ul style="list-style-type: none"> • The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests (situation). • United States had not been issued equal trade access, as had other European powers (through so-called “spheres of influences”), from the Chinese authorities. This was an attempt to assert United States’ equal rights to the markets of China (situation). • The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion (purpose).
<p>6. <i>Puck</i> cartoon, “It’s ‘Up to’ Them,” 1901</p>	<ul style="list-style-type: none"> • Cartoon depicting Uncle Sam offering both soldiers and school teachers to indigenous Filipinos • Suggests United States was willing to use both military force and educational uplift to gain power abroad 	<ul style="list-style-type: none"> • The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation (situation). • The cartoonist depicted Uncle Sam as an Imperialist giving the Filipinos a choice as to how it would like to be conquered either through peaceful or military means (point of view).
<p>7. Theodore Roosevelt, Fourth Annual Message, 1904</p>	<ul style="list-style-type: none"> • Argues that those who oppose necessary action in foreign lands are timid and unmanly • Argues that sometimes peace results from engaging in necessary conflict • Argues nations must act to protect their rights and interests • Argues United States simply wants stability in Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention 	<ul style="list-style-type: none"> • The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors (situation). • Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats (point of view).

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the U.S. ideal of manifest destiny.” (*This example suggests a historically defensible line of argument development.*)
- “The country was doing this for a few reasons, such as expanding its territory, (manifest destiny or imperialism) preserving its national interests such as trading with China, and helping other nations.” (*This example establishes the analytic categories for the argument.*)

Examples of unacceptable theses:

- “Due to this, America began to embark on an imperialistic mission in the latter half of the 1800’s in the name of economic, social, and political ‘necessities’.” (*This example is too generic and not specific to the time period.*)
- “Different causes and events had a major importance in expanding the role of the US in the world.” (*This example largely restates the prompt.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader

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Question 1 — Document-Based Question (continued)

historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910.

Examples of context might include:

- The impact of the Civil War on the United States role in the world
- International competition to establish colonies and maintain empires from 1865 to 1910
- Increasing United States industrialization and desire to develop new markets for goods
- The closing of the frontier in 1890

Example of acceptable contextualization:

- “In the aftermath of the war, internationally the world was changing, Europe was slicing up Africa, many countries started fighting for their independence, and the fight for influence and money ensued between the most powerful nations. During the time periods of 1865–1900, the US sought to keep up with Europe and expand its sphere of influence in the world under the leadership of Roosevelt, McKinley and other presidents.” (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “Throughout all of American history, the debate over whether or not to create alliances with foreign countries continues to be prominent. Documents such as Washington’s Farewell Address or the Monroe Doctrine warned against these alliances. However, towards the end of the 1800’s, America began to engage in foreign countries through alliances or attempting to imperialize other nations.” (*This example does not earn credit for contextualization because it is historically inaccurate in asserting that the Monroe Doctrine warned against alliances, and it is not a trend or development that influenced imperialism of the late 19th century.*)

C. Evidence (0–3 points)

Evidence from the Documents

In order to earn 1 point for using evidence from the documents, the response must address the **topic** of the prompt by using at least **three** documents. To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote or paraphrase — content from at least three of the documents to address the topic of the prompt.

Example of describing the content of a document:

- “Doc. 6 depicts Uncle Sam, its purpose showing the US having control over the country, trying to seem generous, when it actually isn’t.” (*This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the cause of the expanding role of the United States in the world, so it does not contribute toward the second point.*)

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Question 1 — Document-Based Question (continued)

Example of unacceptably describing the content of a document:

- “Document 6 is the effect of document 2, where the whites try to get other people to share the wonders of Christianity, albeit in a slightly conventional way.” (*This example does not contribute toward describing evidence from the documents relevant to the topic because it misinterprets the document and is confused in its assertion.*)

OR

Document Content — Supporting an Argument

Responses earn 2 points by using the content of at least six documents to support an argument that responds to the prompt. (2 points) To earn 2 points, responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Example of supporting an argument using the content of a document:

- “However, social causes were also a factor in the practice of American Imperialism. There was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxon, were a more fit race than any to expand, and Christianize and civilize the rest of the world (Doc. 2).” (*This example connects Strong’s inferred Social Darwinism to the cause of the United States expansionism.*)

Example of unacceptably supporting an argument using the content of a document:

- “Document 2 really demonstrates the effect of religious superiority, and the pride in racial heritage.” (*This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the cause of the expanding role of the United States in the world, so it does not contribute toward the second point.*)

Evidence Beyond the Documents

In order to earn 1 point for evidence beyond the documents, the response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the topic. To earn this point, the evidence must be described and must be more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as supporting **evidence beyond the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

Evidence used might include the following, with appropriate elaboration:

- Anti-Imperialist League; Peace Movement
- Algeciras Conference, 1906
- Berlin Conference, 1884–1885
- Burlingame Treaty, 1868
- Chinese Exclusion Act
- Gentleman’s Agreement

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Question 1 — Document-Based Question (continued)

- Root-Takahira Agreement, 1908
- Dollar diplomacy
- Annexation of Guam
- Platt Amendment/ Teller Amendment
- Annexation of Hawaii
- Insular cases
- Roosevelt Corollary to the Monroe Doctrine
- Mexican Revolution
- Manifest Destiny
- *USS Maine*; *The Maine*
- Missionary work
- Social Darwinism
- Panama (Hay-Bunau-Varilla Treaty, 1903)
- Panama Canal
- Russo-Japanese War; United States mediation (Treaty of Portsmouth, 1905)
- Spanish-American War
- Filipino Insurrection, Emilio Aguinaldo
- Venezuela Crisis
- “White Man’s Burden”
- William Seward (Seward’s Folly, Seward’s Icebox)
- Yellow Journalism (William Randolph Hearst, Joseph Pulitzer)
- Theodore Roosevelt’s foreign policy; Big Stick diplomacy, jingoism
- Treaty of Paris, 1899

Example of acceptable use of an additional piece of specific historical evidence:

- “Newspapers had risen in popularity among the public, a majority who could read, and many companies competed to attract the public’s attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cuban.” (*This example uses a particular piece of evidence beyond the documents to make a connection to a larger argument.*)

Example of unacceptable use of an additional piece of specific historical evidence:

- “The result of Josiah’s saying was Manifest Destiny. This westward expansion would create new states and territories, importantly also creating the Missouri Compromise.” (*This example would not earn credit for evidence beyond the documents because it is historically inaccurate and not connected to the question concerning late 19th-century American imperialism*)

D. Analysis and Reasoning (0–2 points)

Document Sourcing

For at least three documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt. To earn this point, the response must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

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Question 1 — Document-Based Question (continued)

Example of an acceptable explanation of the relevance of the document’s point of view:

- “The point of view of the artist is actually critical of America’s policy of imperialism, seeing it as a sign of America’s ego in its superiority and greed.” (*This example contributes toward a point for document sourcing because it correctly identifies the point of view of the cartoon as satirical of United States imperialism.*)

Example of an unacceptable explanation of the relevance of the document’s point of view:

- “The document (4) shows the pride many Americans felt at living in a country that controlled such vast amounts of territory.” (*This example does not contribute toward a point for document sourcing because it falsely states that the cartoon illustrates a United States point of view that is positive concerning overseas expansionism when the cartoon portrays the opposite.*)

Example of an acceptable explanation of the relevance of the document’s purpose:

- “Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War; it was fought to liberate Cuba but it ended with the oppression of the Philippines.” (*This example contributes toward a point for document sourcing because it links the purpose of the cartoon to the effect of expansionism for the Filipinos.*)

Example of an unacceptable explanation of the relevance of the document’s purpose:

- “The purpose of this document was to tell America why Russia was ceding its territory and giving permission.” (*This example does not contribute toward a point for document sourcing because it presents the content of the document and does not explain its purpose.*)

Example of an acceptable explanation of the relevance of the historical situation of a document:

- “The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of.” (*This example contributes toward a point for document sourcing because it situates the document in reference to the Spanish-American War and the increased possibilities that became open to the United States abroad.*)
- **Example of an unacceptable explanation of the relevance of the historical situation of a document:** “According to the Puck cartoon (Document 6), the United States sent missionaries to the Philippines.” (*This example does not contribute toward a point for document sourcing because it does not connect United States missionary activity to the expansion of its role in the world.*)

Example of an acceptable explanation of the relevance of the audience:

- “This highlights that Strong was appealing to a White audience likely to support imperialism for the maintenance of racial hierarchy.” (*This example contributes toward a point for document sourcing because it connects the audience for Strong’s book to support the reason behind imperialism.*)

Example of an unacceptable explanation of the relevance of the audience:

- “In document 1, the audience is the United States government.” (*This example does not contribute toward a point for document sourcing because it does not connect the stated audience to the relevant argument concerning causes of imperialism.*)

Demonstrating Complex Understanding

The response demonstrates a complex understanding, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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Question 1 — Document-Based Question (continued)

Demonstrating a complex understanding for this prompt might include:

- Explaining a nuance by exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded
- Explaining similarities and differences in the United States role in different parts of the world
- Explaining connections to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries
- Confirming the validity of the response’s argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors
- Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time
- Exploring the effects of imperialism on indigenous peoples above and beyond inferences from documents

This understanding must be part of the argument, not merely a phrase or reference.

Example of demonstrating complex understanding:

- *The response qualifies its argument throughout by interweaving historically insightful nuances that richly qualify the argument. The following example illustrates this sophisticated historical analysis:*
“The US took many efforts to try to assimilate the Filipinos to make them have the same political and societal views as they did. This reflects the ongoing trend of that time of racial superiority which is synonymous to how the US treated newly freed slaves at home. However, despite the imposing negative shadow the US cast over conquered lands due to nationalism, this feeling came from a sense of morality and genuine care for other people.”

Example of unacceptably demonstrating complex understanding:

- *This essay fails to deeply qualify the argument for it is too general and nondescript throughout. The following example illustrates this simplistic approach:* “This time period was difficult to go through, but when other nations realized that they needed the United States, it gave them what they all wanted and needed. Over time, the United States’ role expanded to helping others by trading, protecting and claiming their territories for the better of their lives.”

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Mandatory 1	Circle one 2 or 3 or 4
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1A
1 of 5

As the Civil War came to a close, the previously Confederate South seemed to be in shambles. Cities were destroyed, properties looted, no labor force for their esteemed cotton. Yet, the North seemed to be enjoying a rapid increase in the economy and the expansion of industrialization. This can, in part, be attributed to the favorable tariffs (like the Morrill Tariff) passed during wartime years and better technology and mechanization that allowed corporations to thrive in the post-war years, such as US Steel and Standard Oil. Yet, as time went on, the growing surplus of manufactured goods sparked Americans' interests in retreating from prior isolationist years and entering an era of increased American involvement globally to seek overseas markets for goods. Thus, an age of imperialism began as America rushed to catch up with other colonizing nations and experienced a growth in motives to expand. The United States primarily sought to increase its role in the world due to the notion that America and the American lifestyle was superior and to also gain strategic territory to expand their influence globally. Despite these strong imperialist sentiments, however, there were still many who were against the movement and considered it a moral wrongdoing.

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Mandatory ①	Circle one 2 or 3 or 4
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1A
2 of 5

One of the primary reasons behind imperialism was the general assumption that America was better in many regards to other nations. Josiah Strong claimed that as a superior white^{Anglo-Saxon} race, America—which was still largely white—must expand to other lands to impress its superior democracy, Christianity, and lifestyle on them (Doc 2). Strong clearly speaks to other imperialists to convince them that America has the obligation to expand to lands that do not share similar lifestyles to America and that do not have a similar government. Similarly, Captain Alfred Mahan argued for a stronger navy to complement the obvious superiority of America and to take part in imperialism in order to increase the nation's influence on the weaker Caribbean and Central American countries (Doc 3). Once again, Mahan shares the sentiment that it is crucial to expand to other lands due to America's superiority^{and ~~its~~ global capabilities}. These sentiments would come to a rise during the Spanish American War where America gained greater control of territories like Cuba, Puerto Rico, the Philippines, and Sandwich Islands (Doc 4). The point of view of the artist is actually critical of America's policy of imperialism, seeing it as a sign of America's ego in its superiority and greed. Many

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Mandatory ①	Circle one 2 or 3 or 4
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1A
3 of 5

anti-Imperialists at the time saw imperialism as a moral wrong due to America, ironically, once being a colonized land as well but being hypocritical in its policies towards other foreign lands. However, this failed to stop many imperialists' goals. In the Philippines, America tried to forcibly impose American standards of education and government on the Filipinos, otherwise they would use military force (Doc 6). At the time, rebels like Emilio Aguinaldo fought back against imperialist America but to no real success due to America's persistence in spreading their superior lifestyle.

Apart from America's ^{alleged} superiority, another reason for expansion in the world was to gain strategic territory for influence in global affairs. The very roots of America stepping into imperialism in the time period can be traced back to the very years after the Civil War. America signed a treaty with Russia allowing for the cession of Russian lands in North America and surrounding islands (Doc 1). This theme of North American Dominance can be connected to the Monroe Doctrine in which it was declared that European powers could no longer claim territory in North America. The treaty shows how much ~~America~~ ^{the US} wanted to expand their influence on the Americas. John Hay, Secretary of State,

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Mandatory <u>1</u>	Circle one 2 or 3 or 4
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1A
4 of 5

also negotiated ~~a~~ a policy in which foreign powers in China would agree to maintain an Open-Door policy to protect China's own interests and maintain peace. However, the ^(Doc 5) ~~real~~ ^{main} motive behind the Open Door Note was to allow ~~access~~ for easier access for America to ~~join~~ ~~the~~ have markets in China and gain strategic influence there. Furthermore, President Roosevelt, ~~a staunch imperialist~~ ^{a staunch} claimed that it is imperative for stronger nations like America to intervene in unstable countries and maintain "international police power" (Doc 7). From the point of view of a staunch imperialist, Roosevelt believed that by intervening in weaker countries, America would gain more influence in the world with its increased presence. Thus, his sentiments would lead to the creation of the Roosevelt Corollary to the Monroe Doctrine where he justified American intervention in Latin America ~~to~~ ^{to} protect democratic interests but really also to gain more ~~or~~ global power, an objective America consistently sought after the Civil War.

Although America did seem to begin its imperialist roots in the ~~era~~ era of industrialization after the Civil War to promote its superiority and gain influence, it should be noted that these

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

Mandatory

①

Circle one

2 or 3 or 4

1B

1 of 2

As the global role of the United States expanded in the latter half of the 19th century into the early 20th century, there were ample motivating factors that caused this growth. Americans looked to other lands and saw hope in potential territory gains and economic improvement, but the leading motive was two-sided in providing assistance to other nations for humanitarian and Social Darwinist reasons.

American values of democracy and freedom were trailblazing when a new government was established in 1776. Since then, several other nations, such as France, looked up to the United States and its values and sought to integrate these values. After expanding Westward and achieving manifest destiny, the American eagle was ready to spread its wings over other nations around the world, as the other world powers were already scrambling for territory.

In the search for land, the nation first turned within its own hemisphere to Russian-controlled Alaska. Although many were opposed to gaining the territory, calling it "Walrussia" and naming the quest "Seward's Folly", the U.S. gained Alaska from the Russians in exchange for gold (Document A). This is a prime example of the U.S.'s motivation in gaining land.

Captain Alfred Thayer Mahan compares America's foreign motives to the "wealth and greatness" that Great Britain acquired through trade. America was rapidly becoming a power in production and manufacturing due to its industrialization and abundant natural resources. Expanding the market and trading with other foreign nations would ameliorate the economy (Document C).

Although imperialism was an option that provided promising territorial and economic benefits, the ideology of providing assistance to countries in need proved to be the nexus of imperialistic motives. In a Message to Congress in 1904, President Roosevelt denies any land hunger as an intent, but instead expands upon building friendships with other nations and establishing mutual stability and prospering.

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

Mandatory 1	Circle one 2 or 3 or 4
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1B
2 of 2

Roosevelt says that if a country is in a good place politically and socially, the United States will not provide intervention. However, "chronic wrongdoing" and lack of civility would require a civilized power to intervene and assist that nation (Document G). One example of American intervention from humanitarian motives would be from Peking in China. The U.S. government provides intervention because they regard the condition at Peking to be "virtual anarchy". Secretary of State John Hay lists the intentions of protecting American interests, preventing the spread of this condition, and finding a solution to provide China with lasting safety and peace (Document E).

This humanitarian intent took another spin among many of the American people to Social Darwinism; the ideology that superior nations and cultures are obligated to dominate other "inferior" cultures. Many believed that the Anglo-Saxon race was destined to "win" the "final competition of races" (Document B). The United States sent school teachers to the Philippines in attempts to Westernize and improve their education, and consequently, improve their society. The Filipinos refused this unwelcome intervention and in a satirical magazine called Puck, a political cartoon depicts the Western education being forced upon the Philippines, as a giant Uncle Sam provides a menacing military man holding a gun in his other hand for those who refused the education (Document F).

To conclude, land gains and economic benefits proved to be motivations of America's expanding role in the world, but the strongest intent of providing other nations with assistance proved to be the biggest push factor.

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

Mandatory 1	Circle one 2 or 3 or 4
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1C
1 of 2

The importance or reasons the united states of america are expanding their role in the world from 1665 to 1910 are widespread. In Document 1 it's talks about how the united states was an place of enjoyment and advantage for immigrants something they were not getting in their own country and here there rights and religion will be protected.

In Document 2 it ~~states that~~ talks about religion and immigration and how countries from the east have migrated to the west.

In Document 3 it talks about the united states need to further expand its navy at sea or develop some type of navy to defend its shorelines so there shipping and markets will be protected and they are not ready at this moment to assert full control in the caribbean or central america.

In Document 4 it illustrates how the united states asserts its force power to take control or gain power over other countries around the world the united states going to or taking over other countries will indeed expand their role but has many negative and positive effects.

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

Mandatory ①	Circle one 2 or 3 or 4
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1C
2 of 2

In Document 6 it shows how ~~the~~ the United States gave the Filipino people a choice either to learn the American culture, and religion and allow the United States to change their country and take it over or have an all out war with United States Army. This was another negative way the United States expanded throughout the world during this time period.

In Document 6 president Theodore Roosevelt talks about how the United States does not have the right to over any country and that the United States wants to see other countries ~~so~~ being well.

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Question 1 — Document-Based Question

Overview

- The question required students to analyze the reasons for the actions and policies of the United States overseas. The content expectations of the question originated principally from Period 7 of the curriculum framework, which focuses on reasons for and outcomes of the rising prominence of the United States as an international power. Additionally, in the later elements of Period 6 of the framework, teachers are pointed in the direction of examining the role that rising American industrialization had in moving the United States toward securing foreign markets.
- The intention of the question was to determine if students could accurately evaluate why America’s role in the world expanded and weigh the relative importance of each cause during the period from 1865 to 1910. This question allowed for flexibility in approach, either through a chronological form of organization or a more thematic approach.
- The documents clearly pointed toward the following causes for America’s expanding role in the world: to increase trade markets for businesses, to build America’s prestige and power among other foreign powers, to uplift the races perceived as inferior by spreading American religious and economic principles, and to bring stability to countries and regions beyond the borders of the United States.
- This question focused on the skill of Causation, as well as Contextualization, Analyzing Primary Sources, and Argument Development.
- The Learning Objective assessed in this question focused on the role of America in the World.
- This question mainly addressed Key Concepts 6.1 and 7.1.

Sample: 1A

Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis. It establishes a complex thesis at the end of the first paragraph. It states, “The United States primarily sought to increase its role in the world due to the notion that America and the American lifestyle was superior and to also gain strategic territory to expand their influence globally. Despite these strong imperialist sentiments, however, there were still many who were against the movement and considered it a moral wrongdoing.”

B. Contextualization (0–1 points): 1

On the first page the response explains how an increase in industrialization following the Civil War along with the rise of large corporations (using a nicely nuanced link to favorable tariff policies) caused a surplus of manufactured goods, which required the acquisition of markets abroad. This trend (industrialization) is directly linked to the expanding role of the United States in the world. The clear historical development and its clear linkage to the prompt warranted the point for contextualization.

C. Evidence (0–3 points): 3

Evidence from the Documents

The response earned 2 points for using evidence from the documents because it uses all seven documents to accurately and effectively support its argument. For example on page 2, the content of Document 2 is accurately described and linked to the argument about notions of racial superiority: “Strong claimed that as a superior white Anglo-Saxon race, America ... must expand ... to impress its superior democracy, Christianity,

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Question 1 — Document-Based Question (continued)

and lifestyle on them.” On the top of page 4, for Document 5, the response accurately describes the Open Door policy. At the top of page 3, the response accurately identifies the content of Document 6 and its link to the counterargument against imperialism.

Evidence Beyond the Documents

The response earned 1 point for evidence beyond the documents. At the top of page 3, the response establishes that America is fighting in the Philippines. It states that “rebels like Emilio Aquinaldo fought back against imperialist America but to no real success” and applies this evidence to the argument about why the United States spread its global influence.

D. Analysis and Reasoning (0–2 points): 2

Document Sourcing

The response earned 1 point because it explains how document sourcing is relevant for at least three documents. For example, on the top of page 2, it clearly indicates the audience that Josiah Strong (Document 2) was attempting to influence and how this connects to the argument that Strong “clearly speaks to other imperialists to convince them that America has the obligation to expand to lands that do not share similar lifestyles to America and that do not have a similar government.” The last two sentences at the bottom of page 2 describe the point of view of Document 4 well. The response asserts that the cartoon’s view is critical of United States foreign policy, and it then goes on to state how this is relevant to the argument in the following sentence with the reference to the anti-imperialists seeing imperialism as a moral wrong. At the bottom of page 3, the discussion of Document 1 establishes the historical situation for the purchase of Alaska by citing the continued expectations established in the Monroe Doctrine and the United States expectation that it continue to enlarge its influence in the Western Hemisphere. At the top of page 4, the historical purpose for Document 5 is given when the response explains the relevance of the Open Door Note, saying that its “main motive ... was to allow for easier access for America to have markets in China and gain strategic influence there.” At the bottom of page 4, the point of view discussion of Document 7 correctly identifies Roosevelt as an imperialist who favored foreign intervention abroad that would “gain more influence” for America in the world. The response correctly states that these sentiments would lead to the creation of the Roosevelt Corollary to the Monroe Doctrine.

Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding, for a number of reasons. It explains a deeper nuance of the changing United States role in the world by exploring both expansionist and anti-imperialist perspectives and marshals evidence for these appropriately. It corroborates multiple perspectives by linking the evidence precisely and clearly. For example, the response smoothly transitions from Strong’s imperialism to Mahan’s argument for a larger navy to the larger goal of expanding U.S. influence abroad to the Spanish-American War. In addition, the response makes a relevant and insightful connection across time periods by linking U.S. expansionism in the late 19th century with its efforts to extend influence “in the Middle East in the later part of the [20th] century for strategic oil interests.” The response synthesizes all of these arguments into a deeply nuanced, sophisticated narrative.

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Question 1 — Document-Based Question (continued)

Sample: 1B
Score: 4

A. Thesis/Claim (0–1 points): 1

The response establishes a historically defensible claim that the United States expanded into the world in hopes of “potential territory gains and economic improvement ... [and] humanitarian and Social Darwinist reasons.” The thesis is the entire first paragraph. The response earned 1 point for thesis.

B. Contextualization (0–1 points): 1

The response establishes contextualization in the second paragraph. Citing Manifest Destiny, the desire to spread democratic values, and concerns about the implications of colonization by other European powers, the response simplistically describes the broader historical framework relevant to the prompt and earned the point.

C. Evidence (0–3 points): 2

Evidence from the Documents

The response uses Documents 1, 3, 7, 5, 2, and 6 accurately to address the topic of the prompt, so it earned 1 point in this category. It does not successfully use the content of six documents to support the argument, so it did not earn the second point. For example, Document 7 is described, but the link to the “ideology of providing assistance” is not sufficiently developed. The same is true of the attempt in the same paragraph to link the Open Door Notes to humanitarian efforts.

Evidence Beyond the Documents:

The response describes one piece of specific historical evidence relevant to the argument. In the next-to-last paragraph, the response explains the term Social Darwinism and how it was a cause of expansion, thus the response earned 1 point for evidence beyond the documents.

D. Analysis and Reasoning (0–2 points): 0

Document Sourcing

The response does not successfully source three documents. It does successfully indicate the historical situation for Document 1 by explaining Seward’s Folly and linking the opposition toward the purchasing of the territory to the larger argument. For most other documents, however, the response does not attempt to source them or does not do so successfully. On page 2 for Document 6, for example, it may appear that the historical situation of the Puck cartoon is linked to the argument when the response establishes that education is being forced on the Filipinos, but this is merely a description of what the document is depicting. The response did not earn a point for document sourcing.

Demonstrating Complex Understanding

The response neither demonstrates a nuanced understanding nor does it qualify or modify the argument. The response did not earn the point for complex understanding.

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Question 1 — Document-Based Question (continued)

Sample: 1C
Score: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn the point as the thesis attempt in the first sentence is a restatement of the prompt and does not offer a historically defensible claim. There is no discussion of causation but rather only the assertion that expansion was widespread.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because there is no effort to describe a broader historical context relevant to the prompt.

C. Evidence (0–3 points): 1

Evidence from the Documents

The response earned 1 point for correctly using content from at least three documents to address the topic of the prompt. The evidence is not linked to an argument, and the response did not earn the second point for evidence from the documents. The response shows understanding of Documents 3, 4, and 6. For Document 3 on page 1, it discusses America’s “need to further expand it’s [*sic*] navy.” For Document 4, the response describes how the United States asserts “power over other countries.” For Document 6 on page 2, the response correctly describes that the choice presented was assimilation or war. In the first paragraph the content for Document 1 is incorrectly described as showing that the United States was a “place of enjoyment and advantage for immigrants.” Document 2 on page 1 is attempted, but the attempt is too vaguely articulated to have earned credit. Document 7 (mistakenly labeled 6) is attempted, but the document is misinterpreted.

Evidence Beyond the Documents

This response does not use evidence beyond the documents. The point was not earned for evidence beyond the documents.

D. Analysis and Reasoning (0–2 points): 0

Document Sourcing

The response did not earn the point for document sourcing. No attempts are made to source any of the documents.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding because it does not attempt to corroborate, qualify, or modify the argument.