After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close both booklets. Look at the bottom front cover of your free-response booklet. Using the essay-choice labels that you set aside earlier, select the label that matches the question you chose to answer **(Question 2, Question 3, or Question 4) and apply it to the bottom front cover** of your free-response booklet, where indicated. For example, if you answered **Question 2 apply the label "2." Look up when you have finished. . . .**

Now put both booklets on your desk, faceup. Keep your booklets separate; don't put one inside the other. Put your unused labels next to the booklets....

If any students used extra paper for a question in the free-response section, have those students staple the extra sheets) to the first page corresponding to that question in their free-response exam booklets. Complete an Incident Report after the exam and return these free-response booklets with the extra sheets attached in the Incident Report return envelope (see page 68 of the *2018-19 AP Coordinator's Manual* for complete details).

Then say:

Remain in your seat, without talking, while the exam materials are collected....

Collect a free-response booklet, an orange booklet, and the unused labels from each student. Check for the following:

- Free-response booklet front cover: The student placed an AP number label and an essay-choice label in the appropriate boxes and printed their initials and today's date.
- Free-response booklet back cover: The student completed the "Important Identification Information" area.
- The student wrote answers in the free-response booklet and not in the orange booklet.

The orange booklets must be returned with the rest of your exam materials. Keep the orange booklets separate from the free-response booklets. Do not place the free-response booklets inside the orange booklets or vice versa.

You may discard the essay-choice labels after you have checked that all students have applied one label to each free-response booklet. When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

If you are giving the regularly scheduled exam, say:

You may not discuss or share the free-response exam content with anyone unless it is released on the College Board website in about two days. Your AP Exam score results will be available online in July.

If you are giving the alternate exam for late testing, say:

None of the content in this exam may ever be discussed or shared in any way at any time. Your AP Exam score results will be available online in July.

If any students completed the AP number card at the beginning of this exam, say:

Please remember to take your AP number card with you. You will need the information on this card to view your scores and order AP score reporting services online.

Then say:

You are now dismissed.

After-Exam Tasks

Before you leave the testing room, be sure to insert all of the Section I, Part B: Short-Answer Response Booklets inside the yellow short-answer response booklet return envelope(s) with the folds of the short-answer response booklets facing in the same direction. Insert no more than 25 booklets in a single envelope. Do not include multiple-choice answer sheets inside the short-answer booklet return envelopes). If you use more than one envelope, number the envelopes consecutively (1 of 3, 2 of 3, 3 of 3, etc.).

Do not tape or seal this envelope. Follow the directions on pages 76–77 of the *2018-19 AP Coordinator's Manual* for packing the yellow short-answer response booklet return envelope(s) in your return shipment to the AP Program.

Be sure to give the completed seating chart to the AP coordinator. Schools must retain seating charts for at least six months (unless the state or district requires that they be retained for a longer period of time). Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report.

NOTE: If you administered exams to students with accommodations, review the *2018-19 AP Coordinator's Manual* and the *2018-19 AP SSD Guidelines* for information about completing the Nonstandard Administration Report (NAR) form, and returning these exams.

The exam proctor should complete the following tasks if asked to do so by the AP coordinator. Otherwise, the AP coordinator must complete these tasks:

- Complete an Incident Report for any students who used extra paper for the free-response section. (Incident Report forms are provided in the coordinator packets sent with the exam shipments.) **These forms must be completed with a No. 2 pencil.** It is best to complete a single Incident Report for multiple students per exam subject, per administration (regular or late testing), as long as all required information is provided Include all exam booklets with extra sheets of paper in an Incident Report return envelope (see page 68 of the *2018-19 AP Coordinator's Manual* for complete details).
- Return all exam materials to secure storage until they are shipped back to the AP Program. (See page 27 of the *2018-19 AP Coordinator's Manual* for more information about secure storage.) Before storing materials, check the "School Use Only" section on page 1 of the answer sheet and:
  - Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2018-19 AP Coordinator's Manual.*
  - Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

Name:_____

Answer Sheet for AP United States History

Practice Exam, Section I

No.	Answer
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No.	Answer
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AP® United States History Exam

SECTION I, Part A: Multiple Choice

2019

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time
55 minutes
Number of Questions
55
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the circles for numbers 1 through 55 on your multiple-choice answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the multiple-choice answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the multiple-choice answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question	Sample Answer
Chicago is a (A) state (B) city (C) country (D) continent	Ⓐ ● Ⓒ Ⓓ Ⓔ

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, Part B: Short Answer

At a Glance

Time
40 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink
Questions 1 and 2
Mandatory
Question 3 or 4
Choose One Question

Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4. Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response booklet indicating whether you answered Question 3 or Question 4. Failure to do so may delay your score.

Form I
Form Code 4PBP4-S
07

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UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

55 Questions

Directions: Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

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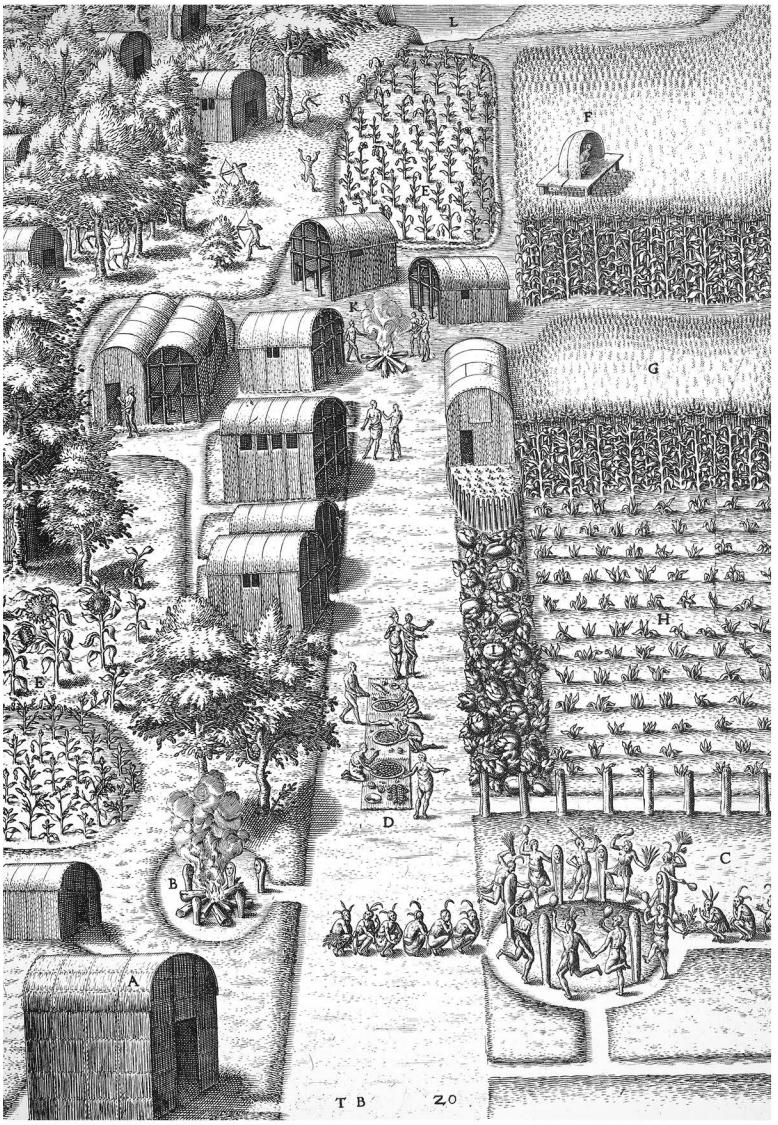
GO ON TO THE NEXT PAGE.

Questions 1 and 2 refer to the following image from 1590.



The Native American village of Secotan (in present-day North Carolina), line engraving by Theodor de Bry, 1590, made from a watercolor by John White

Granger, NYC — All rights reserved.

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1. The image best serves as evidence that many Native American groups had developed farming techniques that

(A) spread tobacco cultivation throughout the continent

(B) supported permanent villages

(C) allowed for continuous warfare

(D) differed dramatically from English agricultural practices

2. By the early 1600s, which of the following had most changed the circumstances of villages such as Secotan in eastern North America?

(A) The establishment of permanent settlements by English colonists

(B) The impact of epidemic diseases introduced by Europeans

(C) The decline of the fur and beaver trades

(D) The introduction of new foods into the Native American diet

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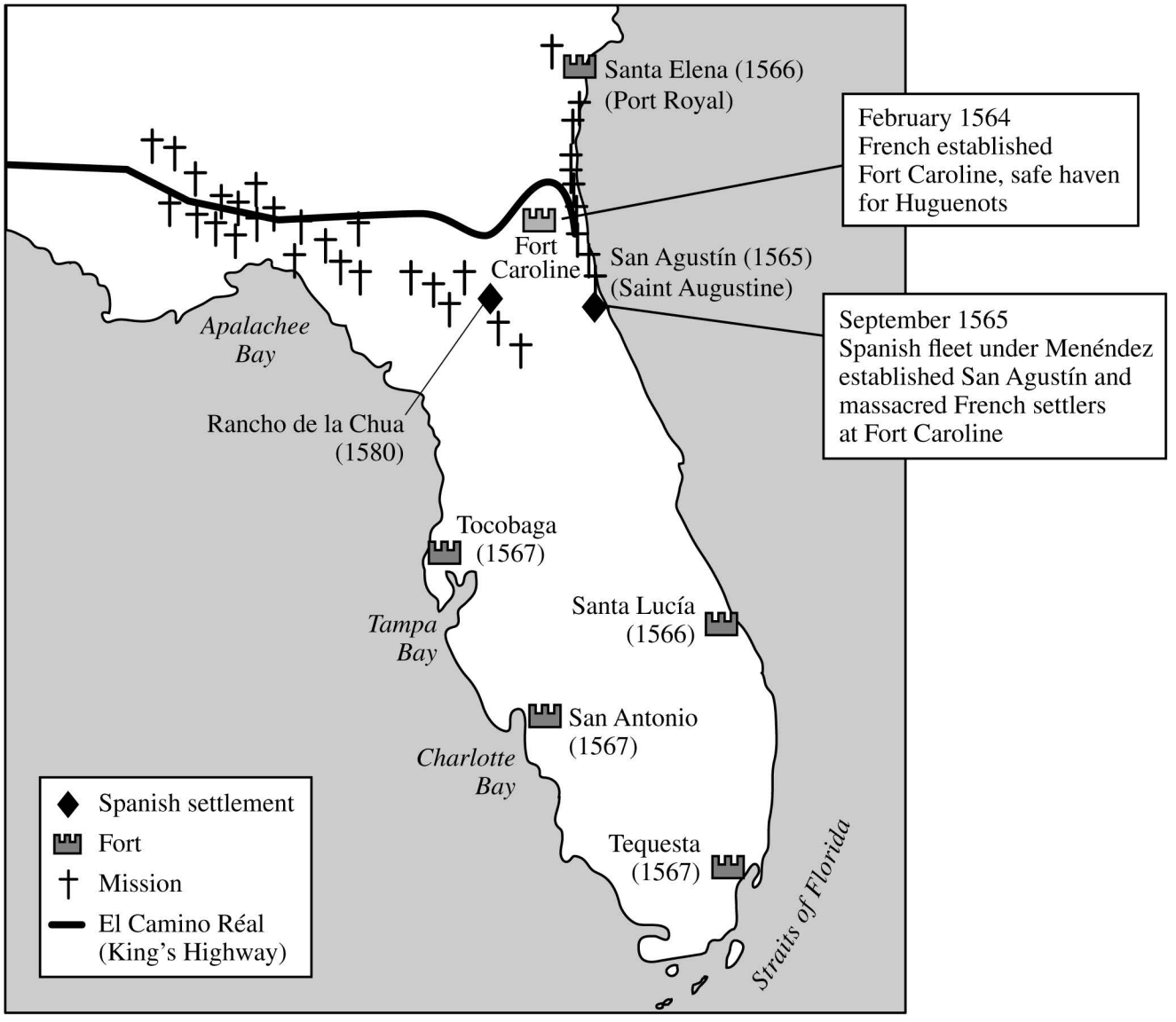
Questions 3 and 4 refer to the following map.

SPANISH FLORIDA, 1565–1680



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3. Which of the following best explains the presence of the Spanish in the areas depicted on the map?

(A) The emergence of competition between European powers in the Americas

(B) The outbreak of rebellion by the Pueblo Indians

(C) The spread of maize culture from American Indians to the Spanish colonists

(D) The introduction of African slavery to Spanish Florida

4. Which of the following was a major difference between the Spanish colonies in the Americas in the 1500s and the English colonies in the Americas in the early 1600s?

(A) The Spanish adopted African slavery in their colonies, while the English relied more on American Indian labor.

(B) The Spanish more actively sought to convert American Indians to Christianity than did the English.

(C) The Spanish tried to change American Indian worldviews, while the English generally accommodated them.

(D) The Spanish rejected assimilating American Indians into their culture, while the English favored assimilation.

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Questions 5 - 7 refer to the following excerpt.

"We ... the loyal subjects of our dread sovereign lord, King James, ... having undertaken for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually in the presence of God and one another, covenant and combine ourselves together into a civil body politic... and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet [proper] and convenient for the general good of the colony unto which we promise all due submission and obedience."

The Mayflower Compact, the first governing document of the Plymouth colony, 1620

5. Which of the following best describes the primary purpose of the document from which the excerpt was taken?

   (A) Organizing a system of rules and order in the colony

   (B) Promoting a Protestant denomination

   (C) Advocating for intercolonial cooperation

   (D) Encouraging further English investment in the colony

6. The ideas introduced in the excerpt most directly contributed to which of the following patterns among the British North American colonies?

   (A) The imposition of strict regulation by the Crown and Parliament

   (B) The establishment of local representative assemblies

   (C) The pursuit of trade with England and the West Indies

   (D) The development of agricultural economies

7. Participation in the "civil body politic" referenced in the excerpt would have been most available to which of the following?

   (A) Members of the English nobility

   (B) Sailors and soldiers

   (C) Male church members

   (D) Indentured servants

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Questions 8 - 11 refer to the following excerpt.

"We are reduced to the alternative of choosing an unconditional submission to the tyranny of irritated ministers, or resistance by force. . . .

"We fight not for glory or for conquest. We exhibit to mankind the remarkable spectacle of a people attacked by unprovoked enemies, without any imputation or even suspicion of offense. They boast of their privileges and civilization, and yet proffer no milder conditions than servitude or death.

"In our own native land, in defense of the freedom..., and which we ever enjoyed till the late violation of it—for the protection of our property, acquired solely by the honest industry of our forefathers and ourselves, against violence actually offered, we have taken up arms."

Declaration of the Causes and Necessity of Taking Up Arms, July 1775

8. The issuing of the declaration in the excerpt best serves as evidence of the

(A) Patriot inclusion of abolitionism as a goal of the resistance

(B) desire of the majority of colonists to launch offensive attacks against the British

(C) efforts of colonists to protect their rights as English subjects

(D) colonial demand for complete independence from Britain

9. The British Crown's response to actions like those in the excerpt was to

(A) declare the American colonies to be in open rebellion

(B) agree to meet with colonial representatives

(C) adopt a new form of imperial government

(D) appoint a new prime minister

10. Which of the following pieces of evidence could best be used to challenge the assertion in the excerpt that British attacks on the colonists had been "unprovoked"?

(A) The extension of a petition of reconciliation by members of the Second Continental Congress

(B) A series of popular boycotts, mob protests, and violence against royal officials

(C) Efforts by Quakers and Germans in the mid-Atlantic colonies to promote pacifism and remain neutral

(D) The outbreak of skirmishes between Patriot and Loyalist forces throughout the southern colonies

11. Which of the following most immediately built on the ideas expressed in the excerpt?

(A) The publication of the pamphlet *Common Sense*

(B) The drafting of the United States Constitution

(C) The issuing of George Washington's Farewell Address

(D) The writing of *The Federalist* papers

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Questions 12 - 14 refer to the following excerpt.

"As its preamble promised, the Constitution would 'ensure domestic tranquility' by allowing the federal government to field an army powerful enough to suppress rebellions like those that had flared up in Massachusetts, New Hampshire, and other states. Even more important, the Constitution would 'establish justice' by preventing the state assemblies from adopting relief measures that screened their citizens from either their Continental taxes or their private debts. . . . Excoriating [harshly criticizing] the legislatures for collecting too little money from taxpayers, the bondholders and their sympathizers noted with approval that the Constitution would take the business of collecting federal taxes away from the states and place it firmly in the hands of a powerful new national government."

Woody Holton, historian, "'From the Labours of Others': The War Bonds Controversy and the Origins of the Constitution in New England," *William and Mary Quarterly*, 2004

12. Which of the following historical events in the 1790s most directly followed from the developments described in the excerpt?

(A) Trade and manufacturing increased United States productivity and helped the federal government pay off its bonds more quickly.

(B) George Washington's neutrality allowed the United states to trade with France, Britain, and Spain simultaneously and pay down the debt.

(C) The federal government granted French merchants a monopoly on the sale of American tobacco to pay debts from the American Revolution.

(D) The federal government established a new economic policy in part by assuming states' debts from the American Revolution.

13. Which of the following most directly resulted from concerns over the increased power of the federal government in the late 1700s?

(A) Rebellions over the right to tax goods, such as the Whiskey Rebellion

(B) Slave uprisings, such as Nat Turner's Rebellion

(C) Revolts over requirements to pay taxes in hard currency, such as Shays' Rebellion

(D) Conflicts over access to land, such as Bacon's Rebellion

14. Which of the following issues did the framers of the United States Constitution most directly address?

(A) The domestic slave trade

(B) The establishment of a national bank

(C) The strengthening of central government powers

(D) Property qualifications required for voting

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Questions 15 - 17 refer to the following excerpt.

"Few wives in antebellum America enjoyed a life free from labor. Family life depended on the smooth performance of an extensive array of unpaid occupations in the household, and on the presence... of someone to provide that work—to supervise the children through the vicissitudes of a changing social and economic order; to make and mend clothes, quilts, pillows, and other household furnishings; to shop for items the household could afford..., and scavenge... for those it could not; to clean, cook, and bake; and, whenever necessary, to move from unpaid to paid labor to bolster the household income. The growth... of the cash economyl of the Northeast had not rendered this labor superfluous. Nor had it reduced housework to unskilled labor."

Jeanne Boydston, historian, *Home and Work*, 1990

15. Which of the following most directly contributed to the situation described in the excerpt?

(A) The abolitionist movement

(B) Increased immigration

(C) The market revolution

(D) The emergence of mass political parties

16. During the first half of the nineteenth century, some women increasingly "bolster[ed] the household income," as described in the excerpt, by

(A) obtaining positions in textile mills

(B) signing contracts for indentured servitude

(C) performing clerical and secretarial labor for large corporations

(D) participating in secular and religious reform associations

17. The growing number of women in the workforce in the second half of the twentieth century most directly contributed to

(A) the widespread belief that women's roles in the home should be abandoned entirely

(B) the ratification of a constitutional amendment guaranteeing women's equality

(C) legislation that restricted women's paid work to certain occupations

(D) increased social anxieties about the decline of the traditional nuclear family

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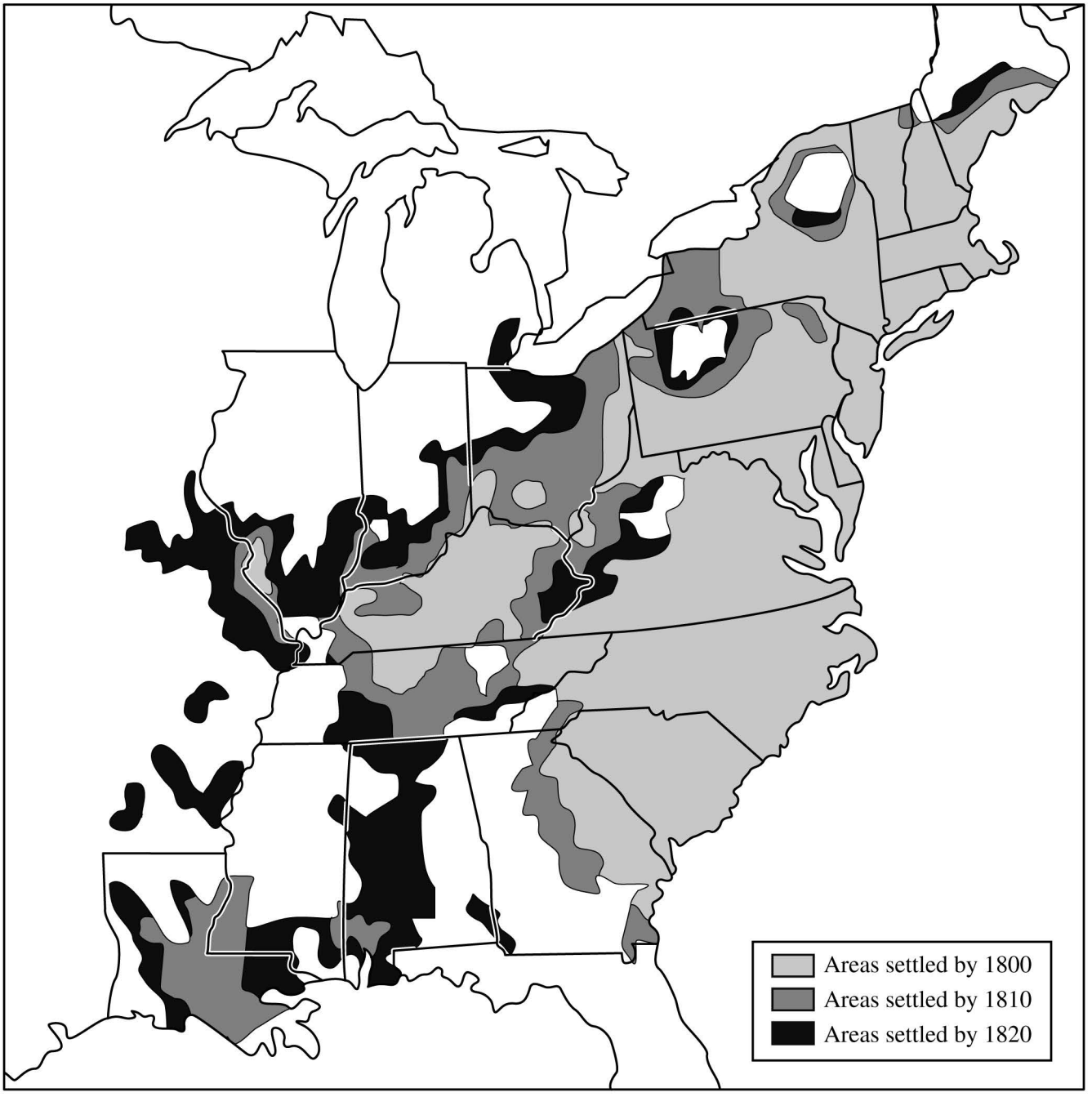
Questions 18 - 20 refer to the following map.

SETTLEMENT BY THE UNITED STATES, 1800–1820



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18. Which of the following most directly contributed to the spread of settlement depicted on the map?

(A) The development of transcontinental railroads

(B) Efforts to secure boundaries with Great Britain

(C) Federal grants for purchases of western land

(D) Sustained population growth after the American Revolution

19. Which of the following most likely accounts for the limits of United States settlement in portions of North Carolina and Georgia depicted on the map?

(A) Tobacco and sugarcane crops failed to thrive in those areas.

(B) American Indians maintained sovereign control over those regions.

(C) The Northwest Ordinance prohibited slavery in those regions.

(D) The lands were set aside for American Indian reservations.

20. The patterns of settlement shown in the map culminated in which of the following national crises by 1820 ?

(A) Outrage over the Federalist Party's disloyalty in proposing New England's secession

(B) Widespread opposition to the demands of the women's rights advocates at Seneca Falls

(C) The emergence of sectional tensions over the admission of the state of Missouri

(D) Disbelief at the violence resulting from popular sovereignty in Kansas

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Questions 21 - 23 refer to the following excerpt.

"[I am] commanded to explain to the Japanese that. . . . [the United States] population has rapidly spread through the country, until it has reached the shores of the Pacific Ocean; that we have now large cities, from which, with the aid of steam vessels, we can reach Japan in eighteen or twenty days; [and] that . . . the Japan seas will soon be covered with our vessels.

"Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act toward Americans as if they were her enemies...

"Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; and [the United States has], as an evidence of [its] friendly intentions . . . brought but four of the smaller ones, designing, should it become necessary, to return to Edo [Tokyo] in the ensuing spring with a much larger force."

Commodore Matthew C. Perry to the emperor of Japan, letter, 1853

21. The excerpt best supports the conclusion that in the 1850s, the United States government

(A) sought to prevent Japan from forming a naval alliance with the British empire

(B) was willing to intimidate Asian countries like Japan to secure economic opportunities

(C) attempted to monopolize Japanese commerce and to exclude the participation of Europeans in trade

(D) was interested in making the government of Japan more democratic

22. The population trend described in the excerpt most directly reflected which of the following domestic developments in the nineteenth century?

(A) The belief that it was the Manifest Destiny of the United States to control territory across the continent

(B) The question of the role of government in funding internal improvements

(C) The claim that the United States should limit European colonialism in the Western Hemisphere

(D) The dispute over whether Congress should reestablish a national bank

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23. Which of the following was a major United States foreign policy change in the Pacific region at the end of the nineteenth century?

(A) The United States began to accept unrestricted immigration from East Asia.

(B) The United States supported the formation of the Kingdom of Hawaii.

(C) The United States reduced the size of its navy through international agreements.

(D) The United States acquired new colonial possessions such as the Philippines.

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Questions 24 - 27 refer to the following excerpt.

"The question is simply this: can a negro whose ancestors were imported into this country and sold as slaves become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen, one of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution?... It is the judgment of this court that it appears... that the plaintifi in error is not a citizen... in the sense in which that word is used in the Constitution."

United States Supreme Court Chief Justice Roger B. Taney,
Dred Scott v. *Sandford*, 1857

24. The decision in the excerpt held which of the following to be unconstitutional?

(A) The Northwest Ordinance

(B) The Louisiana Purchase

(C) The Missouri Compromise

(D) The Wilmot Proviso

25. Which of the following most likely supported the ideas expressed in the excerpt?

(A) Abolitionists

(B) Southern Democrats

(C) Free soil advocates

(D) Northern Republicans

26. Which of the following was the most immediate result of the decision in the excerpt?

(A) Tensions over slavery diminished.

(B) Support grew for the Republican Party.

(C) The United States fought a war with Mexico.

(D) Most slave states voted to secede from the Union.

27. Which of the following invalidated the decision in the excerpt?

(A) The Fourteenth Amendment

(B) *Plessy* v. *Ferguson*

(C) *Brown* v. *Board of Education of Topeka*

(D) The Civil Rights Act of 1964

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GO ON TO THE NEXT PAGE.

Questions 28 - 30 refer to the following excerpt.

"Formerly the individual was the pioneer of civilization; now, the railroad is the pioneer, and the individual follows, or is only slightly in advance.... The wild roses are blooming today, and the sod is yet unturned ...where, in a year or two will be heard the screech of the locomotive and the tramp of the approaching legions, another year will bring the beginning of the change; towns and cities will spring into existence, and the steam whistle and the noise of saws and hammers, and the click and clatter of machinery, the sound of industry will be heard. The prairies will be golden with the ripening harvest, and the field and the forest, the mine and the river, will all yield their abundance to the ever growing multitude."

George A. Batchelder, *A Sketch of the History and Resources of Dakota Territory*, 1870

28. Which of the following contributed most to the process described in the excerpt?

(A) The industrialization of urban areas in the Northeast

(B) The building of new roads and canals

(C) Increased immigration from eastern Europe

(D) Legislation that facilitated the distribution of western land

29. Which of the following was a long-term result of the developments described in the excerpt?

(A) The growth of political tensions between the United States and Mexico

(B) A conflict with Great Britain over the northern border of the United States

(C) A large-scale African American migration to the region

(D) The creation of farmers' groups to resist corporate control of agricultural markets

30. The settlement pattern described in the excerpt was most similar to earlier settlement patterns in that it was

(A) discouraged by the federal government through legislation

(B) motivated largely by the desire to expand Protestant Christianity

(C) accompanied by conflict with American Indians over landownership

(D) the source of political divisions over the expansion of slavery

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Questions 31 - 33 refer to the following excerpt.

> "In 1789 the flag of the Republic waved over 4,000,000 souls in thirteen states, and their savage territory which stretched to the Mississippi, to Canada, to the Floridas. The timid minds of that day said that no new territory was needed; and, for the hour, they were right. But [Thomas] Jefferson, through whose intellect the centuries marched; Jefferson, who dreamed of Cuba as an American state; Jefferson, the first Imperialist of the Republic-Jefferson acquired that imperial territory which swept from the Mississippi to the mountains, from Texas to the British possessions, and the march of the flag began!... Jefferson, strict constructionist of constitutional power though he was, obeyed the Anglo-Saxon impulse within him... And now obeying the same voice that Jefferson heard and obeyed, that [Andrew] Jackson heard and obeyed, that [James] Monroe heard and obeyed, that [William] Seward heard and obeyed, that [Ulysses] Grant heard and obeyed, that [Benjamin] Harrison heard and obeyed, our President today plants the flag over the islands of the seas, outposts of commerce, citadels of national security, and the march of the flag goes on!"
>
> Albert J. Beveridge, candidate for United States Senate, "The March of the Flag" speech, 1898

31. Based on the excerpt, Beveridge would have most likely opposed which of the following?

(A) Senator Henry Dawes's program to reform American Indian policy through forced assimilation

(B) Antiexpansionist groups that advocated Filipino independence

(C) The Chinese Exclusion Act and limits on immigration

(D) The doctrine of survival of the fittest as applied to society

32. Beveridge's ideas in the excerpt best support which of the following positions commonly expressed at the time?

(A) Mexico and Canada have no right to question or check United States expansion.

(B) The right of the United States to assert power over foreign lands is God given.

(C) The United States foreign policy has always been isolationist and reluctant to intervene abroad.

(D) A smaller federal government was necessary to face the foreign policy challenges of the twentieth century.

33. Beveridge's speech was written in the context of

(A) war with Great Britain during the James Madison administration

(B) efforts to gain concessions from Mexico through conflict

(C) debates in the aftermath of war with Spain

(D) the decision to avoid war with France during the John Adams administration

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GO ON TO THE NEXT PAGE.

Questions 34 - 37 refer to the following excerpt.

"To turn the administration of our civic affairs wholly over to men may mean that the American city will continue to push forward in its commercial and industrial development, and continue to lag behind in those things which make a city healthful and beautiful... If women have in any sense been responsible for the gentler side of life which softens and blurs some of its harsher conditions, may they not have a duty to perform in our American cities? ... If woman would fulfill her traditional responsibility to her own children; if she would educate and protect from danger factory children who must find their recreation on the street . . . then she must bring herself to the use of the ballot—that latest implement for self-government."

Jane Addams, "Why Women Should Vote," *Ladies' Home Journal*, 1910

34. The ideas expressed in the excerpt most clearly reflect the ideals of which of the following?

(A) Progressivism

(B) Conservatism

(C) Expansionism

(D) States' rights

35. Addams' ideas expressed in the excerpt have most in common with which of the following historical views about women?

(A) The seventeenth-century Puritan belief that women must be governed by their husbands and fathers

(B) The belief of some mid-nineteenth-century reformers that women could act as the moral voice in society

(C) The argument of some nineteenth-century advice books that women's sphere was restricted to the home and family

(D) The rejection of traditional gender roles by feminists in the mid-twentieth century

36. Which of the following would have been most likely to support the sentiments expressed by Addams in the excerpt?

(A) Know-Nothings

(B) Machine politicians

(C) Southern Democrats

(D) Settlement house workers

37. The concerns Addams raises in the excerpt were most directly a reaction to which of the following?

(A) Social injustice and rising economic inequality

(B) The expansion of government regulation of corporations

(C) The transformation of rural society by mechanized agriculture

(D) Fears about the growing number of immigrants in the United States

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GO ON TO THE NEXT PAGE.

Questions 38 - 40 refer to the following excerpt.

"We must have tax reform. The method of raising revenue ought not to impede the transaction of business; it ought to encourage it. I am opposed to extremely high rates, because they produce little or no revenue, because they are bad for the country, and, finally, because they are wrong. We cannot finance the country, we cannot improve social conditions, through any system of injustice, even if we attempt to inflict it upon the rich. Those who suffer the most harm will be the poor.... The wise and correct course to follow in taxation and all other economic legislation is not to destroy those who have already secured success but to create conditions under which everyone will have a better chance to be successful."

President Calvin Coolidge, inaugural address, 1925

38. In the excerpt, Coolidge was reacting most directly against

(A) Progressive efforts to regulate the economy

(B) the consolidation of corporations into trusts and holding companies

(C) conspicuous consumption by some segments of society

(D) the promotion of laissez-faire economic policies

39. Members of which of the following groups would have been most likely to agree with the perspective expressed by Coolidge in the excerpt?

(A) Business executives

(B) Farm laborers

(C) Industrial workers

(D) Recent immigrants

40. The ideas expressed in the excerpt by Coolidge were most similar to the ideas of which of the following?

(A) Anti-imperialists in the 1890s

(B) New Dealers in the 1930s

(C) Great Society supporters in the 1960s

(D) New conservatives in the 1980s

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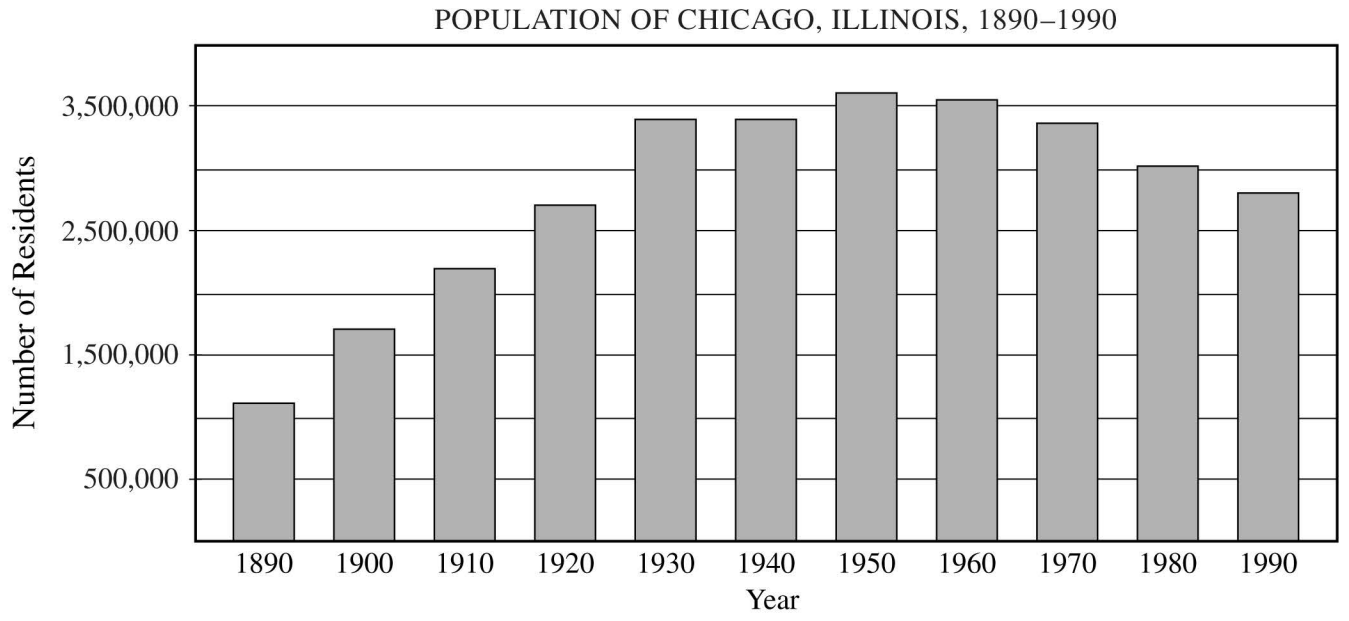
Questions 41 - 44 refer to the following graph.



United States Census Bureau

41. Which of the following factors most likely contributed to the trend in Chicago's population from 1890 to 1940 ?

(A) Increasing birth rates

(B) Job opportunities in industry

(C) The promise of religious freedom

(D) Growing employment in agriculture

42. Which of the following groups was LEAST likely to have contributed to the trend in Chicago's population from 1890 to 1940 ?

(A) African American migrants from the southern United States

(B) Immigrants from eastern and southern Europe

(C) Immigrants from northern and western Europe

(D) Immigrants from eastern and southern Asia

43. Which of the following factors was most likely responsible for the change in Chicago's population from 1950 to 1990 ?

(A) Migration to the suburbs and surrounding regions

(B) Federal policies discouraging immigration

(C) Decreasing birth rates among city dwellers

(D) Continued racial discrimination in urban public housing

44. One effect of the population changes that occurred nationwide from 1950 to 1990 was the

(A) decreased economic influence of immigrants on United States society

(B) decreased economic importance of the Pacific Northwest

(C) increased economic importance of the Northeast

(D) increased economic influence of the South and West

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GO ON TO THE NEXT PAGE.

Questions 45 - 47 refer to the following excerpt.

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

"We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together."

President Dwight Eisenhower, farewell address, 1961

45. Eisenhower's concerns expressed in the excerpt emerged most directly from the context of the

(A) First World War

(B) Second World War

(C) Cold War

(D) Vietnam War

46. Which of the following most directly contributed to the developments Eisenhower warned "we must guard against"?

(A) The internment of Japanese Americans

(B) The increased employment of women in defense manufacturing

(C) The growth of the nuclear arsenal

(D) The desire to protect oil supplies in the Middle East

47. Which of the following best characterizes the military-industrial complex in the decade following Eisenhower's speech?

(A) Popular protest forced greater separation between the military and industry.

(B) Private industry lost significant influence with the federal government.

(C) The military lost significant influence in the federal government.

(D) The concerns about the military and industry largely persisted.

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GO ON TO THE NEXT PAGE.

Questions 48 - 50 refer to the following excerpt.

"One of the tragedies of the struggle against racism is that up to now there has been no national organization which could speak to the growing militancy of young black people in the urban ghetto. There has been only a civil rights movement whose tone of voice was adapted to an audience of liberal whites. It served as a sort of buffer zone between them and angry young blacks....

"An organization which claims to speak for the needs of a community—as does the Student Nonviolent Coordinating Committee—must speak in the tone of that community, not as somebody else's buffer zone. . . .

"The need for psychological equality is the reason why SNCC today believes that blacks must organize in the black community. Only black people can convey the revolutionary idea that black people are able to do things themselves. Only they can help create in the community an aroused and continuing black consciousness that will provide the basis for political strength."

Stokely Carmichael, "What We Want," 1966

48. The ideas expressed in the excerpt arose most directly in reaction to which of the following?

(A) A Supreme Court decision that ordered the desegregation of public schools

(B) Persecution of African American labor union organizers during the Red Scare

(C) Discrimination and disenfranchisement that continued despite legislative gains

(D) An increase in conservative political activism by Black evangelical churches

49. Which of the following resulted most directly from the ideas expressed in the excerpt?

(A) The redirection of federal funding from urban social programs to the Vietnam War

(B) Building sentiment among Civil Rights activists for the use of passive resistance and peaceful protest

(C) Intensification of political and cultural debates over changes in African American family structures

(D) Growing opposition among Civil Rights activists to Democratic political leaders who supported the status quo

50. The ideas expressed in the excerpt could best be used to support which of the following perspectives at the time?

(A) Violence is the best means for African Americans to change their status.

(B) Integration should be rejected as the primary goal of the African American rights movement.

(C) Separatism would not help African Americans achieve a more powerful political voice.

(D) Economic inequality accounts for the persistence of racial discrimination.

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Questions 51 - 53 refer to the following excerpt.

"No thoughtful person can question that the American economic system is under broad attack. This varies in scope, intensity, in the techniques employed, and in the level of visibility.

"There always have been some who opposed the American system...

"But what now concerns us is quite new in the history of America. We are not dealing with sporadic or isolated attacks from a relatively few extremists or even from the minority socialist cadre. Rather, the assault on the enterprise system is broadly based and consistently pursued...

"The most disquieting voices joining the chorus of criticism come from perfectly respectable elements of society: from the college campus, the pulpit, the media, the intellectual and literary journals, the arts and sciences, and from politicians."

Memorandum from Lewis F. Powell, Jr., attorney and future United States Supreme Court Justice, to Eugene B. Sydnor of the United States Chamber of Commerce, 1971

51. The ideas expressed in the memo were most consistent with which of the following foreign policy beliefs after 1945 ?

(A) A global capitalist economy led by the United States would help stabilize the international system.

(B) A nonaligned movement would help balance out the communist nations in the global order.

(C) Collective security alliances provided the best means to protect United States commercial interests.

(D) The United States should unilaterally support postwar decolonization movements.

52. Those who shared Powell's perspective most likely opposed which of the following developments in the United States?

(A) The rise of the military-industrial complex during the 1950s and the 1960s

(B) An increase in the standard of living in the decades following the Second World War

(C) Laws limiting the power of labor unions in the 1920s

(D) The creation of social welfare and regulatory agencies under the New Deal and Great Society

53. Based on the excerpt, Powell would have been most likely to support which of the following during the 1980s?

(A) An increase in union membership for jobs in the service sector

(B) The curtailment of civil liberties in order to combat terrorist threats

(C) Significant tax cuts and the deregulation of many industries

(D) The relaxation of immigration policies and the granting of amnesty

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Questions 54 and 55 refer to the following excerpt.

"The Moral Majority, Christian Voice, and other groups of the 1970s and 1980s had a far broader issue agenda than their predecessors. The core agenda involved opposition to abortion, civil rights protection for gays and lesbians, and the ERA [Equal Rights Amendment to the Constitution, which would have guaranteed equal rights for women], and support for school prayer and tuition tax credits for religious schools. But the organizations staked positions on a variety of other issues as well. [Jerry] Falwell . . . consistently supported increases in defense spending. The *Moral Majority Report*, the organization's newsletter, attempted to build support for conservative economic issues as well, including a subminimum wage, a return to the gold standard, and cuts in social welfare spending."

Clyde Wilcox, historian, 2003

54. The excerpt most directly reflects which change in United States society during the 1970s and 1980s?

(A) The widespread closing of public schools

(B) An increase in the number of traditional nuclear families

(C) The rise of political activism among evangelicals

(D) The emergence of a youth-based counterculture

55. The position on defense spending advocated by the Moral Majority and similar groups during the 1980s indicates that they would have been most likely to support the

(A) significant arms reductions made by the Soviet Union and the United States

(B) Cold War rhetoric used by Republicans

(C) resurgent isolationist policies advocated by Democrats

(D) limitation of services for military veterans

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GO ON TO THE NEXT PAGE.

END OF PART A

IF YOU FINISH BEFORE TIME IS CALLED,

YOU MAY CHECK YOUR WORK ON PART A.

DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- PLACED YOUR AP NUMBER LABEL ON YOUR MULTIPLE-CHOICE ANSWER SHEET
- WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR MULTIPLE-CHOICE ANSWER SHEET
- TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR MULTIPLE-CHOICE ANSWER SHEET

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

"The members of the Philadelphia convention which drafted the Constitution were, with a few exceptions, immediately, directly, and personally interested in, and derived economic advantages from, the establishment of the new system. The Constitution was essentially an economic document based upon the concept that the fundamental private rights of property are [superior] to government and morally beyond the reach of popular majorities."

Charles Beard, historian, *An Economic Interpretation of the Constitution of the United States*, 1913

"Anxious and uncertain, the convention delegates... brought to bear their political experience, their sensitivities to legal loopholes, their commitment to representative government, and they focused their energies and attentions on resolving existing conflicts, correcting existing errors, and protecting ... against a descent into tyranny. When they were done, they submitted their handiwork to the citizens for ratification rather than attempting to impose it by assassination or military force. In this way, they invited their neighbors to share responsibility for the fate of their experiment in representative government."

Carol Berkin, historian, *A Brilliant Solution: Inventing the American Constitution*, 2002

1. Using the excerpts above, answer (a), (b), and (c).

a) Briefly describe ONE major difference between Beard's and Berkin's historical interpretations of the drafting of the United States Constitution.

b) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Beard's interpretation.

c) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Berkin's interpretation.

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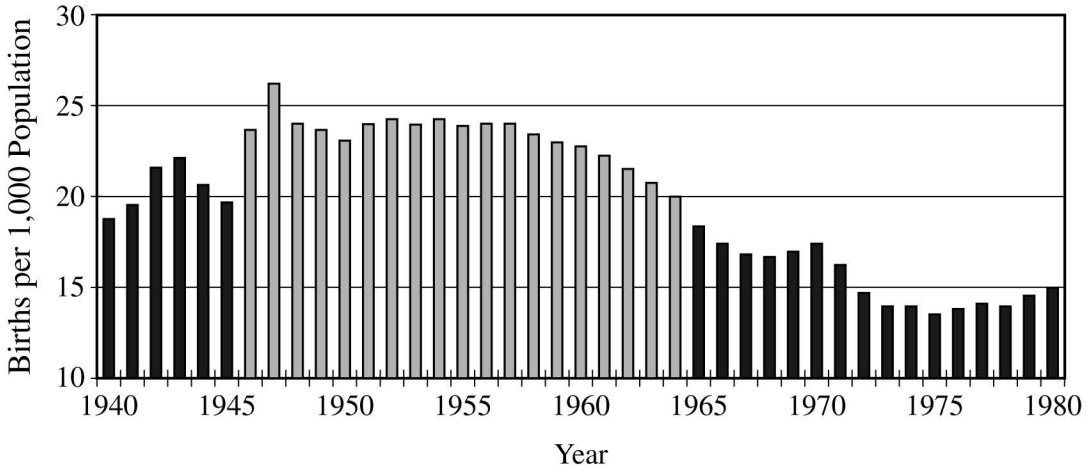
GO ON TO THE NEXT PAGE.

UNITED STATES BIRTH RATES, 1940–1980



2. Using the graph above, answer (a), (b), and (c).

a) Briefly describe how ONE specific historical event or development contributed to the high birth rates in the United States from 1946 to 1964.

b) Briefly describe ONE specific historical effect of the high birth rates on United States society from 1946 to 1964.

c) Briefly explain ONE specific historical change in United States society from 1965 to 1980 that resulted from the trend in birth rates from 1946 to 1964.

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GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1776 to 1877.

a) Briefly describe ONE specific historical difference between the ideas of republican motherhood and the ideas of the Seneca Falls Convention.
b) Briefly describe ONE specific historical similarity between the ideas of republican motherhood and the ideas of the Seneca Falls Convention.
c) Briefly explain ONE specific historical effect of either republican motherhood or the Seneca Falls Convention.

4. Answer (a), (b), and (c). Confine your response to the period from 1919 to 1960.

a) Briefly describe ONE specific historical difference between the United States reaction to international events following the First World War (1919–1930) and following the Second World War (1945–1960).
b) Briefly describe ONE specific historical similarity between the United States reaction to international events following the First World War and following the Second World War.
c) Briefly explain ONE specific historical reason for a difference between the United States reaction to international events following the First World War and following the Second World War.

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GO ON TO THE NEXT PAGE.

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED,

YOU MAY CHECK YOUR WORK ON THIS SECTION.

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- FILLED IN THE CIRCLE ON THE LAST PAGE OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET THAT INDICATES WHETHER YOU ANSWERED SHORT-ANSWER QUESTION 3 OR SHORT-ANSWER QUESTION 4
- PLACED YOUR AP EXAM LABEL ON YOUR SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET
- PLACED YOUR AP NUMBER LABEL ON YOUR SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET
- COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET
- USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR

AP® United States History Exam

SECTION II: Free Response

2019

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour and 40 minutes

Number of Questions
2

Percent of Total Score
40%

Writing Instrument
Pen with black or dark blue ink

Question 1 (DBQ): Mandatory

Suggested Reading and Writing Time
1 hour

Reading Period
15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.

Suggested Writing Time
45 minutes

Percent of Total Score
25%

Question 2, 3, or 4: Choose One Question

Answer Question 2, Question 3, or Question 4

Suggested Writing Time
40 minutes

Percent of Total Score
15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ Month ☐☐ Day ☐☐☐☐ Year
3. Six-digit school code ☐☐☐☐☐☐
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
   No, I do not grant the College Board these rights. ☐

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question (DBQ). If you have time, you may also read Questions 2, 3, and 4. You may begin writing your responses before the reading period is over.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the question you answered. For example, if you answered Question 2, apply the label [2] to the front cover. Failure to do so may delay your score.

Form I
Form Code 4PBP4-S
07

THIS PAGE MAY BE USED FOR PLANNING YOUR ANSWERS. NOTES WRITTEN IN THIS ORANGE BOOKLET WILL NOT BE SCORED. WRITE ALL YOUR RESPONSES IN THE SECTION II BOOKLET.

SECTION II QUESTIONS AND DOCUMENTS BEGIN ON PAGE 4.

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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GO ON TO THE NEXT PAGE.

1. Evaluate the extent to which transportation innovation contributed to American national unity in the period from 1800 to 1860.

Document 1

Source: Robert Fulton, inventor, to Albert Gallatin, Secretary of the Treasury, letter, 1807.

Having . . . considered the advantages which canals will produce in point of wealth to individuals and the nation, I will now consider their importance to the union and their political consequences.

. . . Numerous have been the speculations on the duration of our union, and intrigues have been practiced to sever the western from the eastern states. The opinion endeavored to be inculcated, was, that the inhabitants beyond the mountains were cut off from the market of the Atlantic states; that consequently they had a separate interest, and should use their resources to open a communication to a market of their own; that remote from the seat of government they could not enjoy their portion of advantages arising from the union, and that sooner or later they must separate and govern for themselves.

. . . What stronger bonds of union can be invented than those which enable each individual to transport the produce of his industry 1,200 miles for 60 cents the hundred weight? Here then is a certain method of securing the union of the states, and of rendering it as lasting as the continent we inhabit.

Document 2

Source: President John Quincy Adams, inaugural address, March 1825.

To the topic of internal improvement, . . . the magnificence and splendor of their public works are among the imperishable glories of the ancient republics. The roads and aqueducts of Rome have been the admiration of all after ages, and have survived thousands of years after all her conquests have been swallowed up in despotism or become the spoil of barbarians. Some diversity of opinion has prevailed with regard to the powers of Congress for legislation upon objects of this nature. . . . Nearly twenty years have passed since the construction of the first national road was commenced. The authority for its construction was then unquestioned. . . . Repeated, liberal, and candid discussions in the Legislature have conciliated the sentiments and approximated the opinions of enlightened minds, upon the question of constitutional power. I can not but hope that, by the same process of friendly, patient, and persevering deliberation, all constitutional objections will ultimately be removed.

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GO ON TO THE NEXT PAGE.

Document 3

Source: Thomas Jefferson to William Branch Giles, letter discussing the United States Supreme Court decision in *Gibbons* v. *Ogden*, December 1825.

Take together the decisions of the federal court, the doctrines of the President, and the misconstructions of the constitutional compact, acted on by the legislature of the federal branch and it is but too evident that the three ruling branches of that department are in combination to strip their Colleagues, the States authorities of the powers reserved by them. . . . Under the power to regulate Commerce they assume indefinitely that also over agriculture and manufactures. . . . Under the authority to establish post roads, they claim that of cutting down mountains for the construction of roads, of digging canals, and, aided by a little sophistry on the words "general welfare" a right to do, not only the acts to effect that which are specifically enumerated and permitted, but whatsoever they shall think, or pretend will be for the general welfare. . . . The states should be watchful to note every material usurpation on their rights, [and] to denounce them as they occur.

Document 4

Source: Samuel Breck, member of the Pennsylvania Senate and former member of the United States House of Representatives, journal entry, 1833.

As an instance of the rapid manner in which travelers get along, I may instance Mrs. Lloyd's trip to Richmond in Virginia. She left Philadelphia at six o'clock A.M. . . . and arrived in the evening of the second day from Philadelphia at the city of Richmond, thus traversing without fatigue a distance of five hundred miles in a little more than thirty-six hours!

Undoubtedly, a traveler will be able to go from Baltimore to New York by the light of a summer's sun when the locomotives shall be placed on the Amboy [New Jersey] railroad. An invitation to a three-o'clock dinner in New York or Philadelphia may now be complied with by the individual who takes his breakfast in either of these cities; and with the loco[motive], when established, he may start from one city in the morning and return again in the evening from a visit to the other.

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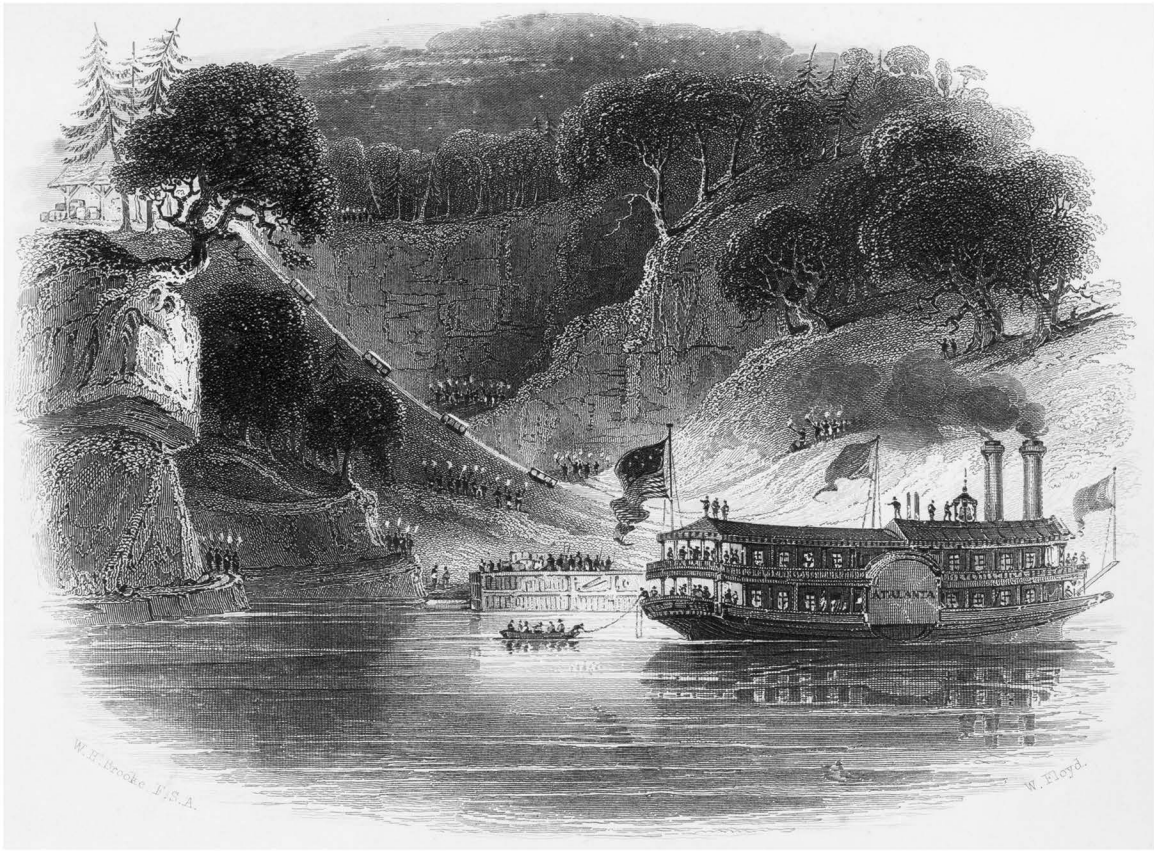
GO ON TO THE NEXT PAGE.

Document 5

Source: Engraving in James S. Buckingham, English traveler, *The Slave States of America*, 1842.



The engraving *Slaves Shipping Cotton by Torch-Light* depicts the loading of cargo on the Alabama River, bound for the port of Mobile, Alabama, on the Gulf of Mexico.

Courtesy of Library of Congress

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GO ON TO THE NEXT PAGE.

Document 6

Source: Jesse Chickering, political economist, *Immigration into the United States*, 1848.

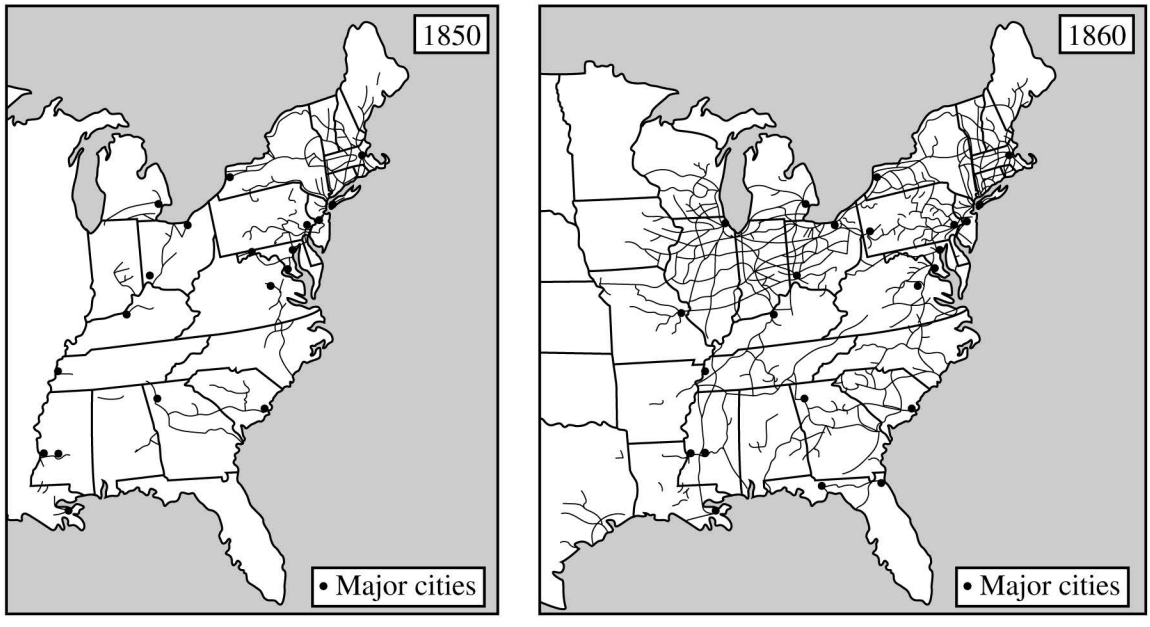
We have . . . arrived at a period in the history of foreign immigration, when the number of foreigners coming here, one half of whom may be considered adults, nearly equals the whole natural increase of the white population of the United States. Such a mass of population annually diffused among these states, must . . . have most important effects on the condition and character of the people.

. . . The moral and physical condition of these immigrants, after undergoing many trials, which are to be expected from settling in a foreign country, is generally very much improved. . . . But is the country truly benefitted by this great foreign immigration? Have the people been made wiser or better or happier? It has been said that without these foreigners our rail-roads and canals could not have been constructed. . . . [But] the progress of the internal improvements, a year or two in advance of what they would have been without this foreign labor, will be a very poor compensation, if offset by the corruption of manners, the forfeiture of freedom, and the transfer of power to those who know not how to use it wisely.

Document 7

Source: Extent of United States railroads in 1850 and 1860.

UNITED STATES RAILROADS, 1850 AND 1860



END OF DOCUMENTS FOR QUESTION 1

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GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the extent to which the Columbian Exchange fostered change in the Americas in the period from 1491 to 1700.

3. Evaluate the extent to which the Gilded Age economy fostered change in the United States in the period from 1870 to 1900.

4. Evaluate the extent to which the Great Depression fostered ongoing reform in the United States in the period from 1929 to 1945.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- APPLY THE LABEL THAT CORRESPONDS TO THE LONG ESSAY QUESTION YOU ANSWERED, AS REQUESTED ON THE FRONT COVER.
- MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.
- CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE FRONT COVER.
- MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.

AP US History

2019

APPENDIX - ANSWERS

Matching multiple-choice answers and free-response scoring follow.

Answer Key for AP United States History

Practice Exam, Section I

Question 1: B
Question 2: B
Question 3: A
Question 4: B
Question 5: A
Question 6: B
Question 7: C
Question 8: C
Question 9: A
Question 10: B
Question 11: A
Question 12: D
Question 13: A
Question 14: C
Question 15: C
Question 16: A
Question 17: D
Question 18: D
Question 19: B
Question 20: C
Question 21: B
Question 22: A
Question 23: D
Question 24: C
Question 25: B
Question 26: B
Question 27: A
Question 28: D
Question 29: D
Question 30: C
Question 31: B
Question 32: B
Question 33: C
Question 34: A
Question 35: B
Question 36: D
Question 37: A
Question 38: A
Question 39: A
Question 40: D
Question 41: B
Question 42: D
Question 43: A
Question 44: D
Question 45: C
Question 46: C
Question 47: D
Question 48: C
Question 49: D
Question 50: B
Question 51: A
Question 52: D
Question 53: C
Question 54: C
Question 55: B

Multiple-Choice Section for United States History
2019 Course Framework Alignment and Rationales

Question 1

Skill	Learning Objective	Unit
2.C	B: Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.	1

(A)	Incorrect. The image does not best serve as evidence of farming techniques that supported the spread of tobacco cultivation throughout the continent. While Native Americans cultivated some small quantities of tobacco at the time that they encountered Europeans, the image shows the production of crops such as corn. It was European settlers, not Native Americans, who expanded the cultivation of tobacco more widely in North America.
(B)	**Correct**. The image best serves as evidence of farming techniques that supported permanent villages. In the 1500s, Native American settlements in northeastern North America, such as the one depicted in the image, were supported by a mix of agriculture—seen in the image—and hunting and gathering.
(C)	Incorrect. The image does not best serve as evidence of farming techniques that allowed for continuous warfare. While Native American groups engaged in political competition both before and after European contact, warfare between them was not continuous and not always connected to the development of settled agriculture.
(D)	Incorrect. The image does not best serve as evidence of farming techniques that differed dramatically from English agricultural practices. Rather, the image depicts agricultural practices, such as the separation of crops out into distinct fields, that English explorers recognized as broadly similar to their own practices.

Question 2

Skill	Learning Objective	Unit
5.A	D: Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.	1

(A)	Incorrect. The establishment of permanent settlements by Europeans colonists did not most change the circumstances of villages such as Secotan in the early 1600s. The English colonial presence in North America was still very small in the early 1600s, and early English settlements coexisted with and depended on neighboring Native American villages such as the one depicted in the image.
(B)	**Correct**. The impact of epidemic diseases introduced by Europeans by the early 1600s most changed circumstances of villages such as Secotan. The introduction of diseases such as smallpox by European colonists disrupted the Native American societies, such as the one depicted in the image, leading to declines in Native American populations in eastern North America and the relocation of many Native Americans to new villages or tribal groups.
(C)	Incorrect. The decline of the fur and beaver trades by the early 1600s did not most change the circumstances of villages such as Secotan. While the growth and decline of the fur trade in eastern North America during the colonial era would affect Native American societies, the fur trade between Europeans and Native Americans had only begun to be established in the early 1600s. It reached its height with the commerce between Native Americans and French colonists in the later 1600s.
(D)	Incorrect. The introduction of new foods into the Native American diet by the early 1600s did not most change the circumstances of villages such as Secotan. While the Columbian Exchange between Europe and the Americas led to the introduction of new foods that changed the European diet, Native Americans were less affected by the introduction of European foods to the Americas.

Question 3

Skill	Learning Objective	Unit
1.B	C: Explain the causes of exploration and conquest of the New World by various European nations.	1

(A)	**Correct**. The emergence of competition between European powers in the Americas best explains the presence of the Spanish as depicted on the map. As more European nations such as England and France sought to establish settlements in North America beginning in the later 1500s, the Spanish sought to extend their influence north from Mexico and South America by establishing new settlements in places such as Florida.
(B)	Incorrect. The outbreak of rebellion by Pueblo Indians does not best explain the presence of the Spanish as depicted on the map. The Pueblo Revolt (1680) occurred in present-day New Mexico and not Spanish Florida.
(C)	Incorrect. The spread of maize culture from American Indians to Spanish colonists does not best explain the presence of the Spanish as depicted on the map. Although Spanish colonists and other Europeans did adopt maize cultivation from American Indians, the settlements depicted on the map were primarily missions for the conversion of American Indians to Christianity rather than farming settlements.
(D)	Incorrect. The introduction of African slavery to Spanish Florida does not best explain the presence of the Spanish as depicted on the map. Although the Spanish introduced slavery for plantation agriculture to parts of the Americas such as the Caribbean, plantation slavery was not introduced to Spanish Florida.

Question 4

Skill	Learning Objective	Unit
5.A	B: Explain how and why various European colonies developed and expanded from 1607 to 1754.	2

(A)	Incorrect. That the Spanish adopted African slavery and the English relied more on American Indian labor was not a major difference between Spanish colonies in the 1500s and English colonies in the 1600s. While both colonies made use of African and American Indian labor, the Spanish made greater use of American Indian labor in encomiendas, while the English made greater use of African labor, especially in plantations in their southern colonies.
(B)	**Correct**. That the Spanish more actively sought to convert American Indians to Christianity than the English did was a major difference between Spanish colonies in the 1500s and English colonies in the 1600s. During the colonial era, Spanish colonies generally incorporated American Indians into colonial society through efforts such as religious conversion. This differed from how English colonists primarily sought to acquire land from and establish trade partnerships with American Indians.
(C)	Incorrect. That the Spanish tried to change American Indian worldviews, while the English generally accommodated them, was not a major difference between Spanish colonies in the 1500s and English colonies in the 1600s. Rather, both Spanish and English colonies sought to change American Indian worldviews, with the Spanish accommodating many American Indian cultural practices as long as American Indians adhered to the basic tenets of Christianity.
(D)	Incorrect. That the Spanish rejected assimilating American Indians into their culture, while the English favored assimilation, was not a major difference between Spanish colonies in the 1500s and English colonies in the 1600s. Rather, the Spanish favored assimilation of American Indians into colonial society, while the English largely rejected assimilation.

Question 5

Skill	Learning Objective	Unit
2.A	C: Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.	2

(A)	**Correct**. Organizing a system of rules and order in the colony best describes the primary purpose of the document from which the excerpt was taken. The Mayflower Compact of 1620 was agreed to by English religious separatists, known as Pilgrims, onboard their ship the *Mayflower*, and it established the principles of governance and social order for their new colony in North America. Ultimately, the Pilgrims founded the colony of Plymouth, Massachusetts.
(B)	Incorrect. Promoting a Protestant denomination does not best describe the primary purpose of the document from which the excerpt was taken. Although strongly shaped by religious covenants, the Mayflower Compact of 1620 did not impose on the English colonists or bind them to any single religious view or denomination but instead focused on establishing the principles of governance for their new colony. Fleeing religious persecution from King James I of England, the Pilgrims focused on distancing themselves from Europe rather than promoting their religious denomination at home, and they traveled to North America financed by a joint-stock company.
(C)	Incorrect. Advocating for intercolonial cooperation does not best describe the primary purpose of the document from which the excerpt was taken. Although the Mayflower Compact of 1620 is regarded as a founding document that advanced ideas of self-governance and social order, the excerpt and the document do not indicate establishing diplomacy or commercial relations with other European colonists in North America as a priority.
(D)	Incorrect. Encouraging further English investment in the colony does not best describe the primary purpose of the document from which the excerpt was taken. The Mayflower Compact of 1620 sought to establish governance and social order guided by Christian ideals. Although merchants subsidized the venture and the colony eventually made some profits, profit-making and investment opportunities were not the primary motives of the colony, as indicated in the excerpt.

Question 6

Skill	Learning Objective	Unit
5.A	C: Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.	2

(A)	Incorrect. The ideas introduced in the excerpt did not most directly contribute to the pattern of strict regulation imposed by the Crown and Parliament. Although loose English regulation of the American colonies, such as the Navigation Acts, developed in the course of the seventeenth century, the Mayflower Compact embodied ideas of colonial self-governance that also evolved in the 1600s rather than ideas about English imperial supervision and regulation.
(B)	**Correct.** The ideas introduced in the excerpt most directly contributed to the pattern of establishing local representative assemblies in the colonies. The colonists drafted the Mayflower Compact themselves, creating a "civil body politic" of "just and equal laws," even as they pledged loyalty to the English king. This early example of self-government reflected a growing trend of these political ideas among English colonists in North America during the seventeenth century.
(C)	Incorrect. The ideas introduced in the excerpt did not most directly contribute to the pattern of the pursuit of trade with England and the West Indies. Although the colonial economy came to rely heavily on trade with England and the West Indies in the seventeenth and eighteenth centuries, the Mayflower Compact did not discuss ideas about how to develop the colonial economy, and the ideas about colonial self-government in the document did not directly influence the growth of intercolonial and trans-Atlantic commerce.
(D)	Incorrect. The ideas introduced in the excerpt did not most directly contribute to the development of agricultural economies. Although agriculture became economically profitable in the colony in the decades following the Mayflower Compact, the ideas in the excerpt made no reference to farming activity or to support for expanding agricultural productivity as a goal of the venture or the document.

Question 7

Skill	Learning Objective	Unit
4.A	C: Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.	2

(A)	Incorrect. Participation in the "civil body politic" referenced in the excerpt would not have been most available to members of the English nobility. The nobility were not among the colonists who traveled to North America and signed the Mayflower Compact in 1620. Religious separatists known as Pilgrims made up most of the group of colonists.
(B)	Incorrect. Participation in the "civil body politic" referenced in the excerpt would not have been most available to sailors and soldiers. While a few of the colonists who traveled with the Pilgrims held these occupations, they were not regularly present within the community established by the Mayflower Compact.
(C)	**Correct**. Participation in the "civil body politic" referenced in the excerpt would have been most available to the male members of the church who were the leading members of the colonists who signed the Mayflower Compact. Their social standing within the church and the community guaranteed that political decisions rested largely with this group of men, while women and males of lesser social standing who held no role in the church were most often excluded from the "civil body politic."
(D)	Incorrect. Participation in the "civil body politic" referenced in the excerpt would not have been most available to indentured servants. Indentured servants held no political rights within the church and community, and were a small minority among the colonists who settled in the original Plymouth Colony under the Mayflower Compact.

Question 8

Skill	Learning Objective	Unit
2.C	C: Explain how British colonial policies regarding North America led to the Revolutionary War.	3

(A)	Incorrect. The issuing of the declaration in the excerpt does not best serve as evidence of calls for the abolition of slavery as a reason to possibly take up arms. While some Patriots during the American Revolution sought to emancipate slaves and called for abolition, these were not widespread or popular views shared by the majority of those Patriots who were protesting British taxation and the increasing presence of the British military to enforce it.
(B)	Incorrect. The issuing of the declaration in the excerpt does not best serve as evidence of the desire of the majority of the colonists to launch offensive attacks against the British. The document emphasizes that the colonists felt it necessary to arm themselves in order to defend traditional rights that had been violated and were threatened by British policies. While a large group of colonial radicals supported this measure, the majority of the colonists were either Loyalists or neutral in the conflict with Great Britain and opposed an armed offensive against British authority.
(C)	**Correct**. The issuing of the declaration in the excerpt best serves as evidence of the efforts of colonists to protect their rights as English subjects. The British North American colonists considered the measures and taxes imposed by the British government to be "tyranny," "unprovoked," and in violation of their rights as English subjects, which they had "ever enjoyed." The declaration calls for a defense of these rights.
(D)	Incorrect. The issuing of the declaration in the excerpt does not best serve as evidence of colonial demand for complete independence from England. The Patriots who advocated for a rebellion in 1775 initially were not seeking independence from Great Britain. The concept of independence evolved over the next year as it became clear that Great Britain would not remove its taxes or reverse the laws it passed to punish colonial protest. Independence then became a matter of debate in 1776 as the rebelling colonies sought international support and recognition as a sovereign states apart from Great Britain.

Question 9

Skill	Learning Objective	Unit
1.A	E: Explain how various factors contributed to the American victory in the Revolution.	3

(A)	**Correct**. The British Crown's response to actions like those in the excerpt was to declare its American colonies to be in open rebellion. After the armed conflicts with British troops in Massachusetts in April and June 1775, the Second Continental Congress attempted reconciliation with the British government and King George III through the Olive Branch Petition, though it also defended the actions of the Patriots in the Declaration of the Causes and Necessity of Taking up Arms. Despite appeals to the king about the injustices imposed on the colonies by Parliament, George III issued the Proclamation of Rebellion in August 1775, effectively declaring war on the Patriots.
(B)	Incorrect. The British Crown's response to actions like those in the excerpt was not to agree to meet with colonial representatives. Despite appeals of reconciliation extended by the Second Continental Congress, the armed conflicts in Massachusetts in April and June of 1775, compounded by the long-standing refusals of the British government and its royal governors to meet Patriot leaders out of fear of legitimizing their complaints, signaled that war was imminent. The British Parliament refused to back down from enforcing the new taxes, while the king refused to compromise with the colonists. The Proclamation of Rebellion in August 1775 signaled that the British government was not open to negotiating with the leaders of the colonial rebels.
(C)	Incorrect. The British Crown's response to actions like those in the excerpt was not to adopt a new form of imperial government. In response to the declaration in the excerpt and prior acts of resistance on the part of the British American colonists, the British Crown sought to reinforce the imperial government already in place, sending more British troops to the colonies and maintaining military control over Boston, where the rebellion was strongest.
(D)	Incorrect. The British Crown's response to actions like those in the excerpt was not to appoint a new prime minister. The British government and King George III did not believe that the growing British American colonial resistance reflected a need to replace government leaders in Parliament for a new direction in policy. Rather, they sought to reinforce British control over the colonies through existing policies and military force.

Question 10

Skill	Learning Objective	Unit
3.D	C: Explain how British colonial policies regarding North America led to the Revolutionary War.	3

(A)	Incorrect. The extension of a petition of reconciliation by members of the Second Continental Congress could not best be used to challenge the assertion in the excerpt that British attacks on the colonists had been "unprovoked." The Olive Branch Petition written by the Second Continental Congress in 1775 was intended to seek a peaceful resolution to the imperial crisis, but rather than negotiate, King George III declared the British American colonies to be in open rebellion and sent additional military forces to restore British imperial authority.
(B)	**Correct.** Colonial popular boycotts, mob protests, and violence against royal officials from the late 1760s through the mid-1770s could best be used as evidence to challenge the assertion in the excerpt that British attacks on the colonists had been "unprovoked." Despite Patriot propaganda against unprovoked British impositions on colonial liberty, colonial resistance and sometimes violence against British policies was present in many colonies and contributed to the outbreak of the Revolutionary War. Especially in port cities such as Boston, residents resisted British taxes, voiced opposition to British troops in the streets, assaulted colonial tax collectors and government officials, and destroyed government and private property in mass protests such as the Boston Tea Party.
(C)	Incorrect. Efforts by Quakers and Germans in the mid-Atlantic colonies to promote pacifism and remain neutral could not best be used to challenge the assertion in the excerpt that British attacks on the colonists had been "unprovoked." The religious beliefs of Quakers and some German religious sects in the mid-Atlantic colonies, which emphasized either pacifism or personal religious piety, led them to avoid participation in violent protest against British imperial policies and to decline to support the Patriot war effort against Great Britain.
(D)	Incorrect. The outbreak of skirmishes between Patriot and Loyalist forces throughout the southern colonies could not best be used to challenge the assertion in the excerpt that British attacks on the colonists had been "unprovoked." While violence by Patriots against Loyalists in the southern colonies does support the idea that British American colonists provoked military responses by Great Britain, violent conflict in the southern colonies was minimal compared to that in New England and the middle colonies before the British military effort in the Revolutionary War shifted to the South after the defeat at the Battle of Saratoga in 1777. Therefore, these conflicts cannot be used as evidence for the reasons for British attacks on colonists in 1775.

Question 11

Skill	Learning Objective	Unit
4.A	D: Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.	3

(A)	**Correct**. The publication of the pamphlet *Common Sense* most immediately built on the ideas expressed in the excerpt. Thomas Paine authored *Common Sense* in the closing months of 1775 as Great Britain declared Massachusetts to be in open rebellion. Paine sought to justify the Patriot cause, which called for armed insurrection, and argued for severing ties from Great Britain entirely. *Common Sense* would be widely printed throughout the colonies and was an influential force behind the calls for independence in 1776.
(B)	Incorrect. The drafting of the United States Constitution did not most immediately build on the ideas expressed in the excerpt. The drafting of the Constitution in the late 1780s, well after the end of the American Revolution, was in response to several issues that developed, revealing the ineffectiveness of the new United States national government under the Articles of Confederation. The Constitutional Convention called for more control and power in the executive branch under the new Constitution, which contrasted with the ideas of expressed in the excerpt about the fears of tyranny.
(C)	Incorrect. The issuing of George Washington's Farewell Address did not most immediately build on the ideas expressed in the excerpt. George Washington focused his Farewell Address mainly on his vision for the country's future and his caution in involving the nation in permanent alliances with foreign countries. These ideas about United States diplomacy are not a feature of the excerpt.
(D)	Incorrect. The writing of *The Federalist* papers did not most immediately build on the ideas expressed in the excerpt. *The Federalist* papers were authored by political leaders seeking the ratification of the United States Constitution in the late 1780s and thus fell well after the end of the Revolutionary War. As a governing document that put in place more centralized power in the national government, the new Constitution contrasted with the ideas of expressed in the excerpt about the threat of government tyranny.

Question 12

Skill	Learning Objective	Unit
1.B	L: Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.	3

(A)	Incorrect. Trade and manufacturing increasing United States productivity and helping the federal government pay off its bonds more quickly during the 1790s did not most directly follow from the developments described in the excerpt. United States leaders held ambivalent views on the importance of trade and manufacturing in the Federalist Era. While the supporters of Alexander Hamilton's ideas envisioned trade with Europe and the development of early industry in the United States, the supporters of Thomas Jefferson's visions largely held that the new nation would be one of agricultural enterprise. As a result, international trade experienced peaks and troughs through the early nineteenth century, while early manufacturing did not fully take hold in the United States until the 1820s.
(B)	Incorrect. George Washington's neutrality allowing the United States to trade with France, Britain, and Spain simultaneously and pay down the debt did not most directly follow from the developments described in the excerpt. The Washington administration's position of neutrality toward European nations, which later presidents sought to follow, actually hindered international trade with Great Britain and France, contributing to a quasi war with France in the 1790s, an embargo on trade in the first decade of the nineteenth century, and a second war with Great Britain in 1812. These developments did not enhance the ability of the United States to pay down the national debt remaining from the Revolutionary War.
(C)	Incorrect. The federal government granting French merchants a monopoly on the sale of American tobacco to pay debts from the American Revolution did not most directly follow from the developments described in the excerpt. The profits in the tobacco trade began to decline in importance to the national economy by the 1790s, and after United States independence ended the monopoly on the tobacco trade imposed by Great Britain, no direct monopoly in tobacco was granted to France or any other country.
(D)	**Correct.** The federal government establishing a new economic policy in part by assuming states' debts from the American Revolution most directly followed from the developments described in the excerpt. The Articles of Confederation had prevented the national government from collecting taxes from the states, leaving tax collection up to the states on a voluntary basis, thereby undermining the economy as described by Holton. Under the United States Constitution, one of the first objectives was to establish national credit and develop the economy. Alexander Hamilton, Treasury secretary, proposed that the federal government assume all of the individual debts of each state from the war in order to create credit that the federal government would eventually pay off. This reinforced the supremacy of the federal government and provided stability for the new United States economy in the 1790s and early nineteenth century.

Question 13

Skill	Learning Objective	Unit
1.A	N: Explain how and why migration and immigration to and within North America caused competition and conflict over time.	3

(A)	**Correct**. Rebellions over the right to tax goods, such as the Whiskey Rebellion, most directly resulted from concerns over the increased power of the federal government in the late 1700s. Some Americans continued to object to government taxation to raise funds after the ratification of the United States Constitution. During the Whiskey Rebellion in 1794, Pennsylvania farmers refused to recognize a federal tax on liquor and took action to prevent federal officials from collecting the tax. Rebellions challenging the authority of the federal government threatened to undermine the new federal government, and President Washington ended the rebellion with a display of military force that intimidated the rebels into ceasing their actions without further violence.
(B)	Incorrect. Slave uprisings, such as Nat Turner's Rebellion in 1831, did not most directly result from concerns over the increased power of the federal government in the late 1700s. Slave uprisings occurred for a variety of reasons, but not because of concerns over the federal government's increased authority to impose taxes on the states.
(C)	Incorrect. Revolts over requirements to pay taxes in hard currency, such as Shays' Rebellion, did not most directly result from concerns over the increased power of the federal government in the late 1700s. Rather, Shays' Rebellion, which occurred in 1786–1787, contributed to the calls for the Constitutional Convention in 1787, leading to the increased power and authority of the new federal government under the United States Constitution and later debates about these powers.
(D)	Incorrect. Conflicts over access to land, such as Bacon's Rebellion, did not most directly result from concerns over the increased power of the federal government in the late 1700s. Bacon's Rebellion, which involved a conflict between colonial elites and ordinary colonists in Virginia in 1676, occurred before the period discussed in the excerpt and therefore could not have been a result of the debates over the powers of the federal government in the 1780s and 1790s.

Question 14

Skill	Learning Objective	Unit
5.A	J: Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.	3

(A)	Incorrect. The framers of the United States Constitution did not most directly address the issue of the domestic slave trade. The delegates at the Constitutional Convention in 1787 generally agreed that pushing for new domestic regulations on the institution of slavery would disrupt the effort to more closely unite the states under a new central government. In particular, southern states objected to granting federal authority over slavery within their borders. Instead, the framers addressed only the international slave trade, agreeing under the Constitution that Congress could not limit this commerce before 1808.
(B)	Incorrect. The framers of the United States Constitution did not most directly address the issue of the establishment of a national bank. The creation of a national bank was not a specific power explicitly granted to the federal government under the Constitution and, therefore, establishing a national bank was a subject of later debate. At the insistence of Secretary of the Treasury Alexander Hamilton, who sought to create governmental institutions to encourage the development of the United States economy, a national bank was established in the 1790s. Democratic-Republican political opponents of Hamilton, such as Thomas Jefferson, argued that the national bank was unconstitutional.
(C)	**Correct.** The framers of the United States Constitution most directly addressed the issue of strengthening the powers of the central government. The delegates at the Constitutional Convention, commissioned with revising the Articles of Confederation, ultimately produced the United States Constitution, which sought to strengthen the powers of the federal government over the states. Among the powers of the new federal government were powers over taxation, interstate commerce, foreign policy, and the money supply.
(D)	Incorrect. The framers of the United States Constitution did not most directly address the issue of property qualifications required for voting. The delegates at the Constitutional Convention did not discuss property qualifications for voting rights. Their main goal was to establish a stronger central government for the United States. Property qualifications for voting and other election laws were determined by the states, and many states did not reduce or remove property requirements for White male suffrage until the nineteenth century.

Question 15

Skill	Learning Objective	Unit
4.A	F: Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.	4

(A)	Incorrect. The abolitionist movement did not most directly contribute to the situation described in the excerpt. While the abolitionist, or antislavery, movement expanded during the 1830s and drew the support of many reform-minded women, the movement did not directly influence the persistent importance of women's economic contributions to the household and the larger economy.
(B)	Incorrect. Increased immigration did not most directly contribute to the situation described in the excerpt. Significant immigration to the United States, particularly from Ireland and Germany, characterized the period of the excerpt, and immigrant labor filled the demand for workers on canal building and other infrastructure projects. However, the rise of immigrant labor did not directly affect the persistent importance of women's economic contributions to the household and the larger economy.
(C)	**Correct.** The market revolution most directly contributed to the situation described in the excerpt. While the market revolution in the 1820s and 1830s brought more American men into wage labor outside of the home, the new cash economy did not make obsolete the ongoing importance of women's unpaid labor to the economic survival of the household. The increased distinctions between the domestic sphere of the home as the purview of women and a refuge from the public sphere of the wage labor market stood in contrast to the reality of the work women in the antebellum period contributed to the economic livelihood of the household and often to new types of paid labor outside the household, such as that in textile mills, shoe factories, or other early industrial labor open to women.
(D)	Incorrect. The emergence of mass political parties did not most directly contribute to the situation described in the excerpt. The rise of the Jacksonian Democrats and the Whig Party in the 1830s corresponded to the spread of greater access to suffrage for White men and the importance of economic policies supported by the political parties during the period. However, while the emergence of popular politics coincided with the onset of the market revolution, it did not directly shape women's economic participation in the household and the larger economy.

Question 16

Skill	Learning Objective	Unit
1.A	F: Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.	4

(A)	**Correct**. During the first half of the nineteenth century, some women increasingly supported the household income by taking jobs in textile mills, shoe factories, and other early industrial work open to female laborers during the period. As early industrial factories and mills, particularly in the Northeast, looked for an inexpensive and available workforce, women who sought to support the economy of their family's household, whether their parents' or their husband's, entered this type of work in increasing numbers. The influx of additional income by women contributed to the increased reliance of American households on the new cash economy.
(B)	Incorrect. During the first half of the nineteenth century, women did not typically support the household income by signing contracts for indentured servitude. This type of labor contract would have been typical for immigrants from northern and western Europe in the seventeenth and eighteenth centuries. However, by the nineteenth century, this form of labor was no longer common and would not have been a job opportunity available for women interested in wage labor.
(C)	Incorrect. During the first half of the nineteenth century, women did not typically support the household income by performing clerical and secretarial labor for large corporations. This type of job opportunity did not develop until after the Civil War, when women first entered the ranks of clerical work in government agencies and then in the large corporate enterprises in clerical, secretarial, or typing pools. These job opportunities would not have been available to women during the period of the excerpt.
(D)	Incorrect. During the first half of the nineteenth century, women did not typically support the household income by participating in secular and religious reform associations. In the 1820s and 1830s, middle-class women increasingly attended and supported the many reform and revival activities associated with the period, including the Second Great Awakening, moral reform, antislavery, and temperance movements. While these activities contributed to the emerging demands for women's equal rights and represented a form of women's increasing presence in the public and political spheres, they did not represent paid labor that contributed to the household economy.

Question 17

Skill	Learning Objective	Unit
5.A	B: Explain the causes and effects of continuing policy debates about the role of the federal government over time.	9

(A)	Incorrect. The growing number of women in the workforce in the second half of the twentieth century did not most directly contribute to the widespread belief that women's roles in the home should be abandoned entirely. Most Americans shared the view that women should have access to opportunities in wage work, the professions, and higher education but few called for women to abandon their role in the home entirely.
(B)	Incorrect. The growing number of women in the workforce in the second half of the twentieth century did not most directly contribute to the ratification of a constitutional amendment guaranteeing women's equality. While the United States Congress passed an Equal Rights Amendment in 1972, responding to the growing demands by women for constitutional guarantees of gender equality, the amendment failed to be ratified by three-quarters of the states by 1982 and remained unratified through the end of the twentieth century.
(C)	Incorrect. The growing number of women in the workforce in the second half of the twentieth century did not most directly contribute to legislation that restricted women's paid work to certain occupations. While protective labor legislation passed during the Progressive Era existed in some states during the 1950s and 1960s, most of these laws were repealed by the 1970s, removing any restrictions on women's entry into jobs and occupations of their choice. This trend corresponded to the ever-increasing demands for women's incomes to support middle-class and working-class household in the United States.
(D)	**Correct.** The growing number of women in the workforce in the second half of the twentieth century most directly contributed to increased social anxieties about the decline of the traditional nuclear family. Many conservative groups raised concerns about the effect of women's work outside the home on child raising and household management, which had long been conceived of as the traditional sphere for women, while men earned the family's income. As more women entered the workforce in the latter half of the twentieth century, many Americans voiced concerns that women's focus on careers began to overtake their focus on domestic responsibilities, and some argued that the rise in divorce rates in the 1970s and 1980s could be attributed to this decline in the nuclear family.

Question 18

Skill	Learning Objective	Unit
1.B	F: Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.	4

(A)	Incorrect. The development of transcontinental railroads did not directly contribute to the spread of settlement depicted on the map. Railroads that traversed the entirety of the continent, from the Atlantic to the Pacific, were not developed until the 1870s, well after the period depicted on the map.
(B)	Incorrect. Efforts to secure boundaries with Great Britain did not directly contribute to the spread of settlement depicted on the map. The boundaries with Great Britain had been legally settled in 1783, and British troops were withdrawn from the former colonies. Although Britain maintained a North American presence in the region of present-day Canada, this did not directly impede the continued expansion of American settlement westward.
(C)	Incorrect. Federal grants to purchase land did not directly contribute to the spread of settlement depicted on the map. Although the federal government established a method for admitting new states under the Northwest Ordinance of 1787, it was not until the Homestead Act of 1862, well after the period depicted on the map, that the government subsidized millions of acres of land grants for settlement in the West.
(D)	**Correct**. Sustained population growth following the American Revolution most directly contributed to the spread of settlement depicted on the map. Following the American Revolution, the population in North America continued to increase as a result of natural birthrates, increased standards of living, ongoing immigration from northwestern Europe, and forced migration from Africa. As the country began expanding westward, particularly with land added by the Louisiana Purchase in 1803, the increase in population resulted in a continuous stream of settlers moving into new territory.

Question 19

Skill	Learning Objective	Unit
4.B	H: Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.	4

(A)	Incorrect. The failure of tobacco and sugarcane crops to thrive does not account for the limits of United States settlement in portions of North Carolina and Georgia depicted on the map. Tobacco and sugarcane were less critical to the southern economy by the beginning of the nineteenth century as cotton became the commodity of choice. And while tobacco cultivation had strained much of the fertile land in Virginia and the Shenandoah Valley, this does not explain why Americans did not settle in the specific areas in North Carolina and Georgia indicated on the map.
(B)	**Correct**. American Indian sovereignty over portions of North Carolina and Georgia accounts for the limits of United States settlement depicted on the map. As Americans sought to populate and settle beyond the eastern coastlines, they ran into several pockets of established American Indian communities, such as the Cherokee, who claimed independent sovereignty from United States authority. Many of these groups had signed treaties decades earlier with either the United States federal government or the state government. It would take the actions of President Andrew Jackson in the 1830s to forcibly remove these American Indian communities before these areas were settled by White American citizens.
(C)	Incorrect. The prohibition on slavery in the Northwest Territory under the Northwest Ordinance does not account for the limits of United States settlement in the portions of North Carolina and Georgia depicted on the map. The Northwest Ordinance prohibited slavery in Ohio and future states along the Great Lakes. It did not prohibit slavery in any southern states, nor did it address the spread of settlement in the southern region.
(D)	Incorrect. The setting aside of land for American Indian reservations does not account for the limits of United States settlement in portions of North Carolina and Georgia depicted on the map. While the portions of North Carolina and Georgia shown may be mistaken as lands set aside for American Indians, most early reservations were established in Oklahoma and other western territories upon the forcible removal of American Indians during the Jackson administration in the 1830s. Prior to this, many American Indian groups remaining in the eastern states lived in autonomous communities they deemed separate and sovereign from the authority of the United States.

Question 20

Skill		Learning Objective	Unit
5.B		C: Explain how different regional interests affected debates about the role of the federal government in the early republic.	4
(A)	Incorrect. The patterns of settlement shown in the map did not lead to outrage about the Federalist Party's disloyalty in proposing New England's secession. The plan for secession, called for during the Hartford Convention of 1814–1815, was never implemented and the Federalist Party was largely defunct by 1820. Therefore these political events do not directly connect to the patterns of settlement on the map.		
(B)	Incorrect. The patterns of settlement shown in the map did not lead to widespread opposition to the demands for women's rights at the Seneca Falls Convention of 1848. Instead, westward expansion tended to advance the cause of women's rights by thrusting women into more independent and equal roles to those of men, as demanded by life on the frontier and in sparsely settled regions. Western territories tended to be ahead of well-established eastern states in granting voting rights to women.		
(C)	**Correct**. The patterns of settlement shown in the map culminated in a national crisis in 1820 over the admission of the state of Missouri to the Union. As northern and southern interests vied to influence national politics and policy, the admission of new states to the Union generated controversy about the expansion of slavery. Many locals and proslavery supporters wanted Missouri to enter the Union as a slave state over the protests of northerners who feared a southern majority in the federal government and in Congress.		
(D)	Incorrect. The patterns of settlement shown in the map did not lead to disbelief at the violence resulting from popular sovereignty in Kansas. Although the sectional controversy over Kansas and Nebraska resulted in a national crisis equal to that of the admission of Missouri, Kansas had not yet been established in 1820, and the Kansas-Nebraska Act was a part of the sectional tensions of the 1850s immediately prior to the outbreak of the Civil War.		

Question 21

Skill		Learning Objective	Unit
2.C		B: Explain the causes and effects of westward expansion from 1844 to 1877.	5
(A)	Incorrect. While the United States was generally concerned with the power and influence of the British navy throughout the nineteenth century, the passage does not reflect these concerns and instead indicates that Commodore Perry's mission was mostly driven directly by economic desires.		
(B)	**Correct**. As the excerpt depicts with the threat to "return to Edo [Tokyo] in the ensuing spring with a much larger force," by the mid-nineteenth century, the United States government was increasingly willing to use force to expand its economic and diplomatic influence around the world, particularly in East Asia.		
(C)	Incorrect. While the excerpt indicates that the United States wanted greater influence in trade and diplomatic exchange in East Asia by the mid-nineteenth century, it does not reflect a desire to control all trade in Japan nor a desire to exclude Europeans from engaging in trade.		
(D)	Incorrect. The excerpt does not indicate that the United States had any intentions of changing the political system of Japan. Although modernization reforms did eventually take place in the 1860s, they were not forced by the United States. The excerpt reflects a willingness to engage with the Japanese emperor so long as he allowed the United States access to Japan for trade.		

Question 22

Skill	Learning Objective	Unit
4.B	B: Explain the causes and effects of westward expansion from 1844 to 1877.	5

(A)	**Correct**. The excerpt describes the expansion of the United States to the Pacific coast and its increased influence in and access to Asia and the Pacific region. These goals were hallmarks of the idea of Manifest Destiny, which reinforced the belief that the United States had the right and the duty to expand its physical control and its cultural influence.
(B)	Incorrect. While some internal improvements facilitated the overall expansion of United States trade and population described in the excerpt, the passage itself does not directly reflect the debates surrounding whether the government should play a role in funding or constructing those improvements.
(C)	Incorrect. While the influence of European powers over territory and over economic exchange remained an important factor in United States diplomatic and economic activity throughout the nineteenth century, the excerpt does not reflect the impact of European actions on the relationship between the United States and Japan.
(D)	Incorrect. While debates surrounding the chartering of a national bank remained strong throughout the early nineteenth century, the excerpt does not reflect those issues and instead indicates broader desires to expand United States trade.

Question 23

Skill		Learning Objective	Unit
5.A		C: Explain the effects of the Spanish–American War.	7
(A)	Incorrect. The United States did not begin to accept unrestricted immigration from East Asia during the late nineteenth century. Restrictions on immigration from East Asia were enacted during this time, most notably the Chinese Exclusion Act of 1882, and were not lifted until after the Second World War in the twentieth century.		
(B)	Incorrect. The Kingdom of Hawaii already existed by the nineteenth century. As part of United States territorial expansion during this period, a group of American missionaries and businessmen organized the overthrow of the Hawaiian monarchy and instituted United States colonial control over the islands.		
(C)	Incorrect. The United States did not reduce the size of its navy during the late nineteenth century. The United States continued to expand its navy during the late 1800s as a means of becoming more involved in international economic affairs and, eventually, expanding its territorial reach in the Caribbean and East Asia following the Spanish-American War.		
(D)	**Correct**. As the United States increased its international presence at the end of the nineteenth century, it gained control of territories beyond the North American continent such as the Philippines as a result of the Spanish-American War.		

Question 24

Skill		Learning Objective	Unit
4.B		G: Explain the political causes of the Civil War.	5
(A)	Incorrect. The Northwest Ordinance, in part, dictated that slavery would not be permitted in territories or states in the Northwest Territories. It did not indicate whether slaves, formerly enslaved people, or free African Americans were citizens. In addition, the Northwest Ordinance was passed under the Articles of Confederation, prior to the ratification of the United States Constitution.		
(B)	Incorrect. The Louisiana Purchase was a land deal made with France to expand the territorial size of the United States beyond the Mississippi River. While this expansion eventually contributed to the debates over the expansion of slavery, it did not directly address the issue of the federal government's authority over regulating slavery.		
(C)	**Correct.** The Missouri Compromise was a federal law that defined boundaries for where slavery would and would not be permitted to expand in new territories. The Supreme Court's decision in *Dred Scott* ruled that the federal government had no authority to regulate slavery, as it was determined to be the responsibility of individual states or territories to decide, making the Missouri Compromise null and void.		
(D)	Incorrect. The Wilmot Proviso was an unsuccessful attempt to ban slavery in territories acquired following the United States victory in the Mexican-American War. Because it was unsuccessful, it would have had little relevance to the *Dred Scott* decision in 1857.		

Question 25

Skill		Learning Objective	Unit
2.A		G: Explain the political causes of the Civil War.	5
(A)	Incorrect. Abolitionists regarded the Dred Scott decision as a significant setback for their cause, as the decision stripped free African Americans of any political and citizenship rights and had the potential to allow for the increased expansion of slavery into new territories.		
(B)	**Correct**. Southern Democrats were the most vocal supporters of slavery and generally believed that individual states, not the federal government, had the authority to regulate slavery as they saw fit. Because the United States Constitution did not specifically address the regulation of slavery, proslavery Democrats used the Tenth Amendment to argue that it was unconstitutional for the federal government to dictate how states enacted laws regulating slavery.		
(C)	Incorrect. Free soil advocates were opposed to the expansion of slavery into new territories because they felt it threatened the emerging economic benefits of free labor. The Dred Scott decision would allow for the expansion of slavery in opposition to the desires of the free soilers.		
(D)	Incorrect. While the platform of the Republican Party did not call for the elimination of slavery entirely during the 1850s, members wanted to prevent its expansion, which the Dred Scott decision permitted. In addition, Northern Republicans opposed this decision because many worried that Southern influence in Congress would grow as new states admitted to the Union would be pressured to be proslavery.		

Question 26

Skill		Learning Objective	Unit
1.A		G: Explain the political causes of the Civil War.	5
(A)	Incorrect. Tensions over slavery accelerated after the Dred Scott decision as antislavery arguments became a major platform issue for several Northern political parties. In addition to the political reaction, there were also more radical responses. John Brown's raid on the armory at Harpers Ferry, Virginia and his attempt to provoke a slave revolt in 1859 was partially inspired by a reaction to the Dred Scott decision.		
(B)	**Correct**. The Republican Party emerged following the Dred Scott decision partially to advocate restrictions on the expansion of slavery to western territories and future states. While many Republicans were vocal abolitionists and wanted the immediate end of slavery, others had been free soilers, and though opposed to slavery, sought to isolate its existence and use other methods to see its demise.		
(C)	Incorrect. Although the question of whether to allow slavery in territories gained following the Mexican-American War was intense, the war was fought from 1846 to 1848, several years before the Dred Scott decision was issued. Instead, the decision led to growing support at the time for the Republican Party.		
(D)	Incorrect. The Southern block of slave states did not begin to secede from the United States until after Abraham Lincoln was elected president in 1860 because it was believed that he would begin to limit the expansion of slavery, if not attempt to abolish it entirely. Instead, the decision led to growing support at the time for the Republican Party.		

Question 27

Skill	Learning Objective	Unit
5.A	K: Explain the effects of government policy during Reconstruction on society from 1865 to 1877.	5

(A)	**Correct**. The adoption of the Fourteenth Amendment in 1868 granted African Americans full citizenship rights under the United States Constitution. However, the enactment of segregation and Jim Crow laws following the end of Reconstruction meant that this amendment was unevenly enforced.
(B)	Incorrect. *Plessy* v. *Ferguson* did not invalidate the decision in the excerpt. The decision in *Plessy* v. *Ferguson* codified the legal concept of separate but equal, a form of segregation that justified the Jim Crow laws that purposely targeted African Americans by removing or restricting many of their rights as citizens.
(C)	Incorrect. *Brown* v. *Board of Education of Topeka* did not invalidate the decision in the excerpt. Instead, it overturned the ruling in *Plessy* v. *Ferguson*, stating that the separate but equal doctrine was unconstitutional and that it violated the citizenship rights of African Americans guaranteed by the Fourteenth Amendment, which is the development that most immediately invalidated the Dred Scott decision.
(D)	Incorrect. The Civil Rights Act of 1964 did not invalidate the decision in the excerpt. Instead, it sought to fully enforce the citizenship rights of African Americans originally granted by the Fourteenth Amendment but had been restricted by segregation and Jim Crow laws.

Question 28

Skill		Learning Objective	Unit
1.A		B: Explain the causes and effects of the settlement of the West from 1877 to 1898.	6
(A)	Incorrect. Although railroad construction benefited from the industrialization of the Northeast, which supplied materials for building railroads and created the demand for raw materials from the West, the excerpt primarily focuses on the settlement of the West, which the expansion of rail lines would directly contribute to.		
(B)	Incorrect. While the construction of roads and canals contributed to westward settlement by United States citizens in the early nineteenth century, the excerpt clearly outlines the direct impact of new rail and steam technologies in contributing to settlement patterns in the late nineteenth century.		
(C)	Incorrect. While immigration from eastern European nations began to increase in the late nineteenth century, the largest increases occurred beginning in the 1890s. In addition, these immigrant groups primarily settled in urban centers in the Northeast and Midwest, not the western region described in the excerpt.		
(D)	**Correct**. The passage of state and federal legislation, such as the Homestead Act (1862), allowed the cheap sale of land to encourage American citizens and immigrants to purchase and settle western lands. These laws also granted companies the control of vast stretches of territory in order to construct railroad and telegraph networks.		

Question 29

Skill	Learning Objective	Unit
1.B	K: Explain the similarities and differences between the political parties during the Gilded Age.	6

(A)	Incorrect. While the border between the United States and Mexico was contested, particularly following the annexation of Texas, this issue was largely resolved as a result of the Mexican-American War (1846–1848) and the United States acquisition of vast stretches of territory in the West.
(B)	Incorrect. Although the United States and Great Britain contested the boundary between the United States and Canada, the issue was largely resolved through a series of treaties in the mid-nineteenth century, well before the developments described in the excerpt.
(C)	Incorrect. While some formerly enslaved and free African Americans established communities in the West during and after Reconstruction, significant numbers of African Americans did not migrate outside of the South until the 1910s and 1920s.
(D)	**Correct**. Although United States settlement of the West intensified throughout the late nineteenth century as described in the excerpt, farmers were increasingly frustrated with the power that rail companies had over them in the ability of these business to control access for farm goods to urban markets. As a result, farmers established economic and political groups to attempt to gain power against the railroads.

Question 30

Skill	Learning Objective	Unit
5.A	B: Explain the causes and effects of the settlement of the West from 1877 to 1898.	6

(A)	Incorrect. Rather than discouraging westward expansion, the federal government consistently encouraged settlement throughout the nineteenth century through legislation that fostered land acquisition, American Indian removal, and the construction of transportation infrastructure.
(B)	Incorrect. Rather than being motivated by a desire to spread Protestant Christianity, most settlement of the West in the late nineteenth century was driven by the desire to economically develop the region through agriculture and rail construction.
(C)	**Correct**. Similar to what had occurred in prior decades as settlers moved beyond the Appalachian Mountains and then the Mississippi River, western movement consistently resulted in clashes between settlers and American Indian tribes and nations who inhabited the regions. A mixture of military actions and forced assimilation saw the remaining American Indian groups pushed from their lands into isolated reservations to make way for further settlement.
(D)	Incorrect. Although the issue of the expansion of slavery was a major source of tension over westward expansion throughout the early nineteenth century, the Civil War and the passage of Constitutional amendments ending slavery brought the sectional issues over settlement to an end.

Question 31

Skill	Learning Objective	Unit
3.D	B: Explain the similarities and differences in attitudes about the nation's proper role in the world.	7

(A)	Incorrect. The excerpt reflects approval for the policies of spreading United States political, economic, and cultural influence abroad. It is likely that Beveridge would support, not oppose, the enactment of those same policies toward American Indians.
(B)	**Correct**. While expansionists such as Beveridge and antiexpansionists generally agreed that the Filipino people should not become United States citizens, only expansionists argued that the United States should control the Philippines without extending citizenship. Antiexpansionists believed that the United States could not constitutionally hold colonies without extending citizenship and that the Philippines should therefore gain independence.
(C)	Incorrect. The excerpt reflects a belief in the superiority of United States society and institutions compared to those of other nations. It is likely that Beveridge would support, not oppose, restrictions on immigration under the belief of preserving American culture.
(D)	Incorrect. The excerpt reflects a belief in the historical right of the United States to expand its borders by "obey[ing] the Anglo-Saxon impulse." It is likely that Beveridge would support, not oppose, the idea popularized during the late nineteenth century that some racial groups were destined to control others.

Question 32

Skill	Learning Objective	Unit
3.B	B: Explain the similarities and differences in attitudes about the nation's proper role in the world.	7

(A)	Incorrect. The excerpt does not make the claim that Mexico or Canada had no right to question the foreign policy of the United States. The excerpt focuses on why United States imperialism is morally and politically justified.
(B)	**Correct**. By listing the presidents that oversaw periods of territorial growth, the excerpt reflects a continuation of the process of Manifest Destiny, wherein Americans believed that they had a divine right to expand the culture and the institutions of the United States.
(C)	Incorrect. While the excerpt reflects a belief in the superiority of United States culture and society, it also indicates a willingness to directly intervene in international affairs to expand the influence of the nation and its institutions.
(D)	Incorrect. The policies proposed in the excerpt most likely would have justified an expansion, not a reduction, of the power and influence of the federal government to gain and govern new territories.

Question 33

Skill		Learning Objective	Unit
4.A		C: Explain the effects of the Spanish–American War.	7
(A)	Incorrect. The war with Great Britain during the Madison administration was the War of 1812, which occurred and concluded nearly a century before the writing of the excerpt.		
(B)	Incorrect. The United States gained control of a large portion of the territory of Mexico as a result of the Mexican-American War, which concluded in the mid-nineteenth century, well before the writing of the excerpt.		
(C)	**Correct**. Following its victory in the war against Spain, the United States acquired new territories in both Atlantic and Pacific regions. The acquisitions pushed some to favor an increasingly imperialist world view that the United States was entitled to acquire territories in order to expand its power and influence abroad.		
(D)	Incorrect. United States conflicts during the Adams administration occurred in the late eighteenth century, over a century before the developments described in the excerpt.		

Question 34

Skill	Learning Objective	Unit
4.A	D: Compare the goals and effects of the Progressive reform movement.	7

(A)	**Correct**. The excerpt reflects the Progressive ideal that engagement with political and social reform movements would allow for individual improvement. In addition, many Progressives believed that extending suffrage rights to women would improve society as a whole.
(B)	Incorrect. The excerpt stands in contrast to conservatism in that it is advocating for a significant change in the political system by advocating for woman suffrage. The concept of conservatism during this period generally focused on maintaining the status quo or attempting to return to an ideal social or political organization from the past.
(C)	Incorrect. The excerpt reflects the idea that women play an important role in balancing society and that they deserve the vote to fully implement that balance. In contrast, the concept of expansionism focused on the expansion of the political, economic, and/or cultural influence of the United States.
(D)	Incorrect. The excerpt reflects the belief that women should have an active role in the political system, most importantly through voting. In contrast, the concept of states' rights centers on the idea that states have the right to override federal authority.

Question 35

Skill		Learning Objective	Unit
5.B		F: Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.	4
(A)	Incorrect. The excerpt reflects the belief that women should have their own political power, which contradicts the Puritan belief that women must be controlled by the male figures in their lives.		
(B)	**Correct**. According to the excerpt, Addams believes that women could be the moral voice in society and that by granting them access to the political sphere through suffrage, they could serve as an important balance to the issues on which men tended to focus.		
(C)	Incorrect. While the excerpt expresses the idea that women play an important role in guiding the moral development of children, a traditionally domestic viewpoint, Addams argues that women had the responsibility to expand that role to all children and that the ability of women to "soften" the harder aspects of society justified their calls for access to the public/political sphere.		
(D)	Incorrect. While the excerpt argues for the expansion of women's participation in the political realm, it reinforces the idea that women played a specific, gendered role in society in curbing the excesses allowed by men. This contrasts later feminist movements in the twentieth century, which often argued against the strict maintenance of gender roles.		

Question 36

Skill		Learning Objective	Unit
2.A		G: Explain the various responses to immigration in the period over time.	6
(A)	Incorrect. The ideology of the Know-Nothings focused on anti-immigrant policies and other ideas of conserving the concept of the American family. The excerpt focuses on the ways that women's participation could improve the political system.		
(B)	Incorrect. While machine politicians at times provided services to children and impoverished people similar to the services described in the excerpt, machine politicians were far more concerned with gaining votes for their own personal and financial gain. In the excerpt Addams is primarily concerned with women's participation as a voting bloc to change the underlying conditions that caused problems in society.		
(C)	Incorrect. During this period most Southern Democrats were socially conservative and they believed that a woman's proper place was in the private sphere. The excerpt contrasts this notion by promoting women's involvement in the public sphere.		
(D)	**Correct**. Settlement house workers like Addams argued in favor of women taking a vocal role in enacting social reform movements, particularly in issues of immigration and children's rights. The excerpt reflects the natural extension of the argument of many settlement house workers that women could not fully influence society without having political rights through voting.		

Question 37

Skill	Learning Objective	Unit
4.A	D: Compare the goals and effects of the Progressive reform movement.	7

(A)	**Correct**. Addams' excerpt reflects many of the larger issues that resulted in the creation and popularity of the Progressive movement. Economic challenges and social changes that occurred during the Gilded Age led many to believe that all levels of society needed to be reformed in order to create a more equitable nation.
(B)	Incorrect. While many members of the Progressive movement focused on the regulation of corporations as one means of improving society, this excerpt by Addams focuses specifically on the role women could play in improving the lives of children if they were given the vote and not on the role that businesses played in using child labor.
(C)	Incorrect. While many reformers during the early twentieth century, particularly the Populists, focused on the impact that mechanization and industrialization had on rural society, the excerpt by Addams focuses on the issues caused by industrialization in urban areas.
(D)	Incorrect. While anti-immigration sentiment was on the rise during the late nineteenth and early twentieth centuries, even among some Progressive reformers, the excerpt does not reflect this concern. In addition, as the founder of a settlement house, Addams was a vocal proponent for the assisting of immigrant communities to better help them adapt to society in the United States.

Question 38

Skill		Learning Objective	Unit
4.A		D: Compare the goals and effects of the Progressive reform movement.	7
(A)	**Correct**. In the excerpt, President Coolidge was criticizing the emerging ideas of imposing higher taxes on the wealthier segments of the United States population and of Progressive Era economic regulation more generally. These ideas were a reaction, in part, to the economic changes that occurred during the Gilded Age. In the excerpt, Coolidge argued against the notion of raising taxes on people with wealth.		
(B)	Incorrect. In the excerpt, President Coolidge focused less on corporate consolidation than on taxation.		
(C)	Incorrect. In the excerpt, President Coolidge focused less on conspicuous consumption than on taxation. Rather than reacting against conspicuous consumption, the ideas of tax relief expressed in the excerpt were compatible with conspicuous consumption and the emerging mass culture. Lower taxes would encourage spending and greater consumption.		
(D)	Incorrect. Rather than reacting against laissez-faire economics, the ideas expressed by President Coolidge in the excerpt supported it. Coolidge argued against regulations and a tax burden on citizens, which he believed would undermine the economy as a whole.		

Question 39

Skill	Learning Objective	Unit
2.A	H: Explain the causes and effects of the innovations in communication and technology in the United States over time.	7

(A)	**Correct**. Business executives would have been most likely to support the ideas expressed by Coolidge in the excerpt. They would have been likely to pay the "extremely high rates" mentioned by Coolidge and would have benefited directly from tax relief. Many business leaders in the 1920s agreed with the idea that lower tax rates would spur economic growth, benefiting working people and the entire country.
(B)	Incorrect. Farm laborers would not have been likely to agree with the ideas of tax relief expressed by Coolidge in the excerpt. In the 1920s, farmers experienced problems of high debt and low prices for their products, but not excessive taxation. Influenced by the legacy of Populism in the 1890s and 1900s, they would have been more likely to support more government spending to benefit their interests.
(C)	Incorrect. Industrial workers would not have been likely to agree with the ideas of tax relief expressed by Coolidge in the excerpt. They did not pay high taxes in the 1920s.
(D)	Incorrect. Newly arrived immigrants would not have been likely to agree with the ideas of tax relief expressed by Coolidge in the excerpt. They did not pay high taxes in the 1920s.

Question 40

Skill		Learning Objective	Unit
5.A		B: Explain the causes and effects of continuing policy debates about the role of the federal government over time.	9
(A)	Incorrect. The ideas expressed in the excerpt have little in common with the ideas of anti-imperialists in the 1890s. While the excerpt encourages economic growth by promoting lower taxation, anti-imperialists were more concerned that the United States was engaging in exploitation abroad and that the emerging United States empire contradicted American democracy.		
(B)	Incorrect. The ideas expressed in the excerpt have little in common with the ideas of New Dealers in the 1930s. While the excerpt encourages economic growth by promoting lower taxation, advocates of President Franklin D. Roosevelt's New Deal called for then-unprecedented government regulation of businesses and the wider economy.		
(C)	Incorrect. The ideas expressed in the excerpt have little in common with the ideas of Great Society supporters in the 1960s. While the excerpt encourages economic growth by promoting lower taxation, Great Society supporters in the 1960s, much like the New Dealers of the 1930s, called for expanded government intervention in society and the economy. They sought increased levels of federal spending and taxation related to education and the workforce, as well measures intended to reduce poverty.		
(D)	**Correct**. The excerpt is an example of a conservative Republican president supporting the ideas of reducing government regulation and taxation. Coolidge's ideas had much in common with those of the conservative Republican political leader Ronald Reagan, who was elected president in 1980. Reagan's administration implemented deregulation of the economy and reduced federal income tax rates.		

Question 41

Skill	Learning Objective	Unit
1.A	G: Explain the causes and effects of international and internal migration patterns over time.	7

(A)	Incorrect. Although high birth rates could have contributed to population increases in Chicago from 1890 to 1940, they rarely actually explain sharp demographic shifts. In fact, although immigrants tended to have higher birth rates than the population as a whole, birth rates in the United States generally declined between 1890 and 1940. The biggest reason for the population increase was people moving to the city in pursuit of job opportunities.
(B)	**Correct**. The rise in industry in the northern urban centers such as Chicago most likely contributed to the increase in Chicago's population from 1890 to 1940. During this period, many people, such as African Americans, migrated north looking for jobs, which were available in the emerging factories. This trend was accelerated by the First and Second World Wars, as many workers left to fight in the wars and increased the domestic need for labor.
(C)	Incorrect. Although the promise of religious freedom was one reason for much migration in United States history, it was not a major reason for the growth of Chicago's population from 1890 to 1940. Although certain groups, such as Russian Jews, left Europe due to religious persecution, this did not primarily drive the population increase in Chicago during this time. Instead, the biggest reason for the population increase was people moving to the city in pursuit of job opportunities.
(D)	Incorrect. Although the growth of agricultural markets helped make Chicago an important commercial center, it was not a major reason for Chicago's population growth from 1890 to 1940. In fact, the percentage of the population working in agriculture declined from 1890 to 1940, and even if it had increased, it would not have brought many people to urban centers such as Chicago. Instead, the biggest reason for the population increase was people moving to the city in pursuit of job opportunities.

Question 42

Skill	Learning Objective	Unit
1.A	G: Explain the causes and effects of international and internal migration patterns over time.	7

(A)	Incorrect. African American migrants from the southern United States contributed to the growth in Chicago's population from 1890 to 1940. African Americans left the South in large numbers throughout this period, and Chicago was a major destination for them. The migrating African Americans were vital to the growth of cities such as Chicago and supplied these urban centers with a vast amount of unskilled and semiskilled labor.
(B)	Incorrect. Immigrants from eastern and southern Europe contributed to the growth in Chicago's population from 1890 to 1940. In particular, between 1890 and 1940, the number of immigrants as a percentage of the population reached its peak in United States history, and immigrants from southern and eastern Europe represented the largest share of these immigrants. Chicago was a major destination for these immigrants, and the city developed large and distinct immigrant communities during this period.
(C)	Incorrect. Immigrants from northern and western Europe contributed to the growth in Chicago's population from 1890 to 1940. Although by this period immigrants from northern and western Europe no longer predominated among immigrant groups compared to immigrants from eastern and southern Europe, large numbers still moved to the United States at this time and often settled in urban centers such as Chicago.
(D)	**Correct**. Immigrants from eastern and southern Asia were least likely to contribute to the growth in Chicago's population from 1890 to 1940. Very few immigrants came to the United States from these regions at this time. The Chinese Exclusion Act barred immigration from China beginning in 1882. In addition, informal agreements discouraged immigration from Japan.

Question 43

Skill	Learning Objective	Unit
1.A	E: Explain the causes and effects of the migration of various groups of Americans after 1945.	8

(A)	**Correct.** Chicago's population declined from 1950 to 1990 as city residents moved to the suburbs and surrounding regions. While the earlier population growth had been tied closely to the growth of industry and job opportunities, manufacturing gradually began to move out of cities in the second half of the twentieth century, taking population with it. In addition, many city residents took advantage of the growth of suburbs in the second half of the twentieth century to move out of the city and to raise their families in suburban communities.
(B)	Incorrect. Federal policies discouraging immigration were not a major factor responsible for the decline in Chicago's population from 1950 to 1990. A shift in immigration policies would not cause the sort of population decline depicted on the graph. In addition, in the 1960s federal policies toward immigration became less restrictive and allowed increased immigration in the following decades.
(C)	Incorrect. Decreasing birth rates were not the main factor responsible for the decline in Chicago's population from 1950 to 1990. Birth rates were quite high during the baby boom from the mid-1940s to mid-1960s. Even later, decreasing birth rates could not account for the entire population decline in these decades. Instead, Chicago's population declined from 1950 to 1990, mainly because some city residents moved to the suburbs and surrounding regions.
(D)	Incorrect. Continued racial discrimination in urban public housing was not the main factor responsible for the decline in Chicago's population from 1950 to 1990. While racial discrimination would have discouraged some African American from moving to Chicago in this period, it did not lead to large migration of African Americans out of the city. In addition, from 1950 to 1990, racial discrimination in urban public housing generally declined.

Question 44

Skill		Learning Objective	Unit
1.A		E: Explain the causes and effects of domestic and international migration over time.	9
(A)	Incorrect. Nationwide population changes from 1950 to 1990 did not decrease the economic influence of immigrants on United States society. In reality the opposite occurred. Immigrants from many parts of the world, including Asia and Latin America, gained a greater economic influence in the United States during this period.		
(B)	Incorrect. Nationwide population changes from 1950 to 1990 did not decrease the economic importance of the Pacific Northwest. The Pacific Northwest region was not essential economic hub at the beginning of this period when compared with other northern urban centers. The economic importance of the Pacific Northwest actually increased in the late twentieth century with the growth of the aerospace and technology industries.		
(C)	Incorrect. Nationwide population changes from 1950 to 1990 did not increase the economic importance of the Northeast. By this time period, many cities in the Northeast region were experiencing economic decline, and many people left the Northeast for regions with better opportunities, such as the South and the West.		
(D)	**Correct**. From 1950 to 1990 many Americans decided to move to the South and the West for employment opportunities, warmer climates, and (for the older generation) retirement. During this time, many families moved out of urban centers such as Chicago for the suburbs, especially to the regions of the South and the West, to escape deindustrialization and urban neglect.		

Question 45

Skill	Learning Objective	Unit
4.A	B: Explain the continuities and changes in Cold War policies from 1945 to 1980.	8

(A)	Incorrect. Eisenhower's concerns in the excerpt did not emerge in the context of the First World War because Eisenhower gave his farewell address well after the First World War ended in 1918. President Eisenhower was speaking about the development of a large permanent military during the Cold War.
(B)	Incorrect. Although events at the end of the Second World War fueled what became the Cold War, Eisenhower's concerns in the excerpt did not emerge in this context because the Second World War ended in 1945, 16 years earlier. President Eisenhower was speaking about the development of a large permanent military during the Cold War.
(C)	**Correct**. Eisenhower's concerns in the excerpt emerged in the context of the Cold War. During the Cold War the United States maintained a large permanent military for the first time when it was not engaged in direct warfare. It also created and tested various weapons systems, including nuclear weapons. President Eisenhower's farewell address focuses on the notion that the influence of the military and of military contractors could threaten democratic norms within the United States.
(D)	Incorrect. Eisenhower's concerns in the excerpt did not emerge in the context of the Vietnam War. Although the Vietnam War was in its early stages in 1961, the deployment of United States troops to it was modest at this time and did not directly influence President Eisenhower's argument. President Eisenhower was speaking about the development of a large permanent military during the Cold War.

Question 46

Skill	Learning Objective	Unit
1.A	H: Explain the various military and diplomatic responses to international developments over time.	8

(A)	Incorrect. The internment of Japanese Americans in the United States during the Second World War did not directly contribute to the development discussed in the excerpt. Eisenhower was warning against the potential for the excessive political influence of the military and weapons manufacturers after the development of a large nuclear arsenal and peacetime standing army.
(B)	Incorrect. The increased employment of women in defense manufacturing during the Second World War did not directly contribute to the development discussed in the excerpt. Eisenhower was warning against the potential for the excessive political influence of the military and weapons manufacturers. This became a concern only after the Second World War when the United States built up a permanent military establishment to deter aggression by the Soviet Union.
(C)	**Correct**. After the United States deployed two atomic bombs against Japan to end the Second World War, the idea of using nuclear weapons became a reality. Under the Eisenhower administration, the United States significantly increased its nuclear arsenal as a deterrent against the threat of the Soviet Union. This proliferation of nuclear weapons risked creating a situation in which the military and weapons manufacturers could exercise unwarranted influence within the United States.
(D)	Incorrect. The desire to protect oil supplies in the Middle East did not directly contribute to the development discussed in the excerpt. Eisenhower was warning against the potential for the excessive political influence of the military and weapons manufacturers after the United States military buildup early in the Cold War. Concern over protecting oil supplies did not become a main focus of United States foreign policy until later in the twentieth century, when the United States became increasingly dependent on foreign oil.

Question 47

Skill	Learning Objective	Unit
5.A	H: Explain the various military and diplomatic responses to international developments over time.	8

(A)	Incorrect. Popular protest did not force greater separation between the military and industry in the 1960s. Although protests against the escalating Vietnam War often targeted corporate influence on United States foreign policy, they rarely had much effect on government policy during this period.
(B)	Incorrect. Private industry did not lose significant influence in the federal government in the 1960s. Instead, the influence of private industry in the federal government generally expanded as the United States became more deeply involved in the Vietnam War. For example, Presidents John Kennedy and Lyndon Johnson often looked to industrial leaders for advice and a former president of the Ford Motor Company, Robert McNamara, served as their secretary of defense.
(C)	Incorrect. The military did not lose significant influence in the federal government in the 1960s. Instead, the military influence in the federal government generally expanded as the United States became more deeply involved in the Vietnam War.
(D)	**Correct.** The influence of the military and of military contractors continued to grow in the decade following Eisenhower's speech, particularly as the United States became more deeply involved in the Vietnam War. In the 1960s, however, opposition to nuclear weapons became an initial focal point of peace activists, and protesters increasingly opposed United States participation in the Vietnam War, often targeting the role of corporations in supporting the war. As a result, public concerns about the military and industry persisted and expanded in this decade.

Question 48

Skill	Learning Objective	Unit
4.A	L: Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.	8

(A)	Incorrect. Although the Supreme Court had already required the desegregation of public schools in the 1954 *Brown* v. *Board of Education of Topeka* decision, this was not the most direct influence on the ideas expressed in the excerpt. Instead, by 1966, young activists such as Stokely Carmichael reacted more directly to the gap between the passage of Civil Rights laws and the persistence of discrimination and disenfranchisement.
(B)	Incorrect. Although African American labor union organizers during the Red Scare did face persecution, this was not a direct influence on the ideas expressed in the excerpt. Young militant leaders of the 1960s, such as Stokely Carmichael, were only indirectly shaped by this experience. Instead, the ideas in the excerpt were more directly reacting to the gap between the passage of Civil Rights laws and the persistence of discrimination and disenfranchisement.
(C)	**Correct.** The excerpt stated that a gap existed between White liberals and young African Americans. Even though Civil Rights legislation has been passed successfully since the 1950s, these changes had little impact on the daily struggles of the younger African American population. These communities still suffered from various forms of discrimination, such as low employment, unequal opportunities, and police harassment.
(D)	Incorrect. Although the excerpt expressed concern with mainstream Civil Rights groups acting as a "buffer zone" between liberal White people and African American activists, it is not responding to conservative politics of Black evangelical churches. The increase in conservative activism by evangelical churches was more characteristic of churches with predominantly White memberships than it was of Black churches. Instead, the ideas in the excerpt reacted more directly to the gap between the passage of Civil Rights laws and the persistence of discrimination and disenfranchisement.

Question 49

Skill	Learning Objective	Unit
1.A	N: Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.	8

(A)	Incorrect. Although, by the end of the 1960s, some federal funding for Great Society urban social programs declined as funding for the Vietnam War increased, this funding shift did not result directly from ideas such as those expressed in the excerpt. The redirection of federal funding had little to do with the growing militant activism of young African Americans. Instead it resulted from changing federal policy priorities and conservative opposition to Great Society programs. Ideas such as those in the excerpt led most directly to disillusionment of many young African American activists with mainstream politics.
(B)	Incorrect. Although the use of passive resistance and peaceful protest had characterized the Civil Rights movement until the mid-1960s, these tactics did not result directly from ideas such as those expressed in the excerpt. Instead, by 1966, young African Americans were frustrated with this approach. In the excerpt, Stokely Carmichael calls for more revolutionary tactics, rejecting the acceptance of mainstream politics that had characterized the Civil Rights movement previously.
(C)	Incorrect. Although debates about changes in African American families did occur in the 1960s and 1970s, these debates did not directly result from ideas such as those expressed in the excerpt. Instead, they emerged from a series of sociological studies of African American families conducted in the 1960s and 1970s. Ideas such as those in the excerpt led most directly to disillusionment of many young African American activists with mainstream politics.
(D)	**Correct**. The ideas in excerpt most directly resulted in many young African American activists and leaders opposing Democratic political leaders, who were seen as their allies in the struggle for civil rights, as supporters of the status quo. This feeling of being taken for granted led to a growing opposition against the approach to Civil Rights advocacy of White liberals. The movement had earlier worked within the existing political framework, but growing disillusionment led many young African Americans to increasingly work outside of existing political structures.

Question 50

Skill		Learning Objective	Unit
2.A		L: Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.	8
(A)	Incorrect. Although the excerpt called for African American unity, it did not advocate violence as the best way for African Americans to improve their status. Many White observers, however, believed this to be a call for violence and supported law enforcement repression of the Black Power movement. However, the ideas expressed in the excerpt are better understood as marking a rejection of the earlier goal of racial integration in favor of African American solidarity.		
(B)	**Correct**. As expressed in excerpt, the Civil Rights movement was seen as a buffer zone between White liberals and the increasingly militant young African American communities. According to Stokely Carmichael, White liberals did not fully understand the experiences of African Americans. Hence, African Americans would be best served by uniting on their own. This was a crucial shift, and Carmichael's speech helped mark the departure of many activists from the mainstream Civil Rights movements and the start of the Black Power movement, which largely rejected the previous goal of racial integration in favor African American solidarity.		
(C)	Incorrect. Although the excerpt expressed disenchantment with White liberals, it did not call for African American separatism. Instead, the excerpt argued that African American activists should not subordinate their goals to those of White liberals and should instead seek to arouse an African American consciousness that would help provide political strength for the African American community.		
(D)	Incorrect. The excerpt did not suggest that economic inequality was the basis of racial discrimination against African Americans. Instead, it suggested the opposite causal relationship, that the pervasiveness of racism led to economic inequality. The excerpt suggested that the best solution was to reject the earlier goal of racial integration in favor of African American solidarity.		

Question 51

Skill	Learning Objective	Unit
4.A	B: Explain the continuities and changes in Cold War policies from 1945 to 1980.	8

(A)	**Correct.** In the excerpt, Powell supports free enterprise, which is consistent with the idea that that a global capitalist economy led by the United States would help stabilize the international system.
(B)	Incorrect. The defense of free enterprise expressed in the excerpt was not consistent with the idea of forming a nonaligned movement to help balance out the communist nations. Rather, after 1945, many supporters of business interests argued for international advocacy of capitalism in opposition to communism.
(C)	Incorrect. The defense of free enterprise expressed in the excerpt did not require the creation of collective security alliances to protect United States commercial interests. Instead, Powell's ideas about internal criticism of the United States economic system suggest that this economic system needed protection from domestic critics rather than international opponents.
(D)	Incorrect. The defense of free enterprise expressed in the excerpt was not consistent with the idea of the United States unilaterally supporting postwar decolonization movements.

Question 52

Skill	Learning Objective	Unit
2.A	J: Explain the causes and effects of continuing policy debates about the role of the federal government over time.	8

(A)	Incorrect. Because the ideas expressed in the excerpt champion free enterprise, people who shared this perspective would have been more likely to support than to oppose the rise of the military-industrial complex during the 1950s and 1960s. This development greatly benefited the private businesses, such as those in the defense industry, so it was consistent with the Powell's argument.
(B)	Incorrect. Because the ideas expressed in the excerpt champion free enterprise, people who shared this perspective would have been more likely to support than to oppose increases in the standard of living in the decades following the Second World War. Advocates of free enterprise believed that unrestricted capitalism would benefit most people and improve living standards.
(C)	Incorrect. Because the ideas expressed in the excerpt champion free enterprise, people who shared this perspective would have been more likely to support than to oppose laws limiting the power of labor unions. In the 1920s, advocates of free enterprise sought to restrict organized labor.
(D)	**Correct**. Powell wrote this memo as a criticism of the growing influences of aggressive consumer-rights advocacy groups and other efforts to increase government regulation of business, targeting them as opposing the United States economic system. Hence, he and people who shared his views were critical of the social welfare and regulatory agencies that emerged during the New Deal and continued with the Great Society.

Question 53

Skill	Learning Objective	Unit
5.A	B: Explain the causes and effects of continuing policy debates about the role of the federal government over time.	9

(A)	Incorrect. As a supporter of the United States economic system who resisted attacks on it, Powell would most likely have been concerned about the increase in union membership for jobs in the service sector in the 1980s. This development could have been regarded as an impediment to the growth of business.
(B)	Incorrect. As a supporter of American economic freedoms, Powell would most likely have been concerned about any curtailment of civil liberties to combat terrorist threats. Even though Powell criticized the voices he saw as smearing American business, he did not advocate curtailing those critics' civil liberties. Supporting economic freedoms at the time was usually consistent with supporting civil liberties.
(C)	**Correct**. According to Powell's memo, the biggest threat to the United States economic system and the stability of the global economic order came from students, professors, and journalists who supported increased regulation and government intervention in the economy. He would most likely support the Ronald Reagan administration's policies in the 1980s of reducing regulation of businesses and of cutting taxes (and thereby defunding government agencies that might seek to intervene in the economy).
(D)	Incorrect. In his defense of American economic freedoms, Powell did not express a perspective on immigration issues and the granting of amnesty. Rather, he focused on the perceived threat to the United States economic system from its critics and supported the notion that corporations need a voice to counter the growing protests during the early 1970s.

Question 54

Skill	Learning Objective	Unit
4.A	P: Explain the effects of the growth of religious movements over the course of the 20th century.	8

(A)	Incorrect. Public schools did not typically close in large numbers in the 1970s and 1980s, and this issue is not addressed in the excerpt. One reason for the rise of political activism among evangelicals during this period was concern about the quality of public schools.
(B)	Incorrect. Traditional nuclear family structure became less common and less typically the norm for Americans in the 1970s and 1980s and are not addressed in the excerpt. One reason for the rise of political activism among evangelicals during this period was concern about the perceived decline of traditional nuclear families.
(C)	**Correct.** In the excerpt, the author asserts that the Moral Majority, including various religiously conservative media and news outlets, became more active in supporting conservative political causes than they previously had been. This unprecedented amount of political activism among evangelicals and their emerging alliance with the Republican Party represented a change in United States society.
(D)	Incorrect. Although a youth counterculture did emerge in the 1960s and 1970s, this development occurred slightly before the rise of political activism among evangelicals and is not addressed in the excerpt. In some ways, the rise of political activism among evangelicals occurred in reaction against the emergence of the counterculture.

Question 55

Skill		Learning Objective	Unit
2.A		C: Explain the causes and effects of the end of the Cold War and its legacy.	9
(A)	Incorrect. According to the excerpt, the Moral Majority and similar groups were aligned with the idea of increased defense spending in order to fight communism and resist the Soviet Union. They would most likely have seen the idea of denuclearization as a compromise or a capitulation to the Soviet Union and would most likely have opposed significant arms reduction.		
(B)	**Correct**. According to the excerpt, the Moral Majority and like-minded groups from the 1970s and 1980s were invested in conservative issues and favored increased defense spending, as did the Republican Party. Hence, they would have been likely to support the Cold War rhetoric used by Republicans.		
(C)	Incorrect. According to the excerpt, the Moral Majority and similar groups were aligned with the idea of increased defense spending in order to fight communism and resist the Soviet Union. In light of this, they would most likely have opposed any resurgent isolationist policies.		
(D)	Incorrect. According to the excerpt, the Moral Majority and similar groups were aligned with the idea of increased defense spending. Hence, they would not have supported reducing services for military veterans and may have seen such a proposal as an affront to people who served to protect the country.		

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Short-Answer Question 1

"The members of the Philadelphia convention which drafted the Constitution were, with a few exceptions, immediately, directly, and personally interested in, and derived economic advantages from, the establishment of the new system. The Constitution was essentially an economic document based upon the concept that the fundamental private rights of property are [superior] to government and morally beyond the reach of popular majorities."

Charles Beard, historian, *An Economic Interpretation of the Constitution of the United States*, 1913

"Anxious and uncertain, the convention delegates ... brought to bear their political experience, their sensitivities to legal loopholes, their commitment to representative government, and they focused their energies and attentions on resolving existing conflicts, correcting existing errors, and protecting . . . against a descent into tyranny. When they were done, they submitted their handiwork to the citizens for ratification rather than attempting to impose it by assassination or military force. In this way, they invited their neighbors to share responsibility for the fate of their experiment in representative government."

Carol Berkin, historian, *A Brilliant Solution: Inventing the American Constitution*, 2002

1. Using the excerpts above, answer (a), (b), and (c).
a) Briefly describe ONE major difference between Beard's and Berkin's historical interpretations of the drafting of the United States Constitution.
b) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Beard's interpretation.
c) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Berkin's interpretation.

Scoring Guide

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes two of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
Is completely blank

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Short-Answer Question 1 (continued)

Question-Specific Scoring Guide

- ONE point for describing one major difference between Beard's and Berkin's historical interpretations of the drafting of the United States Constitution
- ONE point for describing one specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Beard's interpretation
- ONE point for explaining one specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Berkin's interpretation

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.

Examples of responses to (a) that would earn credit:

- Beard argues
  - the Constitutional Convention was political, self-interested, undemocratic, self-dealing, largely motivated by financial interests and the goal of stability
  - Constitution designed to protect property of elite White men
- Berkin argues
  - the Constitutional Convention was comprised of a practical set of men who were virtuous, prudent, and motivated by republican or democratic principles with an eye to the future.
  - presents the Constitution as more democratic than does Beard

Note: Credited responses for (a) must explicitly address the substance of both excepts.

Examples of responses to (b) that would earn credit:

- Elements of indirect democracy in the Constitution (e.g., the electoral college, limits on suffrage, the selection of senators by state legislatures) serve as evidence that the Constitution was designed to thwart popular will.
- The expansion of executive and judicial power under the Constitution.
- The Constitution was an economic document based on protecting private property as evidenced by the financial interests of particular members of the constitutional convention.
- Elements of Alexander Hamilton's financial plans (e.g., assumption of state debts, support for industry and manufacturing, the creation of a national bank) show that the Constitution was an economic document based on private property.
- Mostly white wealthy white men were at the constitutional convention and the Constitution was designed to serve their interests; radicals were not present.
- The Constitution was less democratic than the constitutions of many states (e.g., Pennsylvania).

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Short-Answer Question 1 (continued)

- Three-Fifths Compromise and other provisions of the Constitution were designed to protect the economic interests of slaveholders.
- The trans-Atlantic slave trade was extended for 20 years in the Constitution.
- Federalists and other leading supporters of the Constitution later used the federal government to implement policies that were unpopular or disproportionately benefited wealthy Americans (e.g., Hamilton's financial program, Whiskey Rebellion).
- Leading supporters of the Constitution took power over the money supply away from states and gave it to the federal government in order to undercut state economic policies, such as relief on debt or printing paper money that helped debtors and hurt wealthy creditors.
- The Revolutionary War was partially an elitist movement for the protection of property rights by the framers of the Constitution.
- The Alien and Sedition Acts exhibited control over the actions of others.

Examples of responses to (c) that would earn credit:

- Compromises built into the Constitution (e.g., creating a two-house legislation with both proportional and state representation, establishing checks and balances between the three branches of government, avoiding the issue of slavery) show that the Constitutional Convention focused on "resolving existing conflicts, correcting existing errors, and protecting . . . against a descent into tyranny."
- The Constitution departed from the Articles of Confederation (e.g., allowing direct federal taxation, creating a clear executive) as examples of "correcting existing errors."
- State ratification conventions as evidence that the convention delegates sought to gain popular support for the Constitution.
- State ratification conventions were used to gain popular assent to the Constitution.
- State conventions debated the Constitution and encouraged changes such as the addition of a Bill of Rights.
- Constitutional Convention delegates engaged in compromises to facilitate the writing of the Constitution (i.e., Three-Fifths Compromise, Connecticut Plan).
- The Constitution limited executive power by rejecting monarchy and including checks and balances to reign in tyrannical power.
- *The Federalist* papers sought to build popular support for the Constitution.
- The example of representative government during Revolutionary period and in democratic state constitutions influenced the design of the Constitution.
- Shays' Rebellion was a response of debtors seeking judicial redress of their financial difficulties.
- Land Ordinance of 1787 set up a democratic system for the Northwest Territory and also banned slavery there, indicating a move from privilege toward greater democracy.
- *Common Sense* reflected democratic values that moved the colonies toward revolution against British control.
- The Revolution of 1800 or the Election of 1800 marked a peaceful transition of power, reflecting the stability of the framework set up in the Constitution
- The ratification campaigns for the Constitution reflected a continuation of popular politics "out-of-doors" developing during the American Revolution

NOTE: *It would be acceptable for test-takers to use some of the same examples to respond to both (b) and (c) as long as the evidence is appropriate for each part of the question. Merely mentioning development or circumstance will not result in the awarding of points in parts (b) and (c). Responses must specifically explain how the events* represent evidence that can support the author's claim. References to the Revolution may be acceptable if thy show the democratic motivation of the framers of the Constitution.

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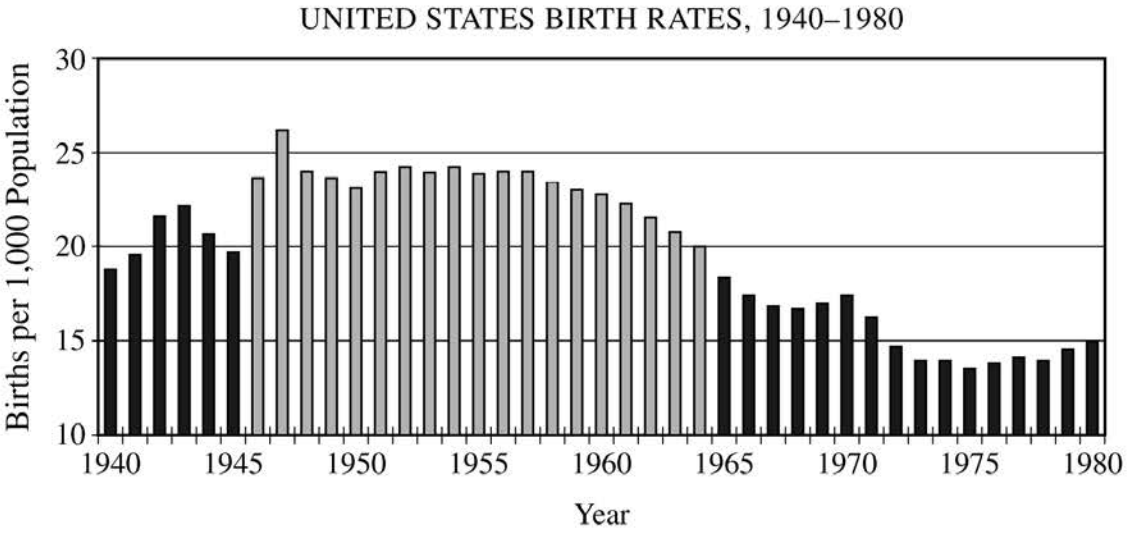
Short-Answer Question 2



Using the graph above, answer (a), (b) and (c).
a) Briefly describe how ONE specific historical event or development contributed to the high birth rates in the United States from 1946 to 1964.
b) Briefly describe ONE specific historical effect of the high birth rates on United States society from 1946 to 1964.
c) Briefly explain ONE specific historical change in United States society from 1965 to 1980 that resulted from the trend in birth rates from 1946 to 1964.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
Is completely blank

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Short-Answer Question 2 (continued)

Question-Specific Scoring Guide

- ONE point for describing how one specific historical event or development contributed to the high birth rates in the United States from 1946 to 1964
- ONE point for describing one specific historical effect of the high birth rates on United States society from 1946 to 1964
- ONE point for explaining one specific historical change in United States society from 1965 to 1980 that resulted from the trend in birth rates from 1946 to 1964

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overal! quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam responses 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.

Examples of responses to (a) that would earn credit:

- Soldiers returned home from the Second World War and were eager to start families.
- Women were encouraged to leave the workforce and return to domestic life after the war.
- The economy boomed during the 1950s.
- Celebration of family life and sexuality in the popular culture during the 1950s (e.g., rock and roll music, television, movie stars, Kinsey report).
- The GI Bill provided financial/educational opportunities to returning veterans allowing many to start families.

NOTE: *Merely mentioning an event or development (e.g., "baby boom") will not result in the awarding of points* for part (a). Responses must specifically describe how the event or development contributed to high birth rates.

Examples of responses to (b) that would earn credit:

- The size of the baby boom cohort contributed to the rise of a youth culture and teenagers in the 1950s and 1960s (e.g., the Beats, rock and roll music, hippies, juvenile delinquency).
- The growth of families from high birth rates led to a growth in suburbs during the 1950s and 1960s (e.g., Levittown, growth of suburban family life, white flight, urban ghettoes).
- The increased number of children in the country necessitated the growth in construction of education facilities (elementary through university).
- The growth of families increased demand for consumer goods during the 1950s and 1960s (e.g., cars, televisions, furniture, household appliances, etc.).
- The growth of families contributed to popular culture idealizing the nuclear family during the 1950s (e.g., *Leave it to Beaver* and other TV shows).

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Short-Answer Question 2 (continued)

- The growth of birth rates encouraged companies to development of contraceptives to facilitate family planning and personal autonomy.
- The increased number of children in the nation led to the expansion of preventative healthcare (e.g., fluoride treated water, small pox, polio) and public health efforts.
- The mass culture associated with suburban families contributed to disillusionment with the culture of conformity of the 1950s.

Examples of responses to (c) that would earn credit:

- The baby boom generation later became disillusioned with the culture of conformity associated with their parents and the 1950s and contributed to the growth of a counterculture in the 1960s and 1970s.
- The baby boom generation sought social and political change through the student, free speech, and antiwar movements of late 1960s and early 1970s.
- The Moral Majority arose in response to the counterculture movements of the 1960s-1970s (e.g. Nixon's Silent Majority, evangelical movements).
- Many in the baby boom generation joined or supported the growth of the Civil Rights movement and other rights movements (e.g., women's movement, environmental movement).
- Many in the baby boom generation sought increased personal freedoms through the Sexual Revolution.
- Many women in the baby boom generation desired to join the workforce during the 1970s.
- Many baby boomers rejected earlier forms of mass culture, which led to new forms of popular culture that depicted nontraditional families during the 1970s.
- Baby boomer support for the social changes associated with the Sexual Revolution contributed to the reduction of and debates over legal restrictions on the use of contraceptives and reproductive rights (e.g., *Griswold* v. *Connecticut, Roe* v. *Wade*).
- The demographic changes associated with the baby boom negatively affected the solvency of Social Security under existing laws.
- Social changes supported by many baby boomers in favor of greater personal freedoms led to a rise in divorce rates.
- The rapid growth of the United States population led to increased demand for the expansion of federal social programs through initiatives such as the Great Society (e.g., Head Start, Food Stamp Program, Medicaid).

NOTE: *It may be acceptable for test takers to use some of the same examples to respond to either (b) or (c) as long as they show how the evidence is appropriate for each part of the question. Merely mentioning an event will not result in the awarding of points in parts (b) and (c). Responses must provide an explanation that answers the relevant question.*

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Short-Answer Question 3

Answer (a), (b), and (c). Confine your response to the period from 1776 to 1877.
a) Briefly describe ONE specific historical difference between the ideas of republican motherhood and the ideas of the Seneca Falls Convention.
b) Briefly describe ONE specific historical similarity between the ideas of republican motherhood and the ideas of the Seneca Falls Convention.
c) Briefly explain ONE specific historical effect of either republican motherhood or the Seneca Falls Convention.

Scoring Guide

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
Is completely blank

Question-Specific Scoring Guide

- ONE point for describing describe one specific historical difference between the ideas of republican motherhood and the ideas of the Seneca Falls Convention
- ONE point for describing one specific historical similarity between the ideas of republican motherhood and the ideas of the Seneca Falls Convention
- ONE point for explaining one specific historical effect of either republican motherhood or the Seneca Falls Convention

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.

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Short-Answer Question 3 (continued)

Examples of responses to (a) that would earn credit:

- Under republican motherhood, women were involved in politics only tacitly through their roles as mothers and educators of male citizens about republican virtues and/or moral values, while at the Seneca Falls Convention, women claimed direct political roles in society, advocated for advanced rights (i.e., voting, political participation, civic voice, etc.).
- Under republican motherhood, women claimed power based on difference from men, while at the Seneca Falls Convention they claimed equality with men.
- Republican motherhood had some inspiration from republican political theory, while the Seneca Falls Convention had some inspiration from the religious revivals of the Second Great Awakening.

Examples of responses to (b) that would earn credit:

- Both appealed to middle class elite White women.
- Both imagined political roles and increased influence for women in United States.
- Both were ideological movements mainly concentrated in the Northeast.
- Both broke societal norms regarding the status of women but it must related to both republican motherhood and the ideas of the Seneca Fall Convention (political activism, increased civic participation outside of the home, economic opportunity, etc.).
- Both described women's increased access and participation in education.
- Both referenced women as the moral compass of society whether in the home or larger society.

NOTE: *Credited responses for (a) and (b) must explicitly address both republican motherhood and the Seneca Falls Convention.*

Examples of responses to (c) that would earn credit:

- Republican motherhood:
  - Fostered increased education and literacy among women and among male and female children.
  - Fostered increased sense of civic inclusion and responsibility among women and among male and female children.
  - Promoted an ideology of separate spheres for men and for women.
- Seneca Falls:
  - Promoted expanded women's work in the antislavery movement.
  - Promoted expanded women's work in the temperance movement.
  - Created the groundwork for women's participation in support roles during the Civil War.
  - Created the basis for an ongoing woman suffrage movement (references to the 19th amendment must be clearly connected to events started at Seneca Falls).
  - Articulated a set of goals and objectives in the "Declaration of Sentiments."
  - Created the basis for women's animosity to their exclusion from suffrage under the Fourteenth Amendment.

NOTE: *Earning the point for (c) is not contingent on earning the point for (a).*

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Short-Answer Question 4

Answer (a), (b), and (c). Confine your response to the period from 1919 to 1960.
a) Briefly describe ONE specific historical difference between the United States reaction to international events following the First World War (1919–1930) and following the Second World War (1945–1960).
b) Briefly describe ONE specific historical similarity between the United States reaction to international events following the First World War and following the Second World War.
c) Briefly explain ONE specific historical reason for a difference between the United States reaction to international events following the First World War and following the Second World War.

Scoring Guide

0–3 points

Score 3
Response accomplishes all three tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes one of the tasks set by the question.

Score 0
Response accomplishes none of the tasks set by the question.

Score NR
Is completely blank

Question-Specific Scoring Guide

- ONE point for describing describe one specific historical difference between the United States reaction to international events following the First World War (1919–1930) and following the Second World War (1945–1960)
- ONE point for describing one specific historical similarity between the United States reaction to international events following the First World War and following the Second World War
- ONE point for explaining one specific historical reason for a difference between the United States reaction to international events following the First World War and following the Second World War

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Short-Answer Question 4 (continued)

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.

Examples of responses to (a) that would earn credit:

- The United States embraced isolationism following the First World War compared to after the Second World War when the United States embraced internationalism.
- After the First World War, the United States reduced the size of the military compared to after the Second World War when the United States increased military spending.
- The United States became more inward-looking (focused on domestic issues) after the First World War compared to after the Second World War when the United States attempted to expand its cultural influence abroad.

Examples of responses to (b) that would earn credit:

- The United States promoted international institutions such as the League of Nations, the UN, and NATO after both the First and Second World Wars.
- The United States pushed for formal international agreements after both the First and Second World Wars (e.g., the Washington Naval Treaty (may refer to Four, Five and/or Nine Power treaties instead) (1922), the North Atlantic Treaty (1949)).
- The United States encouraged increased international trade after both the First and Second World Wars.
- American firms benefitted from international munitions sales in each war that bolstered the economy in the postwar.
- The United States engaged in efforts to rebuild postwar Europe (e.g., Dawes/Young plans, Marshall Plan).
- American suspicion of foreign influences (red scares against communism, anti-immigrant attitudes, and/or nativism) followed both the First and Second World Wars.

NOTE: *Credited responses for (a) and (b) must explicitly address both the First and Second World Wars.*

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Short-Answer Question 4 (continued)

Examples of responses to (c) that would earn credit:

- Because the United States was not attacked by a foreign country on domestic soil during First World War compared to the Second World War (i.e., Pearl Harbor),
  - Americans became more disillusioned with the participation in the First World War compared to the Second World War.
  - Americans became more engaged overseas in preventing future conflicts after the Second World War.
- Because of the onset of the Cold War at the conclusion of the Second World War,
  - the United States committed to an internationalist stance unlike after the First World War, especially with regard to the containment of communism (e.g., Truman Doctrine, Korean War).
  - the United States (and later the Soviet Union's) possession of nuclear weapons compelled the United States to assume international responsibilities to which the end of the First World War did not contribute.
- Because many Americans did not have long-term exposure to the horrors of the conflict of the First World War (e.g., trench warfare, industrial war) compared to the horrors exposed to the American public and United States soldiers (e.g., Holocaust, total war) during the Second World War,
  - Americans were more willing to return to traditional isolationism from foreign entanglements.
  - The United States was more committed to preventing the recurrence of warfare through international alliances after the Second World War.
- Because Americans blamed withdrawal from international affairs for the outbreak of the Second World War,
  - the United States led the effort to form the United Nations after the Second World War, unlike the growth of isolationist sentiment after the First World War.
  - Americans were more accepting of joining international organizations after the Second World War compared to the First World War.

NOTE: *Earning the point for (c) is not contingent on earning the point for (a). Also, a credited response for (c) could be a reason for either the difference described in (a) or another difference not previously mentioned.*

NOTE: *The prompts specify "following"; thus responses devoted exclusively to during the wars cannot earn the point.*

NOTE: *The prompts specify that "international" events are required; thus responses devoted exclusively to* domestic topics cannot ear the point.

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Question 1 — Document-Based Question

Evaluate the extent to which transportation innovation contributed to American national unity in the period from 1800 to 1860.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *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.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how transportation innovation contributed to American national unity in the period from 1800 to 1860. *Examples that earn this point include:* • "Transportation innovation, such as canals, steamships, and railroads, pulled the United States together in the early nineteenth century by making it easier for people to travel and ship goods from one place to another." • "Transportation innovation in the early nineteenth century reduced the time it took for people to travel and ship goods from one region to another, and thus helped create a national market." • "While transportation innovation helped to keep the United States together between 1800 and 1860, it also led to sectional disagreements over the economy."
B: Contextualization (0–1)	Describes a broader historical context relevant to the prompt. (1 point) *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.*	To earn the point, the response must accurately describe a context relevant to how transportation innovation contributed to American national unity in the period from 1800 to 1860. *Examples of context might include the following, with appropriate elaboration.* • The westward territorial expansion of the United States (Manifest Destiny) • The market revolution and beginning of industrialization • The expansion of slavery in the South • Louisiana Purchase • Disunity of U.S. before 1800

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Question 1 — Document-Based Question (continued)

Points	Rubric	Notes
C: Evidence (0–3)	**Evidence from the Documents:** Uses the content of at least three documents to address the topic of the prompt. (1 point) *To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.* **OR** Supports an argument in response to the prompt using at least six documents. (2 points) *To earn two 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.*	*See document summaries page for details.* • Doc 1: Robert Fulton, letter to Albert Gallatin, 1807 • Doc 2: J. Q. Adams, inaugural address, 1825 • Doc 3: Thomas Jefferson, letter to W. B. Giles, 1825 • Doc 4: Samuel Breck, journal entry, 1833 • Doc 5: *Slaves Shipping Cotton by Torch-Light*, engraving, 1842 • Doc 6: Jesse Chickering, *Immigration into the United States*, 1848 • Doc 7: United States railroads map, 1850 and 1860
	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) *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.*	*Evidence used might include the following, with appropriate elaboration:* • The Erie Canal could be used as evidence of transportation innovations leading to greater connections between the East and the Midwest of the United States than between the North and the South • American System • Coastal trade between major ports (e.g., New Orleans and New York City) • Henry Clay • Andrew Jackson • John Marshall • Maysville Road veto • Mississippi River commercial waterway • Ohio River commercial waterway • Cornelius Vanderbilt • Nullification Crisis

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Question 1 — Document-Based Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**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) *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.*	*See document summaries page for examples of possible explanations of the relevance of sourcing.*
	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) *A response may demonstrate a complex understanding in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of demonstrating a complex understanding might include:* • Explaining a nuance by evaluating the importance of transportation innovation in relation to other factors that contributed to United States national unity (i.e., the War of 1812) or disunity (i.e., the spread of slavery) • Explaining similarities and differences in American expansion and unity in different regions such as the Midwest (particularly around Chicago) and the Mississippi River Valley and Deep South • Explaining connections to other time periods, such as the development of the interstate highway system in the decades following the Second World War • Confirming the validity of the response's argument across different themes by examining how the development of United States national culture affected national unity • Qualifying or modifying an argument by challenging the premise that transportation innovation contributed to national unity by pointing to the failure of the American System's plan for federal transportation subsidies
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. Robert Fulton, letter to Albert Gallatin, 1807	• Argues that without transportation connections, concerns that more remote regions will be separated • Claims that being able to transport goods will improve bonds of the United States • Asserts that canals will make it cheaper and faster to move goods across long distances.	• In the first decade of the nineteenth century, many Americans began to move west and live at greater distances from each other, leading to concerns about maintaining national unity and contributing to long-standing fears about the viability of the young republic (situation) • Canal promoters such as Fulton sought to convince the federal government that subsidizing canal construction would increase national unity (purpose) • Canals promised to help the United States overcome long-standing regional tensions between the backcountry/frontier and the eastern centers of political and economic power (situation) • Fulton, as the inventor of steamboats, appealed to national unity and patriotism in order to increase his own potential profits in building canals and infrastructure (point of view)
2. J. Q. Adams, inaugural address, 1825	• Argues that constructing infrastructure is important to the nation and its legacy • Argues that all great nations of the past have had magnificent public works • Claims that while some people have questioned whether the Constitution allowed the federal government to fund infrastructure projects, everyone should now agree that the federal government has this power	• Many Americans disagreed over the proposed American System and whether the Constitution granted the federal government authority to fund internal improvements in the states, contributing to disunity over the issue (situation) • Advocates of greater national commercial connection such as John Quincy Adams argued that the federal government had the power to provide direct funding to internal improvement projects (point of view) • Adams' address made a direct appeal to emerging political factions to help create a consensus behind national unity (audience) • Adams, as a New Englander, appealed to businesses and government to continue the legacy of the Federalist advocacy for a national market (point of view)

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Question 1 — Document-Based Question (continued)

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
3. Thomas Jefferson, letter to W. B. Giles, 1825	• Claims that the Supreme Court as well as the executive and legislative branches are using the authority of the federal government to regulate interstate commerce to usurp powers from the states over economic development • Asserts that federal transportation projects could lead to the loss of state rights	• Marshall Supreme Court decisions in the early 1800s established judicial review and strengthened the power of the federal government in relationship to the states (e.g., *Marbury* v. *Madison*, *McCulloch* v. *Maryland*), including in regulating interstate commerce (situation) • Democratic-Republicans such as Jefferson held the position that the federal government did not have the power to support internal improvements and believed that federal attempts to create national connections threatened states' rights (point of view) • Jefferson, as a Democratic-Republican, advanced a strict constructionist view of the Constitution in the letter, as opposed to those who held a more expansive or loose interpretation of the Constitution (point of view) • Jefferson, as an opponent of centralized power, expressed frustration with political disagreements about internal improvements and the power of the federal government (point of view)
4. Samuel Breck, journal entry, 1833	• Gives examples of rapidly improving transportation between cities, particularly on the East Coast • Offers concrete examples of how improvements in transportation helped people move about the nation more quickly	• By the mid-1800s, transportation innovations had led to greater connection between parts of the United States and helped expand manufacturing and agricultural production (situation) • Elite Americans such as Pennsylvania State Senator Breck expressed enthusiasm for the promise of transportation and internal improvements to collapse space and time and implied an advance of national unity over regional interests (point of view)
5. Engraving, *Slaves Shipping Cotton by Torch-Light*, 1842	• Engraving shows enslaved African Americans loading cotton onto paddle wheel steamboat on the Alabama River at night • Engraving depicts both long-standing and new transportation systems and technologies in the United States in the 1840s	• Transportation innovations such as steam engines created national unity by linking the Southern cotton economy with Northern textile mills (situation) • The cotton economy that dominated Southern commerce and the expansion of steam transport relied on the use of the enslaved labor of African Americans, which became increasingly controversial in the 1850s, thus hindering national unity (situation) • The transportation and shipping depicted in the engraving created connections with the international market for cotton, which was largely financed in the North and helped unify a United States national market (situation) • Some international observers saw the Southern United States as having a distinct culture and regional identity different from other parts of the country (audience)

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Question 1 — Document-Based Question (continued)

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
6. Chickering, *Immigration into the United States*, 1848	• Argues that large-scale immigration will affect the character of American people • Claims that while immigrants provided much labor for construction of canals and railroads, this economic benefit has a negative impact on American national character • Establishes the sharp increase in immigration to the United States in the 1840s	• Economic development in the United States led to an increase in immigration, especially in the 1840s and 1850s, that contributed to disagreements over immigration that weakened national political parties (situation) • Chickering sought to reduce immigration to the United States because, although the United States benefited economically from immigrant labor on transportation projects, they feared immigrants' influence on American culture would lead to disunity (purpose) • Chickering, as a nativist, advanced negative stereotypes of the immigrants brought to expand the national transportation network as dangerous, unable to assimilate, and a threat to national culture and unity (point of view) • Chickering intended to convince national audiences of his negative views on immigration (audience)
7. United States Railroads, 1850 and 1860	• Map depicts the rapid expansion of United States rail network between 1850 and 1860 • Particularly dense network of railroads in the Northeast and the Midwest; less so in the South	• The expansion of rail network created some national connections within the United States, but the Northeast and the Midwest became a more closely linked economic space—exchanging foodstuffs and manufactured goods—than the North and the South, and they shared cultural attitudes opposed to the expansion of slavery that were similar (situation) • The expansion of rail networks was a product of the market revolution and enabled the dramatic economic growth of the nation in this period (situation) • Railroad expansion facilitated the growth of cities (situation)

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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 points)

Responses earn 1 point by responding to the prompt with a historically defensible claim 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

- "Transportation innovation in period from 1800 to 1860 greatly unified the Northeastern United States; and the North with the West. It failed however in uniting the Northern with the Southern states." (*This example suggests a historically defensible line of argument development.*)
- "American national unity was immensely strengthened from 1800 to 1860 due to transportation innovation. The creation of transportation innovation lead to the growth of cities, faster movement of people or goods, and connecting the country." (*This example suggests a historically defensible line of argument development.*)
- "The innovation of transportation of transportation from 1800 -1860 contributed greatly to national unity in America. This is due to the connection of markets, and business and social opportunities." (*This example suggests a historically defensible line of argument development.*)

Examples of unacceptable thesis

- "Transportation innovation left a profound impact on the country." (*This response does not earn the point for thesis because it largely restates the prompt.*)
- "Transportation innovation changed American national unity in political, social, and economic ways." (This response is too vague to ear the point for thesis.)

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Question 1 — Document-Based Question (continued)

B. Contextualization (0–1 points)

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 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 how transportation innovation contributed to American national unity in the period from 1800 to 1860.

Examples of context might include:

- The westward territorial expansion of the United States (Manifest Destiny)
- The market revolution and beginning of industrialization
- The expansion of slavery in the South
- Louisiana Purchase
- Disunity of U.S. before 1800

Example of acceptable contextualization:

- "In the early to mid 19th century, sectional tensions were growing between the northern Republicans and the Southern Democrats. This was largely due to different bases of economy. In the south they relied on slave labor to harvest crops, while in the north, they had shifted to be much more industrialized and manufacturing oriented." (*This example earned 1 point because it describes one* broader context relevant to the topic of the prompt.)

Example of unacceptable contextualization:

- "Over the years transportation and technology have been getting better and will continue to get better. Although the automobile had not yet been produced, transportation in the U.S. during the 1800s -1860s has advanced for the time." (This example did not earn credit for contextualization because it does not adequately establish a broader historical context relevant to the prompt.)

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 one 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:

- "In document 7, there is an illustration that shows the extent of railroads in 1850 and 1860. In a span of only a decade, there was over a 50% increase in railroads in urban areas and major cities." (*This example describes evidence from the documents relevant to the topic, so it contributed toward the first evidence point, but it does not use that evidence to support an argument about the extent to which transportation innovation contributed to American national unity between 1800 and 1860.*)

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Question 1 — Document-Based Question (continued)

Example of unacceptably describing the content of a document:

- "Chickering took the leap of faith to become an American. This enables immigration from many different parts of the world creating more and more diversities in the American population and later the appreciation of different race and ethnicities." (*This example did not contribute toward describing evidence from the documents because it is historically inaccurate.*)

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. 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:

- "The extent of U.S. railroads was numerous and it allowed for natural resources from the south and the west to be brought to factories in the north." (This example eared two points for evidence from the documents because it connects railroad expansion to the development of a national economy.)

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

- "This speed could be used both socially, as Breck showcases in his hypothetical invitation to dinner, or financially, where business transactions could be made in person with little hardships." (This example describes evidence from the documents relevant to the topic, so it contributed toward the first evidence point, but it does not use that evidence to support an argument about the extent *to which transportation innovation contributed to American national unity between 1800 and 1860.*)

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.

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Question 1 — Document-Based Question (continued)

Evidence used might include the following, with appropriate elaboration:

- The Erie Canal could be used as evidence of transportation innovations leading to greater connections between the East and the Midwest of the United States than between the North and the South
- American System
- Coastal trade between major ports (e.g., New Orleans and New York City)
- Henry Clay
- Andrew Jackson
- John Marshall
- Maysville Road veto
- Mississippi River commercial waterway
- Ohio River commercial waterway
- Cornelius Vanderbilt
- Nullification Crisis

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

- "The American System proposed a national bank, was in favor of tariffs, and in favor of government spending on internal improvements. This was to have greater control on the states by improving connectivity and communication." (*This example earned 1 point because it uses a particular piece of* evidence beyond the documents to make a connection to a larger argument about transportation unifying *the country.*)

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

- "This later lead to the Union victory in the Civil War because of the "Python Strategy" implemented by Ulyssys S. Grant." (*This example did not earn 1 point because it does not make a connection to a larger argument relevant to the prompt.*)

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.

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

- "It can also be argued that because Fulton is an inventor himself, he has a strong opinion regarding the positive impact technology can have on society, thus contributing to his position on transportation technology." (This example contributed toward a point for document sourcing because it correctly identifies Fulton's point of view and connects it to the importance of economic unity.)

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

- "Therefore Jefferson is swayed by his own beliefs and then he pushes these on other men who have a good standing within the county." (This example did not contribute toward a point for document sourcing because it does not adequately explain relevance or identify the point of view.)

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Question 1 — Document-Based Question (continued)

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

- "[Fulton] tries to convince his audience that transportation brings unity because it fosters a sense of togetherness, though the only persons that utilize these methods were Northern and Western states." (This example contributed toward a point for document sourcing because it correctly identifies Fulton's purpose in promoting unity through internal improvements and it is relevant to an argument about *transportation bringing unity.*)

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

- "The purpose of document 1 is to show that transportation allowed the states west to the Appalachians to participate in eastern market, economically beneficial to those states." (This example did not contribute to a point for document sourcing because it simply restates the document content rather than explaining the relevance of the document's purpose)

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

- "John Quincy Adams, [was] the new president at the time. . . . The age of canals happened during this time, and the most major one, the Erie Canal, was in the North." (This example contributed to a point for document sourcing because it links the historical situation of the expansion of canals to an argument about the need for internal improvements.)

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

- "The railways connected major cities together and went westward. People were able to visit other cities quickly and easily." (*This example did not contribute toward a point for document sourcing because* it presents the content of the document and does not explain the historical situation it depicts.)

Example of acceptable explanation of the relevance of the audience:

- "If one looks closely at who the speaker is talking to . . . , Fulton . . . sent a letter to the Secretary of the Treasury to convince him of the economic benefits of such a system." (This example contributed to a point for document sourcing because it links the audience for Fulton's letter to an argument about *national unity.*)

Example of unacceptable explanation of the relevance of the audience:

- "Document 2's audience was the citizens of America, to whom the president is appealing in his inaugural address." (*This example does not contribute to a point for document sourcing because it just restates information provided about the document.*)

Demonstrating Complex Understanding

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

Demonstrating a complex understanding might include:

- Explaining a nuance by evaluating the importance of transportation innovation in relation to other factors that contributed to United States national unity (i.e., the War of 1812) or disunity (i.e., the spread of slavery)
- Explaining similarities and differences in American expansion and unity in different regions such as the Midwest (particularly around Chicago) and the Mississippi River Valley and Deep South

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Question 1 — Document-Based Question (continued)

- Explaining connections to other time periods, such as the development of the interstate highway system in the decades following the Second World War
- Confirming the validity of the response's argument across different themes by examining how the development of United States national culture affected national unity
- Qualifying or modifying an argument by challenging the premise that transportation innovation contributed to national unity by pointing to the failure of the American System's plan for federal transportation subsidies

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

Examples of demonstrating complex understanding:

This example earned a point for complexity by pointing to the division between North and South. The response argues that transportation innovations fostered unity in the United States. The response modifies the argument by explaining the growth of sectionalism. The response demonstrates a complex understanding of the topic.

- "As the abolitionist movement gained traction in the northern states and not in the south, the regions became more and more divided. With this division, there were many railroads and canals and roads built in the North that did not quite spread to the South"

This example earned a point for complexity by elaborating multiple perspectives across themes. The response corroborates the argument by discussing cultural disunity amid regional unity, thus confirming the validity of its argument. The response demonstrates a complex understanding of the topic.

- "The perks of train travel did not apply to those of lower socioeconomic status. This too, created a divide between social classes in the United States, because not everyone was able to experience or enjoy the luxury of travel."

This example earned a point for complexity by considering diverse or alternative views or evidence. The response argues that while transportation innovations benefitted the north and the west, it increased disunity by alienating the south. This qualifies the original argument. The response demonstrates a complex *understanding of the topic.*

- "The map of rail roads in the United States between 1850 and 1860 shows that as railroad technology expanded in the 1840s and 1850s only some parts of the nation became more connected to each other through new transportation links, largely leaving the South disconnected, which contributed to many Southerners feeling alienated from the nation as a whole."

Example of unacceptably demonstrating complex understanding:

This example did not earn a complexity point. The response attempts to corroborate an argument about railroads improving unity by connecting across time periods. It provides evidence by referencing the impact of transportation improvements. It is a superficial passing reference.

- "Transportation innovation continues to bring America together today through the use of airplanes, rocketships and even self driving cars in the near future."

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Question 2 — Long Essay Question

Evaluate the extent to which the Columbian Exchange fostered change in the Americas in the period 1491 to 1700.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *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.*	The thesis must make a historically defensible claim that established a line of reasoning about how the Columbian Exchange fostered change in the Americas in the period 1491 to 1700. *Examples that earn this point include:* • "Between 1491 and 1700, the Columbian Exchange led to the economic development of European nations, and fostered ideological and social exchange, but at the cost of destroying the culture and lifestyle of Native Americans." • "The Columbian Exchange transformed the Americas by introducing new foods and livestock that changed the environment."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *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 a reference.*	To earn the point, the response must accurately describe a context relevant to how the Columbian Exchange fostered change in the Americas in the period 1491 to 1700. *Examples of context might include the following, with appropriate elaboration.* • The pre-Columbian cultures of indigenous peoples in the Americas • New European maritime technology facilitating overseas exploration (e.g., sextant, astrolabe, cross-staff) and the search for trade routes • European imperial competition for the Americas • Internal European conflicts that impeded or delayed European exploration • The development of mercantilist or capitalist economic systems facilitating exploration

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Question 2 — Long Essay Question (continued)

Points	Rubric	Notes
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Foods from the Americas (e.g., maize, potatoes, sweet potatoes, tomatoes) • Animals moving to the Americas (e.g., cattle, hogs, horses, oxen, chickens, honeybees) • Grains moving to the Americas (e.g., wheat, barley, rye, rice) • Diseases moving to the Americas (e.g., smallpox, influenza, measles, malaria, yellow fever) • Trans-Atlantic commerce (e.g., silver, tobacco, sugar, furs) • The growth of the trans-Atlantic slave trade to the Americas • Cultural transfers (e.g., Christianity, language, African religions) • Conflict with Native Americans (e.g., Pueblo Revolt, King Phillip's War, Bacon's Rebellion, Pequot War, Black Legend, Massacre at Mystic) • Development of new labor systems (e.g., *mita*, *encomienda*, slavery, indentured servitude, *repartimiento*) • Development of new ethnicities (e.g., mestizos, mulattos)

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Question 2 — Long Essay Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **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. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • Explaining a nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how the Columbian Exchange caused of demographic changes in the Americas • Explaining how the Columbian Exchange caused long-term environmental changes in the Americas • Comparing various European groups' interactions with indigenous populations in the Americas. **OR** *Ways of demonstrating a complex understanding of this prompt might include the following.* • Explaining a nuance of an issue by analyzing multiple variables by, for example, addressing differences in the impact of the Columbian Exchange by region, different points in time, or the implications of racial stratification as it relates to exploration and colonialization • Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how the Columbian Exchange affected political or social structures of Native American peoples • Explaining both continuities and changes by, for example, examining how Native American cultural practices persisted despite European colonization • Explaining relevant and insightful connections within and across periods by, for example, making comparisons with environmental change in western North America due to United States settlement in the later 1800s • Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how the Columbian Exchange affected political structures of Native American peoples • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering how, despite some Native demographic collapses, some Native American groups benefited from the power vacuums created by the effects of Columbian Exchange
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Question 2 — Long Essay 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 points)

Responses earn 1 point by responding to the prompt with a historically defensible claim 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

- "Between 1491 and 1700, the Columbian Exchange led to the economic development of European nations, and fostered ideological and social exchange, but at the cost of decimating the culture and lifestyle of Native Americans." (*The response earned 1 point because it makes a historically defensible claim regarding the economic and social changes that addresses the prompt.*)
- "The Columbian Exchange transformed the Americas by introducing new foods and livestock that changed the environment." (*The response earned 1 point because it makes a historically defensible claim* regarding the transformational nature of the Columbian Exchange that addresses the prompt.)

Examples of unacceptable theses

- "The Columbian exchange emerged as a form of exchange between Europe, Africa, and the colonies." (*The response did not earn 1 point because it largely restates the prompt and does not provide any categories of analysis.*)
- "The Columbian Exchange introduced new foods from the Americas into Europe, allowing population growth and new currency into the worldwide economy, fostering economic expansion." (*The response did not earn 1 point because it is not vague and does not sufficiently focus on the prompt.*)

B. Contextualization (0–1 points)

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 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.

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Question 2 — Long Essay Question (continued)

To earn the point, the response must accurately describe a context relevant to how the Columbian Exchange fostered change in the Americas in the period 1491 to 1700.

Examples might include the following, with appropriate elaboration:

- The existing cultures of indigenous peoples in the Americas
- New European maritime technology facilitating overseas exploration and the search for trade routes
- The creation of European settlements in the Americans
- European imperial competition for the Americas
- Internal European conflicts that impede or delay European exploration
- The development of mercantilist or capitalist economic systems facilitating exploration

Example of acceptable contextualization:

- "Before Columbus ever traveled to the new Americas, indigenous groups of Native Americans had long settled there. Native Americans such as the Iroquois and the Cherokee had established their own culture, traditions and methods of agriculture." (*The response earned 1 point for contextualization because it describes existing cultures of indigenous peoples in the Americas prior to the Columbian Exchange.*)

Example of unacceptable contextualization:

- "Between 1491 and 1700 American colonists had many conflicts with Europe because they didn't like taxes." (*The response did not earn 1 point for contextualization because it is historically inaccurate.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information 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 **evidence** will typically be more specific information.

Examples of evidence used might include:

- Foods from the Americas (e.g., maize, potatoes, sweet potatoes, tomatoes)
- Animals moving to the Americas (e.g., cattle, hogs, horses, oxen, chickens, honeybees)
- Grains moving to the Americas (e.g., wheat, barley, rye, rice)
- Diseases moving to the Americas (e.g., smallpox, influenza, measles, malaria, yellow fever)
- Trans-Atlantic commerce (e.g., silver, tobacco, sugar, furs)
- The growth of the trans-Atlantic slave trade to the Americas
- Cultural transfers (e.g., Christianity, language, African religions)
- Conflict with Native Americans (e.g., Pueblo Revolt, King Phillip's War, Bacon's Rebellion, Pequot War, Black Legend, Massacre at Mystic)
- Development of new labor systems (e.g., *mita*, *encomienda*, slavery, indentured servitude, *repartimiento*)
- Development of new ethnicities (e.g., mestizos, mulatto)

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Question 2 — Long Essay Question (continued)

Example of acceptably providing evidence relevant to the topic of the prompt:

- "The Columbian Exchange affected the natives by exposing them to diseases like smallpox." (*The response earned 1 point for evidence because it correctly identifies one adverse effect of the Columbian Exchange. It does not, however, use this evidence to adequately advance an argument about change in the Americas and therefore does not earn the second evidence point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt:

- "Through the Columbian Exchange, Europeans brought new technology to the Americas, such as railroads." (*The response did not earn 1 point for evidence because it is historically inaccurate.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- "The Spanish encomienda system forced natives to work for Spanish colonists because of their supposed racial superiority. In Barbados, African slaves were forced to work in grueling conditions on sugar plantations and were treated with horrific cruelty because of their race. The Barbados Slave Code was designed to dominate and control African slaves. This idea of white racial superiority was new to the Americas, where the Natives had previously regarded other tribes as equal." (*The response earned 2 points for evidence because it both identifies specific and relevant information* and connects it to an argument about the impact of racial inequality in the Americas with specific relevant *examples of evidence.*)

Example of unacceptable use of evidence to support an argument"

- "Between 1491 and 1700 Europeans gave the Americas a lot of diseases like smallpox. The Spanish also introduced the horse to the Native people which radically changed their way of life." (*The response earned 1 point because it correctly identifies two specific pieces of evidence relevant* to the Columbian Exchange-the spread of small pox and the introduction of the horse. The response did *not earn 2 points because it fails to support the argument to the prompt using specific and relevant examples of evidence.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the Columbian Exchange caused demographic changes in the Americas
- Explaining how the Columbian Exchange caused long-term environmental changes in the Americas
- Comparing various European groups' interactions with indigenous populations in the Americas.

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Question 2 — Long Essay Question (continued)

Examples of acceptable use of historical reasoning:

- "The Columbian Exchange brought many new ideas and goods, but it also brought problems. With so many new groups coming over such as the Spanish, Dutch and British, there were so many new ideas and opportunities such as land ownership and social hierarchies. Unfortunately, the Native Americans always seemed to suffer because of these interactions." (The response eared *1 point for historical reasoning because it demonstrates causation by explaining how the Columbian* Exchange created long-term changes in the Americas, but the response fails to sufficiently corroborate, qualify, or modify that argument to earn the second point.)
- "The Columbian Exchange contributed to the decline in Native American populations in the Americas after 1492 because of the spread of new diseases against which Native Americans were not immunized." (*The response earned 1 point for historical reasoning because it explains how* the Columbian Exchange caused population decline in the Americas.)

Example of unacceptable use of historical reasoning:

- "The Columbian Exchange was a great event for European settlers, but detrimental towards the health of Native Americans." (*The response did not earn 1 point for historical reasoning because* the claim is too simplistic and is not developed sufficiently.)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, addressing differences in the impact of the Columbian Exchange by region, different points in time, or the implications of racial stratification as it relates to exploration and colonialization
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how the Columbian Exchange affected political or social structures of Native American peoples
- Explaining both continuities and changes by, for example, examining how Native American cultural practices persisted despite European colonization
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with environmental change in western North America due to United States settlement in the later 1800s
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how the Columbian Exchange affected political structures of Native American peoples
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering how, despite some Native demographic collapses, some Native American groups benefited from the power vacuums created by the effects of Columbian Exchange

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

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Question 2 — Long Essay Question (continued)

Examples of acceptable demonstration of a complex understanding

The response earned 2 points for complexity. The response compares and contrasts European interactions with indigenous populations in the Americas. It qualifies how, despite some Native demographic collapses, the impact of the Columbian Exchange was experienced differently by some Native Americans in various regions of North America. The response demonstrates a complex understanding of the argument.

- "The Columbian Exchange fostered change in the Americas by decimating Native American populations, causing European settlements to be founded, prompting the formation of the Triangular Trade, and changing the migration patterns of some Native Americans. However, many tribes in the Great Plains and the Pacific Northwest remained autonomous and relatively free from European influence."

The response earned 2 points for complexity. The response explains how the Columbian Exchange was a cause of demographic changes in the Americas. It corroborates that the Columbian Exchange had an adverse impact on the Aztec population, but also qualifies the argument that despite some Native demographic collapses, some Native American groups benefited from the power vacuums created by the effects of Columbian Exchange. The response demonstrates a complex understanding of demographic changes in the Americas.

- "The invasion of the Spanish was devastating to many of the indigenous population. But with the decline of the Aztecs due to the invasion of Hernan Cortes as an extension of the Columbian Exchange, other native groups of central Mexico were able to avenge the brutal treatment they had experienced by aligning with the Spanish to help defeat the Aztecs."

Example of unacceptable demonstration of a complex understanding

The response earned 1 point for using historical reasoning because it explains how the Columbian Exchange was a cause of demographic changes in the Americas. The response fails to sufficiently corroborate, qualify, or modify *the argument to earn 2 points.*

- "Europeans formed colonies to expand their sphere of influence and reap the benefits of the raw materials and colonial influence as imperial powers vied for dominion over land and resources in the Americas."

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Question 3 — Long Essay Question

Evaluate the extent to which the Gilded Age economy fostered change in the United States in the period 1870 to 1900.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *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.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how the Gilded Age economy fostered change in the United States in the period 1870 to 1900. *Examples that earn this point include:* • "The Gilded Age economy created change politically through an effort to regulate big business and economically through new inventions." • "Despite the attempts of the populist party and other labor unions, the Gilded Age economy remained in the control of trust titans from the beginning of the era to the end."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *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 a reference.*	To earn the point, the response must accurately describe a context relevant to how the Gilded Age economy fostered change in the United States in the period 1870 to 1900. *Examples of context might include the following, with appropriate elaboration.* • Market revolution of first half of the nineteenth century • Civil War • Reconstruction • Early industrialization before 1870 • Political corruption • The rise of Progressive movement in the late nineteenth and early twentieth century • Republican political dominance • Segregation/Jim Crow laws • Economic changes in the South after the Civil War

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Question 3 — Long Essay Question (continued)

Points	Rubric	Notes
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Andrew Carnegie • Gospel of Wealth • John D. Rockefeller • Cornelius Vanderbilt • Samuel Gompers • Vertical integration • Horizontal integration • Trusts • Interstate Commerce Act (1887) • Sherman Anti-Trust Act (1890) • Knights of Labor • Strikes (e.g., Pullman Strike (1894), Homestead Strike (1892), Haymarket riot (1886), the Great Railroad Strike of 1877) • American Federation of Labor • Laissez-faire • Populists • Omaha Platform • Currency debate • Boss Tweed • Grangers/Farmers' Alliance • Settlement Houses/Jane Addams • *How the Other Half Lives* • Industrial Workers of the World (IWW) • Jay Gould • Southern Farmers' Alliance • Long haul–short haul problem • Frank Baum's *The Wizard of Oz* • William McKinley • Pools (businesses working together to limit competition)

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Question 3 — Long Essay Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how the Gilded Age economy caused the growth of immigration and growing job opportunities and incomes • Explaining how the Gilded Age economy caused income inequality, labor protests, and the expansion of organized labor unions and farmers' organizations • Comparing differences between reactions to economic change by agrarian and industrial workers • Explaining how Gilded Age monopolies caused political corruption
	OR	**OR**
	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. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Ways of demonstrating a complex understanding of this prompt might include the following.* • Explaining a nuance of an issue by analyzing multiple variables by, for example, addressing the differences in the impact of the Gilded Age economy by race or by region • Explaining both continuities and changes by, for example, addressing the long-term rise of industrialization • Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the early twenty-first century as a "Second Gilded Age" or comparing the West/South to the Northeast during the Gilded Age • Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how political corruption facilitated the Gilded Age and transformed the United States • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering the limits of change in the Gilded Age economy
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Question 3 — Long Essay 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 points)

Responses earn 1 point by responding to the prompt with a historically defensible claim 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

- "The Gilded Age economy created change politically through an effort to regulate big business and economically through new inventions." (*The response earned 1 point because it makes a historically* defensible claim that addresses the prompt and establishes a line of reasoning.)
- "Despite the attempts of the populist party and other labor unions, the Gilded Age economy remained in the control of trust titans from the beginning of the era to the end." (*The response earned 1 point* because it makes a historically defensible claim that addresses the prompt and establishes a line of reasoning. The response argues the Gilded Age economy generated little or no change.)

Examples of unacceptable theses

- "The Gilded Age economy greatly fostered social change in the US between 1870 and 1900." (This example identifies a category of change but does not establish a specific line of reasoning).
- "The Gilded Age economy fostered change in the United States, such as Carnegie's Steel Company. The Gilded Age economy did not foster change in the United States, such as the Homestead Strike of 1892." (*This example does not make a historically defensible claim that addresses the prompt*).

B. Contextualization (0–1 points)

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 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.

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Question 3 — Long Essay Question (continued)

To earn the point, the response must accurately describe a context relevant to how the Gilded Age economy fostered change in the United States in the period 1870 to 1900.

Examples might include the following, with appropriate elaboration:

- Market revolution of first half of 19th century
- Civil War
- Reconstruction
- Early industrialization before 1870
- Political corruption
- The rise of Progressive movement in the late nineteenth and early twentieth century
- Republican political dominance
- Segregation/Jim Crow laws
- Economic changes in the South after the Civil War
- Populism
- Imperialism
- Improvements in transportation

Example of acceptable contextualization:

- "Many of the laws today that protect workers, such as minimum wages and anti-trust laws, exist due to Gilded Age economic inequality." (*This example earned a point because it describes a broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "In the years leading up to the late 19th century of the guilded age, rapid migrations from Northern and Western Europe flowed into America." (*This example did not earn a point for contextualization because it is historically inaccurate and is undeveloped.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information 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 **evidence** will typically be more specific information.

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Question 3 — Long Essay Question (continued)

Examples of evidence used might include:

- Andrew Carnegie
- Gospel of Wealth
- John D. Rockefeller
- Cornelius Vanderbilt
- Samuel Gompers
- Vertical integration
- Horizontal integration
- Trusts
- Interstate Commerce Act (1887)
- Sherman Anti-Trust Act (1890)
- Knights of Labor
- Strikes (e.g., Pullman Strike (1894), Homestead Strike (1892), Haymarket riot (1886), the Great Railroad Strike of 1877)
- American Federation of Labor
- Laissez-faire
- Populists
- Omaha Platform
- Currency debate (gold-silver debate)
- Boss Tweed
- Grangers/Farmers' Alliance
- *Munn* v. *Illinois* (1876)
- Settlement Houses/Jane Addams
- *How the Other Half Lives*
- Industrial Workers of the World (IWW)
- Jay Gould
- Southern Farmers' Alliance
- Long haul-short haul problem
- Frank Baum's *The Wizard of Oz*
- William McKinley
- Pools (businesses working together to limit competition)
- *Wabash* v. *Illinois* (1886)
- New South/Henry Grady
- Atlanta Compromise (1895)
- Sharecropping/debt peonage
- Social Darwinism
- Gospel of Wealth
- Thomas Nast
- Jacob Riis
- *Plessy v Ferguson* (1896)

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Question 3 — Long Essay Question (continued)

Example of acceptably providing evidence relevant to the topic of the prompt

- "The Gilded Age saw the arrival and dominance of big business. Industrius billionaires such as J.P. Morgan, Andrew Carnegie, and John D. Rockefeller hit the jackpot by the end of the 19th century." (*The example correctly identifies a piece of evidence relevant to the extent of change in the United States because of the Gilded Age economy, which contributed to one evidence point, but it does not connect it to an argument to earn the second point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt

- "The increase of imperialism fostered much change within the United States. Imperialism was a spread of new ideas, governmentally or not." (This example did not ear a point for evidence because *it is vague.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument

- "Labor unions caused a major shift in the methods of the working class as a result of the Gilded Age." (As part of a paragraph describing Gilded Age labor unions, this example eared both points for evidence because it both identified specific and relevant evidence (strikes and attempts at collective bargaining) and connects it to an argument about how the Gilded Age economy fostered change in the United States.)

Example of unacceptable use of evidence to support an argument

- "Standard Oil was run by the political boss Rockefeller. During the 1880s, Standard Oil was the main provider of oil in the United States. The politics of America changed dramatically during this period." (*The response goes on to discuss Gilded Age politics without further reference to Rockefeller or Standard Oil. In this example, the evidence (Standard Oil and John D. Rockefeller), though valid, is not used to support an argument.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the Gilded Age economy caused the growth of immigration and growing job opportunities and incomes
- Explaining how the Gilded Age economy caused income inequality, labor protests, and the expansion of organized labor unions and farmers' organizations
- Comparing differences between reactions to economic change by agrarian and industrial workers
- Explaining how Gilded Age monopolies caused political corruption

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Question 3 — Long Essay Question (continued)

Examples of acceptable use of historical reasoning:

- "Unions emerged in the Gilded Age as a response to unfair treatment and the wage gap." (This example *earned 1 point for historical reasoning because it explains how the Gilded Age economy helped cause political change.*)
- "The Gilded Age, also known as the time period when the frontier closed, pushed the U.S. to dramatically shift its foreign policy from non-interventionist to and isolationist to become involved in the Spanish-American War ." (*This example earned 1 point for historical reasoning because it establishes causation for a change wrought by the Gilded Age economy.*)
- "In all strikes and all attempts from farmers to regulate corporations, the government supported the business side. The Guilded Age saw a shift in power from the people, to the corporations." *(This example earned 1 point for historical reasoning because it identifies a change over time in the government's approach to labor disputes.)*

Example of unacceptable use of historical reasoning:

- "The economy changed for the better during the guilded age because it dramatically boosted the economy and assimilated migrants into the working class." (*This example did not earn a point for historical reasoning because the causal claim is not developed sufficiently.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, addressing differences in the impact of the Gilded Age economy by race or by region
- Explaining both continuities and changes by, for example, addressing the long-term rise of industrialization
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the early twenty-first century as a "Second Gilded Age" or comparing the West/South to the Northeast during the Gilded Age
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how political corruption facilitated the Gilded Age and transformed the United States
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering the limits of change in the Gilded Age economy

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

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Question 3 — Long Essay Question (continued)

Examples of acceptable demonstration of a complex understanding
This response earned 1 point for complex understanding. The essay argues that immigration helped fuel the changes wrought by the Gilded Age economy. It also recognizes immigration's more limited impact in the South, which qualifies the overall argument by addressing differences in the impact of the Gilded Age economy by region.

- "The lack of immigrants to the area remained consistent w/ the South pre-Civil War, as slavery had dettered immigrants from moving to this area due to them being unable to attain a job. Therefore, this aspect of society remained stagnant. Furthermore, the South's pursuit of tenant farming led many blacks to despite their freedom to remain working for their previous owners."

This response earned 1 point for complex understanding. While the essay argues that one of the changes brought about by the Gilded Age economy was an increase in government regulation, this example acknowledges that this government regulation was frequently ineffective. This qualifies the argument by using evidence to consider the limits of change in the Gilded Age economy.

- "Following the court rulings in Wabash v. Illinois and Munn v. Illinois, the government attempted to regulate interstate commerce by establishing the Interstate Commerce Commission and later the Sherman Anti-Trust Act. On paper, these policies indicated government regulation, but in reality the ICC was underfunded and ineffective, and the Sherman Anti-Trust Act was loosely enforced."

This response earned 1 point for complex understanding. The essay argues that one of the changes caused by the Gilded Age economy was that disillusioned workers turned to labor unions, strikes, and protests in response to difficult working conditions. This example notes that the labor movement was less developed earlier in the nineteenth century compared to the labor union organizing that occurred during the Gilded Age. This corroborates the argument by explaining relevant and insightful connections within and across periods.

- "Before the Gilded Age, workers, especially from the Industrial Revolution onwards, were forced to work in squalid conditions, for long hours, and got minimal payment for their efforts. An example of this is the Lowell factory girls, who would work from dawn to dusk in textile factories that had no safety regulations. Although conditions and pay would be considered abhorrent by today's standards, especially since it was child labor, the children accepted them without qualms. However, by the Gilded Age many workers had become disillusioned from businesses who said such conditions were acceptable, and many protested or joined labor unions."

Example of unacceptable demonstration of a complex understanding
Though the response attempts a connection across periods, it did not earn a point for complex understanding because it does not corroborate, qualify, or modify an argument about change caused by the Gilded Age economy.

- "Bill Gates, the CEO of the technology company Microsoft, would be considered a Captain of Industry today."

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Question 4 — Long Essay Question

Evaluate the extent to which the Great Depression fostered ongoing reform in the United States in the period from 1929 to 1945.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *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.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how the Great Depression fostered ongoing reform in the United States in the period from 1929 to 1945. *Examples that earn this point include:* • "Ongoing reform fostered by the Great Depression seen through the New Deal played a major role in revitalizing the country in the period from 1929 to 1945 through revitalizing the banks, creating jobs, and welfare." • "The Great Depression fostered the creation of government organizations for aid, the continued fight for women's rights, and the reform of the banking system."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *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 a reference.*	To earn the point, the response must accurately describe a context relevant to how the Great Depression fostered ongoing reform in the United States in the period from 1929 to 1945. *Examples of context might include the following, with appropriate elaboration.* • Earlier reforms implemented during the Progressive Era • Economic prosperity and underlying economic imbalances of the 1920s • Pro-business economic policies of the 1920s • Worldwide economic downturn of the 1930s that aligned with the Great Depression in the United States • Rise of fascism in Europe in the 1930s

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Question 4 — Long Essay Question (continued)

Points	Rubric	Notes
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • New Deal • Franklin D. Roosevelt • Herbert Hoover • Smoot-Hawley Tariff • Glass-Steagall Act • Agricultural Adjustment Act (AAA) • National Recovery Administration (NRA) • Tennessee Valley Authority (TVA) • Hoovervilles • Civilian Conservation Corps (CCC) • Works Progress Administration (WPA) • Social Security Act • Bank holiday • "Reform, Relief, and Recovery" • Black Thursday/Black Tuesday

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Question 4 — Long Essay Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **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. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how the Great Depression caused the creation of New Deal agencies such as the Works Progress Administration • Explaining how the Great Depression contributed to the long-term emergence of organized labor unions as political players and economic bargaining partners with business **OR** *Ways of demonstrating a complex understanding of this prompt might include the following.* • Explaining a nuance of an issue by analyzing multiple variables by, for example, addressing differences in the impact of the Great Depression by race or by region • Explaining both short- and long-term causes by, for example, addressing initial New Deal programs that were overturned by the Supreme Court and Second New Deal programs that had more lasting effects • Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the Great Society • Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how international relations and the rise of fascism in Europe affected reforms in the United States • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering critics of the New Deal and the limits of reform
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Question 4 — Long Essay 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 points)

Responses earn 1 point by responding to the prompt with a historically defensible claim 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

- "During the 1930s, FDR's New Deal plan fundamentally changed how the government responded to economic crisis by introducing a more hands-on approach through social programs, which you can still see the impact of today." (*The response makes a historically defensible claim that addresses the prompt and establishes a line of reasoning.*)
- "During this period the Great Depression fostered reform movements in the United States, seen in social programs focused on recovery, economic organizations and legislation attempting to bolster the economy, and political legislation that has been known as the New Deal." (*The response establishes a thesis with historically defensible content knowledge from the time period.*)

Examples of unacceptable theses

- "From 1929-1945 the Great Depression caused a great need for ongoing reform in the United States." (This example largely restates the prompt.)
- "The Great Depression was a dark time for America causing the loss of a lot of money." (*This thesis does not address the issue of ongoing reform required by the prompt.*)

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Question 4 — Long Essay Question (continued)

B. Contextualization (0–1 points)

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 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 how the Great Depression fostered ongoing reform in the United States in the period from 1929 to 1945.

Examples might include the following, with appropriate elaboration:

- Earlier reforms implemented during the Progressive Era
- Economic prosperity and underlying economic imbalances of the 1920s
- Pro-business economic policies of the 1920s
- Worldwide economic downturn of the 1930s that aligned with Great Depression in the United States
- Rise of fascism in Europe in the 1930s

Examples of acceptable contextualization:

- "The 1920s saw an economic boom period that was strongly pro-business and promoting of mass consumerism." (This example describes a broader historical context for the subsequent Great Depression *topic of the prompt.*)
- "As the 'Roaring 20s' began, the citizens of the United States had more disposable income than ever, fueling this rapid yet unsustainable economic boom." (*This example describes a broader historical and* economic context for the era leading into the Great Depression.)

Example of unacceptable contextualization:

- "Society has also changed during and after the great depression." (*This example did not earn a point for contextualization because it is too general.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information 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 **evidence** will typically be more specific information.

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Question 4 — Long Essay Question (continued)

Examples of evidence used might include:

- New Deal
- Franklin D. Roosevelt
- Herbert Hoover
- Smoot-Hawley Tariff
- Glass-Steagall Act
- Agricultural Adjustment Act (AAA)
- National Recovery Administration (NRA)
- Tennessee Valley Authority (TVA)
- Hoovervilles
- Civilian Conservation Corps (CCC)
- Works Progress Administration (WPA)
- Social Security Act
- Bank Holiday
- "Reform, Relief, Recovery" (RRR)
- Black Thursday/Black Tuesday

Example of acceptably providing evidence relevant to the topic of the prompt

- "Social Security allowed seniors to receive monthly payments to help them survive." (*The example correctly identifies a piece of evidence relevant to government reform between 1929 and 1945 and earned* one evidence point, but it does not connect it to an argument to earn the second point.)

Example of unacceptably providing evidence relevant to the topic of the prompt

- "Throughout the Great Depression many events conspired. Many people lost their jobs during that time and that negatively impacted them. Many people lost their jobs and homes during that time." (This response did not earn the point for evidence because it fails to offer specific supporting facts, instead relying on vague assertions about "many people" and "many events.")

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Examples of acceptable use of evidence to support an argument

- "Banks were regulated on what they were and were not allowed to invest in to stop risky deals to occur that lead to the last market crash." (*This example earned both points for evidence because it identifies specific and relevant information on reform of banking and connects it to an argument about reforms preventing a similar crash.*)
- "AAA was established to bring farmers out of debt from the Dust Bowl and inflation by paying them to throw away crops to increase price." *(This example earned both points for evidence because it includes several specific pieces of evidence relevant to the prompt and connects them to an argument about the need for economic reforms.)*

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Question 4 — Long Essay Question (continued)

Examples of unacceptable use of evidence to support an argument

- "In an attempt to recover, ongoing reform took place under people like Franklin D. Roosevelt, and the average citizen's life began to be better than at the start." (*This example earned one point for evidence because it identifies FDR as an architect of reforms in the time period, but it does not offer an argument* showing which reforms improved the lives of which people.)
- "Although many were still in poverty, millions found jobs through programs created by the President and help of the church, many sought this way to leave poverty." (This example eared one point for offering evidence of social reforms available through both church and state, but it did not ear a second point because it does not support or connect to a larger argument on reform in the time period.)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the Great Depression caused the creation of New Deal agencies such as the Works Progress Administration
- Explaining how the Great Depression contributed to the long-term emergence of organized labor unions as political players and economic bargaining partners with business

Examples of acceptable use of historical reasoning:

- "The Great Depression fostered ongoing reform in the United States; setting a precedent for government intervention and showing how dangerous speculation was." (This example uses causation to structure an argument. It earned one point for historical reasoning because it explains how and why the Great Depression led to policies of government intervention.)
- "The Great Depression led to the long-term rise of labor unions, as unions could legally negotiate with employers after the passage of the Wagner Act." (*This example earned one point for historical reasoning* because it explains how the Great Depression led to long-term change in the status of labor unions.)

Example of unacceptable use of historical reasoning:

- "The Great Depression established ongoing reform in the U.S. because of how damaging it was." (*This example did not earn a point for historical reasoning because it is vague and undeveloped.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

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Question 4 — Long Essay Question (continued)

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, addressing differences in the impact of the Great Depression by race or by region
- Explaining both short- and long-term causes by, for example, addressing initial New Deal programs that were overturned by the Supreme Court and Second New Deal programs that had more lasting effects
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the Great Society
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how international relations and the rise of fascism in Europe affected reforms in the United States
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering critics of the New Deal and the limits of reform

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

Examples of acceptable demonstration of a complex understanding:

The response earned 2 points for complexity. The response uses comparative connections across time periods to corroborate the original argument. In making connections about how Lyndon Johnson's administration drew inspiration from the ongoing reform efforts of the New Deal era, the response demonstrates a complex *understanding of the subject.*

- "The reform policy during the Great Depression led to many other presidents following the lead and battling other issues such as racism. One President that stands out is Lyndon B. Johnson and his declaration of war on poverty, which was inspired by efforts made during the Great Depression."

The response earned 2 points for complexity. Although the essay acknowledges and discusses the extent to which the Great Depression fostered ongoing reforms, it also claims (in the thesis and in the body of the discussion) that not all segments of society benefited equally from New Deal initiatives, particularly African Americans and women. The response qualifies the evidence of federal job reform with a discussion of how hiring practices within new government programs were prejudicial. The response shows a complex understanding qualifying its argument.

- "There were also programs which gave people federal jobs, and this is where the reforms failed. These programs supported white men, but discriminated against women and people of color. It was not written into the laws, but the people who were appointed to hire for programs such as the Works Progress Administration avoided giving jobs to African-Americans."

The response earned 2 points for complexity. While it acknowledges Depression-era reforms, it modifies the argument in the prompt by countering the viewpoint that goverment reforms were responsible for "curbing unemployment." By presenting alterative evidence of the effects of wartime industries at the end of the time period under discussion, the response demonstrates a complex understanding of the topic.

- "The Great Depression Era reforms really only slowed down with the beginning of U.S. involvement in WWII. The necessary industry created by war, such as weapons, uniforms, civil defense projects, etc, were used in this era to create jobs for as many Americans as possible, curbing employment."

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Question 4 — Long Essay Question (continued)

Example of unacceptable demonstration of a complex understanding:

The example did not earn complexity points. The response attempts to corroborate the argument by stating that *many reforms put into place during the New Deal had lasting effects. However, the response makes no attempt to identify specific examples or time periods which would strengthen the argument.*

- "The Great Depression came to an end thanks to Franklin Delano Roosevelt's New Deal. While some of the programs and reforms put in place were only temporary to help Americans some lived for a much longer time and continued to benefit the United States."

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