

Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

[a] Briefly describe one historical situation in which the image was created. **1 point**

Examples that earn this point include the following:

- There was mass unemployment during the Great Depression.
- The New Deal created new federal government programs to aid in recovery from the Great Depression.
- Franklin Delano Roosevelt was elected president and passed many new government programs.

[b] Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936. **1 point**

Examples that earn this point include the following:

- In 1877, government economic policy was laissez-faire, and by 1936 the government was more involved in the economy.
- During the Progressive Era many Americans argued for a more active government role in the economy.
- The stock market crash and the Great Depression convinced many Americans that government intervention was necessary.
- Herbert Hoover encouraged voluntary charitable efforts to address the Great Depression as opposed to government programs.
- The government allowed boom and bust cycles caused by the industrial economy as opposed to intervening during economic downturns.

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| [c] | Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945. | 1 point |
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Examples that earn this point include the following:

- Some Americans believed that the government should assist people through Great Society programs.
- After the Second World War the G.I. Bill extended benefits to aid veterans, just as earlier government provided aid to older Americans.
- Government intervention in the economy continued in the 1960s and 1970s through the enactment of new environmental regulations on businesses.

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[a] Briefly describe one historical context that might explain the creation of the image. **1 point**

Examples that earn this point include the following:

- Social reformers advocated against alcohol consumption.
- The Second Great Awakening influenced moral and social reforms.
- During the Age of Reform, Americans formed new voluntary organizations, such as the Temperance League, to change individual behaviors and improve society.
- The growth of definitions of domestic ideals that emphasized the separation of public and private spheres promoted women as moral leaders of society.
- Temperance activists used religious and moral arguments in opposing the consumption of alcohol.

[b] Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874. **1 point**

Examples that earn this point include the following:

- Beginning with the Second Great Awakening, religious ideas influenced efforts to reform society.
- Beginning during the market revolution, concerns about Americans' consumption of alcohol continued throughout this period.
- Women believed they had a special role as leaders of reform movements throughout this period.
- The idea of separate spheres helped justify women's moral role in leading reform efforts.
- The growth of the women's rights movement beginning in the 1840s led to concern about the effect of alcohol abuse on women and families.

[c] Briefly explain how one previous belief about reform continued from 1875 to 1940. **1 point**

Examples that earn this point include the following:

- The temperance movement culminated with the passage of the Eighteenth Amendment, beginning Prohibition.
- Progressive women believed that they could create a more moral society and took a major role in reform movements, such as those to help immigrant populations.
- Jane Addams and other women reformers believed they could improve society, so they founded settlement houses.
- Women continued to advocate for greater rights through the suffrage movement and secured the passage of Nineteenth Amendment.

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(A) Briefly describe one point of view suggested in the excerpt. **1 point**

Examples that earn this point include the following:

- The point of view of the excerpt is that of a reformer.
- The point of view of the excerpt is that the Standard Oil Company is too big.
- The author believes that government needs to step in to regulate large corporations.

(B) Briefly explain how one specific historical development between 1865 to 1904 contributed to the development described in the excerpt. **1 point**

Examples that earn this point include the following:

- The development of trusts like Standard Oil was partly a result of the popularity of laissez-faire policies that opposed government intervention in the economy.
- The federal government supported policies that placed few restrictions on companies like Standard Oil, allowing it to become a trust.
- Companies like Standard Oil eliminated their competition to create monopolies, which made them very powerful.
- Policies that restricted the power of labor organizations contributed to companies like Standard Oil becoming more powerful.
- Westward expansion and imperialism opened new markets and resources, leading to some companies gaining a monopoly.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- The processes of horizontal integration
- The processes of vertical integration

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- (C)** Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920. **1 point**

Examples that earn this point include the following:

- The concerns raised by Tarbell contributed to calls by Progressives for federal legislation that they believed would effectively regulate the economy.
- By publishing her ideas, Tarbell gained support from the public, which contributed to trust-busting by the government.
- The criticisms of reforms about the power of corporations like Standard Oil resulted in the increased power of the federal government over the economy.
- The concerns raised by Tarbell promoted expanded union membership and agitation for higher wages, shorter hours, and safer working conditions.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- The impact of muckraking
- Application of federal laws such as the Sherman Anti-Trust Act (1890)
- The passage of laws such as the Clayton Anti-Trust Act (1914)

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