

Question 1: Short Answer Secondary 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 major difference between Anderson's and Brennan's historical interpretations of social change in the 1960s. **1 point**

Examples that earn this point include the following:

- Anderson focuses on social activism, whereas Brennan focuses on conservatism.
- Anderson argues that protests were central to social change in the 1960s, whereas Brennan argues that conservative activism caused social change in the 1960s.
- Anderson says the actions of the political left defined the 1960s, while Brennan says the actions of the political right were important.

- [b] Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Anderson's argument about social change in the 1960s. **1 point**

Examples that earn this point include the following:

- Martin Luther King Jr. led a variety of protests against racial discrimination as part of the African American Civil Rights movement.
- Black and White student activists collaborated closely in the African American Civil Rights movement working together for social change.
- Debates among civil rights activists about the efficacy of nonviolence increased in the second half of the decade as other civil rights groups, like the Black Panthers, became more prominent.
- Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation.
- The sexual revolution of the 1960s led to major changes in sexual norms, including the Gay Rights movement.
- Americans debated the appropriate power of the executive branch in conducting foreign and military policy.

- Student activists led movements in the early part of the 1960s against nuclear weapons and in the middle and later parts of the decade against the Vietnam War.

- [c] Briefly explain how one event or development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Brennan's argument about social change in the 1960s. **1 point**

Examples that earn this point include the following:

- The election of Ronald Reagan in 1980 demonstrated the rise of conservatism.
- The rise of the New Right demonstrated conservatives' desire for significant tax cuts and the deregulation of many industries.
- Conservatives sought to limit the role of the federal government.
- Anticommunist sentiment during the Cold War contributed to the growth of conservatism.
- In the 1960s, conservatives challenged liberal laws and court decisions.
- In the 1960s, conservatives challenged perceived moral and cultural decline.
- Conservatives clashed with liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

Total for question 1 3 points