

**Question 3: Short Answer No Stimulus****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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 political development in British North America from 1607 to 1753. **1 point**

**Examples of acceptable responses may include the following:**

- British American colonies established self-governing institutions.
- In New England, political power was based on participatory town meetings.
- Enlightenment values encouraged colonists in British North America to assert principles of self-governance.
- Colonists' desire for more land prompted conflicts with Native Americans.
- Many proprietary and corporate colonies transitioned to direct royal government.
- British officials did not consistently enforce mercantilist policies.

**B** Briefly describe one effect of the Seven Years' War from 1754 to 1765. **1 point**

**Examples of acceptable responses may include the following:**

- Great Britain further taxed its North American colonies to pay for the Seven Years' War.
- The Seven Years' War led to the end of the French colonies in North America.
- The Seven Years' War heightened tensions between the colonists, British officials, and Native American groups.

**C** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783. **1 point**

**Examples of acceptable responses may include the following:**

- In response to debates about the rights of British colonists, American colonists believed government violations of their natural rights justified declaring independence.

- During the American Revolution, Loyalists attempted to defend the British Crown against Patriots who claimed that the British violated their rights.
- Patriots rejected British taxation policies, leading to public protests that criticized the rule of the British Crown.
- British officials asserted their right to govern the colonies and sent soldiers to suppress the colonial rebellion.

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- (A) Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776. **1 point**

**Examples that earn this point include the following:**

- The need for labor on plantations led to Europeans forcing the migration of enslaved Africans.
- Profits from tobacco motivated Europeans to migrate to the colonies.
- Profits from sugar encouraged European migration to Caribbean colonies.
- The demand for labor on tobacco plantations led to the migration of indentured servants.
- The desire for farmland, which was in short supply in Europe, led to increased migration to North America.

- (B) Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776. **1 point**

**Examples that earn this point include the following:**

- Both the southern colonies and the Chesapeake had farming which led to the extensive use of enslaved labor.
- The labor-intensive cultivation of rice in the southern colonies and sugar in the Caribbean resulted in the forced migration of larger numbers of enslaved Africans.
- Tobacco, grown in the Chesapeake, and rice, grown in the southern colonies, could both be sold profitably outside of the colonies, so both regions developed export economies.

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

- The impact of grain cultivation in both New York and Pennsylvania
- Similarities in the impact of Indigenous farming practices

- (C) Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776. **1 point**

**Examples that earn this point include the following:**

- Cash crops grown in southern colonies needed more labor than the family farms in the North, so there were more enslaved people in southern colonies.
- The crops grown in the South were very profitable, so the economy mainly focused on exporting crops, but in the North, they mostly had family farms, so the economy was more diverse.
- The demand for labor on plantations led to more males migrating from Europe to the Chesapeake Colonies, while smaller family farms in New England generally had a more equal balance of males and females.
- Whereas the Southern economy was greatly influenced by agriculture resulting in the development of cash crops and the extensive use of slavery, the land in the North was not as conducive to this and thus resulted in an economy more reliant on trade, shipbuilding, and manufacturing.

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

- The impact of agriculture on population distribution in New England vs. the Chesapeake
- How agricultural practices impacted the distribution of indentured servants

**Total for question 3 3 points**