

Question 4: 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 during Reconstruction from 1865 to 1877. **1 point**

Examples of acceptable responses may include the following:

- During Reconstruction politicians debated whether to extend suffrage to formerly enslaved men.
- Congress ratified the Thirteenth Amendment.
- African American men held political office.
- Reconstruction resulted in debates over the process of readmitting states back into the Union.
- The Compromise of 1877 resulted in the end of Reconstruction.

B Briefly describe one effect of the end of Reconstruction from 1877 to 1900. **1 point**

Examples of acceptable responses may include the following:

- The end of Reconstruction resulted in the passage of segregation laws throughout the South.
- The Democratic Party regained its political power in the South as a result of the end of Reconstruction.
- Sharecropping remained the dominant agricultural system in the South as African Americans' access to land decreased.

C Briefly explain how one group responded to debates about the federal government from 1900 to 1945. **1 point**

Examples of acceptable responses may include the following:

- Progressives responded to debates about the federal government by arguing that the federal government had additional powers to intervene in the economy, and they

- The Supreme Court believed the federal government had asserted too much power and handed down rulings that limited its power.
- Labor unions called for the federal government to better protect workers during the New Deal.
- Women believed the federal government should pass a constitutional amendment granting them the right to vote.
- The NAACP believed the federal government should provide more protection for the civil rights of African Americans.
- Conservationists believed that the federal government had the responsibility to protect natural resources.

Question 1: Document-Based Question, Role of the Federal Government**7 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate the extent to which the role of the federal government in the United States economy changed from 1932 to 1980.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>“The role of the federal government in the United States economy changed from 1932 to 1980.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States economy experienced both recessions and boom periods from 1932 to 1980.”</i> Provide an overly generalized response to the prompt <i>“The federal government was not very interested in the United States economy from 1932 to 1980.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“From 1932 to 1980, the federal government became increasingly invested in finding ways to use federal power to ensure economic stability and growth, which later produced criticism of the expansion of federal power.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“The period between 1932 and 1980 was marked by the rise and fall of a New Deal order in United States politics, one that witnessed federal government intervention into the economy, the formation of new social programs, and the creation of new regulatory agencies.”</i> Establish a line of reasoning <i>“The government increased its role in the economy by actively creating programs to provide jobs to workers.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Economic panics shed light on the weaknesses of the federal government during the era of the Articles of Confederation.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“The government was very active in people’s lives during the time period.”</i>		Responses that earn this point: - Accurately describe a context relevant to the role of the federal government in the United States economy from 1932 to 1980. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Jacksonian debates about the economy - Gilded Age - Laissez-faire economics - First World War - Roaring Twenties 1929 stock market crash/Black Friday - Cold War - Globalization Examples of acceptable contextualization: <i>“During the Gilded Age, many businesses and politicians argued that government should pursue laissez-faire policies and not be involved in the economy.”</i> <i>“The stock market crashed, causing lots of unemployment.”</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address the role of the federal government in the United States economy from 1932 to 1980. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 1]: “Document 1 discusses racial discrimination in New Deal programs.” [Document 2]: “Document 2 shows a government program to recruit migrant farm workers.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 7]: “As illustrated in Document 7, by the 1970s, more and more political leaders were arguing that the government was interfering too much in the economy through taxation and regulation.” [Uses evidence from the document to support an argument about changing attitudes towards government spending] [Document 6]: “Document 6 shows how some groups in the United States, such as farm workers, advocated for the United States government to support their efforts at gaining economic opportunities and protections.” [Uses evidence from the document to support an argument about how labor unions advocated for increased government intervention in the economy]
	Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Great Depression - New Deal - Franklin Roosevelt - Liberalism - Postwar economic growth - Baby boom - GI Bill - Conservatism - New Right - Great Society - Lyndon B. Johnson - Civil Rights movement - Dolores Huerta - Deindustrialization in the Rust Belt - Ronald Reagan Examples of evidence beyond the documents relevant to an argument about the prompt: “Lyndon B. Johnson’s Great Society further expanded the federal government’s role in the economy by creating government programs to fight poverty.” [Provides a piece of evidence not in the documents relevant to an argument about the prompt] “Ronald Reagan gained support in the Election of 1980 by arguing that the federal government should have less control over the economy.” [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>"Document 3 was photographed during the Cold War."</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>"Document 1 claims the Works Progress Administration discriminated against women of color."</i>	Responses that earn this point: - 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 that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author's point of view: [Document 7]: <i>"Document 7 demonstrates how Republicans like Holt began to more actively attempt to limit the role of the federal government, which marked a turn away from the predominance of liberalism in the 1950s and 1960s."</i> [Connects the point of view of the document relevant to an argument about changing ideas about the role of the federal government in the United States economy] Example of acceptable explanation of the relevance of the author's purpose: [Document 4]: <i>"In Document 4, President John F. Kennedy's purpose was to promote the idea that the United States had a moral obligation to intervene and help citizens through actions like government programs to provide health insurance to older Americans."</i> [Connects the purpose of the document relevant to an argument about how liberal ideas in the postwar era promoted government action in the economy to address social issues] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 3]: <i>"Document 3 illustrates how competition with the Soviet Union during the Cold War influenced the federal government's decision to spend money on federal projects, such as the interstate highway system."</i> [Connects the historical situation of the document relevant to an argument about the role of foreign affairs in the changing role of government in the economy] Example of acceptable explanation of the relevance of the audience: [Document 1]: <i>"The audience for Document 1 was government officials who both supported the expansion of government aid during the New Deal, while they also needed to maintain popular support for the New Deal amongst southern segregationists."</i> [Connects the audience of the document relevant to an argument about the differences in the outcomes of government intervention in the economy for different groups]

Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–1 points)	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that the rise of liberalism encouraged the federal government's role in the United States economy to increase steadily throughout the period, which eventually led to a resurgence of conservatism, arguing for a more limited role for the federal government. It then qualifies this argument by discussing how many federal programs such as Social Security remained popular despite growing conservative sentiment. [Explaining multiple perspectives] - The response argues that the federal government's role in the United States economy was felt differently in various regions throughout this period. It points to the effect of government spending for urban areas in the North and West during the New Deal and Second World War, and the influence of government spending on the rise of the Sunbelt during the 1950s through 1970s. [Explaining insightful connections across geographical areas]
	Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. - To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Letter from women members of the Workers Council of Colored People to Harry Hopkins, head administrator of the Works Progress Administration (WPA), 1937	- Claims the Works Progress Administration's discrimination against women of color is negatively impacting their quality of life - Asks for investigation into why teachers are not being employed - States that White women have been hired for jobs while African American women lost their jobs - Asks for relief from the government for African American women if they cannot be hired by the WPA	- The women members of the Workers Council of Colored People wrote this letter to alert Harry Hopkins and the WPA to the unexplained injustices enacted by the organization. [audience/purpose] - The letter was written during the New Deal when the federal government was growing in size and providing more services to Americans, while Jim Crow racial discrimination was still prevalent. [situation]
2. United States War Food Administration, pamphlet distributed to farmers, 1943	- States that if enough farm laborers can't be supplied, surplus workers from other areas will be supplied - States that migrant farm laborers come from Mexico, Jamaica, and the Bahamas - States that agreements are made with other countries to bring in these laborers	- The pamphlet was written during the Second World War, at a time when there were labor shortages because of mass mobilization for the war effort. [situation] - The audience of the pamphlet was farmers who were seeking to support the war effort by recruiting immigrant laborers due to labor shortages during the war. [audience]
3. Federal officials attending an exhibition about the Federal-Aid Highway Act of 1956, a law that funded the creation of a system of interstate highways across the United States, 1957	- Depicts an exhibition map of the public roads that connect to form a national highway system - Shows federal officials standing in front of the map	- The map was created at a time when the United States was focused on defending the country from foreign attack during the Cold War. [situation] - The map was created to inform politicians and the public about the intended outcomes of the Federal-Aid Highway Act of 1956. [purpose]
4. President John F. Kennedy, State of the Union address, 1962	- Argues that the wealth of the United States should be used to expand opportunities for Americans - Argues for the importance of health insurance for older Americans - Claims that private health insurance only helps a few Americans and is too costly and limited	- The State of the Union address was delivered at a time when liberal ideas about using government power to address social issues such as poverty and to improve Americans' lives were influential throughout the country. [situation] - The State of the Union message was delivered in order to convince Americans to support health insurance provided by the federal government for older Americans. [purpose]

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	Argues that the government should extend health insurance to elderly Americans	
5. Barry Goldwater, speech accepting the Republican Party presidential nomination, 1964	- Argues that the Republican Party is focused on the freedom of Americans - Argues that Republicans are focused on resisting concentrated power and keeping power with the people - Argues that Republicans focus on creating opportunities for Americans while not abandoning those in need - Argues that government should maintain a free and competitive economy - Argues that government should be close to the people affected	- The speech was delivered at a time when conservatives in the country were becoming increasingly critical of federal programs and the legacy of the New Deal in the United States. [situation] - Conservatives, such as Barry Goldwater, believed that liberalism in government threatened freedom by increasing federal power. [point of view]
6. César Chávez, statement to the United States Senate, 1969	- Argues that farm workers should be helped by Congress and the nation - Argues that unions are necessary to help farm workers - Argues that unions need government support to be successful - Asks for the assistance of the American people and Congress	- Union activists such as Chávez believed that farm workers need to unite to improve their bargaining power against growers through support from the federal government. [point of view] - During the 1960s, the spread of the African American Civil Rights movement encouraged other groups, such as predominantly Latino farm workers, to advocate for their rights. [situation]
7. Marjorie S. Holt, Republican member of Congress, <i>The Case Against the Reckless Congress</i> , 1976	- Claims that America is devolving into tyranny - States that the level of government spending is high and argues that taxation and inflation hurt private industry - Argues that Congress is at fault for economic problems because of high spending - Argues that central government planning leads to tyranny - Argues that people are governed best by state and local governments	- During the 1970s, economic stagnation led many Americans to question the size and actions of the federal government, which contributed to a rise in the power of the Republican Party. [situation] - Holt hoped to convince the American people that liberalism was failing them and that conservative philosophies should guide the federal government instead. [purpose]

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Question 2: Long Essay Question, Native American Societies and European Colonists**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“Native American societies adapted to the presence of European colonists in North America.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Native Americans adapted to Europeans in many ways.”</i> Are not historically defensible <i>“Native Americans didn’t adapt to the presence of Europeans.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“While some Native Americans often sought alliances with Europeans to improve their regional power position, others sought alliances with other Native nations to prevent the expansion of European colonies.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Native Americans adapted to Europeans by seeking out some European goods, while also reinforcing some aspects of their traditional culture.”</i> Establish a line of reasoning <i>“The introduction of new diseases forced Native Americans to rebuild their societies.”</i> <i>“Native Americans adapted by trading furs with Europeans.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Colonists issued the Declaration of Independence because they were sick and tired of taxes.”</i> Provide a passing phrase or reference <i>“There were a wide variety of Native American cultures before the arrival of Europeans.”</i>		Responses that earn this point: - Accurately describe a context relevant to Native American societies and the presence of European colonists in North America from 1500 to 1754. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American societies prior to contact with Europeans - Pre-contact trade between Native American nations - European transoceanic ventures - Christopher Columbus - Conflict between Protestants and Catholics in Europe - Native American participation in the American Revolution - Native American relations with the United States government Example of acceptable contextualization: <i>“Many Native American societies had maize-based agriculture, which contributed to trade networks that stretched across the Americas.”</i> <i>“Columbus landed in the Americas in 1492 which led to colonization in Mexico and South America.”</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>“Cahokia was an important Native American city in the Mississippi River region.”</i>		Responses that earn 1 point: - Identify at least two specific historical examples relevant to Native American societies and the presence of European colonists in North America from 1500 to 1754. Examples of evidence that are specific and relevant include the following (two examples required): - Columbian Exchange - Encomienda - Casta system - Powhatan - Pocahontas - Fur trade - Métis people - Native alliances with Europeans [e.g., Haudenosaunee “Covenant Chain” with the British] - Pueblo Revolt / Popé’s Rebellion - Pequot War - Metacom’s [King Philip’s] War - Bartolomé de las Casas - Mission settlements - Imperial wars [King William’s War, Queen Anne’s War, King George’s War] - British colonial regions [New England, middle colonies, southern colonies] Example of a statement that earns one point for evidence: <i>“Partly due to the influence of Catholic figures such as Bartolomé de las Casas, the Spanish monarch passed laws in the mid-1500s to regulate the encomienda and the general treatment of Native Americans.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. Examples that successfully support an argument with evidence: <i>“Indigenous people adapted to the presence of Europeans by engaging with them commercially, such as through the fur trade, and forming alliances, such as the Covenant Chain between the Haudenosaunee Confederacy and the British.”</i> [Uses evidence to support an argument about how Indigenous people adapted by engaging in commerce and diplomacy with Europeans] <i>“Mission settlements, such as those in established in New France, saw thousands of Indigenous inhabitants adopting the Christian faith, while other Native groups resisted European incursions through conflicts such as Metacom’s War.”</i> [Uses evidence to support an argument about how Native American societies both accommodated and resisted European colonists] <i>“Native Americans altered their lifestyles in response to the Columbian Exchange through developments such as adopting horses for buffalo hunting and trading traditional foodstuffs, such as corn, beans, and squash, with European colonists for manufactured goods like pots and hatchets.”</i> [Uses evidence to support an argument about how Native Americans altered their lifestyles in response to the Columbian Exchange]

	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.
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Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument category <i>“British settlers founded Jamestown.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how the treatment of Native Americans by the Spanish and the treatment of Native Americans by the French led to differences in how different Native groups responded to colonization. - Explaining how the introduction of new manufactured goods into North America altered Native American societies and politics. Example of acceptable use of historical reasoning: <i>“Many Native Americans participated as subjects of the Spanish Empire, while in the French Empire most asserted their rights as independent sovereign</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that Native Americans adapted to the European presence by incorporating aspects of European culture into their societies. It then provides multiple pieces of specific and relevant evidence, including the adoption of aspects of Christianity by Native peoples in Mexico and South America, the incorporation of horses into buffalo hunting by Native peoples on the Great Plains, the participation of Native peoples in eastern North America in the fur trade with the Dutch, French, and British, and the incorporation of metal tools and firearms into domestic work and warfare by Native peoples across the Americas. [Explains how at least four pieces of evidence support a nuanced or complex argument]

	<i>allies.”</i> [Indicates a difference between how Native Americans adapted to Spanish colonialism and how they adapted to French colonialism]	A response may compare the responses of Native American societies to European empires in different regions across North America, arguing that the different social and economic structures of the Aztec people of Mexico, compared to Algonquian peoples of eastern North America, led to differing adaptations to colonization. The more centrally organized Aztec empire was conquered and incorporated into the Spanish empire, while the more decentralized Native American groups of eastern North America remained independent from European colonies and maintained their sovereignty. [Explains relevant connections across geographical areas]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Long Essay Question, Reform Movements and Industrialization**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate how different reform movements in the United States responded to industrialization from 1820 to 1900.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about how different reform movements in the United States responded to industrialization from 1820 to 1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>"Reform movements responded to industrialization."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"Some reform groups didn't like industrialization."</i> Provide a claim that does not respond to the prompt <i>"The era of industrialization needs to be reinvestigated by historians of reform movements."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"While some groups sought to address the problems of industrialization, such as through utopian movements, other reform movements sought to address problems like working conditions through union movements."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Because of problems caused by industrialization, some reform groups sought to spread evangelical religion, improve working conditions, and limit the power of businessmen."</i> Establish a line of reasoning <i>"Between 1820 and 1900 reform movements responded by trying to help factory workers."</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"During the 1800s the United States maintained distinct regional cultural sensibilities."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Reformers wanted to make society better."</i>		Responses that earn this point: - Accurately describe a context relevant to reform movements in the United States or industrialization from 1820 to 1900. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Colonial American economies - Transatlantic slave trade - First Great Awakening - The Enlightenment - Gradual emancipation - Cottage industry - Jacksonian democracy - The New Deal - Social activism in the 1960s Example of acceptable contextualization: <i>"During the Jacksonian Era, almost all White men gained voting rights as state laws that limited voting to property owners were eliminated."</i> <i>"Eli Whitney invented the cotton gin, leading to the growth of more cotton in the South."</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Repeat information that is specified in the prompt <i>“Reform emerged as a response to industrialization.”</i>			
Responses that earn 1 point: - Identify at least two specific historical examples relevant to reform movements in the United States or industrialization from 1820 to 1900. Examples of evidence that are specific and relevant include the following (two examples required): - Market revolution - Second Great Awakening - Temperance movement - Seneca Falls Convention - Abolitionism - Lowell factory system - Gilded Age - Trusts - Social Gospel - Andrew Carnegie / Gospel of Wealth - Labor unions (e.g., Knights of Labor, American Federation of Labor) - Haymarket Square - Pullman Strike - Jane Addams / Hull House - Eugene Debs - Jacob Riis - Muckrakers - Progressivism Example of a statement that earns one point for evidence: <i>“The rise of corporate trusts contributed to the concentration of wealth among industrialists. Advocates of the Social Gospel promoted reform to help poorer Americans.”</i>			
Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how different reform movements in the United States responded to industrialization from 1820 to 1900.			
Examples that successfully support an argument with evidence: <i>“During the market revolution, the expansion of commerce led to the growth of new industrial cities and the rise of some social problems, which reformers inspired by the Second Great Awakening felt they should take action to address.”</i> [Uses evidence to support an argument about how religion inspired the response of reformers to industrialization] <i>“The working conditions in factories and power of corporate trusts over their works led reformers to promote the spread of labor unions.”</i> [Uses evidence to support an argument about how industrialization contributed to the rise of labor union activism] <i>“As alcohol consumption increased in industrializing cities in the 1830s and 1840s, many women joined in a growing reform to promote temperance.”</i> [Uses evidence to support an argument about how women reformers responded to industrialization by joining the temperance movement]			

Additional Notes:
- Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Charles Grandison Finney was a preacher.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how different reform movements in the United States responded to industrialization from 1820 to 1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how the shift to factory production contributed to the rise in activism by labor unions. - Explaining a similarity in the religious motivations behind reform advocated during the Second Great Awakening and by proponents of the Social Gospel. Example of acceptable use of historical reasoning: <i>“During both the era of the market revolution and during the Gilded Age, religious ideas contributed to reform movements by inspiring temperance reformers and promoters of the Social Gospel.”</i> [Indicates a similarity between different types of	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the social changes caused by industrialization and the growing political power of industrialists helped to motivate reform movements from 1820 to 1900. The response then argues that religious ideas associated with the Second Great Awakening, such as perfectibility and individualism, had a greater influence on reform movements during the time period. [Uses evidence to demonstrate a sophisticated understanding of different perspectives] - A response may argue that industrialization inspired reformers to seek to address social ills through voluntary activism. It then argues that industrialization also inspired broader political action by government to regulate the economy during the Progressive Era that more

	reform activism that were inspired by religious ideals]	thoroughly addressed the concerns of reformers. [Explains relevant and insightful connections across periods]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 4: Long Essay Question, US Foreign Policy and Changes in the World**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate how United States foreign policy responded to changes in the world from 1890 to 1930.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“United States foreign policy responded to changes in the world from 1890 to 1930.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States fought the Spanish-American War.”</i> Do not respond to the prompt <i>“The United States economy grew tremendously during this period.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about how United States foreign policy responded to changes in the world from 1890 to 1930. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Over the forty-year period between 1890 and 1930, global conflicts pushed the United States to alternate between foreign policies of isolationism and interventionism.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Between 1890 and 1930, the United States sought to establish itself as a world power by protecting the Western Hemisphere from European influences, expanding American business influences in foreign territories, and fighting against global threats to democracy.”</i> Establish a line of reasoning <i>“The United States adopted a more active foreign policy because it wanted to gain global influence.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Between 1848 and 1890 the influence of the women's movement grew."</i> Provide a passing reference <i>"After 1900, foreign policy changed further."</i>	Responses that earn this point: - Accurately describe a context relevant to United States foreign policy from 1890 to 1930. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - George Washington's Farewell Address - Westward expansion - Civil War - Reconstruction - The Industrial Revolution - Immigration from Asia, southern and eastern Europe - New Deal - Second World War - Cold War Example of acceptable contextualization: <i>"George Washington's Farewell Address encouraged Americans to stay out of foreign alliances."</i> <i>"During the nineteenth century the United States expanded west across North America."</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>"The Monroe Doctrine was established to keep European influence out of the Western Hemisphere."</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to United States foreign policy from 1890 to 1930. Examples of evidence that are specific and relevant include the following (two examples required): - Imperialism / Anti-imperialism "Closing of the Frontier" - Spanish-American War - Philippine-American War - Puerto Rico - Annexation of Hawaii - Theodore Roosevelt - Roosevelt Corollary - Gentlemen's Agreement - Dollar Diplomacy - Woodrow Wilson - First World War - League of Nations - Treaty of Versailles - First Red Scare - National Origins Act - Isolationism Example of a statement that earns one point for evidence: <i>"After the Spanish-American War, imperialists promoted the annexation of overseas territories such as the Philippines."</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how United States foreign policy responded to changes in the world from 1890 to 1930. Examples that successfully support an argument with evidence: <i>"The acquisition and annexation of island territories abroad following the Spanish-American War expanded and created a United States presence abroad, making the United States government more involved in global affairs."</i> [Uses evidence to support an argument about how the annexation of island territories increased United States involvement in the world] <i>"United States politicians like President Theodore Roosevelt sought to increase United States influences over Latin American countries with such foreign policy platforms as the Roosevelt Corollary to the Monroe Doctrine in 1905."</i> [Uses evidence to support an argument about how United States presidents sought to increase influence in Latin America] <i>"The First World War thrust the United States out of its desired isolationist tendencies, allowing politicians like President Woodrow Wilson to take a leadership role in international affairs."</i> [Uses evidence to support an argument about how the United States turned away from isolationism during the First World War]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>“The First Red Scare occurred in the early twentieth century.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how United States foreign policy responded to changes in the world from 1890 to 1930. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how disillusionment with the outcome of the First World War contributed to isolationist sentiment. - Discussing how advocacy for imperialism caused debates over the role of the United States in world affairs. Example of acceptable use of historical reasoning: <i>“Foreign policy approaches such as Dollar Diplomacy contributed to increased United States international influence, as it projected economic</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the growth of United States involvement overseas was a response to growing competition with imperialist European powers for economic influence. It then argues that United States growth as a world power was primarily motivated by desire to spread American national ideals and protect democratic values overseas, as during the First World War and Woodrow Wilson’s involvement in negotiating the Treaty of Paris. [Explains multiple themes] - A response may argue that the motivations for changes in United States foreign policy between 1890 and 1930 were similar. It compares United States Open Door policy in China, growing business influence in Latin America, and imperialism in the Pacific, arguing that

	<i>power over other countries.”</i> [Indicates a cause of increased United States global influence]	all of these actions furthered the economic growth of the United States. [Explains connections across geographical areas]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

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 the author's purpose as expressed in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- Terrell's purpose was to celebrate the achievements of African Americans since emancipation.
- Terrell challenged African American women to continue participating in public discussions regarding equality.
- Terrell sought to oppose racial discrimination in the United States.

B Briefly explain how one historical development between 1865 and 1897 contributed to the ideas expressed in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- The emancipation of enslaved people resulting from the Civil War gave African Americans their freedom, which allowed many African Americans to make unprecedented advancements in the postbellum era, a point that Terrell acknowledges in the excerpt.
- The passage of constitutional amendments during Reconstruction led to the temporary political and social gains for African Americans celebrated by Terrell in the excerpt.
- Supreme Court decisions such as *Plessy v. Ferguson* enforced racial segregation, leading activists such as Terrell to organize to advocate for civil rights.
- The fight for equality continued for African Americans in the decades following emancipation, which supports Terrell's suggestion that women of color should continue to participate in public advocacy for equality.

- Women contributed to larger conversations regarding temperance and morality in the late nineteenth century, an idea that is expressed in Terrell's call to better humanity.

C Briefly explain how the ideas expressed in the excerpt contributed to one historical development between 1897 and 1945. **1 point**

Examples of acceptable responses may include the following:

- Calls for temperance, such as those expressed by Terrell, eventually led to the constitutional amendment establishing Prohibition from 1920 to 1933.
- The fight for equality for women, as illustrated in Terrell's arguments, eventually resulted in a women's suffrage movement that achieved voting rights through the Nineteenth Amendment.
- Efforts to reform United States society contributed to the rise of the Progressive movement in the late 1800s and early 1900s.
- The formation of organizations such as the National Association of Colored Women eventually led to a broader civil rights movement against legal segregation in the United States.

Question 4: 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 way in which economic development influenced migration within the United States from 1890 to 1945. **1 point**

Examples that earn this point include the following:

- Migration to the North was prompted by the availability of industrial jobs.
- The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
- Migration to the Northeast accelerated as the region experienced a significant increase in defense industry jobs during the World War II.
- People moved to the Sunbelt as the region developed new large agricultural businesses to produce farm goods between 1890 and 1945.
- Migration out of the South was influenced by the lack of economic development because of a continued focus on sharecropping and cash-crop agriculture.
- Migration to cities in the South was driven by increased textile manufacturing and the encouragement of industrialization and urbanization in the New South.
- The Midwest experienced population growth due to the development of the iron and steel industries.
- The growth of mechanized and commercial agriculture in the Midwest and South led people to migrate to urban areas or to leave the regions entirely seeking new employment.
- The growth of mining and the expansion of agriculture via irrigation in the West attracted new migrants.

- (B) Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000. **1 point**

Examples that earn this point include the following:

- Road construction led to suburbanization in both the Northeast and the West.
- As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of many Americans to the South and West, contributing to the emergence of these regions as a significant political and economic force.
- Both the South and the West saw growth in manufacturing industries because of the draw for businesses of low state tax rates and low levels of unionization.
- African Americans migrated to both northern and southern urban cities in search of manufacturing and industrial jobs.
- The Midwest and Northeast declined as a percentage of the nation's overall population as a result of declining industry in the "Rust Belt."
- The Sun Belt and Northwest experienced population growth due to expanding employment in Cold War defense industries.

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

- Impact of the Baby Boom on various regions

- (C) Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000. **1 point**

Examples that earn this point include the following:

- The influence of the South increased as manufacturing industries grew in the region, while the influence of the North declined.
- The economic development that came with population shifts to the South and West led to an increase in these regions' cultural and political influence, a development that did not occur in the Northeast.
- While the Sun Belt grew rapidly in population as a result of jobs, the Midwest and Northeast declined as a percentage of the nation's overall population as a result of declining industry in the "Rust Belt."
- The decline of jobs in many sectors, including industrial and manufacturing, and continuing racial tension, led some African Americans to move from Rust Belt cities to the western Sun Belt.
- The states in the Sun Belt generally restricted unions, while Northern states still protected labor rights to organize.

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

- The influx of retirees moving to the Sun Belt
- A "reverse Great Migration" as African Americans began moving back to the South
- Impact of air conditioning on migration

Total for question 4 3 points

Question 1: Document-Based Question, 19th Century Citizenship**7 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate the extent to which the definitions of United States citizenship changed from 1865 to 1920.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Do not focus on the topic of the prompt <i>"From 1865 to 1920, America became much more diverse with immigration from new parts of the world and the addition of new territories."</i> Provide an overly generalized response to the prompt <i>"There were some social and political changes to definitions of citizenship during Reconstruction."</i> Provide a restatement of the prompt <i>"Definition of United States citizenship changed from 1865 to 1920."</i>	Responses that earn this point: Provide a historically defensible thesis or claim about how the definitions of United States citizenship changed from 1865 to 1920. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Amendments to the Constitution following the end of the Civil War resulted in some expansion of who was considered a citizen of the United States, but many states restricted the ability of citizens to use their rights."</i> Establish a line of reasoning with analytic categories <i>"Due to new constitutional amendments, immigration restriction, and wartime panics, definitions of citizenship both expanded and contracted in the period between 1865 and 1920."</i> Establish a line of reasoning <i>"The passage of new constitutional amendments expanded the scope of who could become a citizen." (Minimally acceptable thesis/claim)</i>
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The market revolution changed the economy a lot before 1865."</i> Provide historically inaccurate contextualization <i>"Before the Civil War, immigrants were not allowed to become citizens."</i>	Responses that earn this point: Accurately describe a context relevant to how the definitions of United States citizenship changed from 1865 to 1920. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The Alien and Sedition Acts <i>Dred Scott</i> case - The Civil War - Immigration from Southern and Eastern Europe - The expansion of United States settlement in the West - Imperialism/Spanish-American War Examples of acceptable contextualization: <i>"Before the Civil War, the Supreme Court decided in the Dred Scott case that African Americans could not be United States citizens."</i> <i>"Early in United States history, citizenship rights for immigrants were controversial in wartime, like when the Alien and Sedition Acts were passed during the Quasi-War with France."</i> <i>"In the year 1865, the United States Civil War came to an end, and afterward, so did the legalized system of human slavery in the South."</i> (Minimally acceptable context)
	Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	Evidence from the Documents		
(0-3 points)	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote, without an accompanying description, of the content of the documents - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address how the definitions of United States citizenship changed from 1865 to 1920. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument (Document 1): <i>"In Document 1 Sojourner Truth wants rights for women too."</i> (Document 6): <i>"Document 6 says that Puerto Ricans are citizens of the United States."</i>	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 1): <i>"During debates about extending voting rights to African American men, some critics, like Sojourner Truth, argued that Congress did not go far enough and that the franchise should be extended to women."</i> (Uses evidence from Document 1 to support an argument about how many Americans called for expanding citizenship after the Civil War) (Document 6): <i>"While the United States did not grant citizenship to the residents of some possessions acquired during the Spanish-American War, like the Philippines, in others, citizenship rights were granted as with Puerto Rico through the Jones-Shafroth Act."</i> (Uses evidence from Document 6 to support an argument about the selective expansion of United States citizenship in territories taken during the Spanish-American War)
	Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C (Continued)	Evidence beyond the Documents:	
0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: Must use at least one specific piece of historical evidence relevant to how the definitions of United States citizenship changed from 1865 to 1920.	
	Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Thirteenth Amendment (1865) - Fourteenth Amendment (1868) - Freedmen’s Bureau - Black codes - Jim Crow laws - The Chinese Exclusion Act (1882) - Dawes Act (1887) - Ellis Island - Settlement houses - Jane Addams - Incorporated United States territories (e.g., Alaska after 1912, Hawaii after 1900) - Unincorporated United States territories (e.g., the Philippines, Guam) - Nineteenth Amendment (1920) Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Through the settlement house movement, reformers sought to help assimilate immigrants to American society, as they believed that this would help them to become better United States citizens.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how some Americans believed that citizenship was not enough to fully integrate new Americans into society) <i>“After the Civil War, through the passage of the Chinese Exclusion Act the United States brought into question for the first time the ability of immigrants to come to the United States and become naturalized citizens.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about the contraction of citizenship rights in the late 1800s)	
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning	Sourcing	
(0-2 points)	0 points Does not meet the criteria for one point.	1 point 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.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Explain sourcing for less than three of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.	Responses that earn this point: 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 that addresses the prompt for each of the three documents sourced.
	Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument "The audience for Document 2 was government officials." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "The purpose of Document 7 was to assimilate new immigrants."	Example of acceptable explanation of the relevance of the author's point of view: (Document 5): "From the point of view of an African American activist, Du Bois' argument that full citizenship required his civil rights to be protected, added to calls for ending racial discrimination to allow African Americans the full benefit of their rights." (Provides sourcing regarding the point of view of the document relevant to an argument that social activists fought against racism to protect the rights of citizens who faced discrimination) Example of acceptable explanation of the relevance of the author's purpose: (Document 7): "The purpose of Document 7 was to encourage the idea that immigrants could only become fully American if they assimilated into United States culture." (Provides sourcing regarding the purpose of the document relevant to an argument that the American viewed citizenship as insufficient for integrating immigrants into society) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 3): "This historical situation of Document 3 was that the passage of the Chinese Exclusion Act had restricted the ability of Chinese immigrants to become American citizens. But the Supreme Court reinforced the 14th Amendment by stating that anyone born in the United States, regardless of where their parents came from, was a citizen." (Provides sourcing regarding the historical situation of the document relevant to an argument that citizenship was progressively expanded between 1865 and 1920 despite the persistence of racism in society) Example of acceptable explanation of the relevance of the audience: (Document 2): "During the late 1800s, the United States was engaged in warfare with Native Americans. Government officials, who were the audience for Document 2, were seeking to find ways to end conflicts with Native Americans and believed that forced assimilation and, eventually, United States citizenship, would end warfare and integrate Native Americans into American society." (Provides sourcing regarding the audience of the document relevant to an argument that citizenship was used as a tool by the United States government to facilitate westward expansion)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point 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.
	Decision Rules and Scoring Notes	
	Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining 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. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that gains for African American citizenship were limited between 1865 and 1920 by racial discrimination. It then corroborates that argument with evidence of continued economic limitations on African Americans through systems such as sharecropping. - The response argues that the definition of who could be an American citizen expanded between 1865 and 1920. It then qualifies that argument with evidence of nativist sentiment in the period opposed to immigrants from China or southern and eastern Europe becoming citizens. - The response argues that American citizens became relatively more equal to each other between 1865 and 1920. It then qualifies the argument with evidence that the imperial expansion of the United States overseas led to the incorporation of people into the United States who were not given the rights of citizens. - The response acknowledges that significant changes in citizenship occurred between 1865 and 1920. It then modifies the argument with evidence that these changes were largely irrelevant because of the persistence of racism in the period.	
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Sojourner Truth, speech, 1867	- Argues that formerly enslaved African American men and women should both be granted rights - Argues for equal rights between men and women	- As a formerly enslaved African American woman, Sojourner Truth believed that both men and women should be equal as citizens, which contributed to activism for expanding citizenship in the United States. (point of view) - Sojourner Truth's purpose was to criticize the extension of rights such as suffrage to African American men but not to women, showing the limitations of definitions of who should be a United States citizen in the 1860s. (purpose)
2. Commissioner of Indian Affairs, Department of the Interior, annual report, 1887	- Argues for the cultural assimilation of Native Americans - Calls for education so that Native Americans can become United States citizens - Claims that assimilating Native Americans as citizens will benefit them	- During the later 1800s, the United States engaged in warfare with Native Americans, which many government officials sought to end through the long-term assimilation of Native Americans into United States society. (situation) - The audience for the report was United States government officials who were seeking to implement policies that would better allow the United States to control Native Americans in the West, which included forced assimilation and the granting of citizenship. (audience)
3. United States Supreme Court ruling in <i>United States v. Wong Kim Ark</i> , 1898	- Declares that ethnic Chinese people born in the United States are United States citizens - States that foreign-born Chinese Americans cannot become naturalized citizens under existing laws	- With limits placed on many Chinese people becoming United States citizens, the Supreme Court had to decide whether birthright citizenship under the Fourteenth Amendment applied to Chinese Americans. It determined it was constitutional, which expanded citizenship to some Chinese Americans, despite widespread nativist sentiment. (purpose) - During the 1880s, Congress restricted immigration from China through the Chinese Exclusion Act, but many Chinese Americans had already come to the United States during gold rushes or to work on transportation projects, and those born in the country became citizens. (situation)
4. United States Supreme Court ruling in <i>Downes v. Bidwell</i> , 1901	- Declares that the United States could decide the citizenship status of the residents of its overseas empire - Claims that Congress must explicitly grant citizenship to the residents of newly acquired territories - Argues that Congress may consider the different cultures and races of the residents of colonial possessions in deciding whether to grant citizenship	- After the Spanish-American War, the United States acquired new colonial possessions overseas, and many people claimed that the residents of these colonies should not become full citizens because they were racially different from or inferior to White Americans. (situation) - The purpose of the Supreme Court decision was to clarify the legal status of the overseas possessions acquired during the Spanish-American War, in relation to the rest of the country. Its decision allowed the United States to treat the residents of these territories differently from full United States citizens and to govern them as colonies rather than as equals to the existing states. (purpose)

5. W. E. B. Du Bois, "A Philosophy for 1913," <i>The Crisis</i> , 1913	• Declares that he is a United States citizen • Argues that he cannot perform the duties of citizenship if his rights are not protected • Declares he will assert his rights, including the right to vote • Seeks full equality with other Americans	• As an African American activist, Du Bois asserted that his rights as a citizen lacked meaning if he could not use them in practice by voting and having access to public accommodations, and thus he sought full citizenship by opposing and ending racial discrimination. (point of view) • Despite the passage of the Civil War amendments, many states limited African Americans' rights through voting restrictions, domestic terrorism, and racial segregation, which prevented them from being full citizens in practice. (situation)
6. Jones-Shafroth Act, 1917	• Declares due process of law and equal protection under the law for the people of Puerto Rico • Grants Puerto Ricans United States citizenship • Declares that the law of Puerto Rico shall be administered under the United States Constitution	• After the Spanish-American War, Puerto Rico, rather than giving it nominal independence like Cuba or colonizing it like the Philippines, was incorporated more closely into the United States, with United States citizenship granted to its residents, which expanded definitions of citizenship in the United States. (situation)
7. "National Americanization Day," poster, circa 1915–1919	• Depicts Uncle Sam shaking the hand of a worker holding a pickaxe • Depicts an immigrant receiving citizenship papers from an official • Encourages Americans to welcome foreign-born residents and naturalized citizens and celebrate with them on the Fourth of July • Encourages foreign-born Americans to pledge loyalty to the United States	• During the early 1900s, immigration from Southern and Eastern Europe grew rapidly, and many Americans worried that immigrants and naturalized citizens needed to be better assimilated into United States society to preserve social peace and democratic institutions. (situation) • The purpose of the poster was to encourage Americans to be welcoming of foreign-born citizens into the country while encouraging their assimilation into United States culture, which represented an expansion of who could become a citizen through a narrow definition of how citizens should behave and act. (purpose)

Question 2: Long Essay Question, Colonial Revolutionary Movement

6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate the extent to which changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>"There were many causes of the revolutionary movement in British North American colonies."</i> Do not focus on the topic of the prompt <i>"Colonial relationships with Native Americans changed during this period."</i> Provide a restatement of the prompt <i>"Changes in colonial societies in North America contributed to the growth of a revolutionary movement."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"While Enlightenment ideals from Europe influenced the emergence of a revolutionary movement in North America, what was more influential was the attempt to increase taxation on the colonies without representation."</i> Establish a line of reasoning with analytic categories <i>"Traditions of self-government and economic changes influenced the growth of revolutionary movements from 1700 to 1776."</i> Establish a line of reasoning <i>"The growth of ideas of self-government helped colonists to unite in a revolutionary movement." (Minimally acceptable thesis/claim)</i>
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.		Responses that earn this point: Accurately describe a context relevant to how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.
Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Spanish missionaries sought to convert Native Americans to Catholicism during this time."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The 1700s were a time of greater connection between Europe and North America."</i>		Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - European voyages to the Americas - Puritans in New England - Plantation economies in the southern colonies - Growth of ethnic and religious diversity in the middle colonies - Native American alliances/conflicts - Salutary Neglect - Widespread literacy in the colonies Example of acceptable contextualization: <i>"The Puritans in New England developed small towns and family farms, while Virginia developed an economy based on the cultivation of tobacco on plantations."</i> <i>"The British founded several colonies along the east coast of North America in the hopes of making money for the mother country. As these colonies grew, they exported valuable goods to Europe." (Minimally acceptable context)</i>
Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period "Puritans seeking religious freedom established a colony at Plymouth Bay."			
Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.			
Examples of evidence that are specific and relevant include the following (two examples required): - Navigation Acts - Anglicization - First Great Awakening - Transatlantic print culture - Enlightenment - Queen Anne's War - King George's War - Seven Years' War - Albany Plan of Union - Common Sense - John Locke - Stamp Act - Colonial smuggling - Quebec Act - Townsend Duties - Tea Act - Boston Tea Party - Coercive/Intolerable Acts - Declaration of Independence - Quartering Act - Boston Massacre			
Examples that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.			
Examples that successfully support an argument with evidence: "The British government sought to increase taxes in order to pay for the Seven Years' War, which made colonists angry." (Uses evidence to support an argument about an economic cause of the revolution) "The willingness of colonists to use violence against British interest, like during the Boston Tea Party, shows how colonial culture changed to be more revolutionary." (Uses evidence to support an argument about how colonists' responses to British actions changed) "Colonial smuggling of taxed goods increased British efforts to control it, which encouraged more consistent efforts by the colonists to organize resistance." (Uses evidence to support an argument about cause and effect of British actions in the colonies)			
Example of a statement that earns one point for evidence: "By 1776 many North American colonies became culturally closer to Great Britain as a result of transatlantic print culture and the spread of Enlightenment ideas."			
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about how northern and southern colonies responded to British policies with evidence comparing northern merchants and southern landowners.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points 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.
Decision Rules and Scoring Notes			
Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide reasoning but do not address the prompt "The First Great Awakening influenced religious change in British colonies."			
Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement, although the reasoning may be uneven, limited, or imbalanced.			
Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the 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.			
Using a historical reasoning process to frame or structure an argument could include: - Explaining how economic changes in the colonies throughout the 1700s created a shared sense of distrust of British policies. - Discussing how different groups like merchants, landowners, and the clergy responded to revolutionary movements.			
Example of acceptable use of historical reasoning: "Because merchants in New England were often most directly impacted by new British taxation, they were often vocally in favor of adopting a revolutionary attitude." (Indicates an effect of changing British policies on colonial attitudes)			
Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that changes brought by British policies caused the revolutionary movement. It then corroborates that argument with evidence of the economic impact of tax policy, the demographic impact of migration policies, and the political impact of new legislation. - The response argues Anglicization contributed to a shared identity among colonists, which contributed to a shared revolutionary movement. It then qualifies that argument with evidence about how colonial regions responded differently to British imperial oversight. - The response argues that changes brought by Britain's political mistreatment of its colonies contributed to a revolutionary backlash. It then qualifies the argument with evidence about how other British colonies in Canada and the Caribbean did not revolt against Britain. - The response argues that any changes in colonial society were largely irrelevant to the growth of the revolutionary movement. It then modifies the argument with evidence that it was almost exclusively changes in British imperial policy that caused the revolutionary movement.			
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 3: Long Essay Question, 19th Century Growth of Political Parties**6 points****General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate the extent to which changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning • <i>“There were many ways that the debates over the role of government in the United States contributed to political party growth from 1800 to 1854.”</i> Do not focus on the topic of the prompt • <i>“Changes in the United States economy in the early 1900s contributed to the development of new regional and national government policies.”</i> Provide a restatement of the prompt • <i>“Debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories • <i>“While the acquisition of territories to expand the United States contributed to some political debate, the issue of whether the federal government should allow slavery to expand into new territories was the primary cause of political party growth from 1800 to 1854.”</i> Establish a line of reasoning with analytic categories • <i>“Political debates over whether the government should intervene in the issues of slavery and internal improvements led to changes in political parties throughout the early nineteenth century.”</i> Establish a line of reasoning • <i>“Debates over the best role for the federal government in promoting business contributed to the growth of political parties.”</i> (Minimally acceptable thesis/claim)
Additional Notes: • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Under the Monroe Doctrine the United States asserted a right to limit European imperialism in the Western Hemisphere."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The early nineteenth century was an era of significant political change."</i>		Responses that earn this point: Accurately describe a context relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.
Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - American Revolution - United States Constitution - State ratification conventions - Federalists and Antifederalists - Washington's Farewell Address - Market revolution Example of acceptable contextualization: <i>"Disagreement over the powers of the central government that began during the period of the Articles of Confederation persisted even after the United States Constitution was ratified, contributing to debates over economic policy and the formation of political parties."</i> <i>"In the Revolutionary War, America gained its independence from Britain. At first the government was pretty weak but before long the Constitution created our current government."</i> <i>"In the days of the early republic, there were those who supported the Constitution and a strong federal government and there were those who opted for a strong state government and opposed the Constitution."</i> (Minimally acceptable context)		
Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
(0-2 points)	Decision Rules and Scoring Notes		
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <i>"Federalists and anti-Federalists argued whether or not the U.S. Constitution should be ratified."</i>		Responses that earn 1 point: Identify at least two specific historical examples relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.
Examples of evidence that are specific and relevant include the following (two examples required): - Thomas Jefferson - Alexander Hamilton - Louisiana Purchase - Revolution of 1800 - Era of Good Feelings - John Marshall - McCulloch v. Maryland - Supremacy of federal law - Gibbons v. Ogden - Commerce clause - Second Bank of the United States		- American System - Henry Clay - Andrew Jackson - Missouri Compromise - Nicholas Biddle - Internal Improvements - Industrialization - Democratic Party - Whig Party - Free Soil Party - Republican Party	Examples that successfully support an argument with evidence: <i>"In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers; this led to their increased prominence."</i> (Uses evidence to support an argument about how the continuity of debates from earlier periods increased the influence of political parties) <i>"When Jefferson bought Louisiana despite having previously argued against the Federalists ideas about expansive federal power, he showed that parties like the Democratic-Republicans grew in the 1800s even when there was some agreement about the role of government."</i> (Uses evidence to support an argument about how debates about the power of the federal government didn't always drive political party growth in the early 1800s) <i>"Politicians from regions like New England formed the Whig Party because they opposed the efforts of Jacksonian Democrats to deny that the federal government had the power to recharter the Second Bank of the United States."</i> (Uses evidence to support an argument about how debates over economic policy led to the growth of political parties)
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about how political compromises contributed to divisions within political parties, with evidence about the effect of the Missouri Compromise and the Compromise of 1850.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points 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.
Decision Rules and Scoring Notes			
Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Nicholas Biddle was the head of the Second Bank of the United States.”</i>			
Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854, although the reasoning may be uneven, limited, or imbalanced. Using a historical reasoning process to frame or structure an argument could include: - Explaining how attempts to create compromises over the issue of slavery contributed to the decline of the Whig Party. - Discussing how the extension of suffrage to most White men by the government fueled support for the Democratic-Republican Party. Example of acceptable use of historical reasoning: <i>“As a result of attempts to compromise over the expansion of slavery, the inclusion of the Fugitive Slave Act as part of the Compromise of 1850 drove many in the North to begin to support political parties that were vocally antislavery.”</i> (Indicates an effect of the federal government not resolving conflicts over the expansion of slavery)			
Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the 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. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that political parties grew out of debates about how to best use federal power to support the economic interests of Americans. It then corroborates that argument with evidence of how different sections of the United States developed different visions of an ideal society because of the growth of slavery in the South and the growth of industry in the North. - The response argues that the Jeffersonian Republican Party first grew because it advocated in favor of restraining the power of the federal government. It then modifies that argument with evidence that Thomas Jefferson used presidential authority to expand United States territory, which contributed to the continued popularity of this party. - The response argues that during the period known as the Era of Good Feelings, the collapse of the Federalist Party and decline in political opposition showed that most Americans were supportive of Democratic-Republican approaches to the role of the federal government. It then modifies the argument with evidence about the formation of new political parties due to divisions over the federal role in expanding slavery.			
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 4: Long Essay Question, Civil Rights Activism

6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate the extent to which the growth of civil rights activism contributed to changes in government action between 1940 and 1980.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about how the growth of civil rights activism contributed to changes in government action between 1940 and 1980. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning “Civil rights activists became more influential during the period 1940 to 1980.” Do not focus on the topic of the prompt “The African American civil rights movement inspired other groups to demand rights, including Asian Americans, Latino Americans and LGBTQ+ Americans.” Provide a restatement of the prompt “Civil rights activism contributed to changes in government action between 1940 and 1980.”		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories “While civil rights activists were able to convince legislators to enforce voting rights, the more important success of activists was securing favorable rulings by the Supreme Court.” Establish a line of reasoning with analytic categories “Both the legislative and judicial branches of the federal government responded to the pressure by civil rights activists in the mid-twentieth century by changing laws.” Establish a line of reasoning “Civil rights activism forced the government to protect civil rights between 1940 and 1980.” (Minimally acceptable thesis/claim)
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt “Prior to 1940, U.S. foreign policy was shaped by debates about the merits of isolationism.” Provide an overgeneralized statement about the time period referenced in the prompt “As a result of new economic opportunities, the lives of many African American people were rapidly changing.”		Responses that earn this point: Accurately describe a context relevant to how the growth of civil rights activism contributed to changes in government action between 1940 and 1980. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Civil War - Reconstruction - Reconstruction Amendments - Black codes - Civil Rights Act of 1866 - Plessy v. Ferguson - Jim Crow laws - National Association for the Advancement of Colored People (NAACP) - National Association of Colored Women’s Clubs (NACWC) W. E. B. Du Bois - Challenges to conformity - Progressive Era - Immigration restrictions - Internment of Japanese Americans - Antiwar activism Example of acceptable contextualization: “During Reconstruction, the federal government had short-term successes in defending African Americans’ civil rights, but ultimately Reconstruction failed.” “As a result of the continuation of segregation, by the early 1900s many organizations like the NACWC began to organize to create social and political pressure for governmental reforms.” “During World War II, Americans of many backgrounds joined the military and started working in factories to help America win. After the war, their participation led to big changes.” (Minimally acceptable context)
Additional Notes: - 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. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period "African American cultural influence increased during the Harlem Renaissance."			
Responses that earn 1 point: <i>Identify at least two specific historical examples</i> relevant to how the growth of civil rights activism contributed to changes in government action between 1940 and 1980. Examples of evidence that are specific and relevant include the following (two examples required): <i>Brown v. Board of Education</i> - Martin Luther King, Jr. - Direct action - Dixiecrats - Montgomery bus boycott - Malcolm X - Asian American Political Alliance - Sit-ins - Freedom riders - Occupation of Alcatraz - Dolores Huerta - Equal Rights Amendment - César Chávez/United Farm Workers (UFW) - Lyndon B. Johnson - Civil Rights Act of 1964 - National Organization for Women (NOW) - March on Washington - Southern Christian Leadership Coalition (SCLC) - Voting Rights Act of 1965 - Stonewall uprising - New Conservatism/states' rights - Barry Goldwater - Desegregation of the U.S. military - American Indian Movement (AIM) <i>Korematsu v. United States</i> Example of a statement that earns one point for evidence: "Martin Luther King, Jr. and civil rights groups engaged in direct action to combat racial discrimination."			
Responses that earn 2 points: <i>Use at least two specific historical examples</i> to support an argument regarding how the growth of civil rights activism contributed to changes in government action between 1940 and 1980. Examples that successfully support an argument with evidence: "Advocacy and protests by civil rights activists pressured the federal government to become more involved in protecting the civil rights of African Americans by passing new laws like the Civil Rights Act of 1964." (Uses evidence to support an argument about the effect of civil rights activism on government policy) "Civil rights groups often use test cases like in <i>Brown v. Board of Education</i> to challenge segregation, and by the 1950s and 1960s the Supreme Court increasingly ruled in their favor." (Uses evidence to support an argument about how civil rights activism through court challenges resulted in governmental change) "Women's Rights Groups like NOW pushed for the Equal Rights Amendment, though it was not ratified by enough states to be enacted." (Uses evidence to support an argument about how civil rights activism through a proposed constitutional amendment was blocked by government action at the state level)			
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about the debate between nonviolent and aggressive approaches to civil rights activism with evidence about how the federal government responded to the approaches differently.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points 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.
Decision Rules and Scoring Notes			
Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument "Activists protested segregation."			
Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how the growth of civil rights activism contributed to changes in government action between 1940 and 1980, although the reasoning may be uneven, limited, or imbalanced. Using a historical reasoning process to frame or structure an argument could include: - Comparing different tactics that civil rights groups utilized in order to push for changes in government action. - Explaining how politics changed as a result of civil rights reforms. Example of acceptable use of historical reasoning: "While many of the successes of the civil rights movement were at the federal level, many states resisted enforcing these changes by arguing that they violated states' rights." (Indicates differences in government actions as a result of civil rights activism)			
Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the 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. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that political activism led the federal government to pass laws protecting African American voting rights. It then corroborates that argument with evidence about cultural shifts in United States society, especially among younger Americans, in support of government activism to address social issues. - The response argues that civil rights activism in the 1950s and 1960s contributed to a broad political consensus around liberalism. It then qualifies that argument with evidence of how the increased role of government action associated with liberalism contributed to the rise of a new conservative movement by 1980 that emphasized small government and deregulation. - The response argues that nonviolent civil rights activists like the Southern Christian Leadership Conference had the most successful approach to obtaining government action. It then qualifies the argument with evidence of how some nonviolent organizations like SNCC changed their position over time because they believed change was not happening fast enough.			
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			