

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- A** Briefly describe one major difference between Pollard's and Patterson's historical interpretations of the origins of the Cold War. **1 point**

Examples of acceptable responses may include the following:

- Pollard argues that the origins of the Cold War were primarily rooted in economic differences while Patterson argues that the actions of the Soviet Union brought on the Cold War.
- Source 1 argues that it was the actions of the United States that initiated the Cold War while Source 2 argues that it was the fear of communism.

- B** Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Pollard's interpretation of the origins of the Cold War. **1 point**

Examples of acceptable responses may include the following:

- The United States attempted to create a free-market global economy, in the face of Communist ideology, and this supports Pollard's argument that economic concerns were a significant driver of the Cold War.
- The United States began a campaign of economic sanctions against the Soviet Union in 1948, which supports Pollard's interpretation that the origins of the Cold War were primarily economic.
- The United States international aid to noncommunist countries illustrates how the origins of the Cold War were primarily economic, which supports Pollard's interpretation.
- The United States creation of economic institutions to bolster non-Communist nations and prevent Soviet expansion supports Pollard's argument about the origins of the Cold War.

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- The United States used the Marshall Plan to connect European economies with the United States.

C Briefly explain how one event or development from 1940 to 1960 not directly mentioned in the excerpts could be used to support Patterson’s interpretation of the origins of the Cold War. **1 point**

Examples of acceptable responses may include the following:

- Patterson’s argument is that concerns about the spread of communism contributed to the start of the Cold War, and the usage of controversial methods to expose suspected communists during the Second Red Scare supports this claim.
 - The focus of United States policymakers after 1945 on containing communism through the Truman Doctrine supports Patterson’s argument that concerns about the spread of communism led to the start of the Cold War.
 - The United States justified intervening in Korea with the argument that it was preventing the territorial expansion of communism, which supports Patterson’s arguments about the United States’ fears about communism’s territorial expansion contributing to the Cold War.
 - The United States justified covert actions in countries to overthrow governments thought to be too close to the Soviet Union.
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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 United States Cold War policy from 1945 to 1991.

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

- The main Cold War policy of the United States was containment.
- The United States fought in the Vietnam War as part of the Cold War.
- The United States fought a war in Korea as part of the Cold War.
- The United States created collective security treaties like NATO.
- During the Cold War, the United States often supported non-Communist regimes even if they were not democratic.

[b] Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.

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

- Young Americans protested the Vietnam War, while many in the government argued that the war had to be fought to contain communism.
- Democratic and Republican administrations during the Cold War both used military power to try to prevent communism from spreading.
- Environmentalists criticized the development of nuclear weapons as dangerous, while political officials argued that a nuclear stockpile was necessary to deter the Soviet Union.
- Conservatives generally argued that high defense spending during the Cold War was necessary, while liberals sometimes argued that money spent on national defense would be better spent on social programs.
- Youth activists and Civil Rights advocates argued in favor of supporting decolonization movements in Africa, Asia, and Latin America rather than containment.

- [c]** Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War. **1 point**

Examples that earn this point include the following:

- During Ronald Reagan's presidency there was an increased U.S. military spending which was important in ending the Cold War because the Soviet Union could not keep up.
- The United States supplied resistance movements in Afghanistan as a way of weakening the Soviet Union in its war there.
- During Ronald Reagan's presidency he used diplomatic initiatives to weaken the Soviet Union, which was important in ending the Cold War.
- Economic problems in Eastern Europe led to political instability that was important in ending the Cold War.
- The fall of the Berlin Wall signaled the inability of the Soviet Union to maintain control over its spheres of influence.
- Political problems in the Soviet Union weakened the country and contributed to the end of the Cold War.

Total for question 3 3 points

Question 1: Document-Based Question, Slavery and US Society

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 institution of slavery shaped United States society between 1783 and 1840.

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 institution of slavery shaped United States society between 1783 and 1840. 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: Do not focus on the topic of the prompt <i>“Slavery had a big impact on fighting the Civil War.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Slavery insulted many abolitionists, so United States society hurried up and got rid of it.”</i> Provide a restatement of the prompt <i>“The institution of slavery shaped United States society.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Between the years 1783 and 1840 slavery dramatically shaped U.S. society as many Americans became abolitionists as a way of fulfilling the ideals of the American Revolution while other Americans attempted to protect slavery and expand the institution into the West.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Nothing was more important than the institution of slavery in shaping American society between the Revolutionary War and the mid-1800s. The ‘peculiar institution’ created a set of challenges for the United States, including debates over its constitutionality, possible expansion into western territories, and moral implications as Americans tried to reconcile it with the nation’s founding principles.”</i> Establish a line of reasoning <i>“Slavery caused division between the North and the South.”</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.	Responses that earn this point: Accurately describe a context relevant to the institution of slavery in United States society between 1783 and 1840.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The Spanish had colonies in Latin America."</i> Provide historically inaccurate contextualization <i>"Most colonists fought in the American Revolution to protect their slaves from British abolitionists."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Colonial labor systems - Colonial cash crop economy - American Revolution - Declaration of Independence - Second Great Awakening 1800s reform movements - Market revolution - Transportation and internal improvements - Migration/westward expansion Examples of acceptable contextualization: <i>"During the colonial era, enslaved labor was used to develop a profitable transatlantic commerce in cash crops such as tobacco, indigo, and sugar."</i> <i>"American colonists had a revolution but still kept slavery."</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	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 four 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 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 institution of slavery in United States society between 1783 and 1840. 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 2]: “After the American Revolution, antislavery sentiment developed in some places that led to gradual emancipation and the growth of the free African American community.”	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 1]: “After the American Revolution, revolutionary ideology about natural rights led to the gradual emancipation of slavery in the North, even though slavery persisted and grew in other parts of the country, creating a political contradiction between free and slavery at the heart of United States society.” [Uses evidence from Document 1 to support an argument about the contradiction of slavery in United States society despite revolutionary ideas about freedom] [Document 4]: “Mathew Carey’s concerns about the Civil War over the admission of Missouri as a state showed that well before the outbreak of the Civil War, the growth of slavery produced tensions within the United States that endangered the unity of the republic.” [Uses evidence from Document 4 to support an argument about the threats to national unity in American society produced by the growth of slavery]
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 [Continued]	Evidence beyond the 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.
	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 institution of slavery shaped United States society between 1783 and 1840. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Northern gradual emancipation - Constitutional compromises on slavery [e.g., Three-Fifths Clause, Fugitive Slave Clause] - Northwest Ordinance of 1787 / Southwest Ordinance of 1790 - Banning of international slave trade in 1808 - Missouri Compromise - Lowell mills/rise of Northern textile industry - Eli Whitney/cotton gin - Cotton/plantation economy “Peculiar institution”/southern regionalism - Slavery as “positive good” - Nullification crisis - Gag rule <i>Amistad</i> case - Slave insurance - Internal slave trade - Rebellions by enslaved people [e.g., Gabriel Prosser, Denmark Vesey, and Nat Turner] - Abolitionism - Underground Railroad - Sojourner Truth - Angelina and Sarah Grimké Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“The debates over tariffs during the Nullification Crisis, revealed the growing divide in United States society between the plantation economy in the South, which depended on slavery and opposed high tariffs, and the industrial economy North, which developed manufacturing and supported tariffs to protect against foreign competition.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth plantation economy in the South contributed to sectional divisions in United States society]

		• <i>“The increasing use of slave insurance in the South as slavery grew, often provided by northern businesses, showed that slavery helped create a national economy that linked all parts of United States society.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth of slavery contributed to increased regional connections within United States society]
	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 [0-2 points]	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.
	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 "The point of the drawing in Document 7 is to show Americans that slavery was bad." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "In Document 4 the minister said that slavery was fine with him."	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 2]: <i>"Banneker's perspective as a free African American, through his appeal to American Revolutionary ideology, showed that African Americans personally understood the contradiction between the nation's founding ideals and the persistence of slavery, and they sought to point this out as a strategy for promoting antislavery."</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses activism by African American against slavery] Example of acceptable explanation of the relevance of the author's purpose: [Document 5]: <i>"Garrison's purpose of shaming northerners for their connections to slavery showed that the North benefited from slavery and not just the South."</i> [Provides sourcing regarding the purpose of the document relevant to an argument that addresses the influence of slavery on both northern and southern society] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 1]: <i>"The situation of Cushing's court decision, as he sought to apply the principles of the American Revolution to the new government of Massachusetts, showed the early beginnings of a divide between the North and South as northern states began to abolish slavery and southern states continued the institution and later grew it."</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses the origins of sectional divisions in United States society over slavery] Example of acceptable explanation of the relevance of the audience: [Document 4]: <i>"The members of the Baptist Church in the South who were Furman's audience showed that there was widespread disagreement in United States society over the meaning of basic ideas about liberty and religious principles, as some Americans using religious principles to defend slavery."</i> [Provides sourcing regarding the audience of the document relevant to an argument that addresses how slavery divided United States society over ideas about liberty and religious values]

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 through sophisticated argumentation and/or effective use of evidence.
	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 complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the growth of slavery led to political tensions within United States society through debates over the westward expansion of slavery. The response then extends this argument through a discussion of the ways that economic development during the first half of the 1800s broke down along regional lines—with industrialization in the North and plantation agriculture in the South—and had a direct relationship to the institution of slavery. [Explains relevant and insightful connections across geographical areas] - A response may argue that the growth of slavery led to the development of different regional cultures in the United States. The response complicates this argument with a nuanced discussion of the ways that slavery bound the country closer together economically. [Explains multiple themes] - A response may argue that American revolutionary ideas about natural rights and liberty led many Americans to change their ideas about slavery to support abolition. It then qualifies its argument with evidence that racial ideology continued to justify discrimination and inequality in the United States despite the influence of the American Revolution. [Explains both continuity and change]
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. William Cushing, <i>Quock Walker v. Nathaniel Jennison</i> court decision, 1783	- Describes legal reasoning for emancipating enslaved person Quock Walker - Declares that the principles of the new Massachusetts state constitution dictate the end of slavery in the state	- Revolutionary ideas about natural rights and liberties led some Americans to begin to oppose the institution of slavery. [situation] - Cushing sought to interpret how the revolutionary principles of the Massachusetts state constitution applied to the existing institution of slavery, determining that it must end. [purpose]
2. Benjamin Banneker letter to Thomas Jefferson, 1791	- Seeks to equate the situation of enslaved people in the United States to the situation of Americans when they were in the British empire - Chastises Jefferson for not applying the revolutionary principles he declared in 1776 to the situation of enslaved people	- Some Americans appealed to racial ideology to justify the continuation of slavery despite the principles of liberty espoused during the American Revolution. [situation] - As a free African American in a skilled profession, Banneker sought to use the principles of the United States to show that free African Americans were equal to White Americans and that slavery should end. [point of view]
3. Mathew Carey, <i>Considerations on the Impropriety and Inexpediency of Renewing the Missouri Question</i> , 1820	- Describes sectional conflict between the North and South over the westward expansion of slavery - Argues that Americans should not agitate against slavery to maintain national harmony	- Carey sought to encourage Americans to prioritize national unity over activism against slavery. [purpose] - As the United States expanded west of the Mississippi River, debates arose over where slavery should exist. [situation]
4. Richard Furman, <i>Exposition of the Views of the Baptists</i> , 1823	- Claims that antislavery activists are ignorant of the threat of slave rebellion - Argues that slavery is morally supported by Christian religious beliefs, despite the contrary claims of abolitionists	- The growth of slavery in the southern United States provoked the development of an abolitionist movement in the North and moral arguments against slavery. [situation] - Furman developed arguments that Southern church members could use in defense of the institution of slavery. [audience]
5. William Lloyd Garrison, <i>Genius of Universal Emancipation</i> newspaper article, 1829	- Describes the involvement of a Massachusetts ship owner in trafficking enslaved people - Argues against Northern participation in slavery through the domestic slave trade	- The domestic slave trade was a major contributor to the growth of slavery in the United States after the end of the international slave trade and involved some financial support from northern businessmen. [situation] - Garrison sought to inform Massachusetts readers of the actions of this ship owner so as to shame him among his fellow citizens. [audience]
6. Jarena Lee, <i>Religious Experience and Journal of Mrs. Jarena Lee</i> , 1836	- Describes participation in an antislavery society meeting - Connects Christianity to the antislavery movement	- By the middle of the nineteenth century a growing free African American population in the North led to an expanding antislavery movement. [situation] - Lee use religious justifications to explain why slavery was immoral and why her faith and work in the antislavery movement would be successful. [point of view]

7. American Anti-Slavery Almanac image, 1840	Depicts an enslaved man breaking the chains of the slave state only to be chained by a figure representing the free state	- The image criticizes the passage of a law that allowed enslaved people to be brought into New York state. [point of view] - Northern abolitionists gained increasing support for their cause in response to laws and court rulings that strengthened slavery. [situation]
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Question 2: Long Essay Question, European and Native American Competition**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 relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.

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>“Many factors caused competition between Europeans and Native Americans in the period from 1500 to 1763.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Native Americans controlled land in North America before Europeans arrived.”</i> Provide a claim that is not historically defensible <i>“A European policy of assimilating Native Americans through boarding school education and associating land claims to individuals rather than tribes led to competition between the two groups.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. 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>“Europeans and Native Americans fought over cultural differences, land expansion, and resources. However, the most significant cause of competition was cultural misunderstanding since differences in organization justified wars between Europeans and natives.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Trade alliances and encroachment on Native lands led to increasing competition with European colonists.”</i> Establish a line of reasoning <i>“Native Americans and Europeans fought over land.”</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.	Responses that earn this point: Accurately describe a context relevant to conflict among Europeans and Native Americans from 1500 to 1763.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Enlightenment ideas inspired many American colonists to seek independence from England."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Europeans and Native Americans both wanted to live in the ways that they wanted to in North America."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Precontact Native American lifeways - European motives for exploration - Columbian Exchange - Protestant Reformation - Intra-European competition - Transatlantic trade Example of acceptable contextualization: <i>"The Columbian Exchange introduced new diseases into North America against which Native Americans had no immunity, reducing the Native American population and making it difficult for them to compete with Europeans."</i> <i>"The Columbian Exchange brought new diseases to the Americas."</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 <i>"Native Americans were divided over whether to support the Americans or the British in the Revolutionary War."</i>			
Responses that earn 1 point: - Identify at least two specific historical examples relevant to conflict among Europeans and Native Americans from 1500 to 1763. Examples of evidence that are specific and relevant include the following [two examples required]: - Early European explorers [e.g., Columbus, Cabot, Champlain] - Spanish conquests [e.g., Mexico, Peru] - Encomienda system - Spanish Mission system - Early English settlements [e.g., Jamestown, Plymouth] - Treaties/alliances between Europeans and Native Americans [e.g., the British and Haudenosaunee [Iroquois] and the French and Wyandot [Huron] - Plantation agriculture - French and Dutch fur trade - Intermarriage [often French] - Pueblo Revolt / Popé's Rebellion [1680] - Anglo-Powhatan Wars [circa 1609–1646] - Pequot War [1636–1638] - Metacom's War [King Philip's War] [1675–1678] - Yamasee War [1715–1717] - Pontiac's War [1763–1764] - Seven Years' War [1754–1763] Example of a statement that earns one point for evidence: <i>"The Haudenosaunee were generally allied with the British while most Native Americans in the Great Lakes region, such as the Wyandot, were allied with the French."</i>			
Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. Examples that successfully support an argument with evidence: <i>"The Iroquois were generally allied with the British government to protect their sovereignty from the perceived threats of the French and of unruly settlers. The French used alliances with Native Americans to restrict the growth of the British empire in America."</i> [Uses evidence to support an argument about alliance systems and the balance of power between empires] <i>"Spanish mistreatment of Native Americans through the encomienda system and the suppression of traditional religious practices led to large- and small- scale acts of resistance like the Pueblo Revolt."</i> [Uses evidence to support an argument about Native American resistance to European incursions] <i>"Pontiac's War resulted from efforts by Native Americans to protect their territories from European settlers moving west after Great Britain won the Seven Years' War."</i> [Uses evidence to support an argument about how settlers' western movement into Native American lands created conflict]			
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	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: May include evidence but offer no reasoning to connect the evidence to an argument <i>“The Pueblo Revolt happened in 1680.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. 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 European efforts to establish commercially successful crops led them to claim increasing amounts of land and engage in competition with Native Americans. - Explaining similarities and differences between the Pequot War and Metacom’s War. Example of acceptable use of historical reasoning: “As tobacco production for export to England expanded in Virginia, English colonists sought to seize more land, which caused more conflict with Native Americans, such as the Anglo-Powhatan	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 cultural misunderstandings were the main reason for conflict between Native Americans and Europeans. It then draws connections between cultural misunderstanding leading to violence in New Mexico and New England in the 1600s. [Explains relevant and insightful connections across geographical areas] - A response may argue that desire for economic and political gain led to varying levels of conflict and cooperation during the period between and amongst Europeans and Native Americans. It supports the argument by explaining the political gains sought by Native allies of Spanish conquistadors in Mexico, the desire for land that caused wars between the English in New England and Native peoples, and the

		Wars.” [Indicates a cause of conflict between Europeans and Native Americans]	economic gain through the fur trade that led to French alliances with Native Americans. [Explains multiple causes] • The response argues that most interactions between Europeans and Native Americans involved political conflict over land. It then qualifies the argument with evidence about extensive economic cooperation between Europeans and Native Americans through commerce, such as the fur and firearms trades. [Explains multiple themes]
	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, Growth of National Culture, 1800 to 1848**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 relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

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 relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. 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>"A national culture grew in the United States between 1800 and 1848."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"The Hudson River School encouraged the painting of landscapes."</i> Do not respond to the prompt <i>"The American Revolutionary War created a new nation."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"During the first half of the nineteenth century, Americans gradually developed more of a national culture. Although regional identities continued to define many Americans, many people also saw themselves as being members of one nation due to the expansion of voting rights for White men and the emergence of distinctly American literary and cultural movements."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"The U.S. was developing a unified national culture by embracing the ideals of the founding documents, individuality, and voting rights."</i> Establish a line of reasoning <i>"Economic growth contributed to the growth of a national culture."</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.	Responses that earn this point: Accurately describe a context relevant to the growth of a national culture in the United States from 1800 to 1848.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The experience of fighting together in the Second World War helped bring Americans together and fostered a national culture."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Because they lived in the United States, Americans had a lot in common and developed a national culture."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Development of colonial regions - Anglicization during the colonial era - American Revolution - Declaration of Independence - Constitutional Convention - Federalism - Napoleonic Wars - Civil War - Chinese Exclusion Act - Immigration from southern and eastern Europe Example of acceptable contextualization: <i>"Cultural diversity in the United States started during the colonial era when different colonial regions, such as the northern and southern colonies, developed different regional cultures due to differences in the Europeans who settled there and their relationship to slavery."</i> <i>"Americans debated about the power of the federal government during the founding."</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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to the growth of a national culture in the United States from 1800 to 1848.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“Mark Twain’s novel The Adventures of Huckleberry Finn is often considered one of the defining works of American literature.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Market revolution - Rise of political parties [e.g., Democrats v. Whigs] - The Second Great Awakening - Romanticism - Louisiana Purchase - Manifest Destiny - War of 1812 / <i>Star-Spangled Banner</i> - Era of Good Feelings - National Road / Erie Canal - Henry Clay / American System - Literary figures [e.g., Irving, Poe, Emerson, Fuller] - Jacksonian America/Era of the “Common Man” - Church of Jesus Christ of Latter-day Saints [Mormons] - Southern regional culture - Slave revolts [e.g., Prosser, Turner, Vesey] - Declaration of Sentiments Example of a statement that earns one point for evidence: <i>“The War of 1812 was fought between the United States and the British, and the ‘Star-Spangled Banner’ was written during it.”</i>	Examples that successfully support an argument with evidence: <i>“The ‘Star-Spangled Banner,’ written during the War of 1812, celebrated American endurance and eventually became the national anthem, a common unifying element in American culture.”</i> [Uses evidence to support an argument about how cultural and literary works helped bring Americans together in a common national culture] <i>“Nat Turner’s Rebellion and the German Coast uprising in Louisiana, illustrates how national culture throughout the period remained fractured along racial lines.”</i> [Uses evidence to support an argument about how the growth of slavery hindered the growth of a common national culture] <i>“The construction of transportation innovations such as the Erie Canal and the National Road helped to physically connect Americans and promoted the growth of a national culture.”</i> [Uses evidence to support an argument about the market revolution and transportation innovation supporting a national culture]
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	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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	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.
	Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>“The Second Great Awakening was a religious revival during the first half of the 1800s.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how literary and artistic developments contributed to the growth of a common American culture. - Explaining how cultural ideas about slavery in the North differed from ideas about slavery in the South. Example of acceptable use of historical reasoning: <i>“Authors such as Washington Irving, Nathaniel Hawthorne, and James Fenimore Cooper all wrote widely read stories and books about aspects of American life. These shared stories, read by</i>	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the most important causes of the growth of national culture were related to economic development. It points to the ways that the West relied on products produced in northern factories and how northern factories relied on the southern cotton. It complicates this by pointing out that an effect of this economic development was cultural fractionalization because of debates over slavery’s expansion. [Explains multiple causes] - A response may argue that a broadly democratic American culture emerged in the first half of the 1800s due to the expansion of voting rights for White men. It then complicates this argument with evidence of the limits on democracy for women, African Americans, and Native Americans during this era. [Explains multiple perspectives]

		<i>thousands of Americans, contributed to the growth of an American national culture.</i>" [Indicates a cause of the growth of a common American culture]	A response may argue that commercialization through the market revolution and the growth of religion during the Second Great Awakening contributed to a common American culture in the first half of the 1800s. It discusses the market revolution and religion as causes of the growth of national cultural in several geographical regions, including the movement of the Church of Jesus Christ of Latter-day Saints from the Burned-over District in the North to the West and the economic links between the North and the South through industrialization and cotton plantation agriculture. [Explains relevant and insightful 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 4: Long Essay Question, Movements for Social Change 1945 to 1980**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 relative importance of the effects of movements for social change from 1945 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 relative importance of the effects of movements for social change from 1945 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 rise of movements for social change in the period from 1945 to 1980 had many effects."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"The rise of movements for social change in the period from 1945 to 1980 had social, political, and economic effects."</i> Provide a claim that is not historically defensible <i>"The rise of movements for social change from 1945 to 1980 led to fewer political rights for African Americans."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"Social change movements during the second half of the 20th century created significant effects in American society. While the Civil Rights and student movements promoted social change, an important effect was also that conservatives sought to advocate against some changes and for traditional values and ways of life."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Movements for social change in the United States had several successes, the most important of which was greater social equality for women and people of color."</i> Establish a line of reasoning <i>"As a result of the Civil Rights movement many groups gained political rights."</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.	Responses that earn this point: Accurately describe a context relevant to movements for social change from 1945 to 1980.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The ideas of the Enlightenment provided a context that shaped post-Second World War movements for social change.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“Economic changes that characterized American life in the post-Second World War era helped prompt the rise of movements for social change.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Jim Crow/Segregation - Nineteenth Amendment - Roaring Twenties Great Depression - Second World War - Cold War - Red Scare - Globalization - Deindustrialization Example of acceptable contextualization: <i>“The African American Civil Rights movement responded to the Jim Crow racial segregation that pervaded American life since the late nineteenth century.”</i> <i>“The Second World War helped get the U.S. economy out of the Great Depression.”</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 "W. E. B. Du Bois helped establish the NAACP."	Responses that earn 1 point: - Identify at least two specific historical examples relevant to movements for social change from 1945 to 1980. Examples of evidence that are specific and relevant include the following (two examples required): <i>Brown v. Board of Education of Topeka</i> - Martin Luther King, Jr. - Rosa Parks - Civil Rights movement - Civil Rights Act of 1964 - Voting Rights Act of 1965 - Black Panther Party - Lyndon Johnson - Great Society - Chicano movement - César Chávez - American Indian Movement [AIM] - Counterculture - Richard Nixon - Southern Strategy - Feminist movement - National Organization for Women [NOW] <i>Roe v. Wade</i> - Equal Rights Amendment [ERA] - Phyllis Schlafly - Students for a Democratic Society [SDS] - Antiwar movement - Beatniks - Rachel Carson - Ralph Nader	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the relative importance of the effects of movements for social change from 1945 to 1980. Examples that successfully support an argument with evidence: "<i>The ideals of Students for a Democratic Society, as expressed in the Port Huron Statement, helped establish a new model for political activism.</i>" [Uses evidence to support an argument about the rise of student political activism] "<i>The Stonewall riots marked a transition in which gays and lesbians became more visible and politically active.</i>" [Uses evidence to support an argument about the growth of LGBT rights movements] "<i>The American Indian Movement's occupation of Alcatraz increased the prominence of demands for Native American rights.</i>" [Uses evidence to support an argument about the influence of civil rights activism on Native American activists]

	• Student Nonviolent Coordinating Committee [SNCC] • Southern Christian Leadership Conference [SCLC] • Stonewall riots • Young Americans for Freedom • Ronald Reagan Example of a statement that earns one point for evidence: • <i>"The Civil Rights Movement saw major victories in the mid-1960s with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965."</i>	
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	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 <i>"The Equal Rights Amendment was not ratified."</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the effects of movements for social change from 1945 to 1980. 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 African American Civil Rights movement contributed to an expansion of civil and voting rights. - Explaining similarities and differences between the student movements of the 1960s and the African American Civil Rights movement. Example of acceptable use of historical reasoning: <i>"Actions by the African American civil rights activists contributed to the passage of the Civil Rights Act of 1964, which outlawed racial segregation in the</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 multiple movements caused change the nature of political activism. It discusses how African American activist won greater civil rights, women's rights activists influenced new gender norms for women in public life and the workplace, student activists rejected the values of earlier generations, conservative activists helped grow the New Right. [Explains multiple causes] - A response may argue that the African American Civil Rights movement helped cause a significant expansion of rights and reduction of segregation. It then qualifies that argument with evidence that segregation persisted and that full equality was not achieved during this era. [Explains both continuity and change]

		<i>United States.</i> " [Indicates an effect of the African American Civil Rights movement]	The response argues that the student movements of the 1960s led to important changes in society such as growing freedom of speech. It then argues that the most important effect of movements for social change at this time was the emergence of a new conservative movement that eventually led to the rise of Ronald Reagan. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]
	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: 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

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- (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.	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 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>	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 (0-1 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 the definitions of United States citizenship changed from 1865 to 1920.
	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>	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): “In Document 1 Sojourner Truth wants rights for women too.” (Document 6): “Document 6 says that Puerto Ricans are citizens of the United States.”	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): “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.” (Uses evidence from Document 1 to support an argument about how many Americans called for expanding citizenship after the Civil War) (Document 6): “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.” (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 (0-2 points)	Sourcing	
	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. 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."	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. 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.”</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.	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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.	Responses that earn 2 points: Use at least two specific historical examples 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 do not earn points: Provide evidence that is outside the time period <i>"Puritans seeking religious freedom established a colony at Plymouth Bay."</i>	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 <i>Common Sense</i> - 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 Example of a statement that earns one point for evidence: <i>"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."</i>	Examples that successfully support an argument with evidence: <i>"The British government sought to increase taxes in order to pay for the Seven Years' War, which made colonists angry."</i> (Uses evidence to support an argument about an economic cause of the revolution) <i>"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."</i> (Uses evidence to support an argument about how colonists' responses to British actions changed) <i>"Colonial smuggling of taxed goods increased British efforts to control it, which encouraged more consistent efforts by the colonists to organize resistance."</i> (Uses evidence to support an argument about cause and effect of British actions in the colonies)
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 <i>“The First Great Awakening influenced religious change in British colonies.”</i>	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. 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: <i>“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.”</i> (Indicates an effect of changing British policies on colonial attitudes)	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 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 (0-1 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 debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.
	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>	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: <u>Identify at least two specific historical examples</u> 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 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 <i>McCulloch v. Maryland</i> - Supremacy of federal law <i>Gibbons v. Ogden</i> - 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 Example of a statement that earns one point for evidence: <i>"Henry Clay supported using federal funds to construct internal improvements like canals and roads through the American System."</i>	Responses that earn 2 points: <u>Use at least two specific historical examples</u> 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 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.	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.	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.
	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>	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)	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 <i>“Civil rights activists became more influential during the period 1940 to 1980.”</i> Do not focus on the topic of the prompt <i>“The African American civil rights movement inspired other groups to demand rights, including Asian Americans, Latino Americans and LGBTQ+ Americans.”</i> Provide a restatement of the prompt <i>“Civil rights activism contributed to changes in government action between 1940 and 1980.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“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.”</i> Establish a line of reasoning with analytic categories <i>“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.”</i> Establish a line of reasoning <i>“Civil rights activism forced the government to protect civil rights between 1940 and 1980.”</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.	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 that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Prior to 1940, U.S. Foreign policy was shaped by debates about the merits of isolationism."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"As a result of new economic opportunities, the lives of many African American people were rapidly changing."</i>	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 <i>Plessy v. Ferguson</i> - 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: <i>"During Reconstruction, the federal government had short-term successes in defending African Americans' civil rights, but ultimately Reconstruction failed."</i> <i>"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."</i> <i>"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."</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 (0-2 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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.
	Examples that do not earn points: Provide evidence that is outside the time period "African American cultural influence increased during the Harlem Renaissance."	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."	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.	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.	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.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Activists protested segregation.”</i>	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: <i>“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.”</i> (Indicates differences in government actions as a result of civil rights activism)	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.		