

Sample SA-1A

Your teacher will direct you to fill in the circles for your 6-digit school code, and the 4-digit form code that is printed in the lower right corner on the front cover of your test booklet. Please ensure that you grid the numbers correctly on this answer sheet. You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil.

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 1

In the 1790s the Federalist Party and Democratic Republican Party merge as a clash of interests. The Federalist party supported merchants and industrialism while the Democratic Republicans supported yeoman farmers. However at this time period, most people could not vote. The requirement was that only males with property can vote which denied many people the opportunity to voice their opinions. Most people at that time were not property owners. On the other hand, the emergence of Democrats and Whigs represented the beginnings of a Democracy. During this period, suffrage was given to all white males that were adults. This allowed the common man to be able to influence the government much more that he could before. Hence Andrew Jackson was called the people's man. It was also at this time, the number of voters sharply rose.

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Sample SA-1C

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Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 1

a) In the 1790s, the Anti-Federalists rose up against the Federalists, who believed in a strong national government of the United States. Democracy is by definition, an increased public participation in government. This clearly shows more participation in the United States government because the Anti-Federalists who disagreed with the Federalists stood up to support their belief in states having individual rights, debts, and laws. This piece of evidence is shown by the Bill of Rights, which some thought was necessary.

b) Development of voluntary organizations to promote social reforms between the 1820s and the 1840s wasn't as persuasive as the one I chose because I wasn't sure if that included the labor unions, such as AFL and Knights Labor.

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## 2014 Practice Exam Scoring Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

### Section I, Part B

#### Short Answer Question 1 Commentary

##### Overview

This question instructs students to consider which one of three possible developments represents the true beginnings of democracy in the United States, write in support of their choice, cite a piece of historical evidence that supports their choice, and write an explanation of why their choice is more compelling than the others provided. The question primarily assesses student understanding of events from Period 4 (1800–1848), the theme of Politics and Power, and the historical thinking skill of periodization.

##### Sample: SA-1A

###### Score: 3

This response is a strong answer to all three parts of the question, analyzing the limits to democracy in the 1790s and investigating the spread of democracy in the 1830s. The response uses an unusual organizational technique, answering Part B before Part A. Rather than hindering the accuracy of the response, this technique enhances it.

##### Sample: SA-1B

###### Score: 2

In Part A, this response effectively analyzes democracy in the 1790s with good supporting detail. However, the analysis of Part B (why the 1830s is not as persuasive as an exemplar of the spread of democracy) is too weak to earn a point: “lop-sided elections” and “less choices” are unclear as supporting examples or explanations.

##### Sample SA-1C

###### Score: 1

This response is confused and mostly incorrect, but it earns one point for properly using one reliable piece of evidence (the Bill of Rights).

Sample SA-2A

PAGE 2

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 2

The image portrays a positive view on citizenship. It shows a black man standing with white men actively participating in voting, the important responsibility of citizenship. Blacks are now virtually equal to whites because they are able to vote and perform duties as a citizen.

The fifteenth amendment of the constitution gave African-Americans the right to vote. The fifteenth amendment would allow all black males to conduct their responsibility as citizens to elect people to office.

Although the fifteenth amendment was supposed to allow African-Americans to vote, states still tried to stop them from doing so.

One example of this is using literacy tests to stop illiterate blacks from voting. The tests given to blacks were usually much more difficult than the tests given to whites.

## Sample SA-2B

PAGE 2

Use a blue or black pen only for the free-response section. Do not write your name.

## QUESTION 2

The political cartoon clearly depicts many hardworking African Americans lining up to finally use their right to vote. The ~~white man at~~ African American men seem proud of their ability to participate in politics, whereas the white man at the booth seems to be angered by the participation of African American men in politics as he glares at the African American man voting. One outcome of the Civil War that led to the historical change depicted in the image was the obtaining of political rights for African Americans. This right to vote was often challenged by literacy tests, as African Americans were ~~not allowed to vote, and by~~ often illiterate and ~~therefore~~ were not able to pass these tests, preventing them from voting. Therefore, preventing ~~them~~ most of the African American population from voting.

## Sample SA-2C

PAGE 2

Use a blue or black pen only for the free-response section. Do not write your name.

## QUESTION 2

The point of view expressed through the image represents political participation. In the image, you can see that a black individual is given the right to vote. Therefore, he is able to participate in the right ~~to~~ to vote.

One outcome of the civil war that led to the historical change depicted in the image is the ending of slavery. As slavery ended after the Civil War, there were efforts in wanting to give blacks more rights. This would eventually lead to <sup>the</sup> right of voting for black males.

This historical change was challenged between 1866 and 1896. There was a lot of hatred and segregation during this period. White slave owners didn't like the idea of blacks freed from slavery. This would lead to a challenge in trying to end slavery.

## Short Answer Question 2 Commentary

### Overview

This question instructs students to consider the point of view of a historical cartoon about Reconstruction and African American suffrage for one of three possible topics, write a persuasive description of how the cartoon connects to their topic, explain how the Civil War's outcome led to the historical change described in the image, and explain a challenge to that change in the Reconstruction period. The question primarily assesses student understanding of events from Period 5 (1844–1877), the theme of Politics and Power, and the historical thinking skill of use of historical evidence.

### Sample SA-2A

#### Score: 3

This response focuses on citizenship and uses the 15th Amendment and literacy tests effectively as examples. It earns one point for Part A by explaining the artist's point of view about citizenship, and one point for Part B by indicating that the 15th Amendment contributed to this new condition. The response earns one point for Part C by showing how literacy tests were a response to African American voting.

### Sample SA-2B

#### Score: 2

This response earns one point for Part A with an explanation that demonstrates the student's general understanding of the cartoon. The response earns one point in Part C by citing literacy tests as a supporting example. Part B is too general and lacks sufficient historical specificity to earn a point for the section.

### Sample SA-2C

#### Score: 1

This response earns one point for Part B with a general explanation of the persuasiveness of the cartoon. Parts A and C are accurate but their explanations lack adequate specific detail to earn the points.



## Sample SA-3A

PAGE 3

Use a blue or black pen only for the free-response section. Do not write your name.

**QUESTION 3**

While Turner believes the West to be a place of opportunity and simplicity, a place of constant rebirth of American society, Limerick believes it to be a place of conquest and displacement. Someone supporting Turner's interpretation would use the popular idea of the time known as Manifest Destiny. Americans felt that they had a God-given right to expand, and so the West was an opportunity to do so. Anyone who was disillusioned by city-life was captivated by the opportunity and simplicity of the West. Someone supporting Limerick, on the other hand, could mention the constant "Indian Wars" in which Americans fought with Indians to push them off the land. In order to go West, Americans continuously conquered the Indians and pushed them deeper and deeper into the west, displacing so many Indians from the land.

## Sample SA-3B

PAGE 3

Use a blue or black pen only for the free-response section. Do not write your name.

## QUESTION 3

The major difference between Turner's and Limerick's interpretation is that ~~Turner~~ Turner sees American expansion into the west as beneficial. He thinks that at every turn Americans have tamed the land and brought civilization to it. Limerick, on the other hand, sees American expansion into the west, negatively. She feels that at every turn Americans conquered and subjugated minorities. She also feels that they ~~have~~ ~~made~~ ~~viewed~~ ~~the~~ west materialistically. ~~Some evidence~~ ~~was~~ ~~in~~ ~~support~~ Evidence that supports Turner's interpretation is that with American migration to the west a once ~~is~~ empty land became ~~the~~ inhabited. There was an increase in agricultural production as many Americans set out to the west to fulfill their dreams. Evidence that supports Limerick's interpretation of American expansion into the west is the Trail of Tears. When Americans began pushing into the west they constantly overtook ~~and~~ ~~took~~ Native American property. ~~They~~ This eventually led to the Trail of Tears where they relocated several Indian tribes ~~to~~ just so that Americans could have the land.

## Sample SA-3C

PAGE 3

Use a blue or black pen only for the free-response section. Do not write your name.

**QUESTION 3**

- a) One major difference between Turner's and Limerick's interpretations was their view in the significance of the expansion of the American West. Turner believed that the West was of great influence in shaping American society. However, Limerick believed that the expansion overseas was more significant than the westward movement.
- b) Someone supporting Turner's interpretation could use the evidence that the movement of the West stimulated agriculture which bolstered the economy through the Homestead Act and other subsequent acts.
- c) Someone supporting Limerick's interpretation could use the Open Door Policy to argue that overseas expansion ~~to~~ gave more prosperity to America by allowing it to trade with foreign countries (China in this case). International trading allow the U.S. to be of influence to not just its own country but to foreign nations as well.

## Short Answer Question 3 Commentary

### Overview

This question instructs students to read and consider the arguments of two historians on the history of the American West. Students are asked to write a description of one way that the historians' interpretations contrast, provide outside evidence in support of both historians' arguments, and explain how this evidence would be persuasive. The question primarily assesses student understanding of events from Period 6 (1865–1898), the theme of Environment and Geography (Physical and Human), and the historical thinking skill of historical interpretation.

### Sample SA-3A

#### Score: 3

This is a strong response, earning one point for showing an understanding of Turner and Limerick beyond merely quoting them. It also utilizes the examples of Manifest Destiny and Indian Wars effectively as evidence (e.g., the ideas of Manifest Destiny continued into this period), earning the second and third points.

### Sample SA-3B

#### Score: 2

This response elaborates on the fairly common Turner “frontier is good” and Limerick “frontier is bad” arguments effectively enough to earn one point for Part A. Part B is adequate, using agriculture as an example, but Part C is incorrect because the example of the Trail of Tears is outside the time period, and therefore does not earn the point.

### Sample SA-3C

#### Score: 1

This response does not earn a point for Part A because it incorrectly interprets Limerick. Part B uses the examples of agriculture and the “Headstead” Act to earn one point (“Headstead” is inaccurate — should be Homestead — but still given credit). Use of the Homestead Act works even though it was passed in 1863, since the answer is discussing its effects and “subsequent acts.” The response does not earn a point for Part C, because it continues the misunderstanding of Limerick’s message.

## Sample SA-4A

PAGE 4

Use a blue or black pen only for the free-response section. Do not write your name.

## QUESTION 4

A new mass culture emerged in U.S after 1920s & in 1950s as a result of the World Wars that took place before each period. At the end of the, wealth and leisure time increased allowing people to explore consumerism.

b) Both of the mass cultures led to ~~an~~ increased conformity as ~~the people~~ ~~the~~ advertisements promoting products ~~gave~~ ~~people~~ similar at persuaded people into buying popular products.

c) Americans criticized these forms of mass culture through writing. Writers from the Lost Generation ~~in~~ ~~the~~ after WWI & the author of the "Catcher in the Rye" used their stories to criticize the culture of the time.



Sample SA-4B

PAGE 4

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 4

During the 1920s and the 1950s, new ~~for~~ forms of mass culture emerged. One reason for this was music. In the '20s, everyone was listening to jazz and going out dancing. In the '50s rock 'n' roll was huge among the young people. As a result, a cultural rebellion occurred. In the '20s, some women became "flappers." In the '50s, teenagers were dancing provocatively. In the '50s, parents tried to ~~limit~~ stop their children from listening to this music.



Sample SA-4C

PAGE 4

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 4

The new forms of mass culture that erupted in both the 1920's and the 1950's both had to do with large and influential pop media and the culture that it brought along with it - ie. art, music, styles etc. It emerged successfully as entertainment and that is where the new forms made their respective marks. One important similarity in the effects of both of these outbreaks was the way the youth / the younger generation cottoned onto it. It struck a cord with the young and were able to blossom from there and to spread from there.

This, of course, led to some Americans providing a critical response - in the form of mass prohibitions, bannings, and warning against these new forms of mass culture as self-appointed media / cultural guardians.



## Short Answer Question 4 Commentary

### Overview

This question instructs students to consider the causes, effects, and criticism of the rise of mass culture in the 1920s and 1950s. Students must write explanations of one similarity between the causes for the rise of mass culture in both periods, one similarity in the effects of the rise of mass culture in both periods, and an explanation of why some Americans responded critically to mass culture in either period. The question primarily assesses student understanding of events from Period 7 (1890–1945) and 8 (1945–1980), the theme of Ideas, Beliefs, and Culture, and the historical thinking skill of historical comparison.

### Sample SA-4A

#### Score: 3

This response earned one point for Part A by arguing that new mass culture similarly emerged in the 1920s and 1950s because of postwar prosperity. The response earned one point for Part B by further arguing that in both time periods, this mass culture led to an increased conformity reinforced by advertising. It earned one point for Part C by asserting that Americans criticized the new mass culture in one of the periods through literature (the Lost Generation and *The Catcher in the Rye*).

### Sample SA-4B

#### Score: 2

This response does not clearly address the rise of mass culture in the two periods and therefore does not earn any points in Part A. The response earned one point for Part B by arguing that the similarity of both periods was music (jazz in the 1920s; rock and roll in the 1950s) and one point for Part C by citing that a critical response to rock and roll in the 1950s was that parents were trying to prevent their children from listening to the new music.

### Sample SA-4C

#### Score: 1

Part A describes change but does not include specific supportive details that explain why change took place, so it does not earn a point. Part B is somewhat vague but sufficiently addresses the effects of mass culture on youth in both periods to earn a point. Part C shows some understanding of critical responses to mass culture but lacks the necessary analysis and is too vague to earn a point.



## Sample: 1A

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory



Part B — Circle one

2 or 3

After the Civil War, the United States began to prosper because of the Second Industrial Revolution. With this domestic economic prosperity, ~~the~~ the urge to expand overseas spread amongst many Americans. During the late nineteenth and early twentieth centuries, foreign policy became an important debate amongst prominent Americans. While some Americans pushed forward for aggressive ~~foreign~~ foreign policy, others wanted the United States to not get involved in foreign affairs. Politicians, such as William McKinley and Theodore Roosevelt, believed that the prosperous United States should spread its good fortune to other states, such as the Philippines, Cuba and Puerto Rico. They believe imperialism was a good thing for the United States, while others, like William Jennings Bryan and Mark Twain condemned imperialism. They believed it violated American ideals, and that it did not fit with the nation's identity. Advocates argued that the United States served to civilize others, like an international policeman, while opposers argued that the United States should focus more on domestic problems and maintain its traditional identity.

~~The desire to expand came with economic prosperity that is evident~~

Imperialism became a problem during the Spanish American War. In essence, the war really did not need American intervention. Yellow journalism and the supposed attack on an American ship were what led to American intervention. As soon as Americans intervened, the question about the future of these new colonies ~~was~~ arose. Some Americans wanted to fight the war to bring change at home. In particular, African Americans supported the war because they believed it would bring them civil rights (Doc 2). If they fought with white soldiers, if they

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

risksed their lives with white soldiers, then maybe they would be treated like white soldiers. This is what E. E. Cooper argued in *A Colored American*, and his thoughts pushed African Americans to advocate for war. Others advocated for war because they believed the new nations could prosper from American help. Theodore Roosevelt, an aggressive imperialist, criticized anyone who opposed annexation of the Philippines (DOC 5). Before becoming president, he advocated for the United States to "parent" over the Philippines. He ignored the opposition from the Filipinos, something opposers of imperialism would later point out. After becoming president, his views from 1899 were carried over to his foreign policy. He treated the United States as an international police, and advocated for his "Big Stick" policy. This includes his Roosevelt Corollary to the Monroe doctrine, which argued that the United States could and should intervene in Latin American affairs whenever its interests were threatened. Not everyone was happy with this. In fact, Rubén Darío, a Latin American poet, wrote a poem targeting Roosevelt and condemning his big stick policy. José Martí, another Latin American writer, wrote about Latin America coming together to stand up to the United States. Roosevelt, however, ignored them both and spread his ideas around.

Roosevelt was not the only president advocating imperialism. William McKinley did as well, for he was the president who annexed the Philippines. He believed the Filipinos needed the Americans to help them become civilized, that the Filipinos

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

could not govern themselves (Doc. 3). This idea was reflected in some senator's "March of the Flag" speech, which argued that the United States could annex these territories because ~~they~~ these territories weren't fit to govern themselves yet, that uncivilized people did not have the same rights as civilized people. ~~As time~~ As time passed by, the United States had more overseas colonies besides the Philippines, there was Cuba and Puerto Rico. The need for these colonies was advocated by Alfred Mahan a couple of years earlier. He believed that the United States should have colonies for its expanding navy. This navy would protect American interests, and it needed bases, or else it would be like a bird without wings. These bases would be colonies.

Other Americans, ~~however~~ however, were strictly opposed to imperialism. They did not view the U.S. as some international police, and most of them stuck to the ideas expressed in George Washington's Farewell address. They opposed ventures like the Panama canal, and ventures like the United Fruit Co. They opposed the Spanish-American war, and they opposed the idea of the United States becoming an empire. The scholar, William Graham Sumner, was strictly opposed to the Spanish American war. He believed that the United States was following Spain's footsteps, and that the U.S. would eventually lose these territories in the same way Spain did (Doc. 2). Sumner was more worried about problems at home, not the future of other peoples. He believed these colonies would be a problem. Other opposers believed imperialism caused problems at home. Jane Addams believed advocating

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

imperialism was advocating militarism. Within time, ~~After~~ Americans viewed the Spanish-American War as a good thing, but Addams argued that it caused issues at home (Doc. 4). People ~~were~~ openly hated Spaniards and advocated killing them. For Addams, this wasn't what America stood for. Becoming an empire was not the democratic thing to do. How could a just republic be an empire? Presidential candidate William Jennings Bryan argued this idea ~~in~~ in his campaign (Doc. 6). He believed the government could not represent the desires of citizens and ~~the~~ foreigners (from the annexations) equally. The colonies would hurt America's reputation and they would cause problems. Racism was a huge problem at the time, and there was no way that Americans would get along with more races (such as Filipinos) and view them equally. It would bring humiliation. Opposers of imperialism ~~believed~~ <sup>believed</sup> this wasn't the American way. To some, it may have looked like the United States spread the wings of liberty abroad, but some knew that this was not the case (Doc. 7). Mark Twain, for example, frequently opposed annexation of the Philippines ~~for~~ he ~~to~~ knew the U.S. had no right to decide the lifestyles for other peoples. The U.S. was abusing the Philippines at the time, with methods like the water cure. Opposers argued that this wasn't liberty, it wasn't democracy, rather it was an empire that didn't represent the ideals set by the forefathers of the United States. All these conflicting views arose because some Americans grew greedy and they believed that the United States

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>
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Spain to protect its interests. They viewed the U.S. as a nation that needed to supervise "lesser" nations. Opposers argued that this wasn't the case. They believed that if the U.S. were prospering, then that it should prosper at home, not get involved in foreign affairs. In the end, it all came down to views of national identity.

## Sample: 1B

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

Starting in the late 19<sup>th</sup> Century, American views on foreign policy began to undergo a radical change. Since George Washington's farewell address in the late 18<sup>th</sup> Century, Americans had favoured an isolationist, non-interventionist approach to foreign affairs. However, by entering the Spanish American War in the 1890s, the United States largely gave up ~~the~~ these long-held beliefs in favour of a desire to control — and, at least nominally, to better — the people in the colonies it acquired as a result of that war. Although the overwhelming views of that era held that expansionism was right and proper, views began to change in the early 20<sup>th</sup> Century to favour a return to the old ways.

There were a great many viewpoints on expansion in this period, but ~~most~~ <sup>most</sup> of them supported expansion. The most force advocates for it were the political leadership of the Republican party. Even before the Spanish-American War, the Republicans had shown this tendency, through their annexation of Hawaii under President William McKinley (OE). After the war, it was the Republican leadership who ~~continued~~ called for the United States to keep its new colonies as opposed to freeing them. President McKinley himself led the charge for this movement, making the crucial decisions to keep Guam, Puerto Rico, Cuba and the Philippines (3). When McKinley was assassinated by an anarchist in 1901, Theodore Roosevelt became perhaps an even more vocal supporter of expansionism. He argued in no uncertain terms that the Filipino people were unfit for democracy, and that ~~any~~ anyone who disagreed was weak-hearted (5). ~~The~~ ~~Roosevelt~~ expanded this philosophy by staging a rebellion in the Colombian Province of Panama in the early 20<sup>th</sup> Century to gain land for a transcontinental canal, and symbolically broke with Washington by becoming the last sitting President to visit a foreign country after he went to check-up on the canal work (OE). There were ~~also~~ <sup>even</sup> some social activists who felt that conquest would bring continental America closer together (1). There were also, however, a few detractors. The social reformer Jane Addams, better known for

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

①

Part B — Circle one

2 or 3

Championing birth control, noted that the constant culture of violence had made even these 'non-violent' neighbours would experience an increased murder rate — American by the ~~the~~ Latino or Hispanic direction by whites (4). Some scholars ~~also~~ pointed out the irony of lambasting Spanish cruelty while praising "subjugation" of former Spanish colonies (2). But overall, the tide was towards conquest.

By the end of 19th Century, however, many more were seeing the errors of the last century. The Presidential nominee of the opposition Democratic Party, William Jennings Bryan, began using the word 'imperialism' along with others, comparing America's foreign policy to that of the European powers it so desperately wanted to be different from (6). Furthermore, public opinion began to turn against the expansionists after seeing the horrors of the Philippine War, in which about 200,000 Filipinos were killed and a system with many similarities from the ~~Spanish~~ oppressive Spanish 'Reconcentration' system was imposed by the American Army. Satirists ~~looked~~ <sup>mocked</sup> the United States' for once looking itself dangerously, and many began to feel that the loss of happy colonies far outweighed the bene fits (7). After the First World War, expansionism completely died out, replaced by a resolution perhaps even more radical than that which came before it. This change had been reflected, in part, a ~~change from a view~~ <sup>change from a view</sup> of America as a defender of international democracy at all costs to one of an America that should refrain from 'dragging its heels' by delving into foreign affairs. ~~The~~

The debate over expansion has roared on America since the ~~the~~ inception of the nation, and continues to this day. The matter is by no means settled, and probably never will be. The ~~late~~ <sup>late</sup> 19th Century represents a period favouring expansion, ~~is~~ <sup>is</sup> the early 20th, a period rejecting it. The tide of public





## Sample: 1C

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>
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The Spanish American war brought about a slew of questions in the United States. ~~As a~~ The nation was torn between whether it was a supporter of colonialism, or an imperialist like Spain. The overseas expansion of the United States cause controversy because government officials felt it necessary and good to expand, while the people saw no benefit to these imperialist campaigns. As a nation we wanted to seem good and just, spreading liberty and democracy; however, we also wanted to compete with imperialist powers such as Spain.

Government officials saw it necessary to conquer "inferior" nations so that the US could civilize them with the ideas of liberty and freedom. This is seen most clearly in the case of the Philippines, which we conquered from Spain during the Spanish American war. William McKinley explained that ~~the~~ keeping the Philippines would be the only option after the war, he believed there wasn't to govern themselves. (and) There was still a great racial prejudice in the United States, and the ~~the~~ leaders of the nation believed the Filipinos to be inferior savages. This is also reflected by McKinley's successor, Theodore Roosevelt. He believed that the Filipinos may in time be able to govern themselves, but at the moment they needed firm guidance from the U.S. (PAG) He called all those who opposed the plan cowards, because he believed the US should civilize the Philippines.

~~The~~ Some people in the US believed the war had done more harm than good in the US. They believed the war bred barbarism and that expansion would lead to an overreach of the United States' ambitions. June Addams

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

believed that the Spanish American war bred barbarism in the streets of the country. (Doc 4). She believed that the war and the subsequent expansion was causing everyone to behave aggressively and brutally. As a social reformer, she would have wanted to change this. ~~Her~~ Puck magazine held the view that the war was causing the US to overreach. In an issue published in 1904, the cover was an eagle stretching its wings far over the Pacific to the Philippines, and stating "See, but this is an awful stretch!" (Doc 7). As a satirical magazine, their goal would be to criticize the US for expanding so far out of its reach.

This view was also held by many who believed the US was starting to lose Imperialist ambitions. William Graham Sumner believed that the US was using the guise of democracy & liberty so that it could be imperialistic. (Doc 2). He believed that the US's claims that the ~~Spanish~~ Philippines was not fit for self governance was ~~the same as~~ a ploy that made US no better than the Spanish. William Jennings Bryan also mentioned that the US was trying to be imperialistic. He stated a country cannot be an empire and a republic because a republic requires consent of the governed, something an empire does not give. (Doc 6) As someone running for president, he would promise to the people that he would end the new Imperialist policies of the US, and focus

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>
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on the country itself,  
 which time during the country believed  
 colonization of the Philippines was the United States' duty.  
 Those living in the US believed that there was no benefit  
 to this clearly imperialist campaign.

## Section II, Part A

### Question 1: Document-Based Question Commentary

#### Overview

The question asks students to consider how the different ideas of American national identity expressed in the late 19th century affected contemporary debates on U.S. overseas expansionism. Students must read a set of historical documents and then write an essay that contains a plausible thesis, analyzes the documents and explains their relevance to the question, places the documents and the debate into wider historical context, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Period 7 (1890–1945), the theme of America in the World, and the historical thinking skills of historical comparison, historical argumentation, contextualization, appropriate use of historical evidence, and synthesis.

#### Sample: 1A

#### Score: 7

##### A. Thesis (+1 point):

This response earns the thesis point near the end of the first paragraph by explaining how the different versions of American identity used by advocates and opponents shaped their positions and arguments regarding expansionism.

##### B. Analysis of historical evidence and support of argument (+4 points):

This essay achieves one point for including information not found in the documents as evidence in support of the stated thesis, including "big stick" diplomacy and the Roosevelt Corollary. The essay earns all three possible points related to analysis of documents and using documents as evidence. The essay uses all the documents in support of the thesis and correctly extended the analysis of almost every document. The one document it fails to analyze beyond simple use is document 4: while the essay used "militarism" as a reference to Jane Addams' view in document 4, it did not count as extended analysis because "militarism" was given in the document source line.

The essay achieves extended analysis for document 1 by explaining the author's purpose, stating "it would bring them civil rights" and treatment that was "like white soldiers." In the lines preceding the use of document 2, the essay provides the historical context of Washington's Farewell Address. The essay analyzes Theodore Roosevelt's point of view, describing him as an "aggressive imperialist" and further describing his purpose in document 5 as convincing Americans to "parent the Filipinos." The essay provides historical context relevant to document 3 mentioning imperialist senators and the "March of the Flag." The essay successfully contextualizes both documents 6 and 7 by referring to Bryan's arguments as a part of American racism and by citing Mark Twain's position as an example of criticism similar to that of the cartoon in document 7.

**C. Contextualization (+1 point):**

This essay provides numerous examples that earn one point for contextualization, including yellow journalism, Washington's Farewell Address, March of the Flag, the Spanish American War, and racism. Although some of these examples are mentioned in the extended document analysis and context, the response also provides additional examples that are mentioned beyond the document analysis.

**D. Synthesis (+1 point):**

This essay crafts a persuasive argument that earns one point for synthesis. This synthesis point could have been granted either for employing disparate evidence to craft a coherent argument or for using other geographical contexts, as in the reference to Latin American poets.

**Sample: 1B****Score: 6****A. Thesis (+1 point):**

The opening paragraph describes "views" of America and contrasts tradition with newer expansionist "views." The thesis paragraph culminates in the final sentence, which solidifies the thesis and earns the thesis point.

**B. Analysis of historical evidence and support of argument (+3 points):**

This essay achieves one point for including information not found in the documents as evidence in support of its stated thesis; in particular, the essay uses the example of the annexation of Hawaii. The essay uses almost all the documents in supporting its thesis, but falls one extends analysis short of earning the fourth point in this category. The essay extends its analysis of document 3 by stating McKinley's purpose as being a desire to keep the colonies. For document 4, the essay mentions Addams as an advocate of birth control, which provides an implicit context of Addams as a social reformer.

The essay analyzes Theodore Roosevelt's point of view in discussing his expansionist philosophy and by relating the additional historical context of the Panama Revolution. In reference to document 6, the essay relates Bryan's purpose of opposing imperialism to his campaign for president; placing Bryan as a Democratic candidate for president also extends the analysis by providing a historical context. Lastly, the essay does a thoughtful extended document analysis by contextualizing the cartoon in document 7 as a part of a satirical movement that increased isolationism prior to World War I.

**C. Contextualization (+1 point):**

This essay earned the contextualization point more for placing the events within the context of competing political parties and aims of Republicans and Democrats rather than for explaining the documents as responses to events of the Spanish American War.

**D. Synthesis (+1 point):**

In both the introduction and conclusion, the essay extends its argument to other historical periods with relevant commentary, touching on Washington's Farewell Address and later 20th-century debates over expansionism and isolationism.

**Sample: 1C****Score: 3****A. Thesis (+1 point):**

The first paragraph earns the thesis point by presenting competing views of the United States as either a "spreader of goodwill" or an "imperialist like Spain" and treats the debate about expansionism as an issue of identity.

**B. Analysis of historical evidence and support of argument (+1 point):**

This essay provides no relevant information beyond that in the documents and therefore does not earn a point for analysis of outside examples. The essay offers a plausible analysis of six documents in supporting its thesis, which earns one point on the rubric under the category of "analysis of documents."

The essay only successfully extends the analysis of documents 5 and 6. Using document 5, the essay succeeds in describing Roosevelt's purpose as the author, and for document 6, the essay analyzes Bryan's point of view as that of a "candidate seeking votes." For document 4, the characterization of Jane Addams as a "social reformer" does not count because it is given in the source line of the document. If the essay had analyzed at least six documents, it could have earned another two points, or with extended analysis of four or five documents, another point.

**C. Contextualization (+1 point):**

This essay provides appropriate historical context, showing how U.S. debates originated in a contest between competing imperial powers, thereby earning one point.

**D. Synthesis (+0 points):**

This essay did not earn the synthesis point because the conclusion fails to extend the essay into a larger argument. The essay neglects to offer disparate examples, additional categories of analysis, or connections to other geographical regions or historical periods.

## Sample: 2A

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

As sailing ships carried goods across the Atlantic from the old world to the new and vice versa, labor systems in the colonies were changed. Naturally, as the number of people grew in the colonies there was more change than continuity; this was largely due to cost and also a change in the goods produced in the colonies and the desires of the old world for American goods.

The old world craved American furs throughout the colonies' histories. First, the French went deep into the Louisiana and Canadian territories, seeking out beaver and bears. The high demand then persuaded British colonists to go west. This means that men went out in small groups or by themselves in search of unique furs, therefore they formed a system where each man was his own solitary provider and seller. This system of artisan-like labor was a constant throughout the colonies' existence. Early Puritans arrived in Massachusetts in the mid-1600s, and began to farm just enough to provide for their families. The independent subsistence farmer or fisherman defined the agriculture in the North unlike the South which relied on massive amounts of forced labor. Because no food was arriving from Europe, the early northern colonists had to "love" off the land that they settled, but they never mass produced goods because Europe

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

② or 3

required no American food. These systems of solitary  
trappers and subsistence farmers persisted from the  
founding of the colonies through the 1760s.

However, changes in transatlantic trade reshaped  
the South as well as northern industry. Initially,  
the South's labor came in the form of indentured  
servants, and most died before their term was served.  
Eventually though, the servants began to survive and  
because of their survival, the plantation owners  
looked for a new labor source. So as the ex-indentured  
servants went to farm their own small plots of land,  
the plantation owners began the importation of slaves.  
This dramatic shift was caused in part by the mass  
production of tobacco, along with a more substantial  
slave trade. So when demand went up and the opportunity  
for labor that only had initial cost arose, the  
plantation owners took it. As products from the  
Caribbean colonies traveled up the Atlantic coast, some  
northern merchants set out to create massive merchant  
empires based out of New York and Boston. Starting  
much later than the initial founding of the colonies, the  
northern colonies began to build industrial economies,  
causing a shift from subsistence farming to an industrial  
workforce.

As the colonies grew and prospered, and the  
demands for goods changed in Europe, while the



Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>(2)</b> or 3
--------------------------------	--

Caribbean colonies and Africa became exploited, changes were made in who was working where and in what fashion. However much change there was though, it was a constant throughout. The colonies for poor white families to be farming just to feed themselves. And the changes from European indentured servants to slaves didn't disrupt their subsistence farming.

## Sample: 2B

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

In the time period from 1600 to 1763, trans-Atlantic interactions caused many changes and continuities in labor systems in British North American Colonies. One change was that these ~~colonies~~ colonies were beginning to bring in slaves from Africa. One continuity was that these colonies were continuing to bring in indentured servants. During this time period, there would be many changes in the way labor systems were ~~also~~ developed, and it would continue to impact the colonies for many centuries to come.

One change that occurred for labor systems <sup>in British North American colonies</sup> in the time period from 1600 to 1763 was that these colonies were ~~beginning~~ beginning to import slaves from Africa. <sup>the first slaves were brought to America in 1619.</sup> They were discovering that they could bring mass amounts of slaves at a time to the colonies, and that they were also a cheaper source of labor. Plus, they could be traded and sold whenever people needed money or new slaves. This was a huge advantage over indentured servants, which had been used previously. Also, slaves did not have to be kept in the same house as their owner, like indentured servants. All of these advantages made slaves the next best source of labor in the British North American colonies. This decision would bring about radical change for labor systems until the passage of the 14<sup>th</sup> amendment which gave African Americans "equal rights under the law".

One continuity that occurred for labor systems in British North American colonies in the time period from 1600 to 1763 was that these colonies still continued to import

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

**1**

Part B — Circle one

**2 or 3**

indentured servants. Indentured servants had been used for centuries prior to this time period, and people were slightly reluctant to give them up. They provided a more personal type of servitude, than did slaves, and some people greatly enjoyed this. Plus, many people already had ~~and~~ indentured servants and did <sup>not</sup> want or feel the need to buy slaves. Indentured servitude, however, wouldn't last much longer, as eventually, slaves would take over most of the work in labor systems.

So, as one can see, there were many changes and continuities in the British North American colonies in the time period from 1600 to 1763. One change was that these colonies began to import slaves from Africa because they found they were a cheaper source of labor and could be brought over in mass quantity. One continuity was that these colonies still imported indentured servants as they still saw them to be of value to them. However, due to the importation of slaves, slaves would eventually take over all the work of labor systems in America. This change would remain in affect until the passage of the 14<sup>th</sup> amendment, which gave African Americans "equal protection under the law".

## Sample: 2C

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

The trans-Atlantic interactions from 1600-1763 helped bring about many new labor systems ~~and~~ but kept many of the old labor systems the same as well. Without the trans-Atlantic interactions, our country would have not changed for the better as it did and would have always been stuck in their old ways.

The trans-Atlantic interactions brought about one very important new labor system which was slavery. The triangular trade that took place during this time involved slaves from Africa and the West Indies, and traders brought these to the colonies. The southern colonies especially loved these slaves and found great use for them. They put them to work on their large plantations planting and picking cotton and other crops and the slave owners made a large profit off of them. Without these slaves, the amount of crops they produced wouldn't have been possible.

The trans-Atlantic interactions also helped to keep labor systems and the economy the same and stable. With certain crops for the trade being in high demand, the colonies made sure to keep producing these crops and this allowed the economy to stay stable. Since the colonies

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

**1**

Part B — Circle one

**2** or **3**

needed to keep producing these crops,  
they kept their labor systems the same  
in order to produce these crops efficiently.

The trans-Atlantic interactions brought good  
new things to the colonies that really helped the  
colonies. Without these interactions, the colonies  
would have not developed as they did, and therefore  
they wouldn't have thrived as they did.

## Section II, Part B

### Long Essay Question 2 Commentary

#### Overview

This question asks students to consider the causes and degree of change and continuity over time in labor systems in colonial British North America. Students must write an essay that contains a plausible thesis, makes a persuasive argument about the degree and causes of change and continuity in the period, and synthesizes the information to make a larger argument about American history. This question primarily assesses student understanding of events in Periods 2 (1607–1754) and 3 (1754–1800); the theme of Work, Exchange and Technology; and the historical thinking skill of awareness of historical continuity and change over time, historical argumentation, and synthesis.

#### Sample: 2A

##### Score: 6

#### A. Thesis (+1 point):

This essay earns the thesis point. The first paragraph implies a continuity in growth in population while stating clear changes. This idea is fleshed out in the last paragraph of the essay, which states a fully developed thesis that addresses both continuity and change. In the last paragraph, the essay directly addresses continuity in stating, “it was a constant throughout the colonies for poor white families to be farming just to feed themselves” and it also specifies the changes.

#### B. Support for Argument (+2 points):

This essay relates factual historical continuities in the fur trade and various ways in which some colonists supported themselves in a subsistence fashion (farming and fishing) throughout the colonial period. The essay further develops an extensive argument about change in the plantation labor system, from mostly using indentured servants to mostly using enslaved labor. The essay earns two points because of the direct links established between the evidence and trans-Atlantic interactions.

#### C. Application of targeted historical thinking skill (+2 points):

This essay earns two points for applying the historical thinking skill of analyzing continuity and change over time through explanation of historical examples of both continuities (methods of fur traders and subsistence farming) and change (the change to slave labor).

#### D. Synthesis (+1 point):

This essay qualifies for a synthesis point by referencing the Caribbean to make a larger argument about American history. This reference also represents an extra geographical region not explicitly called for by the prompt.

**Sample: 2B****Score: 4****A. Thesis (+1 point):**

In the first paragraph this essay states a clear change by discussing the introduction of slaves into the colonies and a clear continuity by discussing the ongoing importations of indentured servants. The paragraph also links both situations to trans-Atlantic interactions.

**B. Support for Argument (+1 point):**

This essay earns one point for outlining some general factual historical information about servitude (connected to continuity) and slavery (connected to change), but it makes no substantive linkages to trans-Atlantic interactions and describes rather than argues. The essay does not introduce additional historical examples.

**C. Application of targeted historical thinking skill (+1 point):**

This essay earns one point for basic application of the skill of continuity and change over time by describing both a change and a continuity. The essay would have to offer more analysis of the degree and causes of continuity and change by making stronger connections to trans-Atlantic interactions. The essay makes broad, vague generalizations and would need specific supporting examples to earn the second point in this category.

**D. Synthesis (+1 point):**

This essay earns the synthesis point by referencing a different time period by noting the persistence of the slave labor system “until passage of the 14th Amendment, which gave African Americans ‘equal protection under the law.’” While the 13th Amendment might have been the historically preferable reference in terms of ending the slave labor system, the essay still earns the synthesis point for connecting the topic of the essay to a relevant later period or event.

**Sample: 2C****Score: 1****A. Thesis (+0 points):**

This essay merely restates the prompt without introducing anything to indicate specific arguments about trans-Atlantic interactions and continuity and change and therefore earns no point in the thesis category.

**B. Support for Argument (+1 point):**

This essay includes correct historical information (triangular trade, slaves from Africa and the West Indies, and cash crops) pertinent to relevant arguments. However, it does not make clear and consistent connections between this information and the way in which it supports relevant arguments, falling short of clear linkages to the thesis.

**C. Application of targeted historical thinking skill (+0 points):**

This essay does discuss change (slavery) but lacks any discussion of continuity connected to trans-Atlantic exchanges or labor systems. In order to earn one point for applying the skill of continuity and change, the essay must discuss BOTH continuity and change.

**D. Synthesis (+0 points):**

No synthesis point is earned, as the essay does not extend its thesis, introduce an additional category of analysis, or connect its argument to other periods of United States history.



## Sample: 3A

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>
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Prior to World War Two's United States' entry, Americans looked at the rest of the world with disdain, as a horde who wouldn't pay back their debts and started lots of trouble. But after Pearl Harbor, America changed forever, along with her society. America's emergence into the global economy merely confirmed ~~the~~ the heretofore view of Americans, however the exposition into the global economy took away the possibility of isolation and diversified our vocations & population.

United States denizens continued to believe in their superiority as a result of the dominance of the world's economy. After war's industrial giants Japan, Germany, and Britain were covered in rubble and megalith Russia had faced a devastating war in its homeland, Europe's ruins were only renovated as a result of the Marshall plan. Meanwhile after a short recession, America's economy boomed. Its industrial capacity was not damaged but enhanced by the war, allowing it to dominate the world's manufacturing sector. While most citizens had considered themselves superior, the United States dominance provided evidence. This unabated optimism is what allowed the greatest generation to first liberate the world's people and then conquer their markets. Despite the lull of the 70's, American pride can still be called upon in elections, as a candidate stating that we live in the greatest country on God's green earth can still reach the nostalgic soul of our society.

Although U.S. was now the best, it was no longer alone. The greatest advantage America had was being lost, its isolationism.

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

A tool used by the country since Washington to Wilson, a dependence on the global economy reduced its effectiveness. Originally an agricultural economy and then an industrial powerhouse, it relied mostly on its own citizens, a result of the archaic

American system of Henry Clay. But the wide open consumers of the world required the U.S. to grow stupendously & riskily, as more and more of the GNP depended on un dependable foreigners. Most devastating is oil, as after WWI the US was no longer an oil exporter but an importer. Organizations such as OPEC began to hold the United States hostage, as the turmoil in the seventies rocked the social fabric of America resulted from this. The American society could no longer be so independent, we were ~~no longer~~ no longer isolated. Cultural influences from our society spread such as blue jeans but the increase in interaction influenced us as well. Society now had to accept that while the world needed us, the U.S. needed the world, quite the conceptual shock.

Finally, the integration into the world economy diversified the United States' vocations & population. ~~essentially~~ ~~and~~ After World War Two and all the way into the fifties manufacturing reigned supreme in the United States, but the service sector began to take over and even surpass the old industrial giant. By changing to services, more women obtained job opportunities that had never been present before. And as the cheaper workforces emerged in countries such as Mexico, unions saw their numbers plummet. As world trade increased, more immigrants came.

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>
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diversifying the population, by women entering the workforce and leaving the home, this caused social mayhem as the birth rate decreased, divorce sky rocketed, and the foundation of the home was shaken. And without the liberal influence of unions in the service sector, socialism & liberal agendas declined. The loss of manufacturing seemed to do psychological damage to society as well, as "made in china" seems to draw their ire. So by jumping so wholeheartedly into the volatile world economy, drastic societal impacts occurred.

## Sample: 3B

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

The increasing integration of the United States into the World Economy produced many changes in the society of the US from 1945, while maintaining few continuities. The United States's society did not experience many ~~challenges~~ <sup>continuities</sup> during this time, ~~because the~~ other than the fact that its ~~work force was~~ <sup>work force was</sup> still centered around big business industry. However, the nation experienced many changes because of the United States's involvement in the ~~economy~~ <sup>new found</sup> world economy. The United States acted upon a policy of containment when dealing with communism, which led the country to get involved in many international affairs. New forms of communication allowed the people to become more aware of the government's role and the realities of the world. New Treaties were also signed between nations to provide a world market. The ~~states~~ US was involved in multiple changes which occurred after World War II that integrated the country the world economy because of its involvement in world affairs.

The policy of containment was a policy that said the US would attempt to stop the spread of communism. This policy led the US to get involved in Cuba, and Vietnam, ~~and other~~. In Cuba, the United States tried to prevent the Soviet Union from using Cuba as a communist base for its missiles. This ultimately led to several events such as the Cuban Missile Crisis and the US invasion of the Bay of Pigs. The United States, because of its involvement <sup>in economy,</sup> felt responsible to take charge of the spread of communism in Vietnam, so they sent troops trying to prevent the spread into South Vietnam. The United States funded many interventions into other countries to prevent <sup>the</sup> spread of communism because of its new found involvement in the world economy. Thus US changed its policies of attempted isolation before 1945 to being extremely involved in world affairs. This produced a change in the US society because it caused many Americans to be involved in the world affairs, which was

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>
--------------------------------	--------------------------------------

something they previously had not experienced -

Socially, the US also experienced many changes as a result of the country's involvement in the world market. New forms of communication, such as TVs allowed many citizens to know more about the country's international involvement. By 1960, 90% of all US citizens had a TV which they could watch the Vietnam War in action and listen to speeches from the President or other representatives. The TVs broadcasted many things to its ~~entire~~ society, which was a change from the previously isolated and informal citizens. Radios were also big and they conveyed similar messages.

New treaties and organizations also socially affected the United States. NATO or North America Trade Organization was formed ~~later~~ several years after World War II to create a trade agreement between the US, Mexico and Canada. NATO allowed for trade to flow between the countries without restrictions. The US and the USSR signed ~~the~~ an agreement allowing for ~~the~~ large amounts of grain to be shipped to Russia for a price for three years. The United States and Russia also were large competitors in the cold war. Both challenged each other on new space inventions. The USSR first placed the Sputnik into orbit, but the US became the first to land a man on the moon. After the war, the US had a lot of money, which allowed the country to produce many agreements and to sacrifice money to spend in competition. The increasing integration of the United States into the world economy contributed to many changes because the US became much more involved with other countries, which differed from its previous policy of isolationism. The US's society after World



## Sample: 3C

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

From 1945 to present day, the integration of the United States into the world economy maintained the continuity of American consumerism. However, societal change took place after World War II when women and other minority groups alike strived for equality and when the 1960s brought about a "sexual revolution," causing young people to become ~~more~~ less conservative. Therefore, the United States American consumerism continued, but minority groups and the "sexual revolution" of the 1960s brought about societal changes.

American consumerism became affluent, as the average American sought to achieve the "American dream." Families were able to afford more products and the income of many families (notably the middle-class) rose. The employment rate decreased, providing families with jobs and more substantial incomes in order to buy and consume wanted products.

But, after World War II in 1945, ~~women~~ some women decided to stay in the workforce, instead of retaining their domestic duties at home. The fight for equality and eventually given the right to vote with the passing of the Twenty-third Amendment in the 1960s. Also, blacks became more aware of the desegregation in America and fought to defeat it. They too gained the right to life with the passing of the Voting Rights Act of 1965, which abolished poll taxes & literacy tests for blacks. The rise of "black power" in America helped contribute to their cause. It was an idea that blacks would eventually take over, but really, it was a cover-up to retain the political ~~econ~~ and economic gains that they had acquired during the Civil Rights Movement.

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

**1**

Part B — Circle one

**2** or **3**

The "sexual revolution" brought about in the 1960s contributed <sup>the</sup> ~~the~~ ~~to~~ ~~of~~ conservatism in the youth of America at the time. With the invention of the birth-control pill, it was easy for the youth to satisfy their sexual urges. Also, with the "flower children" <sup>of the late 1960s</sup> advocating peace and not supporting the war in Vietnam, many minorities were able to defy the societal rules at the time. The advent of the Free Speech Movement helped young people gain a voice in America by allowing them to express themselves however they chose. The coming of the gays also further contributed to the young people's movement by allowing them to take part in a nation-wide campaign for gay and lesbian rights.

Although American consumerism continued, the minority groups and the generation of the 1960s helped bring about societal change. Women and blacks gained newfound rights and the youth of the 1960s changed the definition of what it meant to be a youth at the time. Both the minority groups and the youth of America greatly contributed to societal change that affected America in a new way.



## Long Essay Question 3 Commentary

### Overview

This question asks students to consider the causes and degree of change and continuity over time in the U.S. economy in the postwar period. Students must write an essay that contains a plausible thesis, makes a persuasive argument about the degree and causes of change and continuity in the period, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Periods 7 (1890–1945) and 8 (1945–1980); the theme of America in the World; and the historical thinking skills of awareness of historical continuity and change over time, historical argumentation, and synthesis.

### Sample: 3A

#### Score: 6

#### A. Thesis (+1 point):

This essay expresses its thesis in the last sentence of the first paragraph, arguing for continuity in Americans' views of the United States as globally "beneficial" and for changes such as the end of "isolation" and newly diversified "vocations" and "population." The essay earns the thesis point on the basis of correctly identifying both continuity as well as multiple changes that grew from the cause given in the prompt (increasing integration of the United States into the world economy). While this identification earns the thesis point, a stronger thesis would have been more explicitly focused on "society." Diversified vocations and population clearly addresses United States society, but continuing views and changes in isolationism in a narrow view might be construed as more ideological categories. In this case, ideology was accepted as an aspect of society.

#### B. Support for Argument (+2 points):

This essay employs a significant amount of specific evidence while maintaining a consistent connection to its arguments in support of the thesis. The amount of information is impressive (e.g., Marshall Plan, immediate post-war recession, emergence from World War II with a stronger manufacturing economy, a 1970s economic "lull," OPEC oil embargo, later growth of service sector, women in new jobs, and the decline of unions). Linkages of the evidence to the arguments are established in the second paragraph, where the essay connects American manufacturing success to reinforcing an American sense of "superiority," and again in the third paragraph, where the essay connects the 1970s oil crisis to teaching Americans the consequences of the end of isolationism.

#### C. Application of targeted historical thinking skill (+2 points):

By analyzing both continuity (in the second paragraph) and change (in the last paragraph) linked to results of U.S. participation in the world economy, this essay earns both points for applying the targeted historical thinking skill of change and continuity over time. The essay provides an analysis of a specific example of historical continuity in the second paragraph, when it states that Americans "... continued to believe in their superiority as a result of the dominance of the world's economy" and mentions evidence of ongoing "American pride" throughout that

paragraph. In the last paragraph, the essay provides evidence of change in the form of women working more in a new service economy.

**D. Synthesis (+1 point):**

In the third paragraph, this essay earns the synthesis point by connecting the argument to relevant history from another era. It references isolationism as a concept that goes back to Washington and Woodrow Wilson, describes the early American economy as agricultural, and links individualism to Henry Clay's American System.

**Sample: 3B**

**Score: 4**

**A. Thesis (+1 point):**

This essay earns the thesis point by arguing in the first paragraph for continuity in the United States workforce that was "still centered around big business industry." The thesis extends into the sentences that follow, making a case that more involvement in world affairs led to "new forms of communication [that] allowed the people to become more aware of the governments role and the realities of the world."

**B. Support for Argument (+2 points):**

This essay earns two evidence points by including relevant evidence and linking that evidence to the thesis. The essay presents evidence for change linked to the thesis, including new forms of communication and media coverage of the Cuban Missile Crisis, and the Bay of Pigs. It then provides extensive treatment of the impact of TV coverage of the Vietnam War. The essay mistakenly employs the acronym NATO (instead of NAFTA), but the section that follows shows a correct understanding of NAFTA and uses "trade agreements" as examples of ways that "the U.S. became much more involved with other countries." The linkage and explanation that followed overcame the initial mistake.

**C. Application of targeted historical thinking skill (+0 points):**

This essay offers no analysis of continuity, and so earns no points for applying the historical thinking skill of analyzing change and continuity over time. An essay must analyze BOTH continuity and change to earn two points in this category.

**D. Synthesis (+1 point):**

This essay earns a synthesis point by connecting the topic of the essay to a historical period not called for in the prompt, thereby connecting the information in the essay to the larger context of U.S. history. In the second paragraph, the essay offers a brief description of the United States before 1945 as "isolationist."

**Sample: 3C****Score: 2****A. Thesis (+0 point):**

This essay presents arguments about continuity and change in the first paragraph that might be considered a thesis. However, the proposed thesis does not earn the point, because it neglects to connect these arguments to increasing integration of the United States with the world economy, which was a task assigned by the prompt.

**B. Support for Argument (+1 point):**

This essay earns a point by including historical information to present relevant arguments. Information about the post-World War II era such as women and African Americans seeking rights, increasing consumerism, women working, and even the sexual revolution were all relevant to changes after World War II. The essay earns only a single point in this category due to a failure to link these changes to the increasing integration of the United States with the world economy. The historical content supports "relevant arguments," but it does not make analytic connections. Therefore, it neglects to support a complete answer to the prompt.

**C. Application of targeted historical thinking skill (+1 point):**

This essay earns one point for describing both historical continuity (American consumerism in the first sentence) and a number of social changes. Only this one point is earned because although the essay accurately described relevant continuity and change, it does not analyze specific examples in terms required by the prompt.

**D. Synthesis (+0 point):**

No synthesis point is earned, as this essay does not extend its thesis, introduce an additional category of analysis, or connect its argument to other periods of United States history.