



# AP<sup>®</sup> United States History

## PRACTICE EXAM QUESTIONS

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Covering periods 6 through 9

Updated Fall 2015

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# Introduction

The practice questions in this publication are provided by the College Board to help teachers prepare students for the AP United States History Exam. This publication includes multiple-choice, short-answer, and long-essay questions, in addition to a Document-Based Question, all addressing content from Periods 6 through 9. An additional publication with similar material for Periods 1 through 5 is also available.

In order to make sure that these questions remain useful for instruction, teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of these questions, teachers should collect all materials after their administration and keep them in a secure location. These questions should not be posted on school or personal websites, nor electronically redistributed for any reason. Further distribution of these materials will disadvantage teachers who rely on uncirculated questions for classroom testing.

## Section I: Multiple-Choice Questions

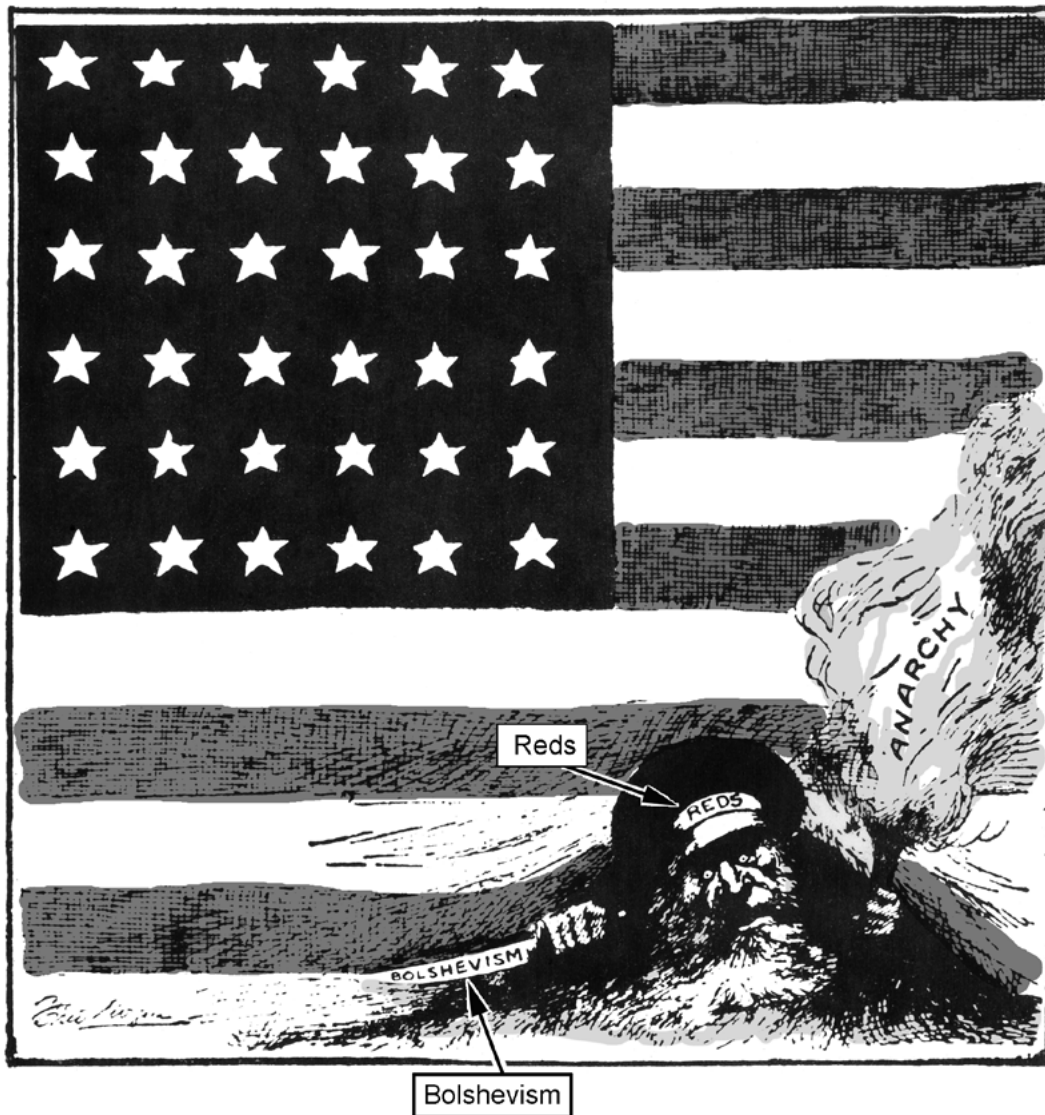
*Questions 1 - 3 refer to the excerpt below.*

“American women are learning how to put planes and tanks together, how to read blueprints, how to weld and rivet and make the machinery of war production hum under skillful eyes and hands. But they’re also learning how to look smart in overalls and how to be glamorous after work. They are learning to fulfill both the useful and the beautiful ideal.”

— *Woman’s Home Companion*, 1943

1. The excerpt was most likely intended to do which of the following?
  - (A) Address the need to contain the Soviet Union through military action
  - (B) Dispel concerns about wartime cooperation between industry and the government
  - (C) Raise questions about the role of the United States in the world
  - (D) Reduce anxieties about wartime mobilization on the home front
2. By the 1950s which of the following most contributed to the continuation of the “beautiful ideal” for women?
  - (A) The anxieties caused by the Cold War
  - (B) The rise of suburban housing developments
  - (C) The increased educational opportunities for both sexes
  - (D) The shift from a manufacturing to a service economy
3. The excerpt best serves as evidence of which of the following trends during the 1940s?
  - (A) Women’s widespread support for an equal rights amendment
  - (B) Growing challenges to civil liberties
  - (C) New technological and scientific advances
  - (D) Enhanced opportunities for women

Questions 4 - 6 refer to the 1919 image below.



The Granger Collection, New York

4. The concerns expressed in the image contributed most directly to
- (A) restrictions on Chinese labor
  - (B) government repression of radicals
  - (C) international conferences to promote arms reduction
  - (D) military intervention in the Caribbean and Latin America

5. The sentiments expressed in the image helped prompt Congress to take which of the following actions in the 1920s?
- (A) Instituting new military service requirements
  - (B) Establishing restrictive immigration quotas
  - (C) Recognizing labor unions and collective bargaining rights
  - (D) Creating tough mandatory sentencing guidelines in criminal cases
6. Which of the following United States actions taken after the Second World War most directly reflects a continuation of the concerns expressed in the image?
- (A) Criticizing decolonization in Africa and Asia
  - (B) Expanding individual freedoms through Supreme Court decisions
  - (C) Suppressing dissent through measures such as loyalty oaths
  - (D) Developing atomic weapons

**Questions 7 - 10 refer to the excerpt below.**

“What began as a protest movement is being challenged to translate itself into a political movement. It is now concerned not merely with removing the barriers to full *opportunity* but with achieving the fact of *equality*. From sit-ins and freedom rides we have gone into rent strikes, boycotts, community organization, and political action. As a consequence of this natural evolution, the Negro today finds himself stymied by obstacles of far greater magnitude than the legal barriers he was attacking before: automation, urban decay, *de facto* school segregation.”

— Bayard Rustin, “From Protest to Politics,” 1965

7. The excerpt was written most directly in response to which of the following?
- (A) The racial desegregation of the United States military
  - (B) The emergence of a distinctive African American arts and literature during the Harlem Renaissance
  - (C) The development of a counterculture that rejected many of the values of the previous generation
  - (D) The success of the Civil Rights movement in achieving legal and legislative victories
8. Statistics on which of the following could best be used to support the argument made in the excerpt?
- (A) The percentage of African Americans registered to vote by year
  - (B) The incomes of African Americans as compared to those of White people by year
  - (C) The number of African Americans holding political office by year
  - (D) The incidences of lynching by year
9. The Civil Rights movement’s shift in focus described in the excerpt most directly contributed to
- (A) more concentration on problems in the South
  - (B) greater use of nonviolent demonstrations as a protest tactic
  - (C) increased divisions among activists over strategies and goals
  - (D) growing cooperation with feminist groups
10. The activism described in the excerpt most directly helped inspire renewed social and political activism by
- (A) American Indians
  - (B) labor unions
  - (C) environmentalists
  - (D) military veterans



**Questions 11 - 14 refer to the excerpt below.**

“The central task of the New Deal . . . might be either social reform in a restored economy, or political stabilization in a disintegrating society, or, most likely and most urgently, economic recovery itself. . . . In fact, these three purposes—social reform, political realignment, and economic recovery—flowed and counterflowed throughout the entire history of the New Deal. . . . Perhaps precisely because the economic crisis of the Great Depression was so severe and so durable, Roosevelt would have an unmatched opportunity to effect major social reforms and to change the very landscape of American politics.”

— David M. Kennedy, historian, *Freedom from Fear: The American People in Depression and War, 1929–1945*, published in 1999

11. Which of the following historical evidence could best be used to support Kennedy’s argument in the excerpt?
  - (A) The passage of legislation providing unemployment insurance
  - (B) Attempts by the United States to remain isolated from international conflicts
  - (C) The strong influence of White southerners on New Deal legislation
  - (D) Efforts by the government to discourage women from holding paid jobs
  
12. The “political realignment” described in the excerpt contributed most directly to the
  - (A) increase in the power of local and state governments
  - (B) new influence of money from independent political action committees on electoral campaigns
  - (C) emergence of a Republican voting bloc among evangelical Christians in the South
  - (D) greater identification of working-class communities with the Democratic Party
  
13. Which of the following most strongly sought to limit the scope of New Deal actions described in the excerpt?
  - (A) Organizations of older Americans
  - (B) Radicals such as members of the Communist Party
  - (C) Conservatives in Congress and on the Supreme Court
  - (D) African American groups such as the National Association for the Advancement of Colored People (NAACP)
  
14. The New Deal drew most directly on which of the following earlier sets of ideas?
  - (A) Abolitionism
  - (B) Populism
  - (C) Progressivism
  - (D) Social Darwinism

Questions 15 - 18 refer to the table below.

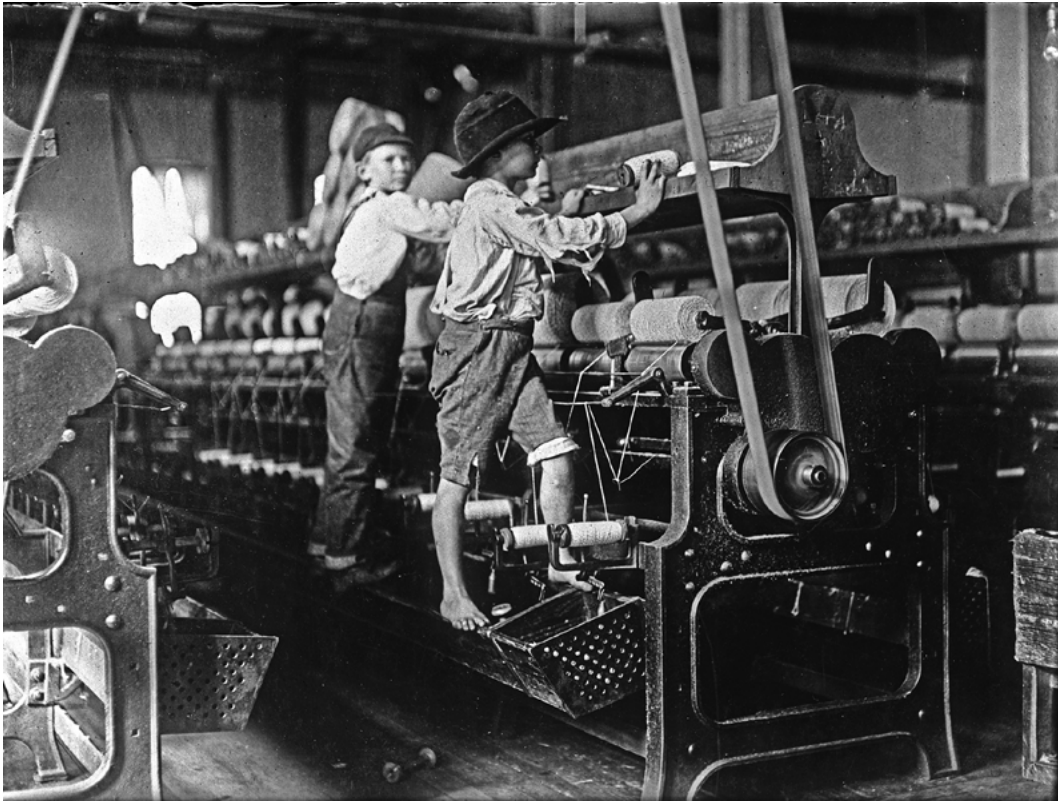
**FEDERAL GOVERNMENT SPENDING, 1960–1968 (in billions of dollars)**

Fiscal Year	National Defense	Social Services	Other	Total Spending
1960	48.1	26.2	17.9	92.2
1961	49.6	29.8	18.3	97.7
1962	52.3	31.6	22.9	106.8
1963	53.4	33.5	24.4	111.3
1964	54.8	35.3	28.4	118.5
1965	50.6	36.6	31.0	118.2
1966	58.1	43.3	33.1	134.5
1967	71.4	51.3	34.8	157.5
1968	81.9	59.4	36.8	178.1

15. The overall pattern of spending in the table most directly reflects which of the following federal policy positions at the time?
- (A) Alleviating poverty requires federal government regulation of lifestyles and morality.
  - (B) Federal power should be used to address social issues and fight communism abroad.
  - (C) Federal power should be checked by state and local government initiatives.
  - (D) National defense must be achieved above all other considerations.
16. The pattern in spending for national defense shown in the table most directly reflects which of the following?
- (A) A decisive loss for the United States in the Korean War
  - (B) Democratic Party dominance in national politics after 1968
  - (C) Increased public confidence in the United States government
  - (D) Efforts to contain communism in Southeast Asia

17. Which of the following developments after the Second World War most directly enabled the total spending shown in the table?
- (A) Significant increases in immigration that transformed fiscal policy
  - (B) Rising general prosperity and an expanding middle class
  - (C) The conspicuous consumption of the baby-boom generation
  - (D) The economic impact of declining northern industrial cities
18. The pattern of social services spending in the table is most similar to which of the following spending patterns in other historical periods?
- (A) Appropriations to create a national banking system in the 1840s and 1850s
  - (B) Assistance to American Indians at the end of the 1800s
  - (C) Attempts to deal with the effects of the Great Depression in the 1930s
  - (D) Funding for conservation efforts during the early 1900s

Questions 19 - 21 refer to the 1909 image below.



*Courtesy of the Library of Congress.*

19. Problems associated with the conditions depicted in the image most directly led to
- (A) demands for increased federal regulation of industry
  - (B) economic instability and recession
  - (C) calls for a return to an agrarian economy and society
  - (D) decreases in union activism and membership

20. Which of the following were most likely to have led organized opposition to the practices shown in the image?
- (A) Factory owners
  - (B) Tenant farmers
  - (C) Radical Republicans
  - (D) Middle-class women
21. Which of the following provided the strongest justification for the practices shown in the image?
- (A) Manifest Destiny
  - (B) Theories of change known as Social Darwinism
  - (C) Socialism and utopianism
  - (D) Romantic belief in human perfectibility

**Questions 22 - 25 refer to the excerpt below.**

“It was in suburbs such as Garden Grove, Orange County [California] . . . that small groups of middle-class men and women met in their new tract homes, seeking to turn the tide of liberal dominance. Recruiting the like-minded, they organized study groups, opened ‘Freedom Forum’ bookstores, filled the rolls of the John Birch Society, entered school board races, and worked within the Republican Party, all in an urgent struggle to safeguard their particular vision of freedom and the American heritage. In doing so, they became the ground forces of a conservative revival—one that transformed conservatism from a marginal force preoccupied with communism in the early 1960s into a viable electoral contender by the decade’s end.”

— Lisa McGirr, historian, *Suburban Warriors: The Origins of the New American Right*, 2001

22. Which of the following historical developments could best be used as evidence to support McGirr’s argument in the excerpt?
- (A) Challenges to perceived moral and cultural decline
  - (B) The passage of the Civil Rights Act of 1964
  - (C) The emergence of a counterculture
  - (D) The rise of the Black Power movement
23. The groups described in the excerpt most likely opposed
- (A) the Vietnam War
  - (B) racial segregation
  - (C) Great Society programs
  - (D) organized public prayer
24. Which of the following historical developments most directly resulted from the trend described in the excerpt?
- (A) The passage of new immigration laws in 1965
  - (B) The Supreme Court decisions expanding individual freedoms in the 1960s and 1970s
  - (C) The emergence of environmental activism in the 1970s
  - (D) The election of Ronald Reagan as president in 1980

25. By the 1980s and 1990s, the strength of the movement described in the excerpt was best illustrated by the
- (A) expanded role of the United States in international peacekeeping operations
  - (B) growth in the size and scope of the federal government
  - (C) increase in union membership among public employees
  - (D) prominence of evangelical Christian organizations in politics

**Questions 26 - 27 refer to the excerpt below.**

“The [Cheyenne River] agent reports the Indians as remarkably peaceable and quiet, and their sanitary condition good. The number of acres of land under cultivation in 1882 was 400. . . . In 1882–83, the Indians cut 900 tons of hay. . . . There were about seventy-five log houses at the agency, built by Indian labor. The agency farm consists of 150 acres. The Protestant Episcopal and Congregational denominations have missions at the agency. . . . A regular school is maintained at the agency, and the Episcopal Church supports another about three miles north. Both are reported in a flourishing condition, and the pupils, about sixty in number, as making commendable progress.”

— Report on Indian Agencies, South Dakota, 1884

26. Which of the following groups would have been most likely to see the developments described in the report as desirable?
- (A) Nativists who supported the idea of an Anglo America
  - (B) Mine operators who sought to excavate land in the Dakotas
  - (C) Reformers who advocated for assimilation
  - (D) The leadership of American Indian nations
27. Prior to 1884, the United States government most typically responded to American Indian resistance by
- (A) using the military to enforce federal policy toward American Indians
  - (B) discouraging White settlers from moving onto American Indian land
  - (C) providing monetary incentives for American Indian farming
  - (D) upholding the sovereignty of American Indian nations



## Multiple-Choice Answer Key

1 - D

2 - B

3 - D

4 - B

5 - B

6 - C

7 - D

8 - B

9 - C

10 - A

11 - A

12 - D

13 - C

14 - C

15 - B

16 - D

17 - B

18 - C

19 - A

20 - D

21 - B

22 - A

23 - C

24 - D

25 - D

26 - C

27 - A

## Section II: Short-Answer Questions

The following questions are meant to illustrate the types of questions that might appear in this section of the exam. Note that the short-answer questions do not require students to develop and support a thesis statement.

Use complete sentences; an outline or bulleted list alone is not acceptable.

### Question 1

“During [the 1920s], the city contested the supremacy of rural, small-town America. The city represented a challenge for economic power: the determination of finance capitalism to regain the political preeminence that had been pared away in the Progressive era. The city threatened to disrupt class stability through the drive by unskilled labor to form industrial unions. . . . The city imperiled the hierarchy of social status through the clamor of new immigrant[s]. Most of all, the older America was alarmed by the mores of the metropolis.”

— William E. Leuchtenburg, historian, 1958

“The geographic reorganization of urban and rural areas [in the 1920s] drew these regions into a closer and more interdependent relationship with each other. This relationship was most evident in cities and towns which lay in the outlying districts around urban centers. These towns attracted people from both central cities and the surrounding countryside. . . . In addition, farm families that converted to truck farming were tied more closely into the urban market and urban culture. . . . [A] shift from the direct production of goods to the purchase of them in metropolitan markets [also] changed people’s habits of consumption. . . . Consumption habits [drew] women out of the household and into the marketplace. . . . A 1930 study of bread consumption, for example, found that most families [in urban and rural areas] had shifted to store-bought goods.”

— Joseph Interrante, historian, 1980

1. Using the excerpts above, answer (a), (b), and (c).
  - a) Briefly explain ONE major difference between Leuchtenburg’s and Interrante’s interpretations of cities and rural areas during the 1920s.
  - b) Briefly explain how ONE specific historical event or development in the period 1919–1930 that is not explicitly mentioned in the excerpts could be used to support Leuchtenburg’s interpretation.
  - c) Briefly explain how ONE specific historical event or development in the period 1919–1930 that is not explicitly mentioned in the excerpts could be used to support Interrante’s interpretation.

## Question 2

2. Answer (a), (b), and (c).
- a) Briefly explain why ONE of the following was the most significant factor in the decline of public confidence in the United States government during the 1970s.
- Foreign policy
  - Economy
  - Politics
- b) Provide ONE example of a specific historical event or development that supports your explanation in (a).
- c) Provide specific historical evidence for why ONE of the other options is less convincing than your choice in (a) as the most significant factor in the decline of public confidence in the United States government during the 1970s.

## Section III: Document-Based Question

**Directions:** The following question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

### Question 1

1. Evaluate the extent of change and continuity in the lives of African Americans in the South during the period 1865 to 1905.

**Document 1**

Source: Thaddeus Stevens, speech before the United States House of Representatives, December 18, 1865.

We have turned, or are about to turn, loose four million slaves without a hut to shelter them, or a cent in their pockets. The infernal laws of slavery have prevented them from acquiring an education, understanding the commonest laws of contract, or of managing the ordinary business of life. This Congress is bound to provide for them until they can take care of themselves. If we do not furnish them with homesteads, and hedge them around with protective laws; if we leave them to the legislation of their late masters, we had better have left them in bondage. Their condition would be worse than that of our prisoners at Andersonville. If we fail in this great duty now, when we have the power, we shall deserve and receive the [denunciation] of history and of all future ages.

**Document 2**

Source: Laws of St. Landry Parish, Louisiana, 1865.

No Negro shall be allowed to pass within the limits of said parish without a special permit in writing from his employer. Whoever shall violate this provision shall pay a fine . . . or in default thereof shall be forced to work four days on the public road, or suffer corporeal punishments as provided hereinafter. . . .

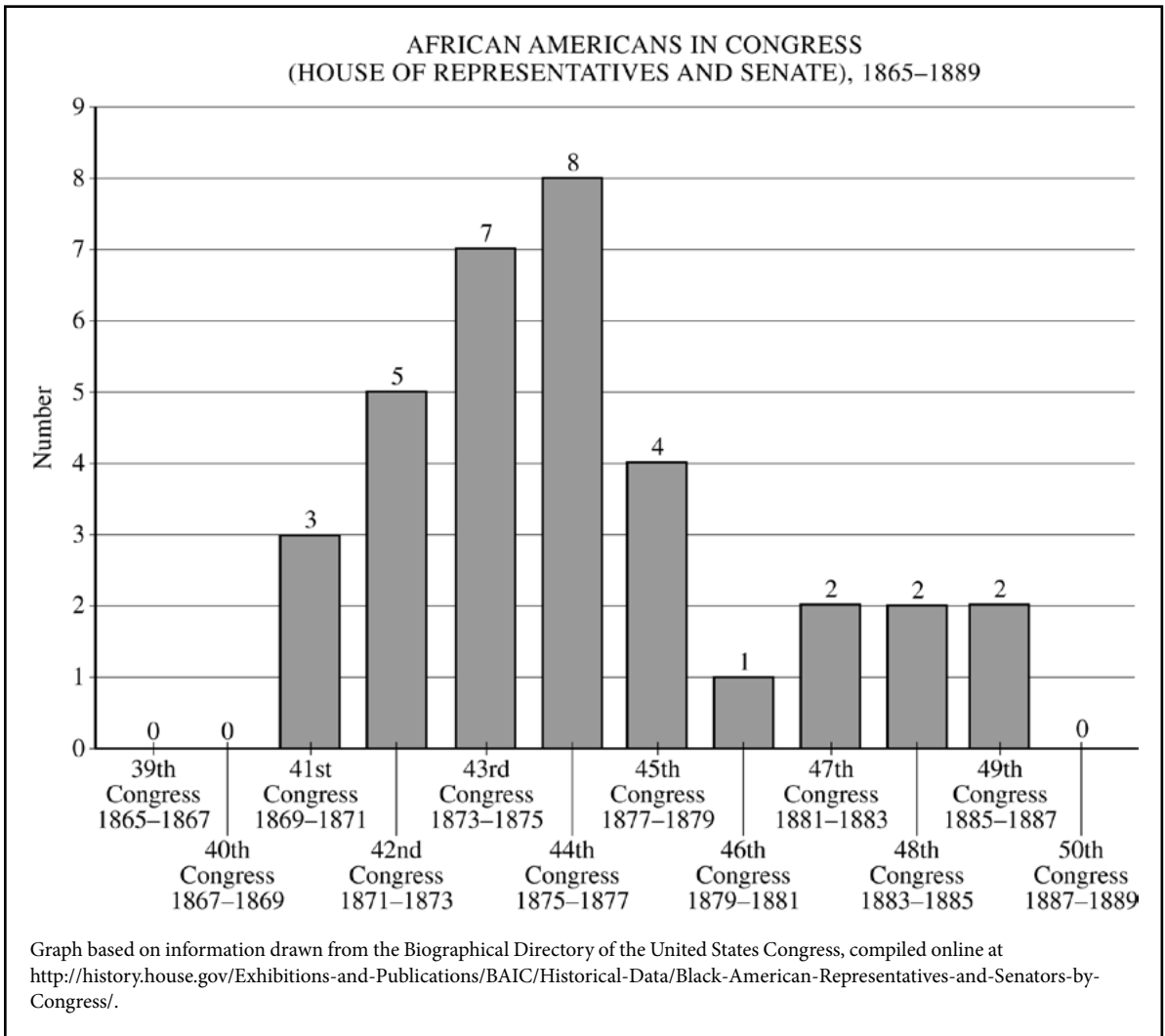
No Negro shall be permitted to rent or keep a house within said parish. Any Negro violating this provision shall be immediately ejected and compelled to find an employer. . . .

Every Negro is required to be in the regular service of some white person, or former owner, who shall be held responsible for the conduct of said Negro. . . . Any Negro violating the provisions of this section shall be fined . . . or in default of the payment thereof shall be forced to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

No Negro shall be permitted to preach, exhort, or otherwise declaim to congregations of colored people, without a special permission in writing from the president of the police jury. Any Negro violating the provisions of this section shall pay a fine . . . or in default thereof shall be compelled to work ten days on the public road, or suffer corporeal punishment as hereinafter provided.

No Negro who is not in the military service shall be allowed to carry firearms, or any kind of weapons, within the parish, without the special written permission of his employers, approved and endorsed by the nearest or most convenient chief of patrol. . . . It shall be the duty of every citizen to act as a police officer for the detection of offenses and the apprehension of offenders, who shall be immediately handed over to the proper captain or chief of patrol.

Document 3



**Document 4**

Source: Lucy McMillan, an African American woman, testimony before the United States Congress Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, Spartanburg, South Carolina, 1871.

Question: Did the Ku Klux come where you live at any time?

Answer: . . . Monday night they came in and burned my house down; I dodged out alongside of the road not far off and saw them. I was sitting right not far off, and as they came along the river I knew some of them. I knew John McMillan, and Kennedy McMillan, and Billy Bush, and John Hunter. They were all together. I was not far off, and I saw them. They went right on to my house. When they passed I ran further up on the hill to get out of the way of them. They went there and knocked down and beat my house a right smart while. And then they all got still, and directly I saw the fire rise. . . .

Question: What was the reason given for burning your house?

Answer: There was speaking down there last year and I came to it. . . .

Question: Where was this speaking?

Answer: Here in this town. I went on and told them, and then they all said I was making laws; or going to have the land, and the Ku Klux were going to beat me for bragging that I would have land. . . .

Question: Was this the only reason you know for your house being burned?

Answer: That is all the reason. All the Ku Klux said all that they had against me was that I was bragging and boasting that I wanted the land.

**Document 5**

Source: Interview with Henry Blake, African American farmer in Little Rock, Arkansas, as part of the Federal Writers' Project, a government program during the Great Depression.

I was born March 16, 1863, they tell me. I was born in Arkansas. . . . My father was a slavery man. I was too. . . . After slavery we had to get in before night too. If you didn't, Ku Klux would drive you in. They would come and visit you anyway. . . . Right after the war, my father farmed a while and after that he pulled a skiff. . . . After freedom, we worked on shares a while. Then we rented. When we worked on shares, we couldn't make nothing, just overalls and something to eat. Half went to the other man and you would destroy your half if you weren't careful. A man that didn't know how to count would always lose. He might lose anyhow. They didn't give no itemized statement. No, you just had to take their word. They never give you no details. They just say you owe so much. No matter how good account you kept, you had to go by their account and now . . . if you didn't make no money, that's all right; they would advance you more. But you better not leave him, you better not try to leave and get caught. They'd keep you in debt. They were sharp. . . . Anything that kept you a slave because he was always right and you were always wrong if there was difference. If there was an argument, he would get mad and there would be a shooting take place.

**Document 6**

Source: Ida B. Wells, pamphlet and lecture, 1893.

We were liberated not only empty-handed but left in the power of a people who resented our emancipation as an act of unjust punishment to them. They were therefore armed with a motive for doing everything in their power to render our freedom a curse rather than a blessing. In the halls of National legislation the Negro was made a free man and citizen. The southern states, which had seceded from the Union before the war, regained their autonomy by accepting these amendments and promising to support the constitution. Since "reconstruction" these amendments have been largely nullified in the south, and the Negro vote reduced from a majority to a cipher. This has been accomplished by political massacres, by midnight outrages of Ku Klux Klans, and by state legislative enactment.

The South is enjoying to-day the results of this course pursued for the first fifteen years of our freedom. The Solid South means that the South is a unit for white supremacy, and that the Negro is practically disfranchised through intimidation. The large Negro population of that section gives the South thirty-nine more votes in the National Electoral College. . . . These votes are cast by white men who represent the Democratic Party.



**Document 7**

Source: William A. Sinclair, historian and former slave, *The Aftermath of Slavery*, 1905.

It was divinely wise that the colored race in beginning its new life of liberty was taught to look also on the higher and greater things of life; that the mind was taken beyond its accustomed sphere. . . . Schools were planted: the lower grades; the preparatory schools; the normal schools; the colleges; the professional schools. They began work almost simultaneously,—in some cases while the shock of war was still on; in other cases the instant that peace was declared. The work was carried on with such rapidity and thoroughness, and there was such hearty and overwhelming response from the colored people—who crowded and overflowed school-houses with their children, and, for lack of room in-doors, sessions were held out-of-doors under the oak and elm trees—that the white people of the South stood sullenly surprised, and the people of North gladly amazed. It meant a revolution in the Southland irresistible, sweeping, all-embracing. It meant a New South!

## Section IV: Long-Essay Question

**Directions:** In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

### Question 1

1. Evaluate the extent to which the Progressive Era (1890–1920) marked a turning point in the history of women in the United States.

In the development of your argument, analyze what changed and what stayed the same from the period immediately before the Progressive Era to the period during and immediately after it. (*Historical thinking skill: Periodization*)

# Scoring Guidelines and Notes

## Short-Answer Question 1

### Targeted Skill: Interpretation

#### Scoring Guide

##### 0–3 points

##### Score 3

Response accomplishes **all three** tasks set by the question.

##### Score 2

Response accomplishes **two** of the tasks set by the question.

##### Score 1

Response accomplishes **one** of the tasks set by the question.

##### Score 0

Response accomplishes **none** of the tasks set by the question.

#### Scoring Notes

- a) Response briefly explains ONE major difference between Leuchtenburg’s and Interrante’s interpretations of cities and rural areas during the 1920s.

##### Examples of responses to part (a) that would earn credit:

- Leuchtenburg argues that the 1920s experienced increasing conflict between cities and rural areas of the United States and conflict over the growth of the metropolis.
- Interrante argues that in the 1920s cities and rural areas became more interdependent.

- b) Response briefly explains how ONE specific historical event or development in the period 1919–1930 that is not explicitly mentioned in the excerpts could be used to support Leuchtenburg’s interpretation.

##### Examples of responses to part (b) that would earn credit:

- Conflict over modernism and traditionalism
- Rural concerns about secular values in the metropolis
- Rural concerns about the modern mores and values of the new consumer culture that promoted expressions of freedom and individualism through consumption
- Rural concerns about the visibility of feminism, demands for women’s rights, cultural expressions adopted by young women (New Woman)
- Rural concerns about new technologies and secular values, especially the teaching of evolution (Scopes trial)

- Rural concerns about the rise of new visibility of African Americans, New Negro movement, Black nationalism, Harlem Renaissance
  - Rural concerns about immigration and migration to the cities that led to the rise of nativist and Ku Klux Klan movements
  - Rural concerns about urban crime, gangs, drugs, and alcohol; strong support for Prohibition among rural Protestants
  - Protestantism versus Catholicism
- c) Response briefly explains how ONE specific historical event or development in the period 1919–1930 that is not explicitly mentioned in the excerpts could be used to support Interrante’s interpretation.

**Examples of responses to part (c) that would earn credit:**

- Greater interdependence between cities and rural areas because of the automobile
- Consumer society’s creation of new interdependence between cities and rural areas
- Increasing dependence of rural Americans upon work in the city and the migration of young people to cities and outlying towns for work
- Building of suburban developments that increasingly connected rural areas and towns
- Transportation that increasingly connected all Americans (trains, auto, streetcars, etc.)
- Dependence of farmers upon city populations that consumed food and produced commodities
- An increasingly national culture fostered by media and advertising

## Short-Answer Question 2

### Targeted Skill: Causation

#### Scoring Guide

##### 0–3 points

##### Score 3

Response accomplishes **all three** tasks set by the question.

##### Score 2

Response accomplishes **two** of the tasks set by the question.

##### Score 1

Response accomplishes **one** of the tasks set by the question.

##### Score 0

Response accomplishes **none** of the tasks set by the question.

#### Scoring Notes

- a) Response briefly explains why ONE of the following was the most significant factor in the decline of public confidence in the United States government during the 1970s: foreign policy, economy, or politics.
- b) Response provides ONE example of a specific historical event or development that supports the explanation in (A).

##### Foreign policy

- The United States experienced a series of embarrassments on the world stage. Examples could include but are not limited to the following: the Iranian Revolution of 1979, the Iranian hostage crisis, the aborted mission to rescue the hostages in Iran.
- The United States economy seemed to be victimized by world events. Examples could include but are not limited to the following: the OPEC oil embargo of 1973 (which began partly as retaliation for United States support of Israel) that led to long lines at gas stations.
- The apparent ongoing expansion of Soviet power seemed to indicate that the United States policy of containment was failing. Examples could include but are not limited to the following: the Soviet invasion of Afghanistan in 1979.
- The United States seemed to be retreating from a position of world authority. Examples could include but are not limited to the following: return of the Panama Canal.
- United States defeat in Vietnam seemed to indicate the failure of United States policy of containment. Examples could include but are not limited to the following: the withdrawal of United States combat forces from Vietnam, the fall of Saigon.

## Economy

- The OPEC oil embargos of 1973 and 1979 undercut the United States economy. Examples could include but are not limited to the following: lines at gas stations, the United States federal government's consideration of gas rationing (and voluntary gas rationing by many states), and the lowering of speed limits on interstate highways to 55 mph nationwide.
- Stagflation and inflation undercut the United States economy. Examples could include but are not limited to the following: the cost of a barrel of oil increasing to four times the prewar price, the devaluation of the United States dollar.
- The decline of industry and deindustrialization led to the loss of jobs and livelihoods for many people. Examples could include but are not limited to the following: the collapse of steel industry in Northeast, the economic decline in many cities.
- Overall increase in difficulty for ordinary people to make ends meet. Examples could include but are not limited to the following: declining real wages, more dual-income families, and increasing cost of living.

## Politics

- The Watergate incident undermined confidence in political leadership. Examples could include but are not limited to the following: Richard Nixon's resignation of the presidency.
  - Jimmy Carter's presidency was widely perceived as a failure. Examples could include but are not limited to the following: rising unemployment, rising inflation, and Carter's "crisis of confidence" speech.
  - Many people saw government as dishonest, corrupt, or operating outside of the law. Examples could include but are not limited to the following: FBI infiltration of the Civil Rights movement, the student movement, and antiwar protest organizations; revelations at Congressional hearings.
- c) Response provides specific historical evidence for why ONE of the other options is less convincing than the choice in (A) as the most significant factor in the decline of public confidence in the United States government during the 1970s.
- Many of the problems that seemed like foreign policy successes or failures at the time had more complicated impacts in the long term. For example, the defeat in Vietnam helped shape United States military policy for the subsequent decades. Similarly, the Soviet invasion of Afghanistan helped set the stage for the collapse of the Soviet Union and the end of the Cold War.
  - The economic decline of the 1970s set the stage for economic resurgence in the 1980s and 1990s.
  - The political challenges of the 1970s set the stage for needed improvements such as campaign finance reform.

## Document-Based Question

Evaluate the extent of change and continuity in African Americans' lives in the South during the period 1865 to 1905.

### Scoring Guidelines

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for argument development without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for the contextualization point could not be used to earn the point for sourcing the documents or the point for synthesis.

#### A. Thesis and Argument Development (2 points)

**Targeted Skill: Argumentation (E1, E4, and C1)**

**1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

*Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.*

**1 point** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

**0 points** Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

#### B. Document Analysis (2 points)

**Targeted Skills: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)**

**1 point** Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

**1 point** Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

**0 points** Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

**C. Using Evidence Beyond the Documents (2 points)****Targeted Skills: Contextualization (C3) and Argumentation (E3)****Contextualization**

**1 point** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

*Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

**Evidence Beyond the Documents**

**1 point** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

*Scoring Notes:*

- *This example must be different from the evidence used to earn other points on this rubric.*
- *This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.*

**0 points** Neither situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question, nor provides an example or additional piece of evidence beyond those found in the documents to support or qualify the argument.

**D. Synthesis (1 point)****Targeted Skill: Synthesis (C4 or C5)**

**1 point** Extends the argument by explaining the connections between the argument and one of the following.

- a) A development in a different historical period, situation, era, or geographical area
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

**0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

*Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.*



**On Accuracy:** *The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

**On Clarity:** *These 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 and skills described above.*

## Scoring Notes

### A. Thesis and Argument Development (2 points)

#### a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point).

**An acceptable thesis** would make a historically defensible claim that would evaluate the extent of change and continuity in African Americans' lives in the South during the period 1865 to 1905. The thesis must address both change and continuity, but it does not need to treat each equally.

#### Examples of acceptable thesis:

- Although slavery was eliminated, sharecropping replaced it and still resembled slavery in form and practice. Sometimes African Americans were sharecroppers on the same plantation or land that they had worked as slaves.
- Although constitutional amendments provided civil rights for African Americans, these civil rights were severely limited in practice and later through Jim Crow laws, or segregation laws, in the South.
- Radical Republicans and the federal government initially made concerted efforts to achieve greater economic, political, and social equality for African Americans, but over time these efforts declined.
- Although African Americans gained new rights, over time White people used racially targeted terrorism and violence to subordinate African Americans in the South.
- Although the Fifteenth Amendment gave African Americans the right to vote, the ability to do so was curtailed over time by mechanisms such as literacy tests, grandfather clauses, poll taxes, and the fear of violence.
- In the period 1865 to 1905, the lives of African Americans in the South remained much as they were in the period prior to the Civil War. Although no longer enslaved, African Americans in the South after 1865 continued to experience violence and exclusion from economic, social, and political equality.
- Although they continued to suffer violence, discrimination, and hardship, African Americans in the South experienced a great deal of positive change in the period after 1865, including economic independence and political representation.

**An unacceptable thesis would:**

- Fail to make a historically defensible claim about the extent of change and continuity in African Americans' lives in the South from 1865 to 1905.
- Fail to address both change and continuity, but instead focus only on change or only on continuity.
- Restate the question.

**b) Argument Development**

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay (1 point). Evidence can be related to the argument in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

**Unacceptable examples of argument development could include the following:**

- Responses that do not develop a cohesive essay
- Responses that simply parrot the documents or list the documents in order
- Responses that fail to organize documents in any meaningful way
- Responses that do not reconnect the evidence of the essay back to a thesis or argument

*NOTE: This cannot be accomplished in a single sentence or by listing facts in support of the thesis or argument. The point will be received for explaining the relationship of historical evidence to the thesis or argument throughout the entire essay.*

**B. Document Analysis (2 points)****a) Document Content**

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument.

**b) Significance of Point of View, Purpose, Context, and/or Audience**

Responses also earn one point by explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents (1 point).

**C. Using Evidence Beyond the Documents (2 points)****a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point).

**Examples of acceptable contextualization:**

- Slavery was eliminated (Thirteenth Amendment).
- Ongoing impediments for African Americans included the fear of violence, literacy tests, grandfather clause, and poll tax.
- Northern interest in Reconstruction waned after 1870 and White Democrats (also known as Redeemers) regained control of governments. This process is sometimes called Redemption.
- Congress was unwilling to reapportion southern land, and land remained in the hands of White Southerners.
- African American women were not permitted to vote during Reconstruction.
- Most African Americans were excluded from the new manufacturing jobs (for example, jobs in textile mills).
- Many African Americans still worked for White families as servants.
- Some African Americans were able to buy and work their own land and build their own businesses.
- African American men gained the right to vote (Fifteenth Amendment).
- African Americans gained equal protection under the law and legal citizenship (Fourteenth Amendment).
- African Americans' marriages and families were recognized by law.
- The Freedmen's Bureau attempted to provide African Americans with some economic assistance, but efforts were short-lived and had very limited success.
- The New South began emerging by 1900; some manufacturing emerged in cities and job opportunities developed outside of agriculture.
- African Americans gained access, albeit limited, to public schools.
- African Americans gained more autonomy over working conditions, even under sharecropping.
- African American institutions such as churches developed; Black churches continued to grow and provide aid to African Americans in the South.
- Black colleges were founded to provide educational opportunities for a few African Americans.
- Racially targeted violence against African Americans escalated.

**b) Evidence Beyond the Documents**

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

**Examples of additional pieces of specific evidence beyond those found in the documents to support or qualify the argument:**

- Black Codes
- Civil Rights Act of 1866
- Civil Rights Act of 1875
- Civil Rights Cases, 1883
- Compromise of 1877
- W. E. B. Du Bois
- Enforcement Act of 1870 (also known as the Civil Rights Act of 1870 or the First Ku Klux Klan Act or Force Act)
- Fifteenth Amendment
- “Forty Acres and a Mule”
- Fourteenth Amendment
- Freedmen’s Bureau (United States Bureau of Refugees, Freedmen, and Abandoned Lands)
- President Ulysses S. Grant
- President Rutherford B. Hayes
- Jim Crow laws
- President Andrew Johnson
- Lynching
- National Association of Colored Women
- New South
- Niagara Movement (1905)
- Panic of 1873
- *Plessy v. Ferguson* (1896)
- Radical Reconstruction
- Radical Republicans
- Railroads
- Reconstruction Act of 1867
- Redemption/Redeemers
- Sharecropping
- Charles Sumner
- Tenant farming
- Tenure of Office Act

- *United States v. Cruikshank* (1876)
- Thirteenth Amendment
- Booker T. Washington

**D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

**Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:**

- Introducing substantive comparisons to African Americans' experiences under slavery
  - Examining the extension of efforts to gain rights for African Americans in the first half of the twentieth century (for example, by drawing substantive and historically valid comparisons with the NAACP, the National Urban League, or Marcus Garvey's Universal Negro Improvement Association)
  - Discussing how constitutional amendments passed during Reconstruction provided the basis for the expansion of rights during the modern Civil Rights movement
  - Discussing how the time span between the era of Reconstruction and the modern Civil Rights movement demonstrates how little changed for African American lives; or comparison of the success and failures of 1865–1905 to those of 1955–1995 for African Americans' lives
- b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay, such as political, economic, social, cultural, or intellectual history (Synthesis proficiency C5).

**Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:**

- Examining the changing narrative of the history of the Reconstruction and early Jim Crow era through reference to films like *Birth of a Nation* (1915)
- Arguing a thesis focused on political and economic changes and continuities, then introducing the element of social or cultural changes in the conclusion.

## Document Summaries

### Document 1: Thaddeus Stevens, speech, 1865

#### Summary of key points explaining content of source or argument made by the author:

- Stevens was asking for *new* legislation to provide homesteads and protective legislation to former slaves.
- Stevens feared a *continuity* in the lives of African Americans if Congress does not act.

#### Examples of author's point of view:

- Stevens was a member of the Radical wing of the Republican Party and a strong advocate for African American rights

#### Example of author's purpose:

- To call for economic and social support for African Americans who had previously been enslaved

#### Examples of historical context:

- Less than one year after the end of the Civil War, still in the phase of Reconstruction dominated by President Andrew Johnson

#### Examples of audience:

- United States House of Representatives, but also the public more generally

### Document 2: Laws of St. Landry Parish, Louisiana, 1865

#### Summary of key points explaining content of source or argument made by the author:

- African Americans were free so states were *changing* their laws to regulate the lives of formerly enslaved people.
- The regulations listed in the document were a *continuation* of the harsh conditions African Americans lived in before and during the Civil War.

#### Examples of author's point of view:

- Written by White legislators who intended that the laws be implicitly discriminatory toward African Americans and who intended to maintain the social, economic, and legal system as it operated prior to the end of slavery

#### Example of author's purpose:

- To establish a series of laws restricting the labor, mobility, activities, and rights of African Americans
- To preserve a social and legal system that resembled slavery in all but name

#### Examples of historical context:

- Less than one year after the end of the Civil War, still in the phase of Reconstruction dominated by President Andrew Johnson
- One example of Black Codes passed by many states and localities

**Examples of audience:**

- The public in St. Landry Parish, Louisiana, both Black and White

**Document 3: African Americans in Congress, 1865–1889****Summary of key points explaining content of source or argument made by the author:**

- Political participation for African Americans *changed* dramatically after the Civil War, allowing some African Americans to be elected to Congress.
- By 1887, those changes had diminished and African American representation in Congress was the *same* as in 1865.

**Examples of author’s point of view: n/a****Example of author’s purpose:**

- To document the number of African Americans serving in Congress during the years of Radical Reconstruction and the decades after

**Examples of historical context:**

- Covers a period from the end of the Civil War until nearly the end of the century; shows an increase in African American political representation in 1860s and 1870s and decline from 1877 onward, after the end of Reconstruction
- Decline to no representation during the period in which Jim Crow segregation was in force

**Examples of audience: n/a****Document 4: Lucy McMillan, testimony, 1871****Summary of key points explaining content of source or argument made by the author:**

- The Ku Klux Klan was a *newly* formed organization. Also, Congress was newly willing to investigate mistreatment of African Americans.
- McMillan testified about an attack from the Ku Klux Klan designed to terrorize African Americans and leave them in conditions *similar* to conditions they experienced under slavery.

**Examples of author’s point of view:**

- McMillan was an aggrieved African American woman who had been attacked by the Ku Klux Klan.
- The investigator was possibly a member of Congress or a congressional staff member.

**Example of author’s purpose:**

- McMillan sought to explain her experience with the Ku Klux Klan and possibly to gain redress.
- She sought to highlight the Ku Klux Klan’s treatment of an African American woman.
- The investigator sought to gather information and/or evidence on the Ku Klux Klan conspiracy.

**Examples of historical context:**

- Six years after the end of the Civil War and several years after the height of Reconstruction reforms, during a period when White backlash against Reconstruction was pervasive and when Congress was still willing to investigate it.
- Testimony may have been in response to the passage of the Enforcement Act of 1870 (also known as the Civil Rights Act of 1870 or the First Ku Klux Klan Act or Force Act).

**Examples of audience:**

- Congressional committee unsympathetic to former Confederate states
- Relatively narrow audience although it may be able to redress the grievances of McMillan

**Document 5: Interview with Henry Blake about the late 1860s****Summary of key points explaining content of source or argument made by the author:**

- Sharecropping was the *new* economic arrangement property owners made with former slaves.
- Blake highlights how *similar* African American lives were after the Civil War to their lives before and during the Civil War.

**Examples of author's point of view:**

- The author was an African American man, a former sharecropper who was keenly aware of the unequal treatment of sharecroppers by White landlords.

**Example of author's purpose:**

- To explain experiences growing up under sharecropping

**Examples of historical context:**

- Late nineteenth century, after sharecropping had become a major mode of cotton production for African Americans in the South

**Examples of audience:**

- Interviewer conducting oral history interview for the Federal Writers' Project during the New Deal

**Document 6: Ida B. Wells, pamphlet and lecture, 1893****Summary of key points explaining content of source or argument made by the author:**

- The actions of state legislators and the Ku Klux Klan *nullified* any change the Civil War may have brought about in the lives of African Americans.

**Examples of author's point of view:**

- African American woman, journalist, antilynching activist, founder of the National Association of Colored Women and the NAACP.
- She was a political and women's rights activist and suffragist, outraged by current conditions.



**Example of author's purpose:**

- To argue that African Americans remained oppressed in a number of ways
- To critique White supremacy in the South and the return of the Redeemer governments (Democratic) in the southern states
- To bring public attention to lynching and violence committed against African Americans in the South

**Examples of historical context:**

- Almost three decades after the Civil War, and more than fifteen years after the end of Reconstruction
- Written during a time of increasingly pervasive Jim Crow laws, discrimination against African Americans, and lynching

**Examples of audience:**

- People who were interested in or sympathetic to racial issues

**Document 7: William A. Sinclair, 1905****Summary of key points explaining content of source or argument made by the author:**

- New schools were created to provide African Americans with an education. This afforded many African Americans with *new* opportunities.

**Examples of author's point of view:**

- Written by an African American male, a historian, a former slave whose experiences with Reconstruction were extremely positive.
- Sinclair celebrated educational reform in the South and the responses of former slaves to these educational opportunities.
- He supported the view that African Americans were the leaders of Reconstruction, rather than Radical Republicans.

**Example of author's purpose:**

- To describe the immediate aftermath of slavery
- To highlight the positive changes for African Americans as a result of emancipation, especially in education, and the ways that these changes affected White people in the South
- To highlight the barbarism of White people in the South

**Examples of historical context:**

- Forty years after the end of the Civil War, the subject had become history.
- Sinclair was writing at a time when racial discrimination is pervasive and activists such as Booker T. Washington and W. E. B. Du Bois were seeking new opportunities for African Americans.

**Examples of audience:**

- Readers interested in the history of Reconstruction

## Long-Essay Question

Evaluate the extent to which the Progressive Era (1890–1920) marked a turning point in the history of women in the United States.

In the development of your argument, analyze what changed and what stayed the same from the period immediately before the Progressive Era to the period during and immediately after it. (*Historical thinking skill: Periodization*)

### Scoring Guidelines

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

#### A. Thesis (1 point)

##### Targeted Skill: Argumentation (E1)

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

#### B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

##### Targeted Skills: Argumentation (E2 and E3) and Periodization (D5 and D6)

- 1 point** Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.
- 1 point** Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.
- 0 points** Does not describe the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

*Scoring Note:* If the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed in order to earn either point.

**C. Argument Development: Using Evidence (2 points)****Targeted Skill: Argumentation (E2 and E3)**

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- 0 points** Does not address the topic of the question with specific examples of relevant evidence.

*Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.*

**D. Synthesis (1 point)****Targeted Skill: Synthesis (C4 or C5)**

- 1 point** Extends the argument by explaining the connections between the argument and one of the following.
- A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

*Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.*

**On Accuracy:** *The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

**On Clarity:** *These 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 and skills described above.*

## Scoring Notes

### A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point).

**An acceptable thesis would** evaluate the extent to which the Progressive Era marked a turning point in the history of women in the United States. (1 point).

Possible thesis statements arguing the extent to which the Progressive Era marked a turning point in the history of women could include the following.

- Women challenged their prescribed place and articulated new visions of social, political, and economic equality.
- Women's increased participation in activist groups such as the Woman's Christian Temperance Union (WCTU), the Anti-Saloon League, the National Consumers League, the Anti-Imperialist League, the North American Woman Suffrage Association, and the National Woman's Party gave them more engagement in public life.
- African American and Latina women began greater participation in activist groups (such as the National Association for the Advancement of Colored People [NAACP]), antilynching work (such as that of Ida B. Wells), and mutual aid societies.
- Women's participation in settlement house work and increasingly professionalized social work encouraged greater civic engagement and drew on ideas often labeled as maternalism and municipal housekeeping.
- Women gained the right to vote through the Nineteenth Amendment.
- Increasing numbers of young women obtained paid employment in factories and in white-collar occupations.

Possible thesis statements arguing the Progressive Era did NOT mark a turning point in the history of women could include the following.

- Women had fought for suffrage and participated in activist groups such as the WCTU since at least the 1840s.
- The number of women involved in Progressive Era reform, as a percentage of the population, was small.
- Women did not gain access to significant political influence or social or economic equality.
- Prominent Progressive Era women were exceptions rather than the norm.
- The failure of the Equal Rights Amendment highlighted the limits of political equality.
- Gender divisions in employment and lower wages for women persisted; women remained largely absent from professional fields and management.
- Most women remained primarily responsible for homes and children.
- The persistence of racial segregation and discrimination affected African American and other minority women.

**An unacceptable thesis would:**

- Fail to evaluate the extent to which the Progressive Era marked a turning point in the history of women in the United States.
- Fail to address all parts of the question.
- Restate the question.

**B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)**

*Note: In evaluation of a turning point, responses must discuss developments that preceded AND followed in order to earn either point.*

**a) Argument Development – Describes**

Responses earn one point by *describing* the way in which the Progressive Era was different from AND similar to developments that preceded AND followed it for the history of women in the United States.

**Examples of acceptable descriptions of differences and similarities:**

- Describing work opportunities before and during/after the Progressive Era
- Describing the political engagement of women before and during/after the Progressive Era
- Describing the social roles and cultural perceptions of women before and during/after the Progressive Era
- Describing the participation in social reform movements before and during/after the Progressive Era

**Examples of unacceptable descriptions of differences and similarities:**

- Responses that do not address the situation before and after the Progressive Era
- Responses that focus only on differences without addressing similarities or vice versa
- Responses with confused chronology
- Responses that are vague or do not connect women to the Progressive Era

**b) Argument Development – Explains**

Responses earn one separate point by *explaining the extent to which* the Progressive Era was different from AND similar to developments that preceded AND followed it for the history of women in the United States.

**Examples of acceptable explanation of the extent of similarities and differences:**

- Explaining the extent to which work opportunities changed for women before and during/after the Progressive Era
- Explaining the extent to which political engagement of women changed before and during/after the Progressive Era
- Explaining the extent to which social roles and cultural perceptions of women changed before and during/after the Progressive Era
- Explaining the extent to which participation in social reform movements changed before and during/after the Progressive Era

**Examples of unacceptable explanation of reasons for differences and similarities:**

- Explanations that do not clearly connect developments to the time before and after the Progressive Era
- Explanations that do not explain the extent of change or continuity, but simply note that there was or was not a change

**C. Argument Development: Using Evidence (2 points)****a) Using Evidence – Examples**

Responses earn one point by *addressing* the topic of the question with specific examples of relevant evidence (1 point).

**Examples of specific evidence that could be used to address the topic of the question:**

- Jane Addams
- Susan B. Anthony
- Anti-Saloon League
- Gertrude Bonnin
- Carrie Chapman Catt
- Hull House social settlement
- International Ladies' Garment Workers' Union (ILGWU)
- Helen Keller
- Florence Kelley
- Julia Lathrop
- *Muller v. Oregon* (1908)
- Carrie Nation
- National Association for the Advancement of Colored People (NAACP)
- National Consumers League
- National Woman's Party
- New Woman
- North American Woman Suffrage Association
- Alice Paul
- Jeannette Rankin
- Margaret Sanger
- Rose Schneiderman
- Anna Howard Shaw
- Elizabeth Cady Stanton
- Ida B. Wells
- Woman's Christian Temperance Union

**Examples of unsuccessfully using evidence to address the topic of the question:**

- Evidence that is factually incorrect
- Evidence that demonstrates confused chronology
- Evidence that is not directly connected to the question

**b) Using Evidence – Effective Substantiation**

Responses earn a separate point by utilizing specific examples of evidence to *fully and effectively substantiate a thesis or relevant argument* about the degree to which the Progressive Era marked a turning point in the history of women in the United States (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the degree to which the Progressive Era was a turning point for the history of women.

**D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

**Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:**

- Explicitly calling out the international aspects of a history focused mostly on the United States
  - Explicitly comparing women's experiences during the Progressive Era to earlier times such as the period of the American Revolution (for example, by calling out republican motherhood) or during the decades prior to the Civil War (for example, by calling out women's social engagement during the Second Great Awakening or the Seneca Falls convention)
  - Explicitly comparing women's experiences during the Progressive Era to later moments such as during the women's rights movement of the 1960s and 1970s (often termed Second Wave Feminism)
- b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay such as political, economic, social, cultural, or intellectual history (Synthesis proficiency C5).

**Examples of synthesis by connecting the argument to a different course theme or approach to history:**

- Arguing a thesis focused on political and economic turning points, then introducing the element of social or cultural changes in the conclusion