
AP United States History

Sample Student Responses and Scoring Commentary

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AP[®] UNITED STATES HISTORY

2018 SCORING GUIDELINES

Question 3 — Long Essay Question

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how the Civil War fostered change in the United States economy in the period from 1861 to 1900.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “The Civil War fostered economic change in the fact that the Southern labor force was forever changed, but it fostered less economic change, due to the North’s and South’s role in the economy staying the same.” • “Due to the Civil War from 1861, America’s economy massively changed due to Industrialization, the creation of railroads, and the stopping of slavery in entirety.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the response must accurately describe a context relevant to the ways in which the Civil War fostered change in the United States economy in the period from 1861 to 1900.</p> <p><i>Examples of context might include the following, with appropriate elaboration.</i></p> <ul style="list-style-type: none"> • Industrial expansion, particularly in the North • Government support for economic development • Adoption of standardized parts and industrial manufacturing • Corporate consolidation and monopolies • Boom and bust business cycle • Market Revolution • Internal improvements: roads, canals, etc. • Sectional tension: Missouri Compromise through Compromise of 1850 • Institution of slavery • Political aspects of Reconstruction

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Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <ul style="list-style-type: none"> • Sherman’s “March to the Sea” • Union blockade of the South • Southern war debt/bonds • Emancipation Proclamation (1863) • King Cotton • Greenbacks • Free Silver/William Jennings Bryan • Homestead Act (1862) • Transcontinental railroad; Union/Central Pacific Railroads • Freedmen’s Bureau • Black codes/Jim Crow/Ku Klux Klan • Robber barons/captains of industry: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J.P. Morgan • Labor unions/strikes (general or specific) • Thirteenth, Fourteenth, Fifteenth Amendments • Sharecropping/tenant farming/crop-lien system • Economic aspects of Reconstruction • Morrill Tariff (1862) • Carpetbaggers/scalawags • Grant’s scandals/Jay Gould/James Fisk • Panic of 1873 • Redeemers/Redemption • Trusts/monopolies/corporations • Alexander Graham Bell/AT&T • Thomas Edison • George Westinghouse • General Electric • Pacific Railway Acts (1862 and 1864) • Vertical/horizontal integration • Gospel of Wealth/Social Darwinism • Jane Addams/Hull House • Child labor • Samuel Gompers/American Federation of Labor (AFL) • Eugene V. Debs • Assembly line/Taylorism • Second Industrial Revolution • Immigrant labor/nativism • New South/Henry Grady • Textile mills • Booker T. Washington/W. E. B. DuBois • Migration for jobs
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Question 3 — Long Essay Question (continued)

		<ul style="list-style-type: none"> • Exodusters • Gilded Age • Urbanization • Interstate Commerce Act (1887)/Interstate Commerce Commission • Grange/Farmers’ Alliance • Economic imperialism
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> 	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none"> • Explaining how innovations that began during the Civil War, such as the abolition of slavery or a standardized system of currency, contributed to economic changes over time • Explanations of how some broader elements of the economy, such as regional divisions between a more agricultural South and more industrial North or the growing role of big business and particular industries such as railroads, demonstrated continuity over time in spite of the Civil War <p>OR</p> <p><i>Demonstrating a complex understanding might include:</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables, such as effects of transportation changes on westward expansion and imperialism and their ties to the economy • Explaining both continuity and change, such as continuities in the United States economy in addition to changes • Explaining relevant and insightful connections within and across periods by linking the economic impact of the Civil War with the economic impact of other wars • Confirming the validity of an argument by corroborating multiple perspectives, such as considering the place of poor white Southerners in the economy in addition to African Americans and plantation owners

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Question 3 — Long Essay Question (continued)

	<ul style="list-style-type: none">• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the South experienced economic devastation during the war but then recovered after the war through renewed industrialization in certain areas, renewed cotton cultivation through systems such as sharecropping, and establishment of new systems of labor control
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If response is completely blank, enter - - for all four score categories: A, B, C, and D.

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Question 3 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The Civil War fostered economic change in the fact that the Southern labor force was forever changed, but it fostered less economic change, due to the North’s and South’s role in the economy staying the same.” *(The response suggests a line of reasoning with both change and continuity.)*
- “Due to the Civil War from 1861, America’s economy massively changed due to Industrialization, the creation of railroads, and the stopping of slavery in entirety.” *(The response establishes the analytic categories for the argument.)*

Examples of unacceptable theses:

- “After the war, much damage was done to the South, including their major cities and plantations. Their economy struggled greatly during and in the years after the war.” *(The example is primarily descriptive and provides no basis for an analytical claim.)*
- “The Civil War totally flipped the US economy upside-down from 1961-1900. At the end of wartime, the US has some strengths and weaknesses that it had to address. The economy was rejuvenated and new. While also being archaic and unable to keep up with current laws.” *(This attempts to suggest a line of reasoning about how the Civil War changed the economy but is too vague.)*

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Question 3 — Long Essay Question (continued)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn this point, the response must accurately describe a context relevant to the ways in which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

Examples might include the following, with appropriate elaboration:

- Small producers before the war
- Industrial expansion, particularly in the North
- Southern reliance on cotton production
- Government support for economic development
- Adoption of standardized parts and industrial manufacturing
- Corporate consolidation and monopolies
- Boom and bust business cycle

Example of acceptable contextualization:

- “Throughout the first half of America’s 19th century, the country was going through the market revolution. The nation was developing a national economy as internal improvements sprung up, connecting the country with canals and roads. Amidst this economic change however, sectional tensions between the North and South developed and grew.” (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “Factories continue even beyond 1900 for the same purpose, which is making materials necessary in war & civilian life. . . . Factories provided a huge shift and boom for American wealth to both workers although not as much as the employers who make a lot of money which helped sti[m]ulate the American economy and made it prosperous for a good while until the depression.” (*This example in itself would not earn credit for contextualization because occasional references to the 20th century are vague and not clearly relevant to the prompt.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 3 — Long Essay Question (continued)

Examples of evidence used might include:

- Sherman’s “March to the Sea”
- Union blockade of the South
- Southern war debt/bonds
- Emancipation Proclamation
- King Cotton
- Greenbacks
- Free Silver/William Jennings Bryan
- Homestead Act (1862)
- Transcontinental railroad; Union/Central Pacific Railroads
- Freedmen’s Bureau
- Black codes/Jim Crow/Ku Klux Klan
- Robber barons/captains of industry: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J. P. Morgan
- Labor unions/strikes (general or specific)
- Thirteenth, Fourteenth, Fifteenth Amendments
- Sharecropping/tenant farming/crop-lien system
- Economic aspects of Reconstruction
- Morrill Tariff (1862)
- Carpetbaggers/scalawags
- Grant’s scandals/Jay Gould/James Fisk
- Panic of 1873
- Redeemers/Redemption
- Trusts/monopolies/corporations
- Alexander Graham Bell/AT&T
- Thomas Edison
- George Westinghouse
- General Electric
- Pacific Railway Acts (1862 and 1864)
- Vertical/horizontal integration
- Gospel of Wealth/Social Darwinism
- Jane Addams/Hull House
- Child labor
- Samuel Gompers/American Federation of Labor (AFL)
- Eugene V. Debs
- Assembly line/Taylorism
- Second Industrial Revolution
- Immigrant labor/nativism
- New South/Henry Grady
- Textile mills
- Booker T. Washington/W. E. B. DuBois
- Migration for jobs
- Exodusters
- Gilded Age
- Urbanization

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Question 3 — Long Essay Question (continued)

- Interstate Commerce Act (1887)/Interstate Commerce Commission
- Grange/Farmer’s Alliance
- Economic imperialism

Example of acceptably providing evidence relevant to the topic of the prompt:

- “Business moguls like John D. Rockefeller and Andrew Carnegie made trusts out of oil and steel, respectively.” (*This example cites evidence relevant to the topic, so it earned the first evidence point, but it does not use that evidence to support an argument about changes in the United States economy, so it did not earn the second point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt:

- “After being freed, many Africans Americans in the South traveled North in the Great Migration.” (*This response did not earn credit for evidence because the term is outside of the time period.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- “The Southern half of the US stayed rooted in its agricultural traditions following the Civil War. The agricultural economy had relied on slave labor which was no longer available, Southern farmers turned to slavery-like practices such as sharecropping to keep African Americans bound to work for very little pay.” (*This example connects a specific piece of evidence — the development of sharecropping — to ways in which the South remained largely agricultural despite changes from the Civil War.*)

Example of unacceptable use of evidence to support an argument:

- “In addition to African Americans, immigrants from Asia, Poland, Ireland, and many other countries traveled to the North.” (*This example cites evidence relevant to the topic, so it would count for the first evidence point, but it does not use that evidence to support an argument about changes in the United States economy due to the Civil War or another relevant argument, so it did not earn the second point.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

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Question 3 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how innovations that began during the Civil War, such as the abolition of slavery or a standardized system of currency, contributed to economic changes over time
- Explanations of how some broader elements of the economy, such as regional divisions between a more agricultural South and more industrial North or the growing role of big business and particular industries such as railroads, demonstrated continuity over time in spite of the Civil War

Example of acceptable use of historical reasoning:

- “The Civil War boosted industry in the North and destroyed agriculture in the South. The Northern economy thrived due to an increase in industry production for Union troops and extended trade with other countries such as Egypt. The Southern Economy was left in ruins due to need for confederate soldiers, trade blockade by the North, destruction of land, and the abolition of slavery.” (*This example earned the point for historical reasoning because it compares/contrasts the war-caused economic growth in the North with war-caused economic devastation in the South.*)

Example of unacceptable use of historical reasoning:

- “The Civil War also fostered another Great change in the economy, but in a negative way in the South.” (*This sentence did not earn the point for historical reasoning because the attempt at a comparison is only stated on one side and undeveloped due to “change” and “negative” being too vague.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as effects of transportation changes on westward expansion and imperialism and their ties to the economy
- Explaining both continuity and change, such as continuities in the United States economy in addition to changes
- Explaining relevant and insightful connections within and across periods by linking the economic impact of the Civil War with the economic impact of other wars
- Confirming the validity of an argument by corroborating multiple perspectives across themes, such as considering the place of poor white Southerners in the economy in addition to African Americans and plantation owners
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the South experienced economic devastation during the war but then recovered after the war through renewed industrialization in certain areas, renewed cotton cultivation through systems such as sharecropping, and establishment of new systems of labor control
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the Southern economy did not change much as a result of the Civil War

This understanding must be part of the argument, not merely a phrase or reference.

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Question 3 — Long Essay Question (continued)

Example of acceptable demonstration of a complex understanding:

- *The following thesis sets up a more complex and nuanced approach to the prompt than typically seen. The response continues to develop this line of argument throughout the essay, arguing that the “economy & industry of the Northern states” saw “minimal” shift, the transition from slavery to sharecropping was “purely nominal” and railroad expansion during the war “acted as a catalyst for acceleration, not change” that was “inadvertent.” This framework allows for discussion of continuity and change as well as comparison of the North to the South. This response earned both points for analysis. “The economic situation of the country, while being accelerated on its original course, was not changed in any drastic fashion. The North remained an Industrial & Manufacturing economy. The South remained an agrarian economy (with sharecroppers instead of slaves), and the railroads built during the Civil War to facilitate troop movements only solidified the Northern Economic dominance prevalent before the war.”*

Example of unacceptable demonstration of a complex understanding:

- *The following response provides a framework for analysis through discussion of transportation improvements, agriculture, and big business. However, it does not expand its analysis to generate a more complex argument. Therefore, this response earned the first point but did not receive the second point for analysis and reasoning. “The construction of the railway opened many new markets through the easier transportation of goods. . . . The 13th amendment freeing slaves saw the South changing it’s farming policy to sharecropping. . . . The government took a hands-off approach to the economy.”*

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

Mandatory 1	Circle one 2 or 3 or 4
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3A
1 of 3

The Civil War, which threatened to annihilate the country by separating it into two competing neighbours, caused many changes in the social & political climate of America. White southern patriarchy were disenfranchised while blacks gained the right to vote, and women ~~the~~ began to realize, as a whole, their wrongs associated with the Antebellum Patriarchy. And yet, the economic situation of the country, while being accelerated on its original course, was not changed in any drastic fashion. The North remained an Industrial & Manufacturing economy, the South remained an agrarian economy (with sharecroppers instead of slaves), and the railroads built during the Civil War to facilitate troop movements only solidified the Northern Economic dominance prevalent before the war.

In the aftermath of the Civil War, the North reverted immediately to its manufacturing economy. During the war, many factories attempted to convert to manufacture guns, due to the Union's policy of buying guns from nearly any source, amateur or professional ~~manufacturers~~. ~~Manufacturers~~ Aside from that change, however, the war demanded few breaks from the status quo. To supply the army with uniforms, the clothes manufacturing companies changed their products only slightly. In general, though, the economy & industry of the Northern states was already designed & as if expressly to facilitate war, and so shift was minimal.

In the South, the Civil War had a more drastic impact - namely through the abolition of slavery. One enduring concern of Reconstruction was the question of ~~the~~ how to handle the recent influx in citizens, and their lack of employment. However, to the dismay of blacks everywhere, a solution was devised independently of the government-

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Mandatory 1	Circle one 2 or 3 or 4
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3A
2 of 3

sharecropping. Instead of enslavement, the black citizens of the Southern States were given a plot of land to tend (still owned by the original white slave master). The blacks bought seeds and most other supplies from that man, often on credit. Through such a system, blacks were enslaved still, in all aspects but name. Their debt caused them to be perpetually unable to leave, and the prices for their crops (designated by the landowner) were coincidentally always too low to pay for their supplies, let alone their debt or subsistence. Truly, they were as thoroughly enslaved as they had been before the war, with the economic change thus inspired being purely nominal.

During the Civil War, Abraham Lincoln prioritized the completion of various railroads as a war measure to facilitate troop movements. These railroads were, like their predecessors, one of the most significant aspects of the North's economic superiority over the South. Before the secessions and the war, they were a common point of anger ~~by~~ for Southerners. Being able to transport goods quickly & efficiently, while also establishing a separate railroad industry (which immediately flourished) was truly an economic boon. The acceleration of railroad constructions during the war, then, did not mark a change from ~~pre~~ pre-war situations. Instead, once again, the ~~start~~ Civil War acted as ~~an~~ a catalyst for acceleration, not change.

Prior to the Civil War, the North had been on a path to the Industrial Supremacy which would come to characterize it in the post-war era. That difference between the North & the South constituted a large part of the animosity on behalf of southerners, who claimed the North would need slaves if not for their industries. The Civil War,

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Mandatory 1	Circle one 2 or ③ or 4
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3A
3 of 3

though, did nothing to change the industrial economy of the North, nor the agrarian economy of the South (which adapted to abolition through sharecropping & wage-slavery). The extent of the Civil War's effect on the economy, then, was limited to the inadvertent acceleration of the Industrial Revolution through the building of railroads - which had begun construction before the war.

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Mandatory 1	Circle one 2 or (3) or 4
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3B
1 of 3

~~Coming out of World War II, two super powers remained, Russia and the United States of America. Due to a serious disagreement of the proper governmental structures with America backing Democracy and Russia backing Communism, the two were at each others throats from 18~~

Tensions only rose throughout the 1800s over decisions on slavery, specifically due to such acts and proposals as the Kansas-Nebraska Act and the Wilmot Proviso, one pushing for popular sovereignty and the other a denial of slavery's expansion. These tensions climaxed in the Civil War, a battle almost entirely on the presence of slavery in our nation. This war separated the country, but however it also fostered intense growth. Due to the Civil War, from 1861, America's economy massively changed due to industrialization, the ~~also~~ creation of railroads, and the stopping of slavery in entirety.

With the South succeeding at the time, another process was taking place, industrialization. This creation of factories ~~also~~ gave America (but mostly the North) the ability to manufacture on a large scale. This change, while also giving ^{the} North the ability to out-produce weaponry and other useful tools over the South, helped boost the economy as the North could

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

Mandatory 1	Circle one 2 or (3) or 4
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3B
2 of 3

manufacture shippable goods and sell them abroad. After the war ended this level of industry will integrate with the South creating what is referred to as "The New South". The growth of industry boosts America's economy still to this day but well into the 20th century as well.

Another invention stemming from Civil War needs in the North and the advent of Industrialization is the creation and expansion of the railroads. These railroads while also giving the North an upper hand as their land was more connected and their troops more versatile, helped foster economic growth through change. Now, rather than using canals or rivers to transport goods, crops and goods could be sent directly to the eastern coast to be shipped abroad for sales. This change fostered by the Civil War would extend until the 1900s with the invention of automobiles.

While inventions truly pushed the American economy to grow and change the Civil War also set a catalyst that changed the economic structure of the South. During the War, president Lincoln freed all slaves in enemy territory with the Emancipation Proclamation, truly taking action once the South surrendered and rejoined the Union. As slaves were now free, they were generally required payment as they had

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Mandatory 1	Circle one 2 or 3 or 4
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3B
3 of 3

Individual rights as citizens. This change, fostered by the Civil War, shook the South as now the African Americans were workers, not slaves, and had to be treated as such.

The Civil War was a good turning point/shift in American history, forcing change to all living in the country one way or another. While social and political measures were affected, our economy as a nation was completely reformed from 1861-1900. Whether it was due to Industrialization, the advent of railroads, or the banning of slavery (a shift in the type of economy present) the Civil War had a massive effect on the United States' economy, fostering massive change.

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3C
1 of 2

As the Civil War exploded in America, and eventually died down, the United States' economy ~~was~~ exploded as well. While the Northern economy thrived, the Southern economy quickly fell apart.

As the Civil War came to its conclusion, a variety of changes were made in the United States. One of the most important changes was the abolition of slavery. For decades before the war, ~~the~~ Southern life revolved around slavery, and thus, their economy revolved around it as well. With the abolishment, ~~it seemed~~ the Southern economy was destroyed. The cotton that was largely produced due to the manual labor of slaves was the main export of the South. Without slaves, farm owners would have to pay their workers, which seemed ridiculous and impossible to them. The South had lost their most economically important crop, and, consequently, began to fall apart.

However, up in the North, the economy was prospering. Northern industry was booming. Supplies for the war had been consistently produced and were ~~always~~ constantly needed. Factory workers were employed

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Mandatory 1	Circle one 2 or (3) or 4
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3C

2 of 2

and factory owners were reeling in money. This, though, could prove to be an issue for the United States as a whole.

~~These differences~~

The opposing ~~forces~~ economies in America would create a major disaster. With the South losing the war, their homes were destroyed, families were starving, and lands were completely ruined.

War expenses were a major issue, and, even better, the South had just lost their main source of income - cotton. So, who would pay these expenses when the South was completely out of money? Well, it seemed as if the prospering North would be fit. However, the

Northern states were extremely unhappy about that idea. They had won the war, and thus, should not be paying for the South who lost.

These conflicts would ultimately lead to the period of Reconstruction. The Civil War brought about a disastrous change in the United States ~~from~~ the period from 1861 to 1900. The decline of the South alongside the success of the North evidently resulted in a variety of conflicts that would destroy the American economy.

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Question 3 — Long Essay Question

Overview

- This question asked students to evaluate the extent to which the Civil War fostered change in the United States economy from 1861 to 1900. In general, students began with events during the Civil War and Reconstruction. Some extended their time frame to include the Gilded Age. A few mentioned imperialism, Populism, and the Progressive movement.
- This question focused on the skill of Continuity and Change Over Time, as well as Contextualization and Argument Development.
- The Learning Objective assessed in this question focused on Work, Exchange, and Technology.
- This question mainly addressed Key Concepts 5.3 and 6.1.

Sample: 3A

Score: 6

A. Thesis/Claim (0–1 points): 1

The last two sentences of the first paragraph argue for a continued acceleration of the growth of the economies of North and South rather than drastic changes because of the Civil War and provide relevant categories of analysis (Northern industrialization and railroad construction and persisting Southern agrarianism). This constitutes an adequate line of reasoning. The response earned the thesis point.

B. Contextualization (0–1 points): 1

The discussion in the opening paragraph about prewar conditions and subsequent change in the “social & political climate” with specific examples earned the point for contextualization.

C. Evidence (0–2 points): 2

This response does not sprinkle a large number of specific examples of evidence. The points on Reconstruction, sharecropping, and railroads earned the first point. The discussion of this evidence is well-done and strongly supports the thesis. For example, the response supports its argument that the “North remained an Industrial & Manufacturing economy” by offering examples such as efforts by manufacturers to convert to manufacturing guns, as well as clothing manufacturers changing their products only slightly to supply the army with uniforms. This linkage of evidence and argument earned the second point, thus the response earned 2 points for use of evidence.

D. Analysis and Reasoning (0–2 points): 2

The response is supported throughout by statements that railroad construction accelerated, but did not change drastically, because of war. This earned the first point for analysis. Further, the response argues that there was continuity in both the course of economic development in the North and in the economy of the South because the region remained agrarian, though it changed in specific ways. This nuance earned the second point in the category. Thus the response earned 2 points for analysis and reasoning.

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Question 3 — Long Essay Question (continued)

Sample: 3B
Score: 4

A. Thesis/Claim (0–1 points): 1

This response clearly states a historically defensible claim establishing three categories of analysis — industrialization, railroads, and the banning of slavery — as a line of reasoning in response to the prompt. The response earned 1 point for thesis.

B. Contextualization (0–1 points): 1

Historical context is effectively demonstrated in the first paragraph of this response. It includes a description of the events and developments that preceded the Civil War — the Kansas–Nebraska Act, the Wilmot Proviso, and the underlying conflict over slavery’s expansion. It earned 1 point for contextualization.

C. Evidence (0–2 points): 1

The response cites multiple pieces of relevant evidence — the New South, railroads, and the Emancipation Proclamation. This earned 1 point for evidence. However, the response does not effectively apply the specific examples to support an argument. The response claims, for example, that freeing of slaves “shook the South as now the African Americans were workers, not slaves, and had to be treated as such,” but it fails to adequately extend the argument from this piece of evidence. Therefore, the response did not earn the second evidence point.

D. Analysis and Reasoning (0–2 points): 1

The response uses change over time to structure its argument that “America’s economy massively changed.” It does not, however, demonstrate a more nuanced or complex understanding of this historical development, presenting a somewhat limited analysis of these forces of long-term change. For example, the response states, “Industrialization ... helped boost the economy as the North could manufacture shippable goods and sell them abroad.” The response earned only 1 point for analysis and reasoning.

Sample: 3C
Score: 2

A. Thesis/Claim (0–1 points): 1

The entire first paragraph is considered the thesis. It establishes a line of reasoning about Northern economic growth and Southern economic decline during and after the war. The response earned 1 point for thesis.

B. Contextualization (0–1 points): 0

A brief reference to slavery before the war in the second paragraph is not sufficient to have earned the point for contextualization.

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C. Evidence (0–2 points): 0

The discussion of cotton is generic but provides one piece of evidence. However, the lack of a second piece of evidence means the response earned no points for evidence.

D. Analysis and Reasoning (0–2 points): 1

The last paragraph is a restatement of the thesis and the prompt. However, the next-to-last paragraph provides a discussion of change over time, if unfocused, that is sufficient to have earned 1 point for analysis and reasoning.