

2021

AP[®]

CollegeBoard

AP[®] United States History

Sample Student Responses and Scoring Commentary

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Long Essay Question 3

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Question 3: Long Essay Question, Reform Movements in the 19th Century

6 points

General Scoring Notes

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes that led to reform activity in the United States in the period from 1800 to 1848. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument.
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“There was a big market revolution in the US between 1800 and 1848.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Reform movements between 1800 and 1848 had many, many causes.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Reform movements between 1800 and 1848 had two causes.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The spread of slavery was the most important factor in inspiring the spread of reform movements in the mid-1800s.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“New religious ideas during the Second Great Awakening were more important than new political ideas in leading to reform movements in the early 1800s.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“The effects of the market revolution and ideological influence of the Declaration of Independence led to reform activity in the United States between 1800 and 1840.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The effects of the market revolution led to reform activity in the United States between 1800 and 1840.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
<p>Decision Rules and Scoring Notes</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Thomas Jefferson won the election of 1800 and there was a peaceful transition of power.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“During the Second Great Awakening Irish Catholics converted most of the Protestants in America to Catholicism.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The First Great Awakening • The spread of Enlightenment ideas • The American Revolution • The market revolution • The growth of industrialization during the Gilded Age <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The effects of the market revolution, which led many people to migrate to new places away from their homes and caused some artisans to lose their jobs, led many Americans to seek new meaning in religious reform movements.”</i> </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Thomas Jefferson won the election of 1800 and there was a peaceful transition of power.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“During the Second Great Awakening Irish Catholics converted most of the Protestants in America to Catholicism.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The First Great Awakening • The spread of Enlightenment ideas • The American Revolution • The market revolution • The growth of industrialization during the Gilded Age <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The effects of the market revolution, which led many people to migrate to new places away from their homes and caused some artisans to lose their jobs, led many Americans to seek new meaning in religious reform movements.”</i>
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<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria					
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“Jane Addams wanted to reform immigrants.”</i> </td> <td style="width: 33%; vertical-align: top;"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Camp revivals Abolitionism American Colonization Society Harriet Tubman William Lloyd Garrison Mormonism Charles Grandison Finney Grimké sisters Temperance movement Lowell girls Elizabeth Cady Stanton Seneca Falls Convention (1848) <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“Drinking alcohol grew as a pastime in working class neighborhoods of new manufacturing towns.”</i> </td> <td style="width: 33%; vertical-align: top;"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding the causes that led to reform activity in the United States in the period from 1800 to 1848. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The growth of the southern cotton economy led to the spread of slavery, which encouraged the rise of the abolitionist movement.”</i> (Uses evidence to support an argument about how the cotton economy contributed to abolitionist reform activity) <i>“The ideas of the Second Great Awakening emphasizing human perfectibility contributed to the growth of many reform movements to improve society.”</i> (Uses evidence to support an argument about how the Second Great Awakening contributed to reform movements) <i>“While social ills inspired particular reform movements, the theology of the Second Great Awakening emphasizing millenarian efforts to improve US society, was the main influence on many reform movements.”</i> (Uses evidence to argue that the theology of the Second Great Awakening was more important to reform movements than the existence of particular social ills) </td> </tr> </table>				<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. 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<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, a two-part argument about the role of moral reform and social justice in reform movements using evidence about the temperance movement and the Declaration of Sentiments.) 						

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes			

Mandatory
Question 1

Question 2

Choose one
Question 3 Q Question 4

Begin your response to each question at the top of a new page. Do not skip lines. Q

Leading up to the period from 1800-1848, America was fighting for its independence from Britain in the American Revolution. Independence was declared in 1776, and the country formed a new government under the US Constitution (After the articles of Confederation were deemed too weak). The United States was a new country that was at risk of failing. George Washington, the first president, called for remaining isolated. Improving internally to strengthen as a country. In the United States, reform activity grew in the period from 1800 to 1848 due to the continuation of the use of slavery and religious revival under the Great Awakening.

The Antebellum reform period must be traced back to the use of slavery. States in the United States were brought when the US was still composed of colonies. Although the slave trade (trans-Atlantic) was banned in the 1800s, the institution still prospered. An abolitionist movement formed. This was led by many northerners and escaped slaves who advocated for putting an end to the institution of slavery. Abolitionists like Frederick Douglass went to the North and spoke to groups about the horrors he faced as an enslaved man (he was a former slave, now escaped). Because of his personal experience with slavery, he saw the horrors of it and formed a movement to put an end to it. Many middle class women were inspired by abolitionists like Douglass. They joined the movement, but faced discrimination within it. Women realized that they too were struggling. Although not enslaved, they faced the discrimination, like African Americans.

Mandatory
Quest Question 1 Choose one
Question Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

and Elizabeth ^{denied basic rights.} ~~W~~ Stanton and Susan B. ~~W~~ Anthony went on to lead a women's suffrage movement. In 1848 at the Seneca Falls Convention, women convened to discuss the abuses they faced from the government and described ~~it~~, in the Declaration of Sentiments. After this point, women began to fight for suffrage. They ^{the idea of the unit of} domesticity through their ~~movement~~ ^{by} ~~plans~~ and advocated for education. They were inspired and by the abolitionist movement.

The Great Awakening, a religious revival, also led to the reform activity in the US during the antebellum period. The A Temperance movement formed ^{to} ~~to~~ a ban on alcohol. This movement formed because the Great Awakening encouraged people to reform society. Leaders of the Great Awakening believed that people ^{naturally good, and} become corrupted by society. Society must be reformed to ^{purify} ~~purify~~. Leaders of the Temperance movement took this idea and said that if alcohol ^{were} ~~was~~ banned, men wouldn't go out drinking and domestic abuse would decline. In addition to the temperance movement, a prison and asylum reform movement formed. Led by Dorothea Dix, the movement pushed for improved conditions for prisoners and the ^{ill} ~~ill~~. ~~But~~ ~~the~~ ~~people~~ had been crowded in prisons in ^{horrible} ~~horrible~~ conditions, but Dix ^{pleaded} ~~pleaded~~ improve the ^{conditions} ~~conditions~~. ~~She~~ ~~was~~ ~~one~~ of the ^{prisoners} ~~prisoners~~ for this prison/asylum reform movement was to improve society. ~~The~~ Great Awakening led to the belief

Mandatory
Question 1Choose one
Question 2 • Question e Question

Begin your response to each question at the top of a new page. Do not skip lines.

that society can and should be improved, so Dix ^{evoked} ^{social} toward this through movement. She believed that immigrants should be educated and should focus on rehabilitation, not only punishment, ^{in order to} integrate into society.

This Antebellum Reform movement ^{is} ^{an} ^{idea} ^{connected} ^{back} to the Progressive Era at a later time in American history. During ^{the} ^{late} ^{19th} ^{century} ^{to} ^{the} ^{early} ^{20th} ^{century}, ^{social} progressives also pushed for reform. ^{Urban} ^{reformers}, ^{compelled} ^{by} ^{lack} ^{of} ^{government} ^{regulation}, ^{exposed} ^{the} ^{problems} ⁱⁿ ^{the} ^{US} ^{through} ^{the} ^{work} ^{of} ^{Upton} ^{Sinclair}, ^{through} ^{his} ^{book} ^{"The} ^{Jungle"}, ^{which} ^{showed} ^{what} ^{the} ^{immigrant} ^{experience} ^{was} ^{like} ⁱⁿ ^{the} ^{cities} ^{of} ^{crowded} ^{tenements}, ^{unsanitary} ⁱⁿ ^{cities} ^{and} ^{exposed} ^{the} ^{meat} ^{industry}, ^{which} ^{used} ^{unsafe} ^{cleaning} ^{and} ^{packaging} ^{methods}. ^{Through} ^{this} ^{work}, ^{he} ^{pushed} ^{for} ^{government} ^{regulation} ^{to} ^{regulate} ^{meat} ^{packing} ^{and} ^{to} ^{help} ^{immigrants} ^{through} ^{regulating} ^{life} ⁱⁿ ^{cities}. ^{(Government} ^{controlled} ^{sanitation)}. ^{This} ^{push} ^{for} ^{reform} ^{led} ^{to} ^{the} ^{creation} ^{of} ^a ^{federal} ^{agency} ^{to} ^{regulate} ^{meat} ^{packing} ^{under} ^{President} ^{Theodore} ^{Roosevelt}. ^{Progressives} ^{also} ^{pushed} ^{for} ^{women's} ^{suffrage}, ^{which} ^{even} ^{after} ^{Antebellum} ^{reform} ^{had} ^{not} ^{been} ^{achieved}. ^{Women} ^{evoked} ^{and} ^{used} ^{propaganda} ^{to} ^{encourage} ^{social} ^{support} ^{for} ^{the} ^{movement}. ^{Under} ^{President} ^{Wilson}, ^{they} ^{finally} ^{got} ^{the} ^{right} ^{to} ^{vote}. ^{The} ^{Progressive} ^{Era} ^{and} ^{Antebellum} ^{reform} ^{movements} ^{both} ^{pushed} ^{for} ^{reforms} ^{for} ^{changes} ^{within} ^{the} ^{government} ^(reforms) ^{to} ^{benefit} ^{society} ^{and} ^{guarantee} ^{people's} ^{rights}.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

erty has always been a symbol
to liberty and freedom all around the world.
However, there have always been many problems
in the US which contradict this symbol. This
~~is~~ Am leads to revolutions and reform
movements by Americans who want to fix the
problems of their country. Reform movements
were very prevalent during the antebellum era.
Although there were many causes for ~~this~~ this
reform activity in the United States from 800 to
1848, such as the rising power of the common man and
immigration, the most important cause of reform
activity was religious fervor caused by the Second
Great Awakening.

The abolition movement was a ~~reform~~
reform movement caused ~~by~~ mainly by ~~the~~
religious fervor and rethinking of moral values. Even
though ~~not~~ ~~many~~ many Americans did not
support abolition, it was a very important movement
leading up to the civil war. Many people supported
this movement for early speeches from the Second
Great Awakening, which encouraged them to fix the
evil of slavery because it was ~~not~~ ~~an~~ ~~immoral~~ This
is shown for ~~an~~ example in the speaking
of Frederick Douglass, who connected abolition to
religion. There were not many other notable

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

reasons for this movement other than moral/religious reasons, which shows the importance of the Second Great Awakening.

The temperance movement, ~~movement~~ ~~and~~ movement, with the movement to reform jails and asylums, and movements to help immigrants ~~in~~ ~~the~~ ~~movement~~ ~~to~~ ~~reform~~ ~~jails~~ ~~and~~ ~~asylums~~, and movements to help immigrants ~~in~~ ~~the~~ ~~movement~~ ~~to~~ ~~reform~~ ~~jails~~ ~~and~~ ~~asylums~~ were also important. Many women helped during the reform movements because of social housekeeping. This was the idea that women should help reform the outside world, instead of just their homes. This helped lead to more women's rights, and it was caused mainly by religious fervor brought on by the Second Great Awakening. This was shown when orator Duff referred to religion when speaking about jail and asylums. The rise of the "common man" in politics could also have possibly helped cause the reform activity in the 1830s, but because more people started caring about the "common man," and more "common men" started power. ~~These immigrants could also have made~~ ~~the~~ ~~movement~~ ~~to~~ ~~reform~~ ~~jails~~ ~~and~~ ~~asylums~~ ~~to~~ ~~help~~ ~~them~~, but however this was nowhere near as important as religious fervor. Even the temperance movement was brought on by religious fervor and people wanting to be more

Mandatory
Question 1

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

moral. ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~
Even though there uld have been
many reasons for reform activity, the main
reason was the Second Great Awakening. This
religious fervor helped cause reform that helped
many people.

Mandatory
Question

Question 2

Choose one
Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

In the United States, reform was common. The 1st reform of reform came when the Puritans sailed to Massachusetts to avoid religious persecution. Then the 1st Great Awakening was a religious revival, centering of the Enlightenment Era. Due to these reform efforts, the importance of reform activity in the period 1800-1850 was significant.

The 1st cause of reform activity during this period was the 1st Great Awakening. It was an older brother, without a revival in religious faith, but unlike the 1st Great Awakening, it focused on society rather than the individual. Some causes of the 1st Great Awakening include slavery, drinking and other vices. These causes were some of the most important causes that were addressed, as more and more anti-slavery newspapers were formed, and drinking especially more widespread. Because of the 1st Great Awakening, people saw slavery as a sin, and drinking as well, as sins in American society.

The 2nd cause of reform activity in the period was the Seneca Falls Convention. This convention was a place to discuss women's rights, compared to men, and how they would be seen for justice. They even drafted the Seneca Falls Declaration, which was a similar to the Declaration of Independence, meaning they wanted independence. Their efforts to achieve reform through a convention showed the importance of women's rights in the period 1800-1850. This is very significant because this showed how the United States would reform their laws in the next century.

However, one other reform activity that became an amendment was the 3rd and final piece of reform activity in the period was the prohibition demand. Due to men getting drunk on alcohol, and putting themselves and their families at risk, and the resurrection of religious faith. Their thinking was so firm that the 18th Amendment was passed, banning the sale of alcohol. It, however, was very far, the 18th Amendment was passed in the 1830s to repeal

Mandatory .
Question 1 .

Question 2 .

Choose one .
Question 3 .

Question 4 .

Begin your response to each question at the top of a new page. Do not skip lines .

The 18th Amendment. Their thinking, and causation of two amendments, proves that the Prohibition reform activity was very important in American Society, and caused great reform in the 20th Century.

All in all, the relative importance of causes of reform activity in the period 1800 to 1848 included the 2nd Great Awakening, the Seneca Falls Convention, and the Prohibition movement. Without these movements, no reform would be brought up about religious women's rights, and the 18th/21st Amendment would be struck from history.

Question 3 — Long Essay Question

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

Overview

- The question asked students to evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848. Generally, responses used the Second Great Awakening, establishing contextualization and then identified specific social issues, such as abolition, women’s rights, and temperance, to build their arguments. The responses were expected to evaluate the causal relationship between societal factors and the reform movements spurred by them, in the context of perfectionism driven by the combination of Enlightenment rationalism and religious zeal.
- The responses were expected to demonstrate an ability to weigh the relative importance of reform causes and connect this analysis to the development of reform from 1800 to 1848.
- The historical reasoning skill of causation was given in the prompt.
- This question primarily addressed Topics 4.10 and 4.11. Specifically, students could connect the impact of the market revolution on society and culture (covered in Topic 4.6) and the development of an American culture focused on the ideal of perfectibility (covered in Topic 4.9) to how these developments contributed to the Age of Reform. The responses could also have placed the causal relationship in the context of the ideals of the founding of the United States, including Enlightenment concepts, propelled by the religious fervor of the Second Great Awakening.

Sample: 3A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim: (0–1): 1

The response earned 1 point in this category because it presents a historically defensible thesis that establishes a clear line of reasoning. The response states, “In the United States, reform activity grew in the period 1800–1848 due to a continuation of the use of slavery and a religious revival under the Great Awakening,” thus identifying multiple causes of reform. The use of Great Awakening rather than Second Great Awakening is a minor error because the term is used in the correct context throughout the essay.

B. Contextualization: (0–1): 1

The response earned 1 point for contextualization by providing the trans-Atlantic slave trade as the historical context for the rise of abolitionism.

C. Evidence: (0–2): 2

The response earned 2 points for using evidence. It earned the first point by linking Frederick Douglass to the abolitionist movement in the second paragraph. It also accurately discusses Seneca Falls, Elizabeth Cady Stanton, and Susan B. Anthony in relation to the women’s rights movement. The response earned the second point for evidence by using these facts to support a larger argument.

Question 3 — Long Essay Question (continued)

This response connects Frederick Douglass to the mobilization of middle-class women in support of abolitionism and the Seneca Falls convention, leading to a push for suffrage and challenging the cult of domesticity.

D. Analysis and Reasoning: (0–2): 2

This response earned 1 point for use of the historical reasoning skill causation. It does so by establishing the Second Great Awakening as the cause of the temperance movement in paragraph 3. Although the term “Second Great Awakening” is not used, it is clear in the response that it is referring to this religious revival.

The response earned 1 point for complex understanding by corroboration. In the final paragraph, the response extends the argument by establishing both similarity and difference, cited with specific facts, between the antebellum reform period and the Progressive Era, particularly in regard to the women’s rights movements in both eras. This is a relevant and insightful connection across time periods.

Sample: 3B

Thesis/Claim: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim: (0–1): 1

The response earned 1 point in this category because it presents a historically defensible thesis that establishes a clear line of reasoning with analytic categories. This is established when the response states, “Although there were many causes for this reform activity in the United States from 1800 to 1848, such as the rising power of the common man and immigration activity, the most important cause of reform activity was religious fervor caused by the Second Great Awakening.” This thesis statement provides a direct response to the prompt’s focus on the causes of and the relative importance of those causes for reform activities in the time period.

B. Contextualization: (0–1): 0

This response did not earn the point for contextualization. In the first paragraph, the response provides only generalized phrases and references to liberty, revolutions, and the need for reforms and does not elaborate to adequately describe a broader historical context relevant to the prompt.

C. Evidence: (0–2): 2

The response earned 2 points for using evidence. It earned the first point for providing specific examples of evidence relevant to the topic. The response provides specific examples such as the linkage of Frederick Douglass to the abolitionist movement in the second paragraph as well as the use of the reforms of the temperance movement and Dorothea Dix in the third paragraph. The response earned the second point for evidence by using these facts to support the larger argument. It argues for the link between religious revival and social reform by pointing to the connection made by Frederick Douglass between the abolitionist movement and the religious movement instigated by the Second Great Awakening. Likewise, the response

Question 3 — Long Essay Question (continued)

notes the same link with evidence of the religious motivations behind Dorothea Dix’s efforts to reform jails and asylums.

D. Analysis and Reasoning: (0–2): 1

The response earned 1 point for demonstrating the use of the historical reasoning skill causation. The first sentence of the second paragraph establishes causation when it states, “The Abolition movement was a reform movement caused mainly by religious fervor and rethinking of moral values.” Another use of causation is provided in paragraph three where the response discusses women’s “social housekeeping” role to help reform the outside world and not just their own homes, which “helped lead to more women’s rights, and it was caused mainly by religious fervor brought on by the Second Great Awakening.”

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not attempt to explain how the evidence corroborates, qualifies, or modifies the argument.

Sample: 3C

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 1

Total Score: 3

A. Thesis/Claim: (0–1): 1

The response earned the thesis/claim point. The thesis is found in the last paragraph; the first sentence makes a claim that the causes were “the 2nd Great Awakening, the Seneca Falls Convention, and the Prohibition movement.”

B. Contextualization: (0–1): 0

The response did not earn the contextualization point. It does mention some previous historical developments like the Puritans and the First Great Awakening, but it does not sufficiently make a connection between these events and the prompt.

C. Evidence: (0–2): 1

The response earned 1 point for identifying two specific historical examples of evidence relevant to the topic of the prompt. In the second paragraph, the response offers a discussion of the Second Great Awakening and reform causes. In the third paragraph, the response discusses the Seneca Falls Convention. The response did not earn a second point for evidence as the evidence does not support an argument in response to the prompt.

D. Analysis and Reasoning: (0–2): 1

The response earned 1 point as it minimally demonstrates the use of the causation historical reasoning skill. For example, it uses causation in discussing the connections between the growth of religion and efforts to reform the problem of drinking in society.

Question 3 — Long Essay Question (continued)

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not attempt to explain how the evidence corroborates, qualifies, or modifies the argument. The use of Prohibition was outside the time period of the prompt.