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AP[®]

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AP[®] United States History

Sample Student Responses and Scoring Commentary

Inside:

Long Essay Question 4

- Scoring Guideline
- Student Samples
- Scoring Commentary

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Question 4: Long Essay Question, International Conflicts 1898–1930

6 points

General Scoring Notes

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the extent to which international conflicts in the period from 1898 to 1930 affected the role of the United States in the world.

| 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 how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. 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>“The growth of the economy greatly affected the United States role in the world between 1898 and 1930.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“International conflicts affected the role of the United States in the world a lot.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“International conflicts affected the international role of the United States.”</i> | | <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The United States role in the world was greatly affected by international conflicts by 1930, as the United States became a world power after the Spanish-American War and a key player in the negotiations to end the First World War.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Fighting in a world war and disagreements about protecting national sovereignty encouraged the United States to avoid a large role in world affairs by 1930.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Participation in international conflicts influenced the United States to increase its role in the world.”</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 | Scoring Criteria | |
|--|--|--|
| <p>Row B Contextualization</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>(0-1 points)</p> | <p>Decision Rules and Scoring Notes</p> | |
| <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>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. | |
| <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>“The United States economy was roaring in the 1920s.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“The Seven Years War really made Americans mad about taxes in the 1890s.”</i> | <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Washington’s Farewell Address • Monroe Doctrine • Manifest Destiny • Progressive movement • The Second World War (1939–1945) • The Cold War <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Colonial empires grew in the late 1800s as Europeans scrambled to take over territory in Africa and Asia; some Americans, hoping to emulate the Europeans and gain international prestige, advocated for an increase in the United States role in the world.”</i> | |
| <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 data-bbox="327 375 747 691" 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. </td> <td data-bbox="747 375 1377 691" 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 how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. </td> <td data-bbox="1377 375 1950 691" 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 how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. </td> </tr> <tr> <td data-bbox="327 691 747 1230" style="vertical-align: top;"> <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>“The United States won World War II big time.”</i> </td> <td data-bbox="747 691 1377 1230" style="vertical-align: top;"> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Imperialism • Spanish-American War (1898–1899) • Philippines • Teddy Roosevelt Big Stick policy • William H. Taft • Dollar Diplomacy • Mexican Revolution • Woodrow Wilson • First World War (1915–1918) • Treaty of Versailles • League of Nations • Washington Conference (1921) <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“Teddy Roosevelt and Rough Riders took San Juan Hill during the Spanish-American War.”</i> </td> <td data-bbox="1377 691 1950 1230" style="vertical-align: top;"> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“President Roosevelt won the Nobel Peace Prize for negotiating the end of the Russo-Japanese War, which helped the United States gain stature in its role in the world.”</i> (Uses evidence to support an argument that the United States used the mediation of international conflicts as a means of increasing its international role) • <i>“Many American were disillusioned by World War I, which led them to be less supportive of a continued international role for the country through the League of Nations.”</i> (Uses evidence to support an argument that the United States role in the world lessened as a result of the First World War) • <i>“The United States enforced the Roosevelt Corollary to the Monroe Doctrine to prevent European countries from invading Latin American countries, thus increasing its control over the Western Hemisphere.”</i> (Uses evidence to support an argument that the United States prevented conflicts between Latin American and European countries in order to increase its role in the world) </td> </tr> </table> | | | | <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>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • <u>Identify at least two specific historical examples</u> relevant to how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. | <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 how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. | <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>“The United States won World War II big time.”</i> | <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Imperialism • Spanish-American War (1898–1899) • Philippines • Teddy Roosevelt Big Stick policy • William H. Taft • Dollar Diplomacy • Mexican Revolution • Woodrow Wilson • First World War (1915–1918) • Treaty of Versailles • League of Nations • Washington Conference (1921) <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“Teddy Roosevelt and Rough Riders took San Juan Hill during the Spanish-American War.”</i> | <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“President Roosevelt won the Nobel Peace Prize for negotiating the end of the Russo-Japanese War, which helped the United States gain stature in its role in the world.”</i> (Uses evidence to support an argument that the United States used the mediation of international conflicts as a means of increasing its international role) • <i>“Many American were disillusioned by World War I, which led them to be less supportive of a continued international role for the country through the League of Nations.”</i> (Uses evidence to support an argument that the United States role in the world lessened as a result of the First World War) • <i>“The United States enforced the Roosevelt Corollary to the Monroe Doctrine to prevent European countries from invading Latin American countries, thus increasing its control over the Western Hemisphere.”</i> (Uses evidence to support an argument that the United States prevented conflicts between Latin American and European countries in order to increase its role in the world) |
| <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>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • <u>Identify at least two specific historical examples</u> relevant to how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. | <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 how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. | | | | | | | |
| <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>“The United States won World War II big time.”</i> | <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Imperialism • Spanish-American War (1898–1899) • Philippines • Teddy Roosevelt Big Stick policy • William H. Taft • Dollar Diplomacy • Mexican Revolution • Woodrow Wilson • First World War (1915–1918) • Treaty of Versailles • League of Nations • Washington Conference (1921) <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“Teddy Roosevelt and Rough Riders took San Juan Hill during the Spanish-American War.”</i> | <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“President Roosevelt won the Nobel Peace Prize for negotiating the end of the Russo-Japanese War, which helped the United States gain stature in its role in the world.”</i> (Uses evidence to support an argument that the United States used the mediation of international conflicts as a means of increasing its international role) • <i>“Many American were disillusioned by World War I, which led them to be less supportive of a continued international role for the country through the League of Nations.”</i> (Uses evidence to support an argument that the United States role in the world lessened as a result of the First World War) • <i>“The United States enforced the Roosevelt Corollary to the Monroe Doctrine to prevent European countries from invading Latin American countries, thus increasing its control over the Western Hemisphere.”</i> (Uses evidence to support an argument that the United States prevented conflicts between Latin American and European countries in order to increase its role in the world) | | | | | | | |
| <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, with a two-part argument on the Spanish-American War and the First World War, using evidence about the conquest of the Philippines and the Treaty of Versailles.) | | | | | | | | | |

| 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 | | | |
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| | | | |
| <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. | <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world, although the reasoning may be uneven, limited or imbalanced. | <p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. | |
| <p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“Yellow journalism was everywhere at the time of the Spanish-American War.”</i> | <p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how United States participation in international conflicts represented a change from earlier foreign policies. Explaining how disillusionment from the First World War and the outcome of the Treaty of Versailles caused increased isolationist sentiment. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> <i>“The spread of the First World War caused the United States to take an international role fighting in a conflict in Europe for the first time in its history.”</i> (Indicates the cause of an increased role for the United States in the world) | <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The response argues that the Spanish-American War and the First World War transformed the United States role in the world from a generally minor participant to a world power. The response corroborates this argument by providing evidence of how the United States became economically, diplomatically, and militarily influential after these conflicts. The response argues that the two major conflicts of this period ended the tradition established by Washington in his farewell address, but it qualifies this argument by noting that we briefly returned to this idea in the decades between the First World War and the Second World War, providing evidence of isolationist policies and efforts at neutrality. The response modifies the argument by claiming that international conflicts didn’t significantly change the United States role in the world, providing evidence of the continuity of isolationist sentiments from both before and after the conflicts. Instead the response claims that the more significant impact was on the home front, providing evidence of the impact of the wars on domestic politics and immigration policy. | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | | |

Mandatory
Question 1 Choose one
Question 2 Question 3 Question 4

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

By 1898, the US had overcome the Civil War and had established itself as a strong, independent nation. The industrialization of the US economy following the war and new management techniques led to a boom in productivity and the economy as a whole. Additionally, this marked the beginning of the ~~Progressive~~ Progressive Era with many reforms being enacted both within American government and society as a whole. At this point the US had resolved many of its internal issues and were also looking to expand its international horizons. Although the US did not join the League of Nations and become ~~the~~ a leading force in global security, because of imperialist ambitions evidenced in the Spanish American War as well as its role in World War I, international conflicts established America as a dominant global force.

One example of US expanding its global role through conflict was the Spanish American War. ~~The~~ The US seized Cuba and the Philippines as business opportunities and sought to forcefully take them from Spain. ~~in~~ In the Turner Thesis, with Manifest Destiny fulfilled, the US craved for other places to expand and conquer. The Spanish American War was one such example of newfound imperialist ambitions coming to light. In winning the war, the US attained Puerto Rico, Guam, Cuba, and

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 Philippines and many other territories, and established themselves as an imperial force that could and would rival Europe.

Nearly 2 decades later came the first world war in which the US cemented its ~~place~~ place as a ~~the~~ global power. Although this was a foreign conflict that didn't involve the US, it got pulled into the war and went against the isolationist sentiment that prevailed at that time. The US entering the war changed the tide of the fight and ultimately allied forces were victorious. Additionally, Wilson used the war to implement his ~~vision~~ vision for the collective international future. His ~~fourteen~~ fourteen points outlined a way that western powers could move forward to prevent another large scale conflict, and established the League of Nations. Wilson took charge of the peace talks and the US came out of the war with much more global influence than when it entered. Additionally, Wilson's moral diplomacy and the US entering the war in the first place, showed that in the future the country would be willing to go to war to protect the freedoms of others.

Some may argue that because the US didn't actually take part in the League of Nations, the

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.

Conflicts did not greatly affect the US's position in the world. It is true that the US did not join the League of Nations and proceeded to cut itself off from European affairs following the war. This was likely due to Washington's warning not to meddle in foreign affairs and make alliances, and resulted in the US not allying itself with the European nations it had fought alongside. Coupled with the fact that the League of Nations was useless and failed to prevent conflict, some argue that lack of US involvement diminished the country's international standing. However, ~~although~~ although the US didn't actually take part, it still helped win the war and led peace talks. Additionally, ^{the world recognized the US's earlier imperial ambitions through the Spanish American war} and as such the US still ended up having a significant role in global affairs due to international conflicts.

Mandatory
Question 1

Question

Choose one
Question

Question 4



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

For the United States, the period from 1898 to 1930 meant both industrial expansion and involvement in the first world war. Before the time period, America had experienced rapid industrialization which led it to become more involved in international trade. America was involved in trade not only with European countries but also countries in the Pacific Ocean, though in the Pacific through more imperialistic means. Then came World War One which saw a conflict between Germany and a number of European countries. America came to the aid of its allies in Europe in order to defeat Germany. International conflicts between 1898 and 1930 did little to harm impede America's position in international trade but did cause it to become more involved in world war.

The United States was rapidly industrializing, causing it to participate more in international trade once it had outgrown the home market. Through its involvement in World War One, America was able to solidify and grow relationships with international trading partners. Following the war, many European countries were still feeling the effects of the war. Since the United States had remained relatively stable, it was a reliable place to receive needed goods from. However, America did not remain immune from hardships. The world economy estalling eventually hit America, resulting in the Great Depression. This led to many without work and relying on any assistance they could find to get by.

Before World War One, the United States had maintained an isolationist policy when it came to foreign policy. It opted to remain neutral in order to maintain relationships with other countries. This continued through World War One in which America was, at first, hesitant to get involved. Eventually, the United States had to get involved, forming alliances with other European countries to beat Germany. With this also came a shift in America's isolationist policy when it came to international conflict. Following the end of World War One,

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 United States joined formal alliances with other European powers. With this also came America's continued involvement in global affairs taking on a role as a global "police force," maintaining a military presence in a number of countries.

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.

Founded on the basis ~~of neutrality~~ neutrality, the United States, through its course of history, has manifested a shift in fundamental principles. As the first president of the United States, George Washington urged America to stay clear of foreign entanglements and interventions. Perpetuating this ideology, James Monroe established, during his presidency, the official foreign policy of the United States. In the Monroe Doctrine, it was established that the United States would not involve itself in foreign affairs and conflicts, and the other hemisphere prohibited from interfering with North and South Americans. However, the international conflicts in the period 1898 to 1930 served as a complete shift in policy, affecting the role the United States globally.

When entering World War I on the basis of alliance support and neutrality disrespect, the United States began its departure from historical policy and its rise

Mandatory
Question 14

Choose one
Question 24

Question 34

Question 4

Begin your response to each question at the top of a new page. Do not skip lines. 4

as a global power. ~~Supplies~~ supplying men and weaponry, the United States found itself deep in foreign entanglement. At the nose of the war, the power the United States would have on overseas affairs became apparent. For instance, forming the United Nations, the United States was tied to involving itself in discussing global affairs and ~~wartime~~ wartime and defense discussions.

Then ~~moving into~~ when Europe began advancing into the second world war, United States while promoting noninvolvement found itself sending supplies to allied nations, such as Britain. Consequently, Japan sent an attack on Pearl Harbor, a naval base in Hawaii. With this aggression, United States formally entered the second war. With ~~technology~~ technology and military war on their side, the United States created the atomic bomb, a tool that would permanently change the dynamic of the war. Bombing Japan twice, leaving thousands of innocent civilians to die, the United States found victory.

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.

since ~~while~~ the United States additionally ~~was~~ led allied forces to defeat Germany and oppositional powers, it emerged, ~~was~~ as a power house.

From both of these world wars, Americans and their military landed the top spot. Moving forward in history, the United States has assumed the power of knowing foreign affairs, such as the Soviet development of nuclear weapons; and interfering ~~as it~~ when, ~~was~~ they ~~was~~ fit; such as; the containment of ~~it~~ of Communism. In Modern day, with, ~~was~~ ~~between~~ the U.S. involvement in the Middle East for natural resources ~~was~~ and ~~to combatting~~ ^{combating} terrorism, and its continuous defense of democracy; ~~was~~ the nation is a ruling force in international relations. Therefore, the period from, ~~was~~ ~~the~~ 1898 to 1930 served as the development for the United States modern role in international foreign ~~policy~~ affairs.

Question 4 — Long Essay Question

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

Overview

- The responses to this question were expected to demonstrate understanding of the development of the United States in the context of its role in the world.
- Ways to demonstrate understanding of the topic of the question include accurate descriptions of the Spanish-American War, the First World War, and United States interventions in Latin America.
- Responses to this question can address topics beyond military issues, such as changes in United States international economic and political influence.
- The responses were expected to demonstrate the following reasoning skills: contextualization, change over time, continuity, and comparison. Some responses could also build an argument based on causation.
- This question primarily addressed Topics 7.2, 7.3, 7.5, 7.6, and 7.11.

Sample: 4A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. It makes a claim about America becoming a dominant global force. This claim also establishes a line of reasoning based on imperialistic ambitions in wartime.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. It relates broader historical context about industrialization, Progressive reform, and Manifest Destiny to increased interest in the international expansion of the United States.

C. Evidence (0–2 points): 2

The response earned 1 point by providing specific examples of relevant evidence. Examples include the Spanish-American War, the First World War, and the formation of the League of Nations. The response earned the second point by supporting an argument using specific and relevant examples. It uses evidence about the Spanish-American War and the League of Nations to support an argument about the United States gaining imperial power and global influence.

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

The response earned 1 point for using historical reasoning. It uses causation to frame an argument that the Spanish-American War and the First World War helped to establish America as a global force.

Question 4 — Long Essay Question (continued)

The response earned 1 point for demonstrating a complex understanding. It qualifies the argument by considering and then rejecting an alternate view that the lack of United States participation in the League of Nations signified a return to isolationism. The response ultimately concludes that those actions did not negate the growing role of the United States in global affairs.

Sample: 4B

Thesis/Claim: 1

Contextualization: 1

Evidence: 1

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. It makes a historically defensible claim in the introduction that international conflicts led the United States to additional involvement in world affairs with minimal change in its trade policies.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. It describes the broader historical context of American industrialization as a motivation for additional trade with Europe and countries in the Pacific Ocean.

C. Evidence (0–2 points): 1

The response earned 1 point in this category for providing specific examples of relevant evidence. Examples include details about the entry of the United States into the First World War and about postwar economic struggles that contributed to the Great Depression. The response did not earn the second point for using evidence. The response does not support an argument using two specific and relevant examples. The response uses United States involvement in the First World War to support an argument about solidified trade relationships. It does not use a second example of specific evidence to support an argument.

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

The response earned 1 point for using historical reasoning. It uses causation to structure an argument about trade patterns in Europe following the First World War.

The response did not earn the point for demonstrating a complex understanding. It does not use evidence to corroborate, qualify, or modify an argument that addresses the question.

Question 4 — Long Essay Question (continued)

Sample: 4C

Thesis/Claim: 1

Contextualization: 1

Evidence: 0

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. It includes a thesis statement connecting “international conflicts” to shifts in national policy and power. The thesis statement is located in the last sentence of the first paragraph.

B. Contextualization (0–1 points): 1

The response earned the point for contextualization. It includes examples of relevant context about the Monroe Doctrine and the Second World War. It accurately relates the role of the United States in the world to broader historical events that took place before and after the time period mentioned in the prompt.

C. Evidence (0–2 points): 0

The response did not earn any points in this category. The brief mention of the First World War is not enough to achieve the requirement of more than one piece of evidence. The specific examples of evidence about the Second World War and communism are outside of the time period of the prompt. The response does not support an argument using specific and relevant examples. The examples about the Second World War and communism are not used to support an argument relevant to the time period of the prompt.

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

The response did not earn the point for using historical reasoning. The response attempts a causation argument using evidence about conflicts during and after the Second World War. However, this argument does not explain developments specific to the prompt.

The response did not earn the point for complexity. The concluding description of current military events does not qualify, modify, or corroborate an argument that addresses the prompt.