

2022

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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### Document-Based Question

- Scoring Guidelines
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**Question 1: Document-Based Question, Early American Identity**

**7 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 the United States developed a national identity between 1800 and 1855.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about how the United States developed a national identity between 1800 and 1855. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The United States got a nation because George Washington beat the British during American Revolution.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Americans began to think of themselves as one nation after 1800.”</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The United States developed a national identity between 1800 and 1855.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“During the first half of the 19th century, Americans were able to develop a unified national identity to a large extent. Specifically, by drawing distinctions against the British after the War of 1812 and identifying uniquely American national values, the U.S. started to move away from seeing itself primarily as a collection of states.”</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The U.S. was developing a unified national identity by embracing the ideals of the founding documents, individuality, and voting rights.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“After 1800, the United States developed a national identity by continuing to break away from British identity.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b>  (0-1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul>		
<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to how the United States developed a national identity between 1800 and 1855.</li> </ul>		
<p><b>Examples that do not earn this point:</b></p>		
<p><b>Provide a passing phrase or reference</b></p>		
<ul style="list-style-type: none"> <li>• <i>“Americans had Transcendentalism.”</i></li> </ul>		
<p><b>Provide historically inaccurate contextualization</b></p>		
<ul style="list-style-type: none"> <li>• <i>“Fighting the Nazis made people feel really proud to be American.”</i></li> </ul>		
<p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p>		
<ul style="list-style-type: none"> <li>• Anglicization during the colonial era</li> <li>• American Revolution</li> <li>• Declaration of Independence</li> <li>• Ratification of the United States Constitution</li> <li>• Second Great Awakening</li> <li>• Jacksonianism</li> <li>• Native American dispossession</li> <li>• Growth of slavery</li> <li>• First and Second Party Systems</li> <li>• Market revolution</li> <li>• Domestic ideals/separate spheres</li> <li>• Immigration from Ireland and central Europe</li> <li>• Reform and utopian movements</li> <li>• Kansas-Nebraska Act</li> <li>• Civil War</li> </ul>		
<p><b>Examples of acceptable contextualization:</b></p>		
<ul style="list-style-type: none"> <li>• <i>“During the late 1790s and early 1800s, conflicts over neutral trading rights and impressment with France and Great Britain, contributed to debates about U.S. foreign policy leading to questions about the young country’s place in the world.”</i></li> </ul>		
<p><b>Additional Notes:</b></p>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-3 points)</b>	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, of the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address how the United States developed a national identity between 1800 and 1855.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 1) <i>“The growth in popular political participation by White men was a common experience across the United States between 1800 and 1850, especially in new western states founded by White migrants.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“Maria’s Stewart appeal to the example of figures such as George Washington in order to attack slavery shows the spread of common national heroes among diverse groups of Americans, such as free African Americans.”</i> (Uses evidence from Document 5 to support an argument about the spread of a common American national identity)</li> <li>(Document 4): <i>“The drafting of the Cherokee Constitution, through which the Cherokee nation sought to protect its sovereignty against incursions by the United States, shows that not all people living within the United States identified with an American nation, and many Native Americans preferred to remain separate in their own tribal groups.”</i> (Uses evidence from Document 4 to support an argument about the limitations of the spread of American national identity)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C (continued)</b>	<b>Evidence Beyond the Documents:</b>		
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>	
	<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to how the United States developed a national identity between 1800 and 1855.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Star-Spangled Banner</li> <li>• Era of Good Feelings</li> <li>• James Monroe</li> <li>• American System</li> <li>• Henry Clay</li> <li>• National Road</li> <li>• Erie Canal</li> <li>• Railroads</li> <li>• Noah Webster/<i>American Dictionary</i></li> <li>• Washington Irving</li> <li>• Nathaniel Hawthorne</li> <li>• Edgar Allen Poe</li> <li>• James Fenimore Cooper</li> <li>• Indian Removal Act/Trail of Tears</li> <li>• Transcendentalism</li> <li>• Romanticism</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• “Self-Reliance”</li> <li>• Henry David Thoreau/<i>Walden</i></li> <li>• Hudson River School</li> <li>• “Burned-over-district”</li> <li>• Charles Granderson Finney</li> <li>• Mormonism</li> <li>• Manifest Destiny</li> <li>• Mexican-American War</li> <li>• Southern regional culture /the “peculiar institution”</li> <li>• Revolts by enslaved people (Nat Turner, Denmark Vesey)</li> <li>• Abolitionism</li> <li>• Nullification crisis</li> <li>• John C. Calhoun</li> <li>• Declaration of Sentiments/Seneca Falls Convention</li> </ul> </td> </tr> </table> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“The writings of James Fenimore Cooper, focusing on the experiences of colonial-era frontiersmen, helped develop a sense of a common national heritage and character.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how literature contributed to the idea of a common national identity shared by all Americans)</li> <li>• <i>“The Erie Canal helped to link Americans in the Northeast and the Midwest, especially through increased commercial interactions like the grain trade, which contributed to the growth of regional connections.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how increased commercial connection contributed to the growth of national identity)</li> </ul>	<ul style="list-style-type: none"> <li>• Star-Spangled Banner</li> <li>• Era of Good Feelings</li> <li>• James Monroe</li> <li>• American System</li> <li>• Henry Clay</li> <li>• National Road</li> <li>• Erie Canal</li> <li>• Railroads</li> <li>• Noah Webster/<i>American Dictionary</i></li> <li>• Washington Irving</li> <li>• Nathaniel Hawthorne</li> <li>• Edgar Allen Poe</li> <li>• James Fenimore Cooper</li> <li>• Indian Removal Act/Trail of Tears</li> <li>• Transcendentalism</li> <li>• Romanticism</li> </ul>
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>			

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“In Document 4, the situation was like this, the United States was taking a bunch of Cherokee land and they were mad.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“In Document 3, James Madison said that the United States needs internal improvements.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 5): <i>“Stewart’s perspective as a free African American woman, especially her appeal to national heroes such as George Washington, shows the growth of national identity across different groups in the United States beyond White Americans.”</i> (Provides sourcing regarding the point of view of the document relevant to an argument that addresses the spread of national identity to different ethnic and racial groups.)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 2): <i>“In seeking to rally the country to war in 1812, Congress’ purpose was to drive pro-war sentiment by appealing to the injuries inflicted on the country by Great Britain, which contributed to the growth of a sense of national identity in the United States.”</i> (Provides sourcing regarding the purpose of the document relevant to an argument that addresses the growth of national identity.)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>(Document 3): <i>“In the early 1800s manufacturing grew as Americans increasingly produced goods for sale. Madison advocated for roads and canals, in part to help move these goods around the country which created a greater feeling of national unity in many areas of the country.”</i> (Provides sourcing regarding the historical situation of the document relevant to an argument that addresses how commerce strengthened national identity.)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 4): <i>“The appeal of the Cherokee to United States audiences, especially government officials, by modeling the language of their government documents on the United States Constitution showed that the Cherokee strategized how to appeal to Americans based on their national identity.”</i> (Provides sourcing regarding the audience of the document relevant to an argument that addresses how American national identity grew from the perspective of Native American nations.)</li> </ul>	

Row D (continued)	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> 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>
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The response argues that the development of national identity was widespread, reaching multiple regions of the country. It corroborates that argument with relevant and insightful evidence from multiple variables such as how greater connections created by canals and railroads during the market revolution linked regions economically, culturally, and politically.</li> <li>• The response argues that military conflicts in North America contributed to the growth of American national identity. It then qualifies that argument with evidence that debates over how to manage new territory acquired through warfare, especially whether to allow the expansion of slavery, counteracted nationalism with sectional sentiment.</li> <li>• The response argues that some Americans developed a national identity through American literature. It then qualifies the argument with evidence that demonstrates the economic differences between the North and the South, noting that regional cultures led to Americans identifying more with their locality than with the nation as a whole.</li> <li>• The response argues that there was a limited sense of national identity in the period from 1800 to 1855 rooted in the acceptance of democratic ideals and a strong central government. It then modifies this argument with evidence that these elements of national identity actually predate 1800. The response claims that the foundations of national unity are instead found in the Revolutionary period and early republic.</li> </ul>	
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>	



## Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. White Male Suffrage Property Qualifications Map, 1800–1850	<ul style="list-style-type: none"> <li>Shows dropping of property qualifications for White male suffrage</li> <li>Shows that most new states after 1800 never enforced property qualifications on White male voting</li> </ul>	<ul style="list-style-type: none"> <li>Ideas about popular participation in republican government led to the democratization of access to voting rights for White men (situation)</li> <li>Increased rights for White men in the Jacksonian era often depended on restricting the rights of other groups such as women, African Americans, and Native Americans, which undermined a unified national identity (situation)</li> </ul>
2. Congressional War of 1812 report, 1812	<ul style="list-style-type: none"> <li>Describes causes of the War of 1812.</li> <li>Describes sense of nationalism inspired in Americans across regional divisions because of Great Britain’s actions</li> </ul>	<ul style="list-style-type: none"> <li>Conflict between Great Britain and France after the French Revolution led to disruptions of United States commerce despite claims to neutrality and the impressment of American sailors into the British navy leading to debates about how the United States should respond (situation)</li> <li>As political leaders seeking national consensus, Congress sought to rally support for their declaration of war against Great Britain (point of view)</li> </ul>
3. James Madison, annual message to Congress, 1815	<ul style="list-style-type: none"> <li>Claims the importance of transportation infrastructure projects for the development of the United States</li> <li>Describes how it may be appropriate for the national government to fund some projects</li> </ul>	<ul style="list-style-type: none"> <li>Although many Americans claimed the importance of internal improvements for national development, there were debates over whether the federal government should fund internal improvements more generally (situation)</li> <li>Madison sought to articulate to Congress the appropriate boundaries of when the federal government should intervene to support internal improvement projects that would benefit the nation as a whole (purpose)</li> </ul>
4. Constitution of the Cherokee Nation, 1827	<ul style="list-style-type: none"> <li>Exhibits influence of the model of the United States Constitution</li> <li>Declares the sovereignty of the Cherokee as a nation independent from the United States</li> <li>Seeks to protect Cherokee property from the United States</li> </ul>	<ul style="list-style-type: none"> <li>The Cherokee nation sought to establish a government that would be recognized by the United States by modeling elements of their constitution on the U.S. constitution (purpose)</li> <li>As leaders of the Cherokee, the drafters of the Cherokee Constitution sought to protect the nation from United States attempts to acquire its land by establishing a government similar to that of the United States (point of view)</li> </ul>
5. Maria W. Stewart, New-England Anti-Slavery Society speech, 1832	<ul style="list-style-type: none"> <li>Claims that free African Americans are equal to White Americans but are given fewer opportunities</li> <li>Argues for action to end slavery emulating American revolutionaries</li> </ul>	<ul style="list-style-type: none"> <li>The growth of slavery in the southern United States, driven by the cotton economy, contributed to the development of an abolitionist movement in the North that undermined the development of a national identity (situation)</li> <li>Stewart sought to convince White activists of the ability of free African Americans to improve their status by likening the African American struggle for equality to White Americans’ struggle to settle the Americas and gain independence; this provides some evidence of common ideological traditions (audience)</li> </ul>

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<p>6. Ralph Waldo Emerson, “The American Scholar,” 1837</p>	<ul style="list-style-type: none"> <li>• Argues against American imitation of European cultural models</li> <li>• Describes philosophy for American culture focused on individualism and innate knowledge and ability</li> </ul>	<ul style="list-style-type: none"> <li>• American culture in the first half of the nineteenth century was influenced by Romantic ideas about the innate wisdom naturally within people and ideas about human perfectibility (situation)</li> <li>• Emerson was writing for scholars and intellectuals who sought to find and develop a unique American culture independent of European influences (audience)</li> </ul>
<p>7. Reverend Samuel W. Fisher, “Female Education,” <i>Godey’s Lady’s Book</i>, 1850</p>	<ul style="list-style-type: none"> <li>• Describes the equal abilities of men and women in pursuing education</li> </ul>	<ul style="list-style-type: none"> <li>• As a religious leader espousing ideas about male and female equality, Fisher was influenced by more liberal social ideals that appealed to advocates of women’s rights; this highlights the growing reach of elements of national identity (point of view)</li> <li>• Fisher sought to advocate for women’s equality in education, while maintaining more traditional notions of separate gender roles for men and women (purpose)</li> </ul>

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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.

In the early period of U.S. history, increases in tensions between the regions were minimal. However, after the Constitutional Convention in the late 1780s, the U.S. began to see a change in regional differences based on political affiliations. The Anti-Federalists favored the southern agrarian dream while the Northern Federalists wanted an industrial economy. The two sides could not agree and with the passage of the Alien and Sedition acts by the Federalists, the Anti-Federalists felt inclined to nullify the acts, which is a prime example of their disagreements. The acts ~~strengthened~~ <sup>gave</sup> the federal gov. power to silence and deport the people, so the Anti-feds declared the law unconstitutional with the Kentucky-Virginia resolutions. This tension of regional differences continued in the period 1800-1850. Although some national identity was developed in the U.S., regional differences and political disunity greatly ~~hindered~~ <sup>hindered</sup> the development of a national identity.

Some national identity was developed in the US by news of sentences under the governmental body and party. The War of 1812 helped America achieve a temporary unity since it saw the disappearance of the Federalists. ~~The~~ The nation was united under the democratic republicans for a small time called the Era of Good Feelings. This only lasted for a small amount of time; however, during this time internal improvements were made to the US. For example in Doc 3, James Madison speaks on the benefits of the improvements in roads & canals in time as the U.S. made and intercommunication. The purpose of this source was to advocate for the building of

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
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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.

rads in conat in the U.S. to increase trade relations and communication between the south and the north. This displays a development of national identity since it shows that the U.S. was becoming more connected, which promotes a greater national identity (Doc 1). Furthermore Doc 4, ~~which~~ talks about the right to the land that the Cherokee nation had ~~before the implementation of~~ but the improvements to the land was now under their ownership. This created more of a unity in America since many Americans wanted to ~~move~~ movement and take Indian land. It was a the common wish in many people to take Indian land to move westward. The historical context of this source is right before the Indian Removal Act, which forced Indians to move out and to give the land to white settlers, creating unity because the common goal of the people had been achieved (Doc 4). Doc 6 also addresses unity since it called for social reform in order to create a united nation as well. Doc 6 displays a development of national identity since it called for the American people together to all be apart of a social reform revolution, hence creating a sense of unity since this reform applied to all people to make the historical context of this source is the 2nd Great Awakening which fostered a great idea of social change over the whole country. This displays the idea of the time which united to foster social unitedness. (Doc 6).

Regional differences in the philosophies of the south and north displayed a great divide and little unity nationally.

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0052749



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

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Choose one Question 3

Question 4

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The movement to equal westwards has created lots of disunity regionally over the question of slavery. For example the Wilmot Proviso suggested that any new territory gained after the Mexican Cession would be free states. The south heavily disagreed with this notion and this fostered regional tensions and decreased national unity. Source 1 depicts the large discrepancy in regions for the property qualification for white males. Many of the states in the south are heavily different compared to the overall white and dark grey in the north. This depicts a disunity in national identity since it shows that not every state is on the same page on the universal male suffrage. The south is diverse with when it issued universal male suffrage where as the north is more united, meaning there is a difference between the north and the south, displaying disunity. (Doc 1) or Doc 2 displays the causes of the war of 1861 and it says 'exclus' that regional interests were not considered in the war. This the historical context for this source is the divide on if the US should go to war with Britain. The federalists argued not to while the Anti-feds said yes. This created political disunity so much so that the federalists threatened to ~~secede~~ succeed from the union in the Hartford Convention. (New England regional). (Doc 2) Political disunity also hindered national unity in America. For example Doc 5, talks with the advocate of equal rights for black people in America. This displays a political tension and disunity since it displays the

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differences between the party that wanted to hinder slavery in the future (Republicans) and promote it (Democrats). ~~There~~ The historical context is the growth of new abolitionist movements in the north while the south stayed silent on the issue of slavery. The political movement of abolitionism directly clashed with ideas of slavery in the south, thus history ~~it~~ was a national identity from being made in 1807, Fisher describes the methods and reasons as to why women are called to be equal to men. Fisher is respectful towards women for their roles in society and thinks that through methods of societal reformation women could be equal to men. This creates a political disunity since many people at the time thought that women should not be equal to men. For example the cult of domesticity argued that women should work at home ~~and~~ while men worked for wages. It created a national disunity because of the differences in opinion. The ~~historical~~ purpose of this source was to display the need for the equality of women and how it could benefit society. It supports the argument ~~that~~ of the creation of national disunity since there were still many people who disagreed with this purpose.

Although there was a slight development of national unity in America through similar political desires, ~~there was~~ regional differences and ~~political~~ separation of political ideas greatly halted the development of a national identity. ~~and~~ There ~~was~~ there was little national identity ~~the~~ development from 1800-1865.

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0052749



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Following the Declaration of Independence in 1776, the US struggled to be unified due to weak pieces of legislature such as the Articles of Confederation. The country was also divided over debates about the power of Federal government. This led to tension and conflict throughout the Union such as Shay's Rebellion. However, this made the leaders of the country unite to improve the founding documents of the nation and re-write a Constitution. It was much stronger than the Articles of Confederation and made the country much stronger. It helped the US propel itself into a period of strength and unity in the 19th century. The US developed a strong national identity between 1850 and 1855 due to increased government participation from the people, the construction of canals and railroads and a war that unified the country. However, this ~~strong~~ not everyone could benefit from this American growth.

Through the increased participation of the people in government, the construction of transportation and the War of 1812, the US ~~became~~ developed a very strong national identity. Document 1 is a map of property qualifications for white male suffrage throughout the early 19th century. The map shows that property qualifications were removed in every

Page 2

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Question 3

Question 4

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state by 1850 except for North Carolina. This meant that all white males in basically every state now had the right to vote. This helped develop a strong national identity as many now felt like the country represented their views and that their voice truly mattered. This brought many together and made people feel proud to be American. Document 2 is a report from the House of Representatives about the causes of the War of 1812 against GB. In the document, it says that "the invasion of our rights was considered a common cause" and for the government to vindicate the "honor of the country." This displays a common frustration of the country towards GB and the fight for their natural rights, which GB violated, was something that brought the nation together. Winning the war instilled nationalist and sentiments and pride amongst the people, as natural rights were a cause that everyone could for. Document 3 is a message from President James Madison to Congress. He talks about the need and benefits of building canals and railroads in the country for the purpose of "binding more closely together the various parts of our extended confederacy." The construction of these railroads not only helped build a national consumer economy, but also united the country. People from all parts of the

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country felt united and that strengthened the national identity many felt at the time.

Additionally, popular campaigns such as that of Andrew Jackson consisted of parades with people waving flags and celebrating American culture. This is an example of the appeal of Jackson who originated from a farm and was very popular. The people could relate to him which made people feel more represented by government. This improved the growing national identity and brought people together.

However, this growth of national identity and the rise in strength of the USA didn't apply to many, such as women, Native Americans or African Americans. For example, Document 4 talks about the Constitution of the Cherokee Nation, a group of Native Americans. In the constitution, they constantly re-affirm their sovereignty and their independence from the United States. While the country was expanding and people were migrating westward, the Native Americans were paying the price as railroads were built through their reservations and white people were taking over their land. The document seems like they are begging the USA to leave them alone as they keep expanding. This shows how the growth of national identity was not felt by everyone.

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In Document 5, Maria Stewart, a free African American woman is expressing her frustration about the lack of opportunity for ~~the~~ African Americans. She claims that it is unfair for a country whose principles are equality in freedom to discriminate against African Americans, which is very much the case. It shows us how not every group benefitted from this growth of national identity. In Document 7, Reverend Samuel Fisher talks about the inequality of women not having the same educational opportunities as their male counterparts. He says that once people realize they are equal in mind, only then will their educational opportunities be equal. This highlights the fact that most people believed women to be inferior and were then not given the same opportunities. This displays that while all white men grew in power and quickly developed a strong national identity, inequality for all other minority groups was growing just as quickly.

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The United States formed a national identity between 1800 & 1855 due to expansion of suffrage, freedom and independence, and westward expansion and immigrants. Suffrage expanded openly to white men and women, and now African Americans as well. Independence and government expanded as well from British Rule. Lastly, the expansion of technology grew, as well as improved due to westward expansion and new immigrants. Overall, all of these led to the development of the United States national identity.

Freedom from the British and the expansion of the country's government grew. In 1837, Ralph Waldo Emerson claimed, "we will walk on our own feet; we will work with our own hands; we will ~~write~~ speak our own minds." This shows how the freedom and independence of the people grew. The Committee on Foreign Relations adds, "[...] United States had of the great injustice of the British government towards them. [...]" The House of Representatives believe ~~that~~ that the United States has arrived independent from these acts of violence. This all shows how freedom and independence grew in the United States, leading to the development of its national identity.

Furthermore, suffrage for ~~women~~ women, and African

Page 2

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Americans have also expanded, contributing to the formation of America's national identity. From 1800-1850, the removal of property qualification ~~for~~ for male white suffrage increased throughout the states. Although some property qualification was never implemented, many Eastern states had ~~had~~ qualifications in force, giving more people the right to own land. Maria W Stewart, a free African American woman in 1832 claims, "It is true that free people of color throughout these United States are neither bought nor sold, nor under the lash of the cruel driver;... but few, if any, have an opportunity of becoming rich and independent." This shows how America is known to support suffrage for African Americans, and support their freedom, giving anyone a ~~chance~~ chance of becoming wealthy. "Female Education" written in 1850 shows how the intellect powers of both genders have been often argued upon, yet they are "equal in talents". Overall, uprising suffrage movements such as listed all contributed to the development in the United States national identity in the 1800s.

Lastly, the expansion of ideas brought by immigrants and technology also helped the national identity. James Madison states, "Whilst the States individually ... avail themselves of their local advantages by new roads,

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**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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Question 3

Question 4

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by navigable canals, and by improving the streams susceptible of navigation [...] " This shows how the advancement of technology led to transportation improvements, and helped in westward expansion. As for an outside source, westward expansion led to the Gold Rush in California, helping many new immigrants come to the country for economic opportunities. This also led to an economic boom (increase), and contributed to the rapidly expanding economy of the United States. According to the Cherokee Nation's Constitution, they state, "[...] shall possess no right or power to dispose of their 'improvements', in ~~any~~ ~~any~~ manner whatever, to the United States". The Cherokee claim that they are a common property, yet provided to the citizens of the US. Overall, these all helped expand ideas, the economy, and immigration in the States.

In summary, the United States rapidly developed a national identity between 1800 - 1855 due to independence, suffrage expansion, and improvements in technology. The country gained independence from the British, and rights (freedom). The United States also expanded in suffrage rights for other genders and races, and expanded in technology such as transportation. All of this led to the development of the nation's ~~identity~~ identity.

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## Question 1—Document-Based Question

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

### Overview

- This question required students to evaluate the extent to which national identity developed between 1800 and 1855. The content tests Period 4 of the course framework, focusing on the growth of American nationalism and the government’s power in foreign and domestic issues. The question also required understanding of social issues involving race and gender.
- The intention of the question was to determine if students could defensibly evaluate the extent to which American nationalism was growing and the pursuit of equality was a part of American national identity. The most frequent historical development to contrast with this growing nationalism was continued discrimination against African Americans, Native Americans, and women. The question allowed for flexibility in approach. Responses could address the role government played in male suffrage, foreign affairs, and infrastructure development. They could also then address the societal issues surrounding Native Americans, African Americans, and women.
- The documents encouraged students to discuss issues of governmental support for White male suffrage, the War of 1812, infrastructure projects, the rights of Native Americans, the rights of African Americans and women, and intellectual support for individualism.
- This question primarily focused on causation, contextualization, analyzing primary sources, and argument development.
- This question primarily addressed Topics 4.2-7, 4.9, 4.11, and 4.12.

**Sample Identifier: 1A**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 2**

**Total Score: 7**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it establishes a historically defensible claim that establishes a line of reasoning. The response establishes an acceptable claim and line of reasoning in the last sentence of the introduction referring to how “regional differences and political disunity greatly halted the development of a national identity.” There is also a more fully developed thesis in the conclusion that qualifies the argument by noting that there was “a slight development of national identity in America through similar political desires.”

## Question 1—Document-Based Question (continued)

### B. Contextualization (0–1): 1

The response earned 1 point for contextualization. The response describes a broader historical context relevant to the prompt in the opening paragraph by introducing the eighteenth-century regional divisions over the United States' economy between the Federalists and Anti-Federalists. The reference to Anti-Federalists as a political group in the 1790s, instead of the Democratic-Republicans, is considered a minor error that does not detract from the overall quality of the response.

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned 1 point for using the content of at least three documents to address the topic of the prompt. The response uses all the documents to address the topic of the prompt. The response also earned 1 point for using the content of at least six documents to support an argument in response to the prompt. All seven documents are used to support an argument. In the second paragraph Documents 3 and 4 are used to support an argument that national identity was shaped by government policies toward internal improvements and westward expansion as well as the need for land. At the end of the second paragraph Document 6 is used to support the argument that social reform was needed to create a unified nation. In the third paragraph Documents 1 and 2 are used to support an argument that during this era, regional differences over male suffrage, slavery, and expansion westward were undermining a unified national identity. In the fifth paragraph Documents 5 and 7 are used to support an argument that national unity was hindered by debates over the rights of African Americans and women.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents because it provides additional pieces of specific historical evidence relevant to the prompt. In the third paragraph the response introduces the Wilmot Proviso to illustrate the regional differences between the North and South over the question of expanding slavery into western territories. Other pieces of evidence found in the response are used to explain the relevance of the historical situation of the documents.

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

#### Document Sourcing

The response earned 1 point for explaining the relevance of sourcing to the argument for four documents. In the second paragraph the response explains the historical situation for Document 3 with a discussion of political unity under the Democratic-Republicans during the Era of Good Feelings. The historical situation for Document 4 is presented with the discussion of the White settlers' desire for Native American lands. The historical situation for Document 6 is presented with the discussion of the Second Great Awakening. In the third paragraph the historical situation for

## Question 1—Document-Based Question (continued)

Document 2 is presented with the political division over the question of war with Great Britain in 1812.

### Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response qualifies the argument that national unity existed during this period by discussing how national unity was undermined by regional and political divisions over the westward expansion of slavery. The response uses evidence to corroborate the argument with multiple historical connections within the period. The discussions of the Era of Good Feelings, the Hartford Convention, and the Indian Removal Act all serve to demonstrate a deeper and more complex understanding of the topic of the prompt.

**Sample Identifier: 1B**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 0**

**Total Score: 5**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it establishes a historically defensible claim that establishes a line of reasoning in the last two sentences of the first paragraph.

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The response describes a broader historical context relevant to the prompt. In the first paragraph the response establishes that the creation of the Articles of Confederation following the Declaration of Independence led to disunity, as seen through Shay’s Rebellion, which provided an opportunity for political leaders to create unity.

#### C. Evidence (0–3 points): 3

##### Evidence from the Documents

The response earned 1 point for using the content of Documents 1, 2, 3, 4, 5, and 7 to address the topic of the prompt. The response also earned 1 point for using the content of six documents to support an argument in response to the prompt. In the second paragraph Documents 1, 2, and 3 support an argument that national unity was increasing because Americans became more connected, and a larger voice in politics was given to the population. In the third paragraph Documents 4, 5, and 7 support an argument that not all people in the United States at the time enjoyed equality. The response does not use Document 6.



## Question 1—Document-Based Question (continued)

### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents because it provides an additional piece of specific historical evidence relevant to the argument. At the end of the second paragraph, it discusses the connection between Andrew Jackson and growing patriotism in American national culture.

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

#### Document Sourcing

The response did not earn a point for document sourcing because it only explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument for one document. In the beginning of the third paragraph, the historical situation for Document 4 is presented and relevant to its argument about the encroachment of White Americans onto Native American lands.

#### Demonstrating Complex Understanding

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 attempt to qualify the overall argument by mentioning that not everyone shared equally in the expanding voice of the American people in government. However, this discussion is simply a descriptive narrative of what the documents present.

#### Sample Identifier: 1C

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 2**

**Analysis and Reasoning: 0**

**Total Score: 3**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it establishes a historically defensible claim that establishes a line of reasoning in the first sentence of the first paragraph: “The United States formed a national identity between 1800 & 1855 due to expansion of suffrage, freedom and independence, and westward expansion and immigrants.”

### B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it does not attempt to describe a broader historical context relevant to the prompt.

## Question 1—Document-Based Question (continued)

### C. Evidence (0–3 points): 2

#### Evidence from the Documents

The response earned 1 point for correctly using the content of Documents 1, 2, 3, 6, and 7 to address the topic of the prompt. The response did not earn a point for using the content for at least six documents to support an argument in response to the prompt. In the second paragraph the quotations from Documents 6 and 2 do not present enough accompanying description to support an argument. In the third paragraph Documents 1 and 7 are used to support the argument about the expansion of suffrage to White men and access to equal education for women. The response misinterprets the content of Document 5 to support an argument that “America is known to support suffrage for African Americans.” In the fourth paragraph Document 3 is used to support an argument that transportation advances helped to facilitate westward expansion and immigration. There is a misinterpretation in the attempt to elaborate on the content of the quotation from Document 4.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents, introducing the Gold Rush in support of an argument about the effects of westward expansion.

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

#### Document Sourcing

The response did not earn a point for document sourcing because it does not attempt to explain for any document how or why its point of view, purpose, historical situation, and/or audience is relevant to an argument.

#### Demonstrating Complex Understanding

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.