

2022

AP[®]

CollegeBoard

AP[®] United States History

Sample Student Responses and Scoring Commentary

Inside:

Long Essay Question 2

- Scoring Guidelines
- Student Samples
- Scoring Commentary

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Question 2: Long Essay Question, Population Movement to British America

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 population movement to colonial British America in the period from 1607 to 1754.

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				
<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"> • 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>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“People moved to the American colonies for many reasons between 1607 and 1754.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“Jobs in manufacturing industries typically attracted immigrants to the American colonies between 1607 and 1754.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Important factors caused population movement to colonial British America in the period from 1607 to 1754.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of population movement to colonial British America in the period from 1607 to 1754. 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 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>“While the desire for religious freedom played an important role in population movement to colonial British America, economic incentives served as the primary incentive for both voluntary and forced migration to the region between 1607–1754.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Both the desire for religious freedom and the desire for economic opportunities encouraged people to migrate to the American colonies.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“People migrated to America seeking religious freedom.”</i> (Minimally acceptable thesis/claim) </td> </tr> </table>			<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>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“People moved to the American colonies for many reasons between 1607 and 1754.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“Jobs in manufacturing industries typically attracted immigrants to the American colonies between 1607 and 1754.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Important factors caused population movement to colonial British America in the period from 1607 to 1754.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of population movement to colonial British America in the period from 1607 to 1754. 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 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>“While the desire for religious freedom played an important role in population movement to colonial British America, economic incentives served as the primary incentive for both voluntary and forced migration to the region between 1607–1754.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Both the desire for religious freedom and the desire for economic opportunities encouraged people to migrate to the American colonies.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“People migrated to America seeking religious freedom.”</i> (Minimally acceptable thesis/claim)
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<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>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <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>“Early explorations by Vikings helped establish a model for European settlement of the Americas between 1607 and 1754.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The 1600s and 1700s were a time of new technology and new trade routes.”</i> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Earlier Spanish settlement of Southwest • English ambitions in 1500s to create overseas colonies • Enclosure movement in England • Protestant Reformation • European political/economic competition • Spread of Old-World diseases among Native Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The splintering of Christian churches into different denominations during the Protestant Reformation created unrest in Europe that lasted into the period of North American colonization.”</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>“Early explorations by Vikings helped establish a model for European settlement of the Americas between 1607 and 1754.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The 1600s and 1700s were a time of new technology and new trade routes.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Earlier Spanish settlement of Southwest • English ambitions in 1500s to create overseas colonies • Enclosure movement in England • Protestant Reformation • European political/economic competition • Spread of Old-World diseases among Native Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The splintering of Christian churches into different denominations during the Protestant Reformation created unrest in Europe that lasted into the period of North American colonization.”</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; padding: 5px;"> <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 the 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>“Hernan Cortez conquered the Aztecs to gain control of their gold.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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 of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Religious dissidents (Puritans, Quakers, Catholics) • John Winthrop • Mayflower Compact • John Smith • Jamestown • Joint stock companies/Virginia Company • Plantation agriculture (rice, tobacco, etc.) • Headright system • Glorious Revolution • Fur trade • Lumber, shipping, fishing industries • Indentured servitude • African slave trade • European immigrants (Scots, Irish, Germans) • Primogeniture • Mercantilism <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“John Winthrop was an important leader among the Puritan colonists in Massachusetts.”</i> </td> <td style="width: 33%; 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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, supporting a two-part argument about seeking religious freedom with evidence about Puritans and about seeking profits with evidence about Jamestown.) 						

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	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.
Decision Rules and Scoring Notes			
Responses that do not earn points: <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. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain the causes of population movement to colonial British America in the period from 1607 to 1754, although the reasoning may be uneven, limited, or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <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. 	
Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Colonists in Virginia grew tobacco.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how English desires to create profitable enterprises in the Americas led to the founding of Jamestown and establishment of tobacco farming in Virginia which attracted migrants. Discussing how different factors contributed primarily to population movement to the New England and Chesapeake colonies. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“English desires to create profitable enterprises in the Americas led to the founding of Jamestown and establishment of tobacco farming in Virginia. This opportunity for wealth attracted migrants to the colony.”</i> (Indicates a cause of population movement to the American colonies) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that, while the desire for religious freedom played an important role in population movement to colonial British America, economic incentives served as the primary incentive for both voluntary and forced migration to the region between 1607–1754. It then corroborates that argument with evidence from multiple variables such as the motives and economic activities of White settlers as well as evidence about the growth of the slave trade. The response argues that most people migrated to America seeking religious freedom and economic opportunities. It then qualifies that argument with evidence about how different groups and colonies weighted either religious freedom or economic opportunity more than the other. The response argues that the pursuit of religious freedom primarily drove population movement to the colonies. It then qualifies the argument with evidence that the Massachusetts colony quickly shifted to emphasizing commerce, and Boston rapidly became an important trading port which in some ways changed the reasons for migration. 	
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			

● 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.

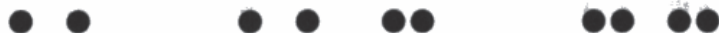
Before the period from 1607 to 1754, Spain was the first country to settle in America ~~was~~ with the arrival of Christopher Columbus. They developed the Encomienda system and used native labor for their own economic benefit. Other European countries saw Spain's increase in wealth and sent their own people to the New World. Britain reached America in 1607 with the formation of Jamestown. The biggest reason for the population movement to colonial British America was religious freedom. In addition, there was economic opportunity in the New world.

Religious freedom was the greatest cause of population movement to colonial British America from 1607 to 1754. In England, the Puritans were a group of Christians that wanted to purify the Church of England. This religious group was being persecuted and for their beliefs. This caused the Puritans to travel to America where they settled in the northern colonies and were offered religious freedom. In the US there were colonies such as Rhode Island and Pennsylvania that offered protection from religious persecution. In addition, the Protestant Reformation occurred in Europe that persecuted Catholics. This caused many Catholics to travel to the New World, especially in Maryland where Baltimore had established a safe place for Catholics to settle. This movement of people to British America caused the United States to become very ethnically diverse. Most immigrants came from Western Europe to settle in British America and to establish colonies.

Page 5

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0121315



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.

The second greatest cause of population movement to colonial British America in this period was economic opportunity. European countries offered incentives ~~for~~ such as the Headright system which gave people land in exchange for making the journey to the New World. This gave settlers the chance to improve their social status, so many of those who immigrated were those of lower classes. There were also indentured servants who were offered a journey to America in exchange for working on someone's farm for a certain amount of time, typically 5 years. After this time, indentured servants were free to purchase their own land and make their own way in the New World. The New World offered opportunities for Europeans to start a new life and have greater control over their social class. This population movement caused the United States to develop a trade relationship with Britain. Tobacco became an important cash crop in America as well as cotton and indigo. America traded these goods for finished goods from Britain who had greater manufacturing power than that of the US.

In conclusion, the population movement to colonial British America was caused most importantly by religious freedom and also by economic opportunity in Europe. This caused America to contain a diverse population of immigrants and develop a trade relationship with Britain.

Page 6

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● 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.

~~With the discovery of new land~~

With the discovery of the Americas and Caribbean islands in the late 1400's, it didn't take long for European superpowers (Dutch, Spanish, French, and English) to set their eyes to conquest and exploit both the native lands and people. ~~As~~ As a result of British settlement, the population demographic of ~~the~~ America within the original thirteen colonies had drastically changed. Aside ~~for~~ from the Native American population being exponentially decreased and being replaced with White European pilgrims / settlers, the system of slavery also ~~was~~ introduced a new demographic in America.

To start off with, with the settlement of Europeans came about hostile tensions with the Native Americans already inhabiting the land. The British had the most contentious relationship with the natives, and most (if not all) interactions led to violent conflicts. In retaliation both due to the frustration with the English government not doing much to help and with the growing anger towards the Native Americans, many English settlers destroyed native villages and killed off buffalo in startling numbers to wipe them out. It's no surprise to anyone that the Native Americans were almost driven to extinction, forced to move westward and fleeing. With the Native Americans being driven out, English settlers took their place, consisting of a mostly White religious male demographic. It's also important to note that aside from the White British settlers, indentured servants also traveled to the colonies. Because

Page 5

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

0293643



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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.

of the growing need for manual labor, indentured servitude became a beta form of slavery, until that was replaced with chattel slavery due to the (white) servants revolting, such as in one instance with the Virginian government being attacked in a rebellion. As a result, slaves were then taken from Africa in the Middle Passage, and African Americans quickly grew in numbers, especially in the South. Plantations were abundant as tobacco proved to be a staple cash crop, and more manual labor was required to compensate for the acres of land and to keep up with global demand in the market. Millions of African Americans were transported to the Americas, for one, being to ~~supply~~ supply enough manual labor and two, ~~since~~ since conditions on these transporting boats were inhumane and many died on the journey. It's important to note that although working conditions on these American plantations were horrible, ~~they~~ they weren't as dangerous/deadly as the sugar plantations in Cuba. As such, African American slaves were able to live long enough to reproduce, providing constant and consistent manual labor.

Page 6

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



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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.

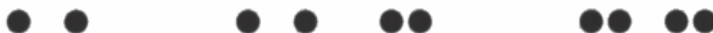
The appeal of America to the British when they began colonizing was a new land full of new opportunities. It was a chance for people in Great Britain to start over somewhere new. Most of the men like John Smith and John Winthrop were young single men who weren't leaving behind much just in case something happened when they were colonizing. From the period of 1607 to 1754, the causes of population ~~movement~~ movement such as new resources and economic opportunity are important due to the rate at which America grew following its colonization.

The primary purposes of colonizing are cheap raw materials and a market for goods. Coming to America provided settlers with new crops and resources. The cultivation of tobacco was a huge market due to its high demand and ability to grow easily in various soil types. Coming to America also provided a way for Britain to profit through being able to sell goods to them as well as profit from the success of the

Page 5

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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.

colonies, thus creating a new market. The colonies were also able to trade with the Native Americans, as well as get involved in the fur trade.

Another primary reason a big population came to America was large economic opportunities. America was said to have a large containment of gold and silver that people largely wanted to profit off of.

America was a good place to start over to try and get rich especially if they had nothing to lose in Britain.

The California Gold Rush brought an immense amount of people later as well proving that gold has always had a major effect. If people were lucky and did find success with their money, America housed new land opportunities to explore and grow as a nation. Manifest Destiny and westward expansion continue to show overtime that desire for new land that brought people to America in the first place.

Page 6

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Question 2—Long Essay Question

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

Overview

- Responses were expected to demonstrate knowledge of the relative importance of causes of population movement to the British American colonies in the period 1607 to 1754.
- Responses could utilize a wide range of content knowledge including religious and economic motivations. Religious persecution as a reason for migration included Pilgrims, Puritans, Quakers, and Catholics. Economic motivations included Jamestown, joint stock companies, indentured servants, enslaved laborers, and the transatlantic slave trade.
- This question primarily addressed Topics 2.2, 2.3, 2.4, and 2.6.

Sample Identifier: 2A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis, which notes that migration to the British American colonies was mainly for religion and economics. Located in the first and last paragraphs of the response, the thesis argues that “[t]he biggest reason for the population movement to Colonial British America was religious freedom. In addition, there was economic opportunity in the New World.” This thesis is a clear and historically defensible claim that establishes a line of reasoning.

Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The response starts with Spanish settlement and the encomienda system as precursors to the British settlement in America.

Evidence (0–2 points): 2

The response earned 2 points for using evidence to support an argument discussing the importance of religious persecution and economic gain in the decision to migrate to the British American colonies. The response correctly identifies and explains the settlement of Puritans looking for religious freedom in the northern British colonies and the use of the headright system as an incentive for migrating to the colonies. Other examples of evidence include the indentured servitude process and the importance of tobacco as a cash crop.

Question 2—Long Essay Question (continued)

Analysis and Reasoning (0–2 points): 2

The response earned 1 point for using historical reasoning. In the second paragraph the response claims that the persecution of Catholics and other religions led to the settlement of Pennsylvania and Maryland. The response then goes on to demonstrate an understanding of change over time by identifying the diversity created in the population by this migration.

The response earned 1 point for demonstrating a complex understanding. The opening thesis establishes a qualified argument that the main reasons for migration to British America were religious freedom and economics, which led to a “diverse immigrant population” and “a trade relationship with England.” Recognition in the second body paragraph that “there were colonies such as Rhode Island and Pennsylvania that offered protection from religious persecution” and that the development of Maryland as a haven for Catholics caused the colonies to become ethnically diverse, as well as a discussion on opportunities for indentured servants to improve their economic and social status, demonstrate a complex understanding relative to the topic of the prompt.

Sample Identifier: 2B

Thesis/Claim: 0

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 1

Total Score: 4

Thesis/Claim (0–1 points): 0

The response did not earn the point for the thesis. There is no attempt to create a historically defensible thesis.

Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The opening paragraph of the response discusses how “the population demographics of America drastically . . . changed” as the Native population decreased and was “replaced with White European pilgrims / settlers.” Additionally, the response identifies that the demographics of the Americas were further altered with the introduction of the institution of slavery.

Evidence (0–2 points): 2

The response earned 2 points for both providing evidence relevant to the topic of the prompt and using specific and relevant examples of evidence to support an argument. The response identifies and explains the migration of indentured servants to the colonies as a result of the “growing need for manual labor” and that this form of labor was “replaced with chattel slavery due to the (white) servants revolting.” Additionally, the response identifies and explains how “plantations were abundant” and that “tobacco proved to be a staple cash crop,” requiring more manual laborers.

Question 2—Long Essay Question (continued)

Analysis and Reasoning (0–2 points): 1

The response earned 1 point for using historical reasoning. The response uses the historical reasoning skill of causation to structure an argument that addresses the prompt. The second paragraph successfully explains the growing demand for “more manual labor . . . to compensate for the acreages of land and to keep up with global demand in the market,” which led to the migration of “millions of African Americans” to the Americas.

The response did not earn the point for demonstrating a complex understanding. It does not attempt to corroborate, qualify, or modify an argument that addresses the topic of the prompt.

Sample Identifier: 2C

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

Total Score: 2

Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis. The final sentence of the introductory paragraph claims that “[f]rom the period 1607 to 1754, the causes of population movement such as new resources and economic opportunity are important due to the rate at which America grew following its colonization.” This claim responds to the prompt with a historically defensible line of reasoning.

Contextualization (0–1 points): 0

The response did not earn the point for contextualization. There is an attempt at contextualization by claiming that “[m]ost of the men like John Smith an[d] John Winthrop were young, single men who weren’t leaving behind much just in case something happened when they were colonizing.” This statement is too general and historically inaccurate because Winthrop was married, and his wife accompanied him to colonial New England.

Evidence (0–2 points): 1

The response earned 1 point for using evidence. The second paragraph names the cultivation of tobacco as a primary purpose for colonial settlement in British North America. It identifies other reasons for migration to America, such as its “large containment of gold and silver” and the fur trade.

While the response contains at least two specific historical examples relevant to the prompt, they are not used in support of an argument and are insufficient to earn the second point.

Question 2—Long Essay Question (continued)

Analysis and Reasoning (0–2 points): 0

The response did not earn the point for using historical reasoning. There is an attempt to earn the point for historical reasoning in the discussion about tobacco: “coming to America . . . provided a way for Britain to profit . . . from the success of the colonies, thus creating a new market.” This attempt at extending the analysis of the response, however, falls short of using historical reasoning in support of an argument.

The response did not earn the point for demonstrating a complex understanding. It does not attempt to corroborate, qualify, or modify an argument that addresses the topic of the prompt.