
AP[®] United States History

Sample Student Responses and Scoring Commentary

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Short-Answer Question 4

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Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Briefly describe one way reform movements responded to economic conditions from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- Progressive reforms called for government regulation of business.
- The power of railroads over farmers contributed to the rise of the Populist Party.
- The Populist Party advocated for economic reforms to address concerns of farmers.
- The rise of industrial capitalism and resulting issues such as poor working conditions and long hours contributed to the establishment and expansion of labor unions, such as the American Federation of Labor (AFL) in steel and other industries.
- Economic hardship among immigrants inspired the settlement house movement.
- Sanitation issues caused by urbanization and industrialization contributed to the emergence of groups that sought to establish and enforce public health measures.
- The exclusion of African Americans from many economic opportunities led organizations such as the NAACP to advocate for political and social change.

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- (B)** Briefly explain one similarity in how two reform movements attempted to change United States society in the period from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- Women activists and African American reformers attempted to expand suffrage.
 - Both Populists and Progressives sought to regulate big businesses and redefine the role played by the government in the economy.
 - Settlement house workers and temperance activists believed that women's distinctive qualities and political culture could cleanse society.
 - Social Gospel and Gospel of Wealth advocates wanted to improve American society by tackling poverty and other urban problems.
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- Union members and Populists both tried to get the government to regulate corporations in order to address economic problems.
- The Hull House/settlement house movement, led by Jane Addams, and the woman suffrage movement led by Susan B. Anthony, Elizabeth Cady Stanton, and others both advanced the leadership potential and political priorities of American women.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Anti-lynching and anti-big business movements calling for government action

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- (C)** Briefly explain one difference in how two reform movements attempted to change United States society in the period from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- The temperance movement tried to get rid of alcohol, but the suffrage movement wanted the vote for women.
- Social Gospel advocates argued churches had a moral obligation to address social ills, while Gospel of Wealth advocates believed that the rich had an obligation to serve society and the less fortunate.
- The labor union and Social Gospel movements of the late nineteenth century both addressed social problems related to economic inequality in the Gilded Age. Yet, the two movements had very different solutions. Whereas labor unions fought for higher wages, better workplace safety, and other material benefits, Social Gospel leaders advocated for Christian-based cultural reforms to address poverty and other social ills.
- Preservationists and conservationists both cared about the environment and natural resources, but to different degrees. Preservationists wanted to limit human impact on large areas of the environment, while conservationists wanted to regulate the use of natural resources through long-term management.
- While both advocated for African American civil rights and social improvement, Booker T. Washington asserted that African Americans could still achieve change while accommodating segregationist policies, while W. E. B. DuBois argued that an improved place in society could not be achieved until segregation was eliminated.
- Artists and commentators of the Social Gospel during the Gilded Age suggested a new vision of economics and society, while Progressive Era reformers pushed for a more technical and efficient government.

Examples that earn this point might include the following if appropriate elaboration is provided:

- Progressives vs. Populists
- Industrial education vs. Talented Tenth
- National American Woman Suffrage Association supported the First World War, but Alice Paul's Congressional Union opposed the war

Total for question 4 3 points

Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do NOT write outside the box. Do not skip lines.

a: One way reform movements responded to economic conditions was the use of the Sherman Antitrust Act in the 1900s by Theodore Roosevelt. Theodore Roosevelt started regulating trusts in the progressive era like for example the anthracite coal strike. Labor unions wanted a 8-hour work day, which Roosevelt also supported. The passing of the 16th amendment, which is the graduated income tax is another example of changes in economic conditions from 1800 to 1920.

b: The similarity between the women's suffrage movement and the temperance movement is that both the reform movements were mainly led by women. The temperance and women's suffrage movement also led to amendments in the Constitution, which is another similarity. For example, the abolition of alcohol was the 18th amendment and the 19th amendment granted women's suffrage.

c) One difference between the women's suffrage movement and the Jane Addams Hull House movement is that the women's suffrage movement wanted to guarantee women's voting rights. Jane Addams Hull House on the other hand was a reform movement centered around immigrants. The Hull House provided easier assimilation of immigrants and also worked on the unsanitary living conditions in the cities. While both were led by women, they had major differences, women's suffrage was political change, Jane Addams Hull House was social change.

Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do NOT write outside the box. Do not skip lines.

A) One way reform movements responded to economic conditions from 1880 to 1920 is by forming labor unions. Labor unions were generally made of factory workers who ~~organized~~ petitioned for better working conditions, wages, and working hours through strikes, boycotts, and collective negotiation with factory owners.

B) One similarity in how the Temperance movement and Women's suffrage movement attempted to change United States society is by improving the lives and rights of women. The temperance movement sought to ban alcohol, which would decrease domestic abuse and make home life more amicable. Women's suffrage sought to give women the right to vote, which would increase the influence women had on politics and society. Both movements targeted women in order to better the U.S. society.

C) Dorothea Dix's prison reform differed from labor reform movement in attempting to change United States society from 1880 to 1920 because Dix ~~to~~ used solely peaceful approaches whereas the labor movement sometimes utilized violence. The prison reform sought to improve conditions in mental hospitals and prisons, whereas the labor reform movement wanted better working conditions. Labor union strikes sometimes ended in violence, but Dix's reform movement focused on peaceful negotiation to reform prisons.

Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do **NOT** write outside the box. Do not skip lines.

- a) One way reform movements responded to economic conditions from 1880 to 1920 was labor unions going on strike. Corporations and big businesses were taking over the economy, and poverty was increasing. Much of the working class joined unions to protest for higher wages and also went on strike, such as the Homestead and Pullman strikes, but many strikers were replaced by scabs.
- b) The education and settlement house reform movements ^{both} attempted to change the US society from 1880 to 1920 by helping the lower class. Horace Mann was an advocate for education, and wanted to make school compulsory so children in poor families didn't have to work in factories. Jane Addams and her Hull House contributed to the settlement house movement by creating opportunities in the workplace for those living in slums and tenements.
- c) One difference between the abolition and temperance reform movements between 1880 and 1920 was how direct they wanted their action to be. The abolition movement, and William Henry Garrison in his *The Liberator* newspaper wanted immediate and complete end to slavery in the US. The women's temperance movement, however, mostly led by Christian women, advocated for the reduction of alcohol available, but were still aware of the economic advantages of it, so they didn't always advocate for the complete prohibition of alcohol.

Short Answer Question 4

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

Overview

- The question asked students to describe one way reform movements responded to economic conditions of the period from 1880–1920.
- The question also asked students to explain a similarity and a difference between two reform movements of the period from 1880–1920.
- This question primarily addressed Topics 6.7, 6.9, 6.10, 6.11, 6.13, and 7.4.

Sample Identifier: 4A

Score: 3

The response to part (a) earned 1 point by accurately describing Theodore Roosevelt’s use of the Sherman Anti-Trust Act as a way that government regulated business during the period of 1880–1920.

The response to part (b) earned 1 point by explaining a similarity between the women’s suffrage movement and the temperance movement, which both led to the adoption of constitutional amendments, the Eighteenth and Nineteenth Amendments, respectively.

The response to part (c) earned 1 point because it accurately explains the difference between the settlement house movement (involving Jane Addams and Hull House), which helped immigrants to assimilate, and the women’s suffrage movement, which focused on voting rights for women.

Sample Identifier: 4B

Score: 2

The response to part (a) earned 1 point by accurately describing how labor unions used strikes to protest the economic conditions of workers from 1880–1920.

The response to part (b) earned 1 point by explaining a similarity between the women’s suffrage movement and the temperance movement “bettering the lives of women” and by correctly giving the explanations of each movement.

The response to part (c) did not earn a point because it does not explain one difference in how two reform movements attempted to change society in the period from 1880–1920. The discussion of Dorothea Dix and prison reform is outside of the time period of the prompt.

Sample Identifier: 4C

Score: 1

The response to part (a) earned 1 point by accurately describing how labor unions used strikes to protest the economic conditions of workers from 1880–1920.

Short Answer Question 4 (continued)

The response to part (b) did not earn a point because it does not explain one similarity as Horace Mann and his educational reforms are outside of the time period of the prompt and the statement “children in poor families no longer had to work” is incorrect.

The response to part (c) did not earn a point because it does not explain one difference in how two reform movements attempted to change society as the abolitionist movement is outside of the time period of the prompt.