

2023

AP[®]



AP[®] United States History

Sample Student Responses and Scoring Commentary Set 2

Inside:

Long Essay Question 4

- Scoring Guidelines
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Question 4: Long Essay Question, Civil Rights Activism

6 points

General Scoring Notes

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the extent to which the growth of civil rights activism contributed to changes in government action between 1940 and 1980.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim about how the growth of civil rights activism contributed to changes in government action between 1940 and 1980. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<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>“Civil rights activists became more influential during the period 1940 to 1980.”</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The African American civil rights movement inspired other groups to demand rights, including Asian Americans, Latino Americans and LGBTQ+ Americans.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Civil rights activism contributed to changes in government action between 1940 and 1980.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“While civil rights activists were able to convince legislators to enforce voting rights, the more important success of activists was securing favorable rulings by the Supreme Court.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Both the legislative and judicial branches of the federal government responded to the pressure by civil rights activists in the mid-twentieth century by changing laws.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Civil rights activism forced the government to protect civil rights between 1940 and 1980.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>(0-1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>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>“Prior to 1940, U.S. Foreign policy was shaped by debates about the merits of isolationism.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“As a result of new economic opportunities, the lives of many African American people were rapidly changing.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Civil War • Reconstruction • Reconstruction Amendments • Black codes • Civil Rights Act of 1866 • <i>Plessy v. Ferguson</i> • Jim Crow laws • National Association for the Advancement of Colored People (NAACP) • National Association of Colored Women’s Clubs (NACWC) • W. E. B. Du Bois • Challenges to conformity • Progressive Era • Immigration restrictions • Internment of Japanese Americans • Antiwar activism <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“During Reconstruction, the federal government had short-term successes in defending African Americans’ civil rights, but ultimately Reconstruction failed.”</i> • <i>“As a result of the continuation of segregation, by the early 1900s many organizations like the NACWC began to organize to create social and political pressure for governmental reforms.”</i> • <i>“During World War II, Americans of many backgrounds joined the military and started working in factories to help America win. After the war, their participation led to big changes.”</i> (Minimally acceptable context) 	
<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			

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

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 both WWI and WWII, marginalized groups such as women and African Americans worked in factories to support their country. ~~However~~ ^{consequently}, such an experience would lead to growing prominence of these minorities and the groups working so hard to support our country. Nevertheless, these groups continued to face discrimination in society once the war ended, but a passion to achieve greater equality also arose. This passion would lead to the growth of civil rights activism for many marginalized groups such as the Women's Liberation Movement and Civil Rights Movement. Although the group faced opposition from conservative Americans, ~~the~~ the growth of civil rights activism led to the actions of the Women's Liberation Movement and ^{the African American} Civil Rights Movement directly influencing and changing government action to enact legislation to give equal rights to these minorities.

→ As a result of growing civil rights activism, the Women's Liberation Movement ^(WLM) was able to successfully influence the government to enact legislation that would give women actual rights for women. For instance, the WLM successfully campaigned for legalised abortion which became reality in Roe v Wade. Thus, such an event demonstrates how the movement's growing activism led to changes in government action by influencing the Supreme Court to make such a landmark decision. Additionally, the WLM was also successful in campaigning for equal education for women. This occurred in Title IX of the Education Act, which outlawed discrimination based on gender in educational institutions. As a result, women were now able to obtain higher education through such legislation, meaning how

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The WLM and its campaign's/protest successfully convinced the government to enact societal change that would allow women to become more equal to men in all aspects of society.

→ Furthermore, the WLM was not the only successful civil rights movement, ~~and~~ with the African American Civil Rights Movement ^(AACRM) growing in activism leading to substantial changes in government ~~action~~. For example, the AACRM was successful in removing segregation in schools through *Brown v Board*. ~~Although the decision~~ Thus, ~~despite~~ through the movement's activism in boycotts and protests, the AACRM was able to gradually desegregate society beginning with schools. Therefore, such growth in activism greatly contributed to change in government action by influencing the Supreme Court to acknowledge the inequality and injustice of segregation. To continue, the AACRM's continued protests, boycotts, and general activism also led to the overturning of *Plessy v. Ferguson* through the Civil Rights Act. This ~~act~~ would abolish segregation in all aspects of American society, ~~demonstrating~~ ^{accomplishing} the ~~influence~~ ^{goal} of the movement. As a result, the passage of the Civil Rights Act ~~clearly~~ demonstrates how the growth of activism in the AACRM convinced the government to alter its actions to acknowledge the struggles of African Americans and enact legislation to end segregation. In the end, as a ~~direct result~~ ^{direct result} of ~~the~~ ^{work of} many African American ~~activists~~ ^{drawn of civil rights}, the ~~activism~~ ^{activism} ~~led to~~ ^{to} the African American ^{Civil Rights} Movement contributing to changes in government action in that the government enacted legislation that would address the grievances of the movement.

→ Nevertheless, despite ~~the~~ successful activism of these groups,

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Many attempted pieces of legislation failed due to rising conservatism in America. These conservatives often adamantly opposed the acts of counter-culture or activism in the country and instead sought to ~~preserve society as it is~~ create a society backed by religious and moral ~~values~~ justice, known as the Moral Majority. These conservatives vehemently opposed the act of Roe v Wade as it contradicted with their Christian beliefs. Thus, such a group as its opposition to reform represent how activism did not lead to change in government action as elected officials would block the passage of legislation in order to gain the support of the Moral Majority. More specifically, the rise in conservatism led to the failed ratification of the Equal Rights Amendment, which would grant equality regardless of gender or race and cement such underlying values as an amendment. Despite being legislation championing equality for all, many conservative women opposed the Equal Rights Amendment (ERA) as they feared that gender reform would remove women's role in the home. As a result, these women actively campaigned to preserve traditional gender roles and were successful in blocking the ERA. Thus, these conservative women and their successful protests of the Equal Rights Amendment ~~help~~ illustrate how civil rights activism failed to change government action as a direct result of opposition from conservatives.

→ Ultimately, despite facing immense opposition from conservative Americans, the growth of Civil Rights Activism in the Women's Liberation Movement and African American Civil Rights Movement contributed

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to a great extent of change in government ~~area~~ by influencing the
U.S. government to enact legislation in response to the movements ^{of} ~~the~~ ^{citizens}
during the period 1970 to 1980.

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The civil rights movement had contributed very strongly, in government action from the year 1940 to 1980. The civil rights movement ~~was~~ ^{was} a keystone in American history as it was when people of all different backgrounds stood up to put an end to the racial discrimination in our country.

African American advocates years prior to the civil rights movement such as Fredrik Douglass have been advocating for the same goal: to allow ~~the~~ African American ~~white~~ individuals the same rights as their ~~black~~ counterparts. However after the Progressive movement, this goal had quickly begun to turn into a reality as important figures began to demand justice. During the time of the early 1940s, segregation was at its all ~~the~~ time high ~~was~~ where black individuals used to have to have to use different facilities and sit on different bus sections. The first spark of change in this scenario was when Rosa Parks, an African American, refused to give up her bus seat for a white man. ~~the~~ ~~one~~ ~~of~~ ~~the~~ ~~the~~ story had been one of the first instances to evoke such a huge reaction which inspired movements such as "sit-ins" where black individuals would sit in white sections and would refuse to leave. ~~the~~ The US government soon became very knowledgeable of these events ~~through~~ which eventually contributed to the Civil Rights Act.

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~~As the~~ soon, the government felt the strong desire to assist in this issue that was plaguing the country. An example of this is when the government attempted to initially desegregate schools. ~~As~~ They had selected a small group of African American citizens to attend an all-white high school for the first time which angered many, especially individuals who lived in the Southern town of Little Rock. ~~The~~ "Little Rock 9" ~~were~~ were not even able to make it to the school's front door on the first day due to an angry mob of parents that were blocking the entrance and the African American students were forced to go back home. The next day however, the government decided to intervene and even flew in troops to protect the individuals against the mob and allow access to the school. This event was the very first time that the government decided to intervene in support of the civil rights movement which laid the foundation of further changes to come.

Although civil rights has been an issue the United States has ~~been~~ took a long time to overcome, ~~the~~ events such as the few I ~~the~~ listed above laid the foundation and created a road, paved towards freedom.

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The Civil right movement was a movement created by African-American. They wanted their Constitutional rights and wanted to be treated and seen as people. Before the civil right movement Blacks were segregated and even longer before then they were enslaved. The civil rights movement called for the abolishment of the Jim Crow laws that force Black people to drink, sit, play, urinate, etc from white people. If you were a black person sitting on a bus and a white person told you to get up and give them your seat you had to or you would be arrested and jailed. This happened to a woman named Rosa Parks who was seen as the start of the civil war. African Americans later protested ~~that~~ her being arrested and instead of using public transportation they ~~walked~~ walked. This protest lead to bus companies losing money and having to compromise by no longer having white only and black sections on their busses. It also eventually lead to ~~them~~ the abolishment of the Jim Crow law in entirety. But it was not only that protest that lead to the abolishment. There were many more protest and advocates that gave speeches to motivate and speak on what it was they wanted. People like that include Dr. Martin King Jr, ~~and~~ Malcom X, the black panther party, etc. Dr. King was a very big figure and many people supported him. He lead enormous peaceful protests and help equally as big speeches. One including his famous "I have a Dream" speech that opened the eyes of many as they began to understand what it was that

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they ~~wanted~~ ^{But} The government and local authorities did intervene with many of these protest and riots. Many people were beaten, ~~for~~ arrested, pepper sprayed, jailed, etc. both black and white. These actions only motivated the movement even more and eventually Jim Crow laws were abolished, segregation was completely gone, and the people were granted their ~~ex~~ rights.

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Long Essay Question 4

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

Overview

- Students were asked to evaluate the extent to which the growth of civil rights activism contributed to changes in government action between 1940 and 1980.
- Students were expected to display an understanding of civil rights activism. Many responses focused on the African American freedom struggle, but others incorporated an understanding of women’s, Latino, Native American, Asian American, and LGBTQ+ movements as well.
- Students were expected to identify patterns or connections among a variety of events in the realm of civil rights. This was done by either focusing on patterns or connections within one movement or by drawing connections among multiple movements during the time period. Students drew on similar tactics used by different movements or by highlighting the shifts in strategy within a movement after a period of governmental or societal resistance.
- Students had to accurately integrate broad historical movements or events to respond to the question. Many students achieved this by drawing connections with a variety of topics, primarily in Unit 8. Students often referred to the challenges to freedom and the establishment of segregation following the abolishment of slavery, the increase in nativism and racism following the First World War, or the different levels of impact of New Deal programs on demographic groups if they were focusing on the context before the time period. Students often referred to the impact of the Second World War at home and abroad on different demographics, the role of the Red Scare and increasing tensions with the Soviet Union, the rise of youth activism and challenges to conformity, the increasing presence of the federal government, or the shift in political party dominance if they were focusing on the context within the time period. Students drew on the impacts of the rise of conservatism, the AIDS crisis, the end of the Cold War, and modern examples of women’s and minority issues for context after the time period.
- For this question, students were expected to describe and explain the effects that growing civil rights activism had on governmental actions. To earn points, students had to demonstrate an understanding of what the executive, legislative, and judicial functions of government were and how they were utilized in the time period. After identifying relevant government functions, students had to provide specific examples of what those functions were to earn points for Analysis and Reasoning. This had to be above the level of generic descriptions of enforcing, passing, or ruling on civil rights laws. This required specificity, such as identifying presidential orders, specific legislation, or Supreme Court cases relevant to civil rights. Students had to corroborate, modify, or qualify an argument in order to demonstrate a complex understanding. Students often did this by analyzing multiple variables in the forms of different rights (public action, voting, and economic/educational opportunity). Students made connections within and across time periods but more often drew on youth culture and the idea of a society in transition to earn the point. Students could corroborate by analyzing state and federal governments and their responses to civil rights activism.

Long Essay Question 4 (continued)

Sample: 4A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it presented a historically defensible claim that “the Women’s Liberation Movement and the African American Civil Rights Movement directly influencing and changing government action to enact legislation to grant equal rights to those minorities.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by describing the involvement of women and African Americans in helping the country during the First and Second World Wars.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response earned the first point for providing several specific, relevant examples, including *Roe v. Wade*, Title IX, *Brown v. Board of Education*, and the Civil Rights Act of 1964.

The response earned the second point for using several of these examples to support a larger historical argument. For example, in the discussion of the Women’s Liberation Movement, the response uses *Roe v. Wade* and Title IX to show a change in government action through the legalization of abortion and ensuring equal education for women by outlawing discrimination. The connection is then made to efforts by the African American civil rights movement to end school segregation through *Brown v. Board* and the ultimate passage of the Civil Rights Act of 1964. The evidence is used to establish that the “government enacted legislation that would address the grievances of the movement.”

Long Essay Question 4 (continued)

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

The response earned 1 point for using historical reasoning by demonstrating the historical reasoning skill of causation by effectively connecting the increase of activism among African Americans to developments in women’s activism as well as the government’s actions to end segregation. Causation is discussed multiples time in the response. For example, the response explains how growing activism led to “changes in government action by influencing the Suprem Court to make such a landmark decision.”

The response earned 1 point for demonstrating a complex understanding by qualifying the argument about civil rights activism causing a change in government action by providing an extensive discussion of conservative pushback by the Moral Majority and the defeat of the Equal Rights Amendment.

Sample: 4B

Thesis/Claim: 0

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 0

The response did not earn a point for thesis. The response does respond to the prompt in the first paragraph with the historically defensible claim that “the civil rights movement had contributed very strongly” to government action. However, the response does not establish a line of reasoning regarding government action.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by describing context prior to the time period of the prompt. The response discusses the role of Frederick Douglass’s advocacy for civil rights as a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 2

The response earned 2 points for using evidence. The response earned the first point because it provides several specific, relevant examples (Rosa Parks, sit-ins, the “Little Rock 9”).

The response earned the second point because it uses evidence of multiple examples of protests against segregation to support an argument that knowledge of these events contributed to government action in the form of the passage of the Civil Rights Act.

Long Essay Question 4 (continued)

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

The response earned 1 point for using historical reasoning. It uses historical reasoning (causation) to structure arguments about Rosa Parks, the sit-ins movement, and the Little Rock 9. In particular, the response argues that actions taken in Little Rock led the government to decide “to intervene in support of the civil rights movement which laid the foundation of further changes to come.”

The response did not earn the point for demonstrating a complex understanding because it did not effectively use evidence to modify, corroborate, or qualify an argument.

Sample: 4C

Thesis/Claim: 0

Contextualization: 1

Evidence: 1

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 0

The response did not earn a point for thesis because it did not establish a clear line of reasoning relevant to the prompt. There is an attempt in the conclusion when the response states that the Civil Rights movement was motivated “even more” and that “eventually Jim Crow laws were abolished,” but there is no connection made between the growth of the movement and the later government action.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by providing context that occurred before the time period of the prompt. The response mentions “they were enslaved” and discusses Jim Crow laws as a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 1

The response earned 1 point for providing at least two specific historical examples relevant to the prompt. It discusses Rosa Parks and the activism of Martin Luther King, Jr. at length. The response also mentions the “I have a Dream” speech. Other passing references are made to Malcolm X and the Black Panther Party.

The response did not earn the second evidence point for supporting an argument in response to the prompt. The response attempts to use Rosa Parks and the bus boycott to argue that this event led to the end of all Jim Crow segregation. It uses Martin Luther King, Jr. to support an argument that he motivated people, but this is not an argument relevant to the topic of the prompt, which is about government action.

Long Essay Question 4 (continued)

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

The response did not earn a point for using historical reasoning. There are attempts throughout to show causation, but they lack specificity, contain errors, or do not connect to government action. For example, the discussion of protests and riots causing government violence is general and does not indicate that this is a change in government action.

The response did not earn the point for demonstrating a complex understanding. There is no attempt made to use evidence to modify, corroborate, or qualify an argument.