

# AP<sup>®</sup> UNITED STATES HISTORY

## 2015 SCORING GUIDELINES

### Short Answer Question 3

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

### SCORING NOTES

a) Describes ONE significant difference between Adams' understanding and Rush's understanding of the American Revolution.

- Adams thought that the revolutionary spirit that led to fighting was the revolution; out of a growing resistance to British regulation, the emergence of an American identity completed the revolution.
- Rush argued that the revolution was changing political systems and seeing if this new form of government could work; the revolution came after fighting ended.

b) Explains how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Adams' interpretation.

- Developments: Growing separateness from Britain ("American mind," end of "salutary neglect")
- Stamp Act, Stamp Act Congress, and public demonstrations, including Sons of Liberty
- Movement to boycott British goods
- Boston Tea Party and Intolerable Acts
- *Common Sense* by Thomas Paine
- Declaration of Independence — list of grievances from 1760-1775

c) Explains how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Rush's interpretation.

- Developments: republican form of government, American identity, nationalism
- Declaration of Independence — statement of "principles, morals" as basis of government
- Articles of Confederation
- Slavery as unresolved within the time period (Northwest Ordinance)
- Constitutional Convention and United States Constitution
- Bill of Rights
- Election of Washington's presidency, e.g., cabinet selection, Jay's Treaty
- Election of 1800 and the development of the first party system

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

**QUESTION 3**

While John Adams and Benjamin Rush's understanding of the American Revolution is ~~is~~ incredibly similar, it differs in where each of two men believe the mindset of the American Revolution occurred in time. John Adams believes the Revolutionary mindset was very prevalent before the Revolutionary war, which can be seen by various colonists' cries of "no ~~representation~~ taxation without representation". The increased anger at no representation while still being taxed by various acts like the Stamp Act and Tea Act, eventually led to the physical ~~the~~ American Revolution, in the form of the Revolutionary War. Benjamin Rush also believes the American Revolution occurred in the colonists' minds, but his understanding is that the revolutionary mindset will continue until the United States Government is established and perfected. While this mindset is helping perfect ~~the~~ ever evolving government today, ~~it~~ it previously brought about the change from the ~~Articles of~~ weak Articles of Confederation to the present Constitution. This need for a perfected government could continue indefinitely, so in Rush's opinion, the American Revolution mindset may continue as long as there is room for government.

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**QUESTION 3**

- A. Former president John Adams and Benjamin Rush viewed the idea of the American Revolution in two total different ways, by how Adams believed the American Revolution was the idea of becoming a country in the minds of the people before the war started, compared to how Rush thought the American Revolution was America evolving as a country starting before the war and continuing after.
- B. The First and Second Continental Congress show that Adams' ~~new~~ Point, by showing that American people ~~were~~ already made up their mind about becoming a country and the war was just the first war of a new nation.
- C. Jay's Treaty helps support Rush's idea, by showing America was still developing even after the war and still needed support from Britain.

3C1

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## QUESTION 3

a. The difference between Adams' understanding and Rush's understanding of the American Revolution is that Adams believed that the war was being fought many years ~~prior~~ prior to any bloodshed where Rush believed the ~~war~~ fighting was just the beginning of the Revolution.

b. The Tea act, ~~intolerable act~~, ~~stamp act~~ etc. are ~~an~~ examples of how far prior to when fighting occurred America was Revolting. These taxes were strongly opposed by Americans showing that America's Rebellion supports Adams' interpretation of the Revolution.

c. Thomas Jefferson's end to all trade with European countries is an example of how The United States was still proving its independence and legitimacy as a country even after the Revolution. This event supports Rush's interpretation ~~as~~ of the American Revolution because it shows even after the fighting ended America was trying to establish its new government.

# AP<sup>®</sup> UNITED STATES HISTORY 2015 SCORING COMMENTARY

## Short Answer Question 3

### Overview

Short Answer Question 3 allowed students to compare two excerpts written by John Adams and Benjamin Rush, prominent figures from chronological Period 3 (1754 to 1800). The question assessed the historical thinking skill of interpretation. Referring to the excerpts, the question asked students to explain a significant difference between Adams' and Rush's understanding of the American Revolution (task A) and then to explain how examples of an historical event or development in the period from 1760 to 1800 could be used to support each interpretation (tasks B and C).

### Sample: 3A

#### Score: 3

A-1: The interpretation of Adams follows a general opening and, after further exposition on Adams, the Rush interpretation appears.

B-1: The response presents specific events such as opposition to "taxation without representation" in response to the Stamp Act and the Tea Act to support its interpretation of Adams.

C-1: The second half of the response contains both the Rush interpretation and the well-done explication of development of government from the Articles of Confederation to the United States Constitution.

### Sample: 3B

#### Score: 2

A-0: A simple restatement for Adams and a vague reference to Rush's view "evolving" resulted in a 0 score.

B-1: Although general, the response indicates some awareness of Adams' highlighting of growing revolutionary sentiment before the war.

C-1: An unexpected use of Jay's Treaty adequately illustrates Rush's focus on ongoing development, in this case with regard to foreign policy.

### Sample: 3C

#### Score: 1

A-0: The basic chronology does not describe the different interpretations.

B-1: Specific events such as tax protests and the development of opposition earned this point.

C-0: Jefferson's embargo policies fall outside the time period.