

2017 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

UNITED STATES HISTORY

SECTION I, Part B

Time—50 minutes

4 Questions

Directions: Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page.

Answer all parts of every question. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

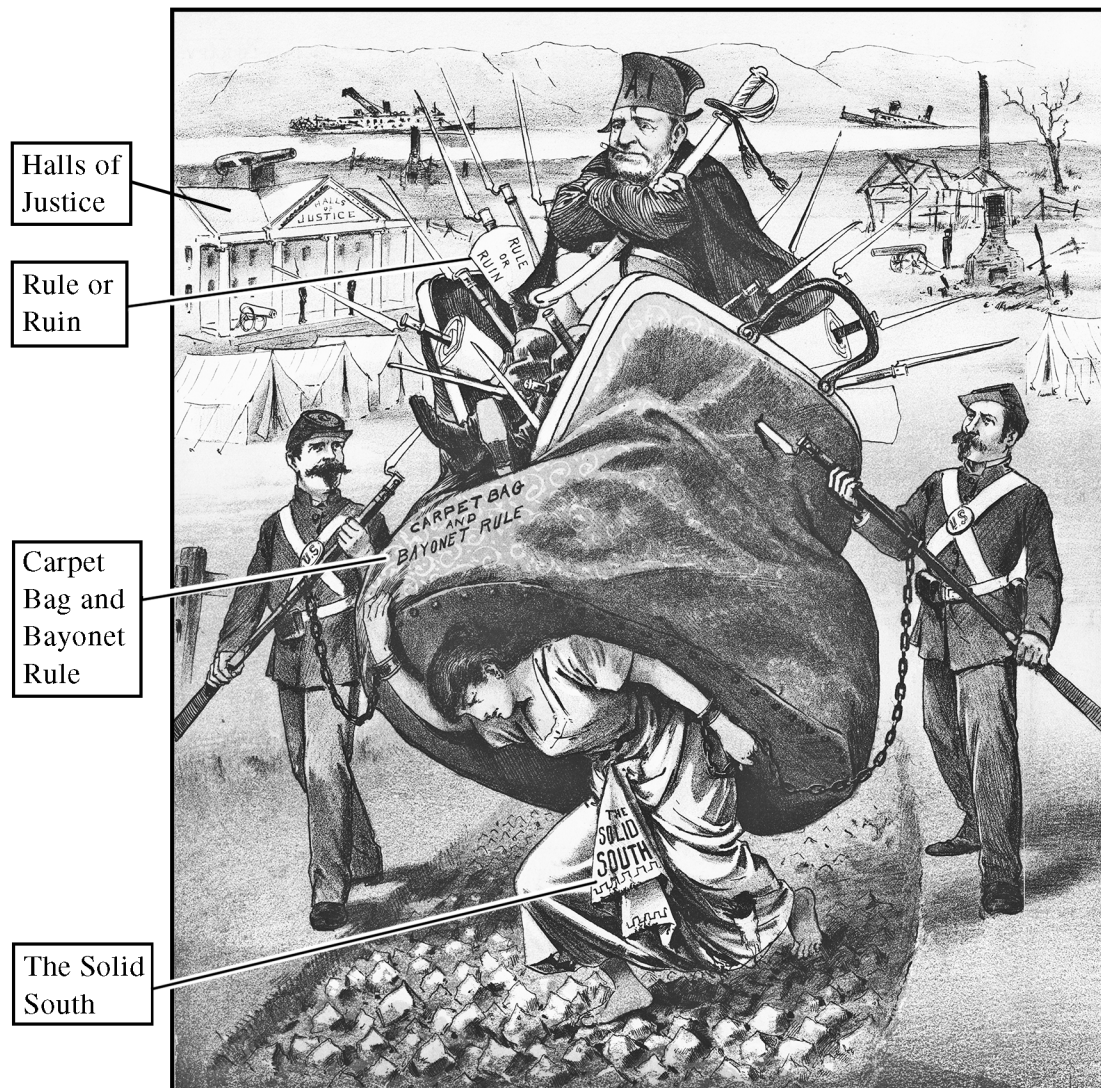
1. Answer (a), (b), and (c).
 - a) Briefly explain how ONE specific historical development represents an accomplishment of the national government under the Articles of Confederation.
 - b) Briefly explain ONE specific argument critics used in the 1780s to support revising the Articles of Confederation.
 - c) Briefly explain ONE specific way in which the United States Constitution addresses a criticism of the Articles of Confederation.

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2. Answer (a), (b), and (c).
- a) Briefly explain ONE important way in which the Second World War (1939–1945) transformed the relationship of the United States with the rest of the world.
 - b) Briefly explain ONE important way in which the Second World War transformed United States society.
 - c) Briefly explain ANOTHER important way in which the Second World War transformed United States society.

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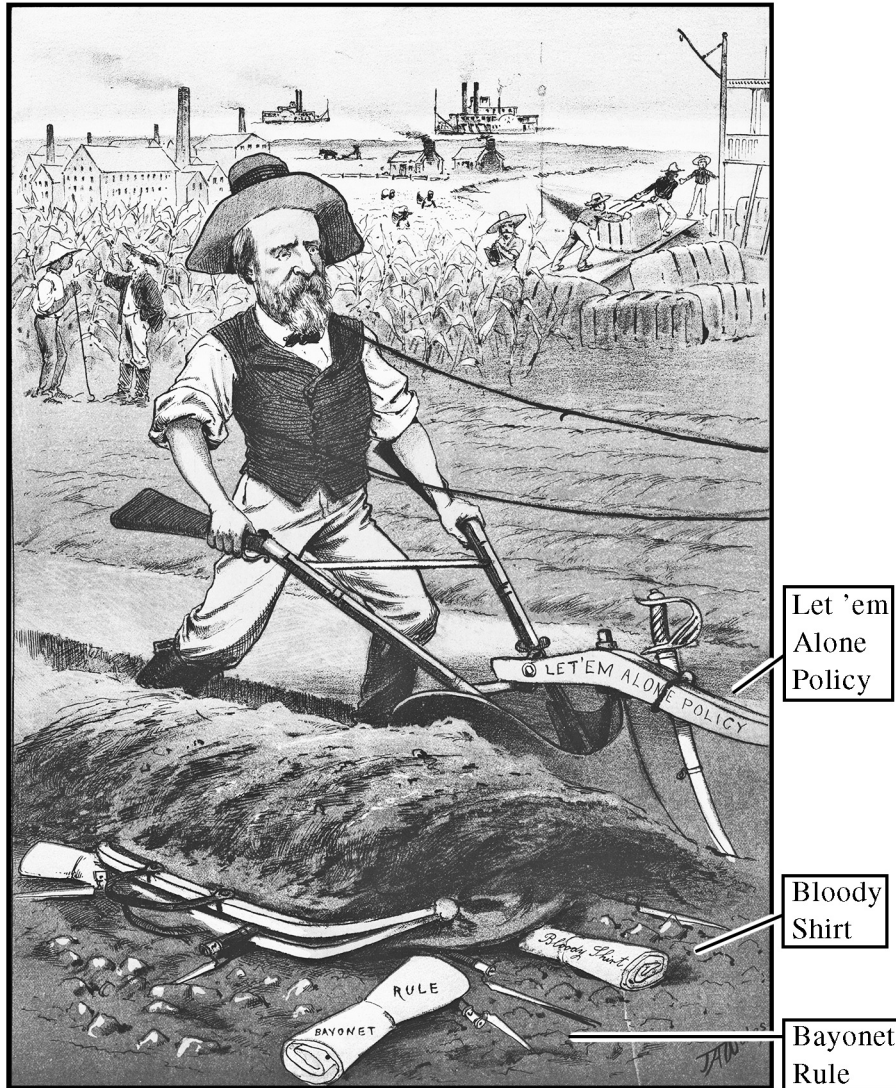
Use the images to answer all parts of the question that follows.



The "Strong" Government, 1869–1877.

Courtesy of the Library of Congress

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The “Weak” Government, 1877–1881.

Courtesy of the Library of Congress

3. Using the two images, both by artist James Wales, answer (a), (b), and (c).
- a) Briefly explain ONE historical perspective expressed by the artist about the changes from the period 1869–1877 to the period 1877–1881.
 - b) Briefly explain how ONE specific event or development led to a historical change suggested by the images.
 - c) Briefly explain ONE specific result in the period 1877–1900 of a historical change suggested by the images.

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UNITED STATES HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

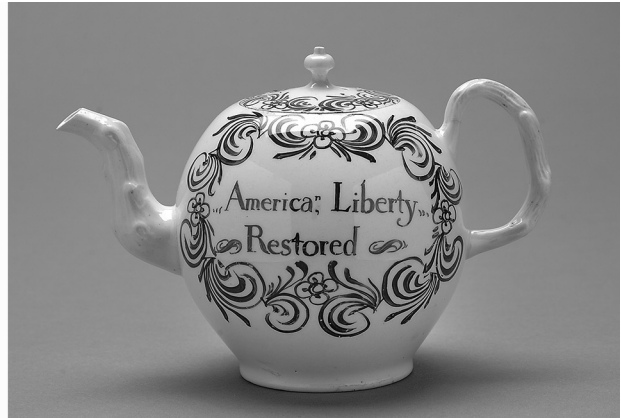
- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

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1. Evaluate the extent of change in ideas about American independence from 1763 to 1783.

Document 1

Source: Teapot, made in England between 1766 and 1770, inscribed on one side with “No Stamp Act” and on the other with “America, Liberty Restored.”



Smithsonian Institution, National Museum of American History, Home and Community Life

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Document 2

Source: The Virginia House of Burgesses, The Virginia Resolves, 1769.

It is the Opinion of this Committee, that the sole Right of imposing Taxes on the Inhabitants of this his Majesty's Colony and Dominion of Virginia, is now, and ever hath been, legally and constitutionally vested in the House of Burgesses, lawfully convened according to the ancient and established Practice, with the Consent of the Council, and of his Majesty, the King of Great-Britain, or his Governor, for the Time being.

It is the Opinion of this Committee, that it is the undoubted Privilege of the Inhabitants of this Colony, to petition their Sovereign for Redress of Grievances; and that it is lawful and expedient to procure the Concurrence of his Majesty's other Colonies, in dutiful Addresses, praying the royal Interposition in Favour of the Violated Rights of America. . . .

It is the Opinion of this Committee, that an humble, dutiful, and loyal Address, be presented to his Majesty, to assure him of our inviolable Attachment to his sacred Person and Government; and to beseech his royal Interposition, as the Father of all his people, however remote from the Seat of his Empire, to quiet the Minds of his loyal Subjects of this Colony, and to avert from them, those Dangers and Miseries which will ensue, from the seizing and carrying beyond Sea, any Person residing in America, suspected of any Crime whatsoever, to be tried in any other Manner, than by the ancient and long established Course of Proceeding.

Document 3

Source: Samuel Adams, *The Rights of the Colonists*, 1772.

All men have a right to remain in a state of nature as long as they please; and in case of intolerable oppression, civil or religious, to leave the society they belong to, and enter into another. When men enter into society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions and previous limitations as form an equitable original compact. . . .

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only to have the law of nature for his rule.

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Document 4

Source: Quaker leaders, address to the Pennsylvania colonial assembly, January 1775.

Having considered, with real sorrow, the unhappy contest between the legislature of Great Britain and the people of these colonies, and the animosities consequent therein, we have by repeated public advices and private admonitions, used our endeavors to dissuade the members of our religious society from joining with the public resolutions promoted and entered into by some of the people, which as we apprehended, and so we now find, have increased contention, and produced great discord and confusion. . . .

We are therefore incited by a sincere concern for the peace and welfare of our country, publicly to declare against every usurpation of power and authority in opposition to the laws and government, and against all combinations, insurrections, conspiracies, and illegal assemblies; and as we are restrained from them by the conscientious discharge of our duty to Almighty God, “by whom kings reign and princes decree justice,” we hope . . . to maintain . . . the fidelity we owe to the King and his government, as by law established; earnestly desiring the restoration of that harmony and concord which have heretofore united the people of these provinces.

Document 5

Source: Janet Schaw, *Journal of a Lady of Quality*, June 1775. Schaw was a Scot visiting her brother, a merchant, in Wilmington, North Carolina.

At present the martial law stands thus: An officer or committeeman enters a plantation with his posse. The alternative is proposed. Agree to join us [the Patriots] and your persons and properties are safe . . . if you refuse, we are directly to cut up your corn, shoot your pigs, burn your houses, seize your Negroes and perhaps tar and feather yourself. Not to choose the first requires more courage than they are possessed of, and I believe this method has seldom failed with the lower sort.

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Document 6

Source: Charles Inglis, Anglican church minister in New York City, *The Costs of Revolution*, 1776.

Where the money is to come from which will defray this enormous annual expense of three millions sterling [for the American Revolution], and all those other debts, I know not. . . . Certain I am that our commerce and agriculture, the two principal sources of our wealth, will not support such an expense. The whole of our exports from the Thirteen United Colonies, in the year 1769, amounted only to £2,887,898 sterling; which is not so much, by near half a million, as our annual expense would be were we independent of Great Britain. Those exports, with no inconsiderable part of the profits arising from them, it is well known, centered finally in Britain to pay the merchants and manufacturers there for goods we had imported thence—and yet left us still in debt! What then must our situation be, or what the state of our trade, when oppressed with such a burden of annual expense! When every article of commerce, every necessary of life, together with our lands, must be heavily taxed to defray that expense!

Document 7

Source: Thomas Paine, *The American Crisis*, December 23, 1776.

These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as freedom should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to tax) but “to bind us in all cases whatsoever.”

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Evaluate the extent to which the market revolution marked a turning point in women’s lives in the United States.

In the development of your argument, explain what changed and what stayed the same for women as a result of the market revolution within the period 1800–1850. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women’s history.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940). (*Historical thinking skill: Periodization*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Short Answer Question 1

Answer (a), (b), and (c).

- a) Briefly explain how ONE specific historical development represents an accomplishment of the national government under the Articles of Confederation.
- b) Briefly explain ONE specific argument critics used in the 1780s to support revising the Articles of Confederation.
- c) Briefly explain ONE specific way in which the United States Constitution addresses a criticism of the Articles of Confederation.

Scoring Guide

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 NR

No response. Response is completely blank.

Scoring Notes

- a) Response briefly explains how ONE specific historical development represents an accomplishment of the national government under the Articles of Confederation.

NOTE: responses may address either the Articles of Confederation or the actions of the national government under the Articles.

Examples of responses to (a) that would earn the point:

- The Articles created a confederation government for the former British colonies after declaring independence from the crown.
- The Articles prevented states from forming their own republics.
- The Articles allowed states to maintain the governments and elected bodies they had already formed.
- The national government coordinated the actions of the new states in the former British colonies, especially defense.
- The national government passed Northwest Ordinances in 1785 and 1787, establishing orderly procedures for settling the Northwest Territory and admitting new states from it.

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Short Answer Question 1 (continued)

- b) Briefly explains ONE specific argument critics used in the 1780s to support revising the Articles of Confederation.

Examples of responses to (b) that would earn the point:

- The national government under the Articles of Confederation was weak and often unable to conduct routine business.
- The national government had no authority to tax directly. Instead states had the authority to tax.
- The national government had no authority to regulate interstate commerce.
- Money lost value because both state and national governments had the power to coin money and many states wantonly printed debt instruments.
- Some states wanted independence from the Confederation.
- Some leaders called for stronger national government, a stronger executive office, and/or a Constitutional Convention.
- Shays' Rebellion demonstrated the weaknesses of the government.
- The government under the Articles lacked a national court system.

- c) Briefly explains ONE specific way in which the United States Constitution addresses a criticism of the Articles of Confederation.

Examples of responses to (c) that would earn the point:

- The Constitution gave the federal government the power to tax.
- Printing and coining money became a power reserved only for the federal government under the Constitution.
- The creation of a bicameral legislature under the Constitution, especially the House of Representatives, allowed people to express a voice in government while still maintaining a strong central authority.
- The Constitution granted specific powers to the federal government and reserved other powers for the states.

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Question 1 — Document-Based Question

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis and Argument Development (0–2)	Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point) <i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i>	Acceptable thesis statements must explicitly make a historically defensible, evaluative claim regarding the extent of change in ideas about American independence from 1763 to 1783. Acceptable examples: - From 1763 to 1783 colonial ideas about American independence changed from just questioning British policies to calling for revolution. - From 1763 to 1783 colonial ideas about American independence did not change much because, throughout the period, many colonists continued to oppose the Patriot cause.
	Argument Development: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)	To earn this point responses must explain the relationship of historical evidence to a complex and cohesive argument and do so throughout the essay. Ways that evidence can be related to the argument include the following: - Contradiction (e.g., using evidence to address a counterargument to the main argument in the essay) - Corroboration (e.g., combining multiple pieces of evidence to support a single argument) - Qualification (e.g., using evidence to present an argument that is subsequently made more complex by noting exceptions)
B: Document Analysis (0–2)	Document Analysis (Content): Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)	<i>See document summaries for details.</i> - Doc 1: Teapot, 1766–1770 - Doc 2: Virginia Resolves, 1769 - Doc 3: Samuel Adams, <i>Rights of Colonists as Men</i>, 1772 - Doc 4: Quaker address to Pennsylvania Assembly, 1775 - Doc 5: Janet Schaw, <i>Journal of a Lady of Quality</i>, 1775 - Doc 6: Charles Inglis, <i>The Costs of Revolution</i>, 1776 - Doc 7: Thomas Paine, <i>American Crisis</i>, 1776
	Document Analysis (Sourcing): Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (1 point)	

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Question 1 — Document-Based Question (continued)

C: Using Evidence Beyond the Documents (0–2)	Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point) <i>The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i>	This point can be earned by explaining historical events, developments, or processes that occurred before, during, or after the time frame of the question. <i>Common examples might include the following:</i> • Enlightenment ideas • Discussion of factors separating Patriots and Loyalists • Shifts in British policies and changes in the mercantile system after the end of the French and Indian War (Seven Years' War) in 1763
	Evidence beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point) <i>This example must be different from the evidence used to earn other points on this rubric.</i> <i>This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.</i>	<i>Common examples might include the following, with appropriate elaboration:</i> • Articles of Confederation (1781) • Boston Massacre (1770) • Boston Tea Party (1773) • Boycotts / nonimportation movements • Committees of correspondence • Declaration of Independence (1776) • Benjamin Franklin • Alexander Hamilton • Thomas Jefferson • George Washington
D: Synthesis (0–1)	Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point) <i>The synthesis point is not awarded for merely a phrase or reference.</i>	<i>Common examples might include the following, with appropriate explanation:</i> • Different period or area: French Revolution; Haitian Revolution; United States Civil War • Different theme: economic history

If response is completely blank, enter - - for all four score categories A, B, C, and D.

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Question 1 — Document-Based Question (continued)

Document Summaries

Document	Content	Explains the significance of point of view, purpose, context, and/or audience by elaborating on examples such as the following:
1. Teapot, 1766–1770	Inscribed on one side is “No Stamp Act,” and on the other is “America, Liberty Restored.”	- Importance of growing American trade and commerce with Britain (context) - British manufacturers capitalized on/profited from Stamp Act crisis (purpose) - Consumers in Britain and colonies (audience)
2. Virginia Resolves, 1769	Declares autonomy of the Virginia legislature, together with loyalty to the British crown.	- Concepts in the resolves spread to other colonies, which adopted similar resolutions; longstanding autonomy of colonial legislatures (context) - Other British North American colonial assemblies; the British Crown and Parliament (audience)
3. Samuel Adams, <i>Rights of Colonists as Men</i> , 1772	- Declares the sovereignty of man over governments. - Law of nature supersedes any manmade laws.	- Political leader, Patriot, member of Sons of Liberty (point of view) - Apply Enlightenment ideas to support the growing calls for colonial independence (purpose) - The growth in the trans-Atlantic exchange of concepts of republicanism (context)
4. Quaker address to Pennsylvania Assembly, 1775	- Quaker leaders encouraged other Quakers not to join agitation against the British government. - Divine Right of Kings.	- Pacifism among some Quakers (context) - Apply pacifist principles to revolutionary situation; prevent war with and declaration of full independence from Britain (purpose)
5. Janet Schaw, <i>Journal of a Lady of Quality</i> , 1775	Claims that if landowners do not support the Patriots the Patriots threaten them with violence or destruction of property.	- Upper-class woman critical of the treatment of Loyalists, of the Revolution, and of Loyalists who submitted to Patriots (point of view) - Challenge idea that independence movement had broad popular support; depict movement as unwelcome to colonists (purpose) - Loyalists found their interests threatened (context)
6. Charles Inglis, <i>The Costs of Revolution</i> , 1776	Argues that the American Revolution is likely to be costly, and it is not clear how the colonies will pay for it.	- Undermine the independence movement (purpose) - Growing economic instability in the colonies; Anglican Church sympathetic to Britain (context)

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Question 1 — Document-Based Question (continued)

7. Thomas Paine, <i>American Crisis</i> , 1776	• Argues that the Revolutionary situation elicits great efforts by men and women who support independence.	• Supporter of the Patriot cause and the Revolution (point of view) • Make an emotional appeal to the colonists whose support for the Revolution was faltering (purpose) • Losses suffered by the Continental Army had begun to undermine military enlistment (context)
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Question 1 — Document-Based Question (continued)

Scoring Notes

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

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that evaluates the extent of change in ideas about American independence from 1763 to 1783 (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Note: Theses need to address change but do not necessarily need to specifically address continuity as well.

Examples of acceptable theses:

- “The ideas about American independence changed greatly from 1763 to 1783. In the beginning, colonists only wanted representation and a say in the legislation of new laws, but by 1783 Americans wanted true freedom from British rule.”
- “From 1763–1783, ideas of American independence changed from the colonies blindly accepting the tyranny of the British by religious rights of divine kings to believing in natural rights of individuals against British rule.”

Examples of unacceptable theses:

- “The extent of change in American ideas about American independence from 1763 to 1783 was a great change. As feelings of wanting independence from Britain intensified, so did means of seizing freedom. The American people’s feelings did not remain static and only became stronger.” (*This thesis does not address the change in ideas that is the focus of the prompt.*)
- “From 1763 to 1783, ideas about American independence drastically changed as many colonists shifted from being loyalists to patriots.” (*This thesis does not address the prompt’s focus on ideas and seems to turn the question into a different question that discusses division in colonial society.*)

b) Argument Development

To earn this point, responses must explain the relationship of historical evidence to a complex and cohesive argument and do so throughout the essay (1 point).

Examples of acceptable argument development:

- “Many factors had played a part in the rise of those dissents in the colonies, but none had greater influence than the ideals of the Enlightenment. Central to the opposition of the taxes lied in the idea of ‘not taxation without representation’. To be taxed by a parliament an ocean away seemed not only absurd, but ridiculous. Enlightenment ideals of personal freedom and choice in an individual began to spread throughout the colonies. People like Sam Adams, who led the radical group Sons of Liberty, began to challenge the authority of man. He claimed only man himself can direct his own actions and decisions, not the rule of any legislative authority or man. (Doc. 3)” (*This shows strong corroboration of evidence to support a larger argument.*)

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Question 1 — Document-Based Question (continued)

Examples of unacceptable argument development:

- “Also, there were people ‘on the fence.’ Many religious leaders just wanted peaceful harmony. (Doc. 4) However many were forced to choose sides. In the case of the revolution, violence usually won against nonviolence, so that was how many colonists thought.” (*This attempt to use a piece of evidence to back an assertion is too general. This statement was indicative of an entire essay that lacked a complex and cohesive argument.*)
- “Those colonists who wanted independence from the Mother Country (England) believed that they should have the freedom to leave a society that has intolerable oppression whether it be civic or religious (Doc. 3). In addition they also believed that this society was unjust (Doc. 7) and forced them to take action into something they didn’t believe in for their own well being (Doc. 5). These colonists wanted their freedom as a way to pursue their happiness.” (*The premise of the paragraph is not complex for it is simply mirroring sentiments contained in the documents, and the discussion of the documents is superficial.*)

B. Document Analysis (2 points)

a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section for descriptions of document content.*)

Examples of acceptable uses of content from a document to support a thesis or relevant argument:

- “Charles Inglis uses reason to note that the colonies would be unable to sustain themselves without British support because the colonies don’t make enough money through agriculture and commerce.”
- “He claimed only man himself can direct his own actions and decisions, not the rule of any legislative authority or man (Doc. 3). These ideals, of course, contradict the essence of colonialism.”

Examples of unacceptable uses of content from a document to support a thesis or relevant argument:

- “Charles Inglis brought to point the economic unfairness that if it weren’t for the limitation set before them they would be better off financially, but the Europeans were taking everything.” (*This statement misconstrues the content of the document.*)
- “According to Doc 4, Quaker leaders are saying that colonies should stay loyal to Britain because of the commercial interests colonies get.” (*This statement mistakenly gives the reason for Quaker opposition to the revolutionaries reflected in the document as commercial when, in fact, it was religious.*)

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn one point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents (1 point).

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Question 1 — Document-Based Question (continued)

Examples of acceptable explanations of the significance of the author's point of view:

- “Sam Adams had the point of view of a patriot and it was significant because it showed the radicalization of many colonists’ views stemming from direct and bloody confrontations involving quartered British troops in cities such as Boston.”
- “Thomas Paine, with his publication of *Common Sense*, popularized the revolutionary sentiment for many Americans.”

Examples of unacceptable explanations of the significance of the author's point of view:

- “Sam Adams was a loyalist who wanted to promote peace with the king and he supported the Olive Branch petition.” (*This statement incorrectly identifies Sam Adams as a Loyalist.*)
- “As Janet Schaw, a Scot visiting her brother in Wilmington, North Carolina reflects, any officer can enter a man’s plantation without being allowed to and he can threaten the plantation owner.” (*Though Schaw’s point of view is identified as a Scot, the response does not explain the significance of ideas about American independence that might be associated with this perspective.*)

Examples of acceptable explanations of the significance of the author's purpose:

- “Adams aims to establish rule by the consent of the people, which is later written in the Constitution when the US wanted to ensure it does not become like Britain.”
- “The sentiment that taxes should be discussed with colonists through proper deliberation became common during the time period, and was expressed by many (Doc. 2).”

Examples of unacceptable explanations of the significance of the author's purpose:

- “Although the cost of war would be high, Inglis argued for an independent economy as a necessity of life.” (*This statement incorrectly states the purpose by arguing that Inglis desired an independent economy when in fact he was arguing against leaving the British Empire.*)
- “The delegates at the House of Burgesses used the Virginia Resolves as propaganda to increase involvement towards the Revolutionary War.” (*The purpose of this document was to influence colonists to advocate for monarchical assistance in changing Parliamentary policies, not to push for war.*)

Examples of acceptable explanations of the significance of the historical context of a document:

- “Inglis’s statement illustrates how some remained committed to England because of profitability of mercantile trade relationships.”
- “The teapot was made during the opposed taxing, but it also demonstrated how Great Britain did try to settle with the colonists, by repealing taxes such as the Stamp Act.”

Example of unacceptable explanations of the significance of the historical context of a document:

- “The historical context of Doc 4 [January 1775] is the first shots at Lexington and Concord [April 1775].” (*This statement ascribes the situation of the document to the Battles of Lexington and Concord, which occurred after the document was written and thus could not be part of its authorship.*)

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Question 1 — Document-Based Question (continued)

Examples of acceptable explanations of the significance of the audience:

- Burgesses was based on English Parliament, and this shows the connection established between the two.”
- “Adams desires to confirm the ideas of the colonists who are fed up with British rule as well as advocate his desire to see American independence.”

Examples of unacceptable explanations of the significance of the audience:

- “Addressing Loyalists, Thomas Paine stated that tyranny must be fought against.” (*The audience is incorrect and the significance of the audience is not identified.*)
- “The intended audience of Doc. 2 is the British Crown so they feel impelled to negotiate with the colonists to reach an agreement.”

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting changes in ideas about American independence from 1763 to 1783 to larger historical processes. The context can be from before, during, or after the period of the question as long as the response accurately and explicitly connects the context to the topic.

Examples might include the following:

- Enlightenment ideas moved through trans-Atlantic exchanges and popularized concepts of natural rights, republican ideologies, the rejection of inherited authority, and social contract theory.
- Patriots and Loyalists could be separated by social standing, connections to the British government, and their ideas about the sources of legitimate authority in society.
- The legacy of the English Civil War influenced ideas of the rights of English people and British traditions of liberty and self-rule.
- Shifts in British policies and changes in the mercantile system after the end of the French and Indian War (Seven Years' War) in 1763 resulted in the end of salutary neglect, the acceleration of taxation, and the imposition of other acts on the North American colonies.
- The formation of the Stamp Act Congress (1765) and later the committees of correspondence or shadow governments in the colonies by the early 1770s furthered resistance to British policies and were precursors to the First and Second Continental Congress.
- Pacifist and separatist religious ideologies persisted in the colonies, which created opposition to engaging in a revolutionary movement or bloodshed.
- The experiences of American Indians and enslaved African Americans during the Revolution differed from that of the British colonists.
- Support in Great Britain for engaging in a war in order to retain the British North American colonies dwindled and some degree of sympathy existed in Great Britain for the colonial independence movement.
- Revolutionary ideas were adapted and changed in the United States Constitution.

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Question 1 — Document-Based Question (continued)

Examples of acceptable contextualization:

- “The French and Indian War caused Britain to increase involvement in the affairs of the American colonies. British leaders, such as George Grenville, believed that the colonists, who had been beneficiaries of the war, be required to assist in paying the debt incurred by it. This was achieved through a series of taxes imposed upon the colonists.”
- “Prior to the fight for independence from 1763 to 1783, colonists were not properly enforced to follow certain laws, such as the Navigation Acts, a restriction on colonial trade. Britain’s treatment towards the colonists is described as Salutary Neglect, which contributed to a sense of freedom and rights for the colonists.”

Examples of unacceptable contextualization:

- “This tax along with the end of Salutary Neglect was a shock to the colonists and caused anger.”
- “As the American colonies were being constructed and an American government formed, its inhibitors began to seek independence from Great Britain. This period was called, the Enlightenment Era.”

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point). This example must be different from the evidence used to earn other points on this rubric. This point is **not** awarded for merely a phrase or reference. The specific example or evidence should be immediately relevant to the question.

Examples might include the following with elaboration:

- Articles of Confederation
- Battles at Lexington and Concord (1775)
- Boston Massacre (1770)
- Boston Tea Party (1773)
- Boycotts / nonimportation movements
- Committees of correspondence
- Continental Army
- Daughters of Liberty
- Declaration of Independence (1776)
- Declaration of Rights and Grievances (1765)
- Enlightenment ideas: natural rights, social contract, republicanism
- First and Second Continental Congresses
- Benjamin Franklin
- French and Indian (Seven Years’) War (1754–63)
- Alexander Hamilton
- Patrick Henry
- Homespun cloth and nonconsumption
- Intolerable (Coercive) Acts (1774)
- Thomas Jefferson

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Question 1 — Document-Based Question (continued)

- Liberty Tea
- Militias
- Olive Branch Petition
- Royal Proclamation of 1763
- Quartering Act (1765)
- Salutary Neglect
- Sons of Liberty
- Sugar (Revenue) Act (1764)
- Tea Act (1773)
- Townshend Acts (1767)
- George Washington

Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “These ideals, of course, contradict the essence of colonialism. Enlightenment began the shift from being ruled by others to ruling yourself. Colonists wanted more control over their own lives. Another thinker, Thomas Paine, also raised questions surrounding the nature of government rule in *Common Sense*.”
- “Beyond the documents, the Olive Branch petition was proposed by the colonies as a last ditch effort to spare change without the expense of war. The petition affirmed the colonies’ loyalty to the king while also suggesting reforms. Despite such attempts for peace, King George III promptly rejected the negotiations, sparking the potential for war to an elevated degree.”

Examples of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “Soon after colonists recognized that England was giving them salutary neglect, after *Common Sense* was written and revealed other factors, finally in July 1776 the colonist had achieved their independence and achieved their freedom and had the room to preserve their happiness.” (*This collection of factual evidence does not directly answer the question but rather presents events that occurred previous to the Revolution and that bare no relationship to a developed argument.*)
- “The Stamp Act required a tax on stamps in the United States.” (*This piece of information does not qualify or support an argument.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their arguments in one of two possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting the extent of change in ideas about American independence from 1763 to 1783 to other historical periods, situations, eras, or geographical areas. These connections must consist of more than just a phrase or reference. A response that lists events from other time periods or areas but does not explain how they relate to the argument cannot earn a synthesis point.

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Question 1 — Document-Based Question (continued)

Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- “Extreme ideas about American independence changed the way Americans would view foreign nations in the future. During the French Revolution, several Americans, mainly Democratic Republicans sympathized with the French and raised support for aiding the French in their own fight for independence. This feeling of sympathy can largely be a result of America’s own strong fight for independence just years earlier.”
- “This split between the colonists in America can parallel to the split in Americans during the Civil War. Just like how the loyalists were loyal to their previous rulers, the union/north was loyal to the federal government. Similarly, the patriots and the confederates wished to break away from their former government. Both the patriots and the Confederates fought against a government they believed was treating them unfairly. Patriots believed they were being taxed unfairly and Confederates believed the federal government was favoring Northern industry and trying to slowly end slavery.”

Examples that do not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:

- “This drastic change in attitude towards a leader is not uncommon. The French Revolution also shows a country unhappy with their ruler. Like the colonists, the French overthrew their king.” *(The parallel of ideas between the French Revolution and American Revolution is not defined by ideas that both revolutions represent but rather by feelings of unhappiness.)*
- “The ideas of the independence movement are quite drastic. This is similar to the rights of enslaved African Americans during the Civil War. At first, abolitionists wanted freedom for slaves because it was morally right. But then, freedom looked good for other reasons. Abolitionists realized that free blacks can help the economy, they could work for pay, which would allow them to spend money and help businesses. Abolition movements changed drastically, it was no longer a moral effort, but an economic effort to help everyone.” *(Although a synthesis with the abolitionist movement might work if it paralleled similar paradigms, this one does not. An underlying fallacy is presented that abolitionists moved from wanting emancipation for moral reasons to economic reasons.)*

- b) Responses can extend their arguments by appropriately connecting the extent of change in ideas about American independence from 1763 to 1783 to course themes and/or approaches to history that are not the main focus of the question. These connections must consist of more than just a phrase or reference.

Example of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- “Thomas Paine in 1776 helped shape public opinion and garner public support for the war. Another example of shaping public opinion was the Truman Doctrine, which declared that the US would contain communism. This declaration shaped foreign policy and public opinion. It caused the public to initially support the Korean and later Vietnam War to fight communism.”