

2018 AP® US HISTORY FREE-RESPONSE QUESTIONS

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

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 the space provided.

In your responses, be sure to address all parts of the questions you answer. 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.

“Although eighteenth-century America was predominantly a rural, agricultural society, its seaboard commercial cities were the cutting edge of economic, social, and political change. . . . In America, it was in the colonial cities that the transition first occurred from a barter economy to a commercial one. . . . The cities predicted the future. . . . Urban people, at a certain point in the preindustrial era, upset the equilibrium of an older system of social relations and turned the seaport towns into crucibles of revolutionary agitation.”

Gary B. Nash, historian, *The Urban Crucible*, 1986

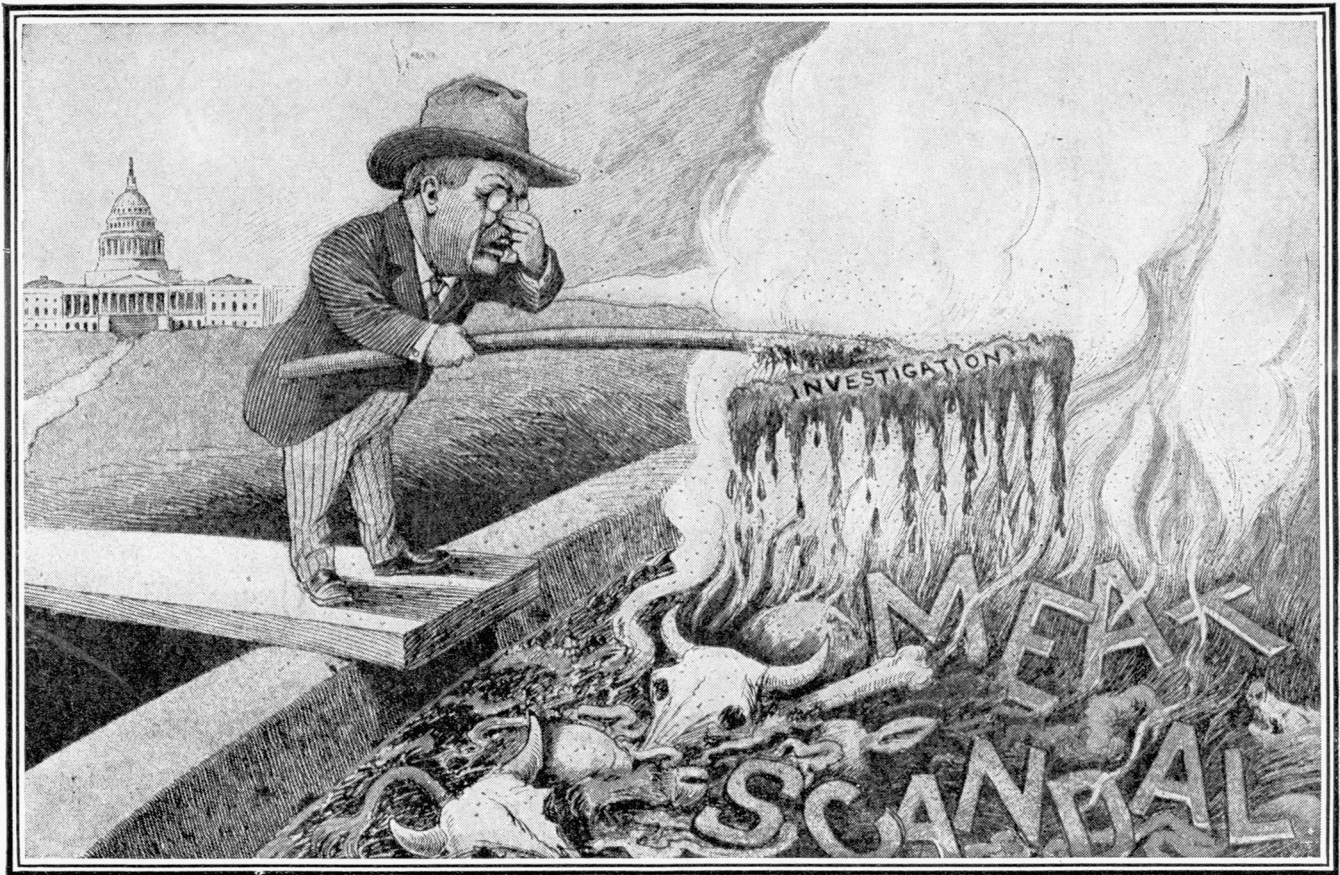
“The colonist’s attitudes toward civil uprising were part of a broader Anglo-American political tradition. In the course of the eighteenth century, colonists became increasingly interested in the ideas of seventeenth-century English revolutionaries . . . and the later writers who carried on and developed this tradition. . . . By the 1760s . . . this . . . tradition provided a strong unifying element between colonists North and South. It offered, too, a corpus of ideas about public authority and popular political responsibilities that shaped the American revolutionary movement. Spokesmen for this English revolutionary tradition were distinguished in the eighteenth century above all by their outspoken defense of the people’s right to rise up against their rulers.”

Pauline Maier, historian, *From Resistance to Revolution*, 1991

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly describe ONE major difference between Nash’s and Maier’s historical interpretations of the origins of the American Revolution.
 - b) Briefly explain how ONE specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Nash’s argument.
 - c) Briefly explain how ONE specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Maier’s argument.

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"A Nauseating Job, But It Must Be Done"



Saturday Globe © Bettmann/Corbis

2. The Progressive Era image above depicts President Theodore Roosevelt. Using the image, answer (a), (b), and (c).
- a) Briefly describe ONE perspective expressed by the artist about the role of government in society.
 - b) Briefly explain how ONE event or development led to the historical situation depicted in the image.
 - c) Briefly explain ONE specific outcome of Progressive Era debates about the role of government in society.

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SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 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.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Document 1

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth. . . .

The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

In consideration of the cession aforesaid, the United States agree to pay . . . seven million two hundred thousand dollars in gold.

Document 2

Source: Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis*, 1885.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet today on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—the *final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

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Document 3

Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

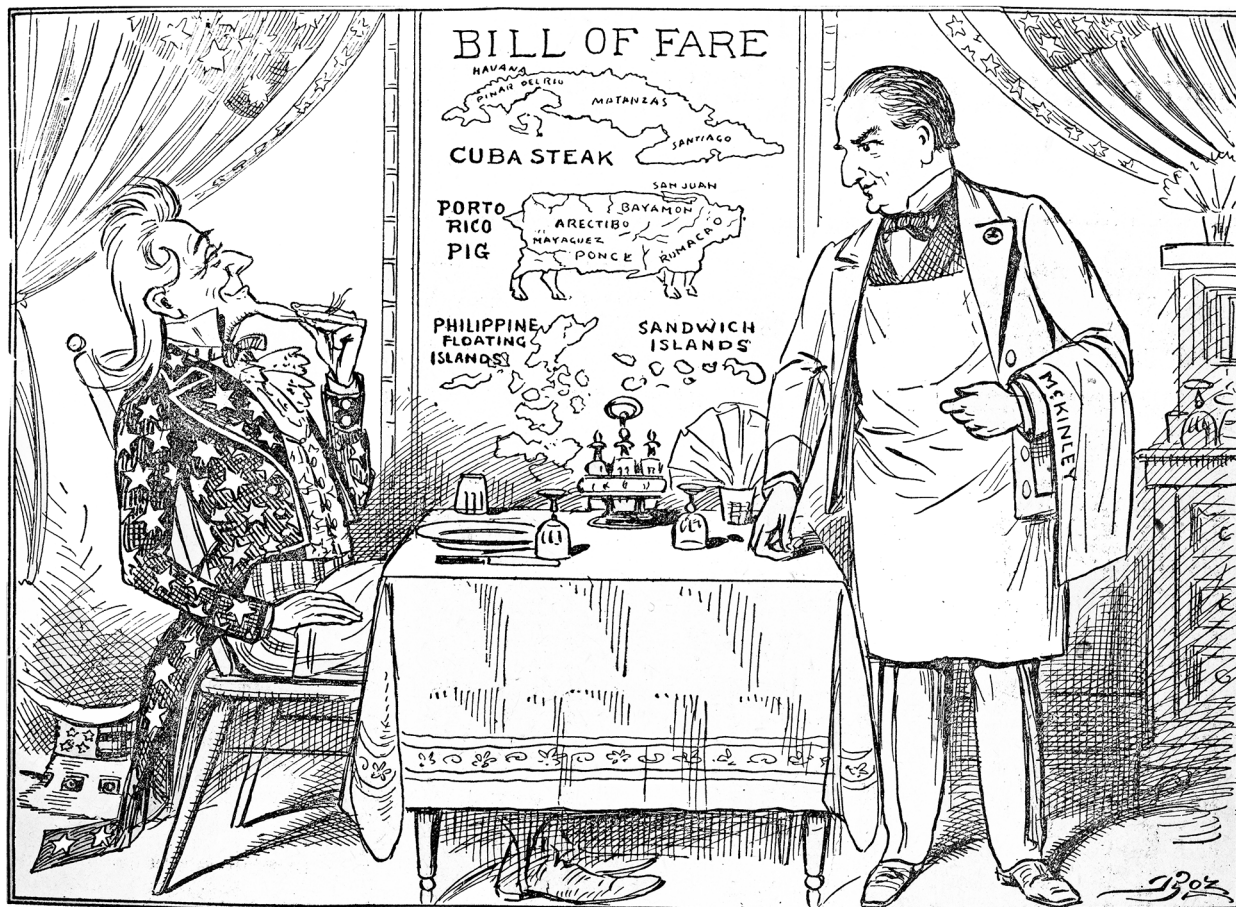
To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? . . . There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

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Document 4

Source: *The Boston Globe*, May 28, 1898.



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

Courtesy of the Library of Congress #LC-USZ62-91465

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Document 5

Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

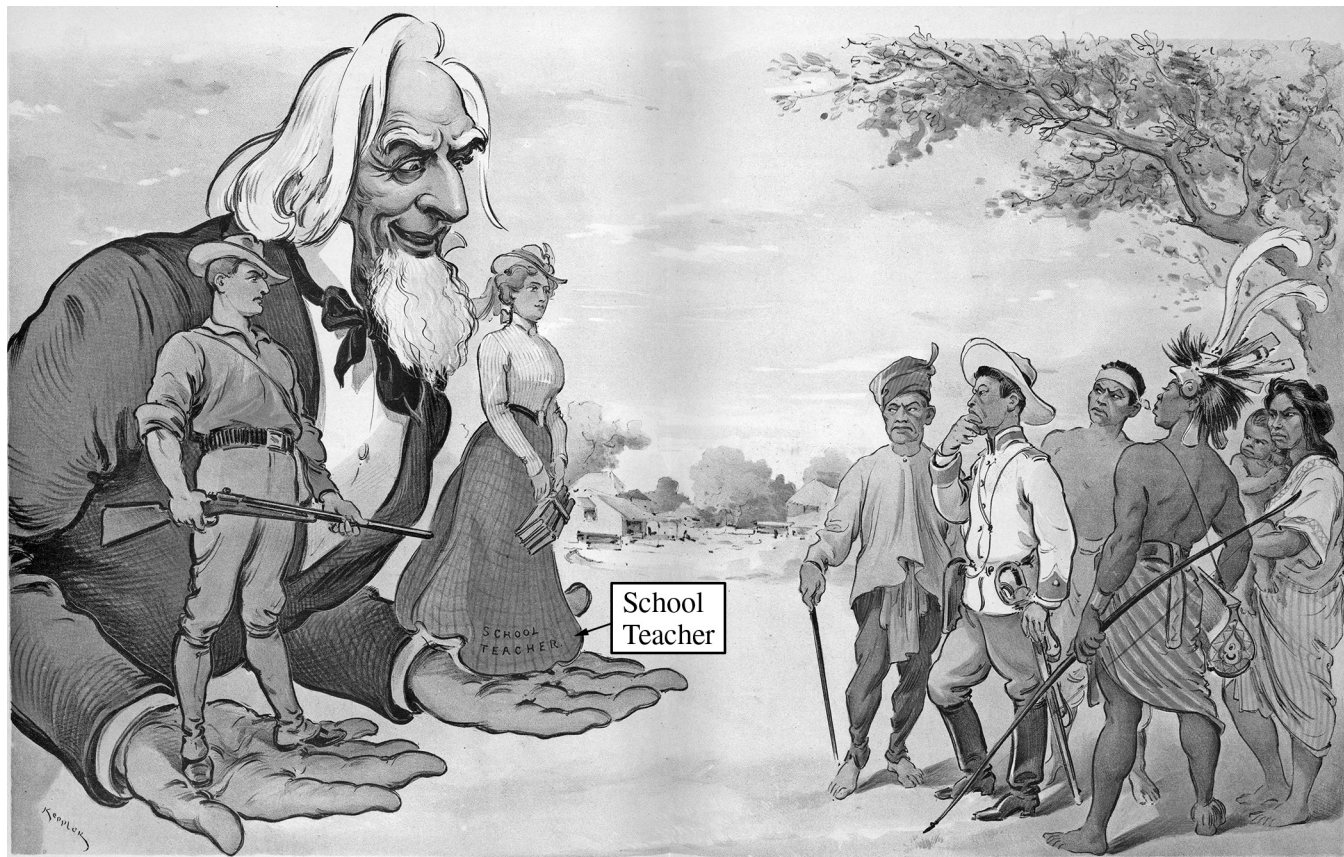
To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo
Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. . . . We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is . . . to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. . . . The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

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Document 6

Source: *Puck*, a satirical magazine, November 20, 1901.



It's "Up To" Them.
Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !

Courtesy of the Library of Congress #LC-DIG-ppmsca-25583

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Document 7

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace. . . .

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do. . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and . . . the exercise of an international police power.

END OF DOCUMENTS FOR QUESTION 1

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Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
-
2. Evaluate the extent to which commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.

 3. Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

 4. Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

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

“Although eighteenth-century America was predominantly a rural, agricultural society, its seaboard commercial cities were the cutting edge of economic, social, and political change. . . . In America, it was in the colonial cities that the transition first occurred from a barter economy to a commercial one. . . . The cities predicted the future. . . . Urban people, at a certain point in the preindustrial era, upset the equilibrium of an older system of social relations and turned the seaport towns into crucibles of revolutionary agitation.”

Gary B. Nash, historian, *The Urban Crucible*, 1986

“The colonist’s attitudes toward civil uprising were part of a broader Anglo-American political tradition. In the course of the eighteenth century, colonists became increasingly interested in the ideas of seventeenth-century English revolutionaries . . . and the later writers who carried on and developed this tradition. . . . By the 1760s . . . this . . . tradition provided a strong unifying element between colonists North and South. It offered, too, a corpus of ideas about public authority and popular political responsibilities that shaped the American revolutionary movement. Spokesmen for this English revolutionary tradition were distinguished in the eighteenth century above all by their outspoken defense of the people’s right to rise up against their rulers.”

Pauline Maier, historian, *From Resistance to Revolution*, 1991

Using the excerpts above, answer (a), (b), and (c).

- a) Briefly describe ONE major difference between Nash’s and Maier’s historical interpretations of the origins of the American Revolution.
- b) Briefly explain how ONE specific historical event or development from the period 1754–1800 that is not explicitly mentioned in the excerpts could be used to support Nash’s argument.
- c) Briefly explain how ONE specific historical event or development from the period 1754–1800 that is not explicitly mentioned in the excerpts could be used to support Maier’s argument.

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.

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Short Answer Question 1 (continued)

Question-Specific Scoring Guide

- ONE point for describing one major difference between Nash's and Maier's historical interpretations of the origins of the American Revolution
- ONE point for explaining how one specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Nash's argument
- ONE point for explaining how one specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Maier's argument

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics 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.

Note: Students may refer to intellectual developments, cultural trends, or events that precede the time period specified in the question (i.e., the Great Awakening, Lockean political philosophy, Whig political traditions, Bacon's Rebellion). Students should be credited for responses where the context of the reference makes clear that they are referring to the continued aftereffects or reverberations of these events or ideas into the period specified by the question.

Note: The same example can be used to respond to more than one section of the prompt, but the response needs to provide specific and explicit explanations for how the example provides evidence to answer each section.

Note: Merely mentioning an event will not result in the awarding of points in parts (b) and (c). Responses must specifically explain how the events represent evidence that can support the author's claim.

Examples of responses to (a) that would earn credit:

- Nash argues that:
 - The social changes that contributed to the American Revolution emerged from coastal seaports in British North America, particularly out of the commercial and free-market activity generated in these seaports.
 - New social and commercial relations made it more likely that colonists would revolt against Great Britain to create a more democratic social and political order.

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Short Answer Question 1 (continued)

- While Maier argues that:
 - Older Anglo-American (trans-Atlantic) political ideas and writings that the colonists shared with Great Britain, dating back to the 17th century, were the root of revolutionary traditions and thought in the colonies.
 - Ideas crossing the Atlantic, going back to the 1600s, helped bind together the northern and southern colonies and were the primary shapers behind the American revolutionary movement.

Credited responses must explicitly address the substance of both excerpts.

Examples of responses to (b) that would earn credit:

- Many protests occurred against taxation and commercial laws such as the Townshend Duties, the Tea Act, and the Coercive (Intolerable) Acts in colonial cities.
- Mechanics, artisans, laborers, and seaport day laborers in colonial seaports (including women) formed the core of the grassroots revolutionary protest.
- Growing class formations in the seaport towns (i.e., free laborers, workers, financiers, merchants) fostered conflict and protest by upending traditional social relations.
- Some people called for the abolition of slavery during the American Revolution in New England colonies with fewer slaves.
- Sections of the United States with fewer slaves (New England) had greater participation in the Revolution.
- The Great Awakening started in New England towns and coastal seaports and quickly spread inland and southward, thereby encouraging the emergence of new ideas about individual liberty and freedom and anti-authoritarianism that became more commonplace by the start of the Seven Years' War.
- Printed material by Thomas Paine and other Enlightenment thinkers circulated more quickly in coastal cities.
- Laborers and artisans participated in the independence movement.
- Coastal trade centers benefited greatly from mercantilism during the first half of the 18th century — the so-called period of salutary neglect; however, the Navigation Acts became more problematic in and around those centers as the British government imposed taxes to raise revenue after 1763.

Examples of responses to (c) that would earn credit:

- A renewed interest in republicanism and republican ideals spread across the Atlantic.
- Whig political ideas and writings, such as those of John Locke and other Enlightenment thinkers, spread across the Atlantic where they influenced many in the colonial elite.
- The Articles of Confederation represented many political ideas that had originated across the Atlantic.
- The first president and the author of the Declaration of Independence were both from the Virginia elite.
- Colonists in the later 18th century shared Anglo-American revolutionary traditions originating in the English Civil War.
- The First Great Awakening encouraged the emergence of new ideas about individual liberty and freedom and anti-authoritarianism.
- Religious ideas and writings of the First Great Awakening, such as those of George Whitefield, spread across the Atlantic where they influenced many.

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Short Answer Question 1 (continued)

- There were traditions of revolt amongst colonists and enslaved people operating outside the bounds of coastal seaports (e.g., the Paxton Boys, Regulators, slave rebellions, Shays' Rebellion, Puritans, Pilgrims, Bacon's Rebellion, etc.).
- Printed materials by Thomas Paine and other English writers circulated widely throughout the colonies and greatly influenced colonial thought.
- The actions of the First Continental Congress reflected the continuation of English revolutionary traditions by representatives from throughout the colonies, not merely seaports.
- The signing of the Declaration of Independence represented the acceptance of Enlightenment and English revolutionary thought by a wide range of representatives from throughout the colonies.

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Question 1 — Document-Based Question

Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) <i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>	The thesis must make a historically defensible claim that establishes a line of reasoning about causes of the expanding role of the United States in the world in the period from 1865 to 1910. <i>Examples that earn this point include:</i> • “This change in foreign policy was caused by the need for new markets to expand [the] US economy and by imperialist sentiment. However, the most important cause of this change in the US’s role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive.” • “In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture.”
B: Contextualization (0–1)	Describes a broader historical context relevant to the prompt. (1 point) <i>To earn this point, 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. This point is not awarded for merely a phrase or reference.</i>	To earn the point, the response must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910. <i>Examples of context might include the following, with appropriate elaboration:</i> • The impact of the Civil War on the United States role in the world • International competition to establish colonies and maintain empires from 1865 to 1910 • Increasing United States industrialization and saturation of the domestic market, resulting in a desire to develop new global markets for goods • The closing of the frontier

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Question 1 — Document-Based Question (continued)

C: Evidence (0–3)	Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point) <i>To earn 1 point the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> OR Supports an argument in response to the prompt using at least six documents. (2 points) <i>To earn 2 points the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i>	<i>See document summaries page for details.</i> • Document 1: Treaty concerning Russian possessions, 1867 • Document 2: Strong, <i>Our Country</i>, 1885 • Document 3: Mahan, <i>Interest of America in Sea Power</i>, 1897 • Document 4: <i>Boston Globe</i> cartoon, “Hardly Know Which to Take First,” 1898 • Document 5: Hay, Second Open Door Note, 1900 • Document 6: <i>Puck</i> cartoon, “It’s ‘Up to’ Them,” 1901 • Document 7: Theodore Roosevelt, Fourth Annual Message, 1904
	Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point) <i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>	<i>Evidence used might include the following, with appropriate elaboration:</i> • The annexation of Guam at the end of the Spanish-American War (1898) could be used as evidence about the expansion of the United States beyond North America and in the Pacific. • The overthrow and annexation of Hawaii from 1894 to 1898 could be used as evidence of United States efforts to expand its control over other kingdoms or nations in the same period. • Missionary work could be used as evidence beyond the documents of the efforts of Americans to extend cultural influence and assert cultural superiority over other nations through the spread of Christianity (“White Man’s Burden”). • The United States efforts to bring peace through diplomacy at the end of the Russo-Japanese War could serve as evidence of its more visible role as an international power. • Spanish-American War • Platt Amendment • Insular cases • Roosevelt Corollary to the Monroe Doctrine • Panama Canal • Great White Fleet • Big Stick/Big Brother Policies

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Question 1 — Document-Based Question (continued)

D: Analysis and Reasoning (0–2)	Sourcing: For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point) <i>To earn this point, the evidence must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>	<i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i>
	Complexity: 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. (1 point) <i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>	<i>Examples of demonstrating a complex understanding might include:</i> • Explaining a nuance by exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded • Explaining similarities and differences in the United States role in different parts of the world • Explaining connections to other time periods such as efforts to establish United States international standing in the late 18th and early 19th centuries • Confirming the validity of the response’s argument about the United States expanding role in the world by explaining how different documents corroborate the argument in spite of differing perspectives among the authors (for example, adroitly using the Puck cartoon which criticizes imperialism as well as the Roosevelt document that justifies it) • Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time • Proving the relative importance of causes throughout the paper, not simply stating their importance

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 and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	• Russia cedes territory in North America to the United States for \$7.2 million in gold. • Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws	• United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent (situation). • Foreign nations viewed the United States as a more important international power as a result of the treaty (audience).
2. Strong, <i>Our Country</i> , 1885	• Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land • Thinks Anglo-Saxon religion and culture have particular merit and deserve to control more land	• Advocates of United States imperialism promoted ideas about racial competition and “Anglo-Saxon” superiority (point of view). • Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions (situation). • Strong sought to impress on American leaders the need to acquire more lands and resources (purpose).
3. Mahan, <i>Interest of America in Sea Power</i> , 1897	• Claims that Britain’s power and influence has been derived by its ability to support its international trade with a powerful navy • Argues United States does not have sufficient naval power to assert its interests in the Caribbean or Central America, nor to protect its own seaboard	• European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests (situation). • Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America’s influence abroad (point of view). • Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East (purpose).
4. <i>Boston Globe</i> cartoon, “Hardly Know Which to Take First,” 1898	• Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories • Uncle Sam is unsure which to capture first	• The United States engaged with Spain in the Spanish-American War over control of islands in Spanish possession (situation). • The cartoonist portrayed McKinley as serving the interests of United States imperialists by acquiring these lands in the Far East and Caribbean regions (point of view).

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Question 1 — Document-Based Question (continued)

5. Hay, Second Open Door Note, 1900	• Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations' rights there, and ensure free trade there	• The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests (situation). • United States had not been issued equal trade access, as had other European powers (through so-called “spheres of influences”), from the Chinese authorities. This was an attempt to assert United States' equal rights to the markets of China (situation). • The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion (purpose).
6. <i>Puck</i> cartoon, “It’s ‘Up to’ Them,” 1901	• Cartoon depicting Uncle Sam offering both soldiers and school teachers to indigenous Filipinos • Suggests United States was willing to use both military force and educational uplift to gain power abroad	• The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation (situation). • The cartoonist depicted Uncle Sam as an Imperialist giving the Filipinos a choice as to how it would like to be conquered either through peaceful or military means (point of view).
7. Theodore Roosevelt, Fourth Annual Message, 1904	• Argues that those who oppose necessary action in foreign lands are timid and unmanly • Argues that sometimes peace results from engaging in necessary conflict • Argues nations must act to protect their rights and interests • Argues United States simply wants stability in Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention	• The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors (situation). • Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats (point of view).

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., 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.

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the U.S. ideal of manifest destiny.” (*This example suggests a historically defensible line of argument development.*)
- “The country was doing this for a few reasons, such as expanding its territory, (manifest destiny or imperialism) preserving its national interests such as trading with China, and helping other nations.” (*This example establishes the analytic categories for the argument.*)

Examples of unacceptable theses:

- “Due to this, America began to embark on an imperialistic mission in the latter half of the 1800’s in the name of economic, social, and political ‘necessities’.” (*This example is too generic and not specific to the time period.*)
- “Different causes and events had a major importance in expanding the role of the US in the world.” (*This example largely restates the prompt.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader

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Question 1 — Document-Based Question (continued)

historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910.

Examples of context might include:

- The impact of the Civil War on the United States role in the world
- International competition to establish colonies and maintain empires from 1865 to 1910
- Increasing United States industrialization and desire to develop new markets for goods
- The closing of the frontier in 1890

Example of acceptable contextualization:

- “In the aftermath of the war, internationally the world was changing, Europe was slicing up Africa, many countries started fighting for their independence, and the fight for influence and money ensued between the most powerful nations. During the time periods of 1865–1900, the US sought to keep up with Europe and expand its sphere of influence in the world under the leadership of Roosevelt, McKinley and other presidents.” (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “Throughout all of American history, the debate over whether or not to create alliances with foreign countries continues to be prominent. Documents such as Washington’s Farewell Address or the Monroe Doctrine warned against these alliances. However, towards the end of the 1800’s, America began to engage in foreign countries through alliances or attempting to imperialize other nations.” (*This example does not earn credit for contextualization because it is historically inaccurate in asserting that the Monroe Doctrine warned against alliances, and it is not a trend or development that influenced imperialism of the late 19th century.*)

C. Evidence (0–3 points)

Evidence from the Documents

In order to earn 1 point for using evidence from the documents, the response must address the **topic** of the prompt by using at least **three** documents. To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote or paraphrase — content from at least three of the documents to address the topic of the prompt.

Example of describing the content of a document:

- “Doc. 6 depicts Uncle Sam, its purpose showing the US having control over the country, trying to seem generous, when it actually isn’t.” (*This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the cause of the expanding role of the United States in the world, so it does not contribute toward the second point.*)

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Question 1 — Document-Based Question (continued)

Example of unacceptably describing the content of a document:

- “Document 6 is the effect of document 2, where the whites try to get other people to share the wonders of Christianity, albeit in a slightly conventional way.” *(This example does not contribute toward describing evidence from the documents relevant to the topic because it misinterprets the document and is confused in its assertion.)*

OR

Document Content — Supporting an Argument

Responses earn 2 points by using the content of at least six documents to support an argument that responds to the prompt. (2 points) To earn 2 points, responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Example of supporting an argument using the content of a document:

- “However, social causes were also a factor in the practice of American Imperialism. There was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxon, were a more fit race than any to expand, and Christianize and civilize the rest of the world (Doc. 2).” *(This example connects Strong’s inferred Social Darwinism to the cause of the United States expansionism.)*

Example of unacceptably supporting an argument using the content of a document:

- “Document 2 really demonstrates the effect of religious superiority, and the pride in racial heritage.” *(This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the cause of the expanding role of the United States in the world, so it does not contribute toward the second point.)*

Evidence Beyond the Documents

In order to earn 1 point for evidence beyond the documents, the response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the topic. To earn this point, the evidence must be described and must be more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as supporting **evidence beyond the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

Evidence used might include the following, with appropriate elaboration:

- Anti-Imperialist League; Peace Movement
- Algeciras Conference, 1906
- Berlin Conference, 1884–1885
- Burlingame Treaty, 1868
- Chinese Exclusion Act
- Gentleman’s Agreement

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Question 1 — Document-Based Question (continued)

- Root-Takahira Agreement, 1908
- Dollar diplomacy
- Annexation of Guam
- Platt Amendment/ Teller Amendment
- Annexation of Hawaii
- Insular cases
- Roosevelt Corollary to the Monroe Doctrine
- Mexican Revolution
- Manifest Destiny
- *USS Maine*; *The Maine*
- Missionary work
- Social Darwinism
- Panama (Hay-Bunau-Varilla Treaty, 1903)
- Panama Canal
- Russo-Japanese War; United States mediation (Treaty of Portsmouth, 1905)
- Spanish-American War
- Filipino Insurrection, Emilio Aguinaldo
- Venezuela Crisis
- “White Man’s Burden”
- William Seward (Seward’s Folly, Seward’s Icebox)
- Yellow Journalism (William Randolph Hearst, Joseph Pulitzer)
- Theodore Roosevelt’s foreign policy; Big Stick diplomacy, jingoism
- Treaty of Paris, 1899

Example of acceptable use of an additional piece of specific historical evidence:

- “Newspapers had risen in popularity among the public, a majority who could read, and many companies competed to attract the public’s attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cuban.” (*This example uses a particular piece of evidence beyond the documents to make a connection to a larger argument.*)

Example of unacceptable use of an additional piece of specific historical evidence:

- “The result of Josiah’s saying was Manifest Destiny. This westward expansion would create new states and territories, importantly also creating the Missouri Compromise.” (*This example would not earn credit for evidence beyond the documents because it is historically inaccurate and not connected to the question concerning late 19th-century American imperialism*)

D. Analysis and Reasoning (0–2 points)

Document Sourcing

For at least three documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt. To earn this point, the response must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

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Question 1 — Document-Based Question (continued)

Example of an acceptable explanation of the relevance of the document's point of view:

- “The point of view of the artist is actually critical of America’s policy of imperialism, seeing it as a sign of America’s ego in its superiority and greed.” (*This example contributes toward a point for document sourcing because it correctly identifies the point of view of the cartoon as satirical of United States imperialism.*)

Example of an unacceptable explanation of the relevance of the document's point of view:

- “The document (4) shows the pride many Americans felt at living in a country that controlled such vast amounts of territory.” (*This example does not contribute toward a point for document sourcing because it falsely states that the cartoon illustrates a United States point of view that is positive concerning overseas expansionism when the cartoon portrays the opposite.*)

Example of an acceptable explanation of the relevance of the document's purpose:

- “Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War; it was fought to liberate Cuba but it ended with the oppression of the Philippines.” (*This example contributes toward a point for document sourcing because it links the purpose of the cartoon to the effect of expansionism for the Filipinos.*)

Example of an unacceptable explanation of the relevance of the document's purpose:

- “The purpose of this document was to tell America why Russia was ceding its territory and giving permission.” (*This example does not contribute toward a point for document sourcing because it presents the content of the document and does not explain its purpose.*)

Example of an acceptable explanation of the relevance of the historical situation of a document:

- “The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of.” (*This example contributes toward a point for document sourcing because it situates the document in reference to the Spanish-American War and the increased possibilities that became open to the United States abroad.*)
- **Example of an unacceptable explanation of the relevance of the historical situation of a document:** “According to the Puck cartoon (Document 6), the United States sent missionaries to the Philippines.” (*This example does not contribute toward a point for document sourcing because it does not connect United States missionary activity to the expansion of its role in the world.*)

Example of an acceptable explanation of the relevance of the audience:

- “This highlights that Strong was appealing to a White audience likely to support imperialism for the maintenance of racial hierarchy.” (*This example contributes toward a point for document sourcing because it connects the audience for Strong’s book to support the reason behind imperialism.*)

Example of an unacceptable explanation of the relevance of the audience:

- “In document 1, the audience is the United States government.” (*This example does not contribute toward a point for document sourcing because it does not connect the stated audience to the relevant argument concerning causes of imperialism.*)

Demonstrating Complex Understanding

The response demonstrates a complex understanding, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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Question 1 — Document-Based Question (continued)

Demonstrating a complex understanding for this prompt might include:

- Explaining a nuance by exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded
- Explaining similarities and differences in the United States role in different parts of the world
- Explaining connections to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries
- Confirming the validity of the response’s argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors
- Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time
- Exploring the effects of imperialism on indigenous peoples above and beyond inferences from documents

This understanding must be part of the argument, not merely a phrase or reference.

Example of demonstrating complex understanding:

- *The response qualifies its argument throughout by interweaving historically insightful nuances that richly qualify the argument. The following example illustrates this sophisticated historical analysis:*
“The US took many efforts to try to assimilate the Filipinos to make them have the same political and societal views as they did. This reflects the ongoing trend of that time of racial superiority which is synonymous to how the US treated newly freed slaves at home. However, despite the imposing negative shadow the US cast over conquered lands due to nationalism, this feeling came from a sense of morality and genuine care for other people.”

Example of unacceptably demonstrating complex understanding:

- *This essay fails to deeply qualify the argument for it is too general and nondescript throughout. The following example illustrates this simplistic approach:* “This time period was difficult to go through, but when other nations realized that they needed the United States, it gave them what they all wanted and needed. Over time, the United States’ role expanded to helping others by trading, protecting and claiming their territories for the better of their lives.”