

2019 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.

“The revolutionary moment was neither radical nor a watershed for American women. Those who disregard America’s commitment to patriarchal rule and plead for a historical interpretation that favors enlightened exceptionalism have overlooked the conditions that made large-scale change all but impossible at that time and place.”

Elaine Forman Crane, historian, *Ebb Tide in New England: Women, Seaports, and Social Change, 1630–1800*, published in 1998

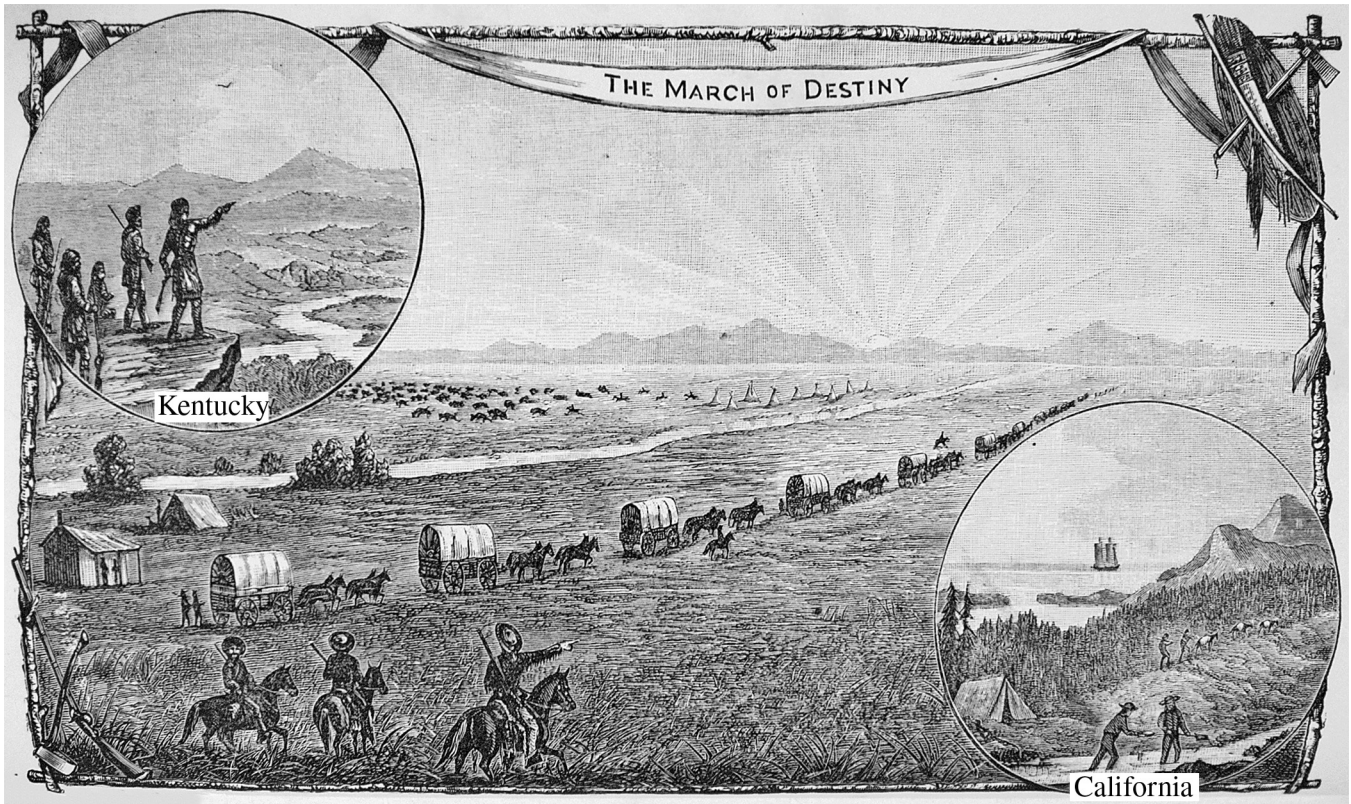
“The coming of the American Revolution . . . created new opportunities for women to participate in politics. Responding to men’s appeals, women engaged in a variety of actions in support of the revolutionary cause, which led women to experience a greater sense of connection to and involvement with the polity. After the war their political contributions were praised, celebrated, and remembered. . . . Women now were seen as political beings who had the capacity to influence the course of war, politics, and history.”

Rosemarie Zagarri, historian, *Revolutionary Backlash: Women and Politics in the Early American Republic*, published in 2007

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly describe ONE major difference between Crane’s and Zagarri’s historical interpretations of the immediate impact of the American Revolution on women.
 - b) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane’s argument.
 - c) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagarri’s argument.

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Frank Triplett, “The March of Destiny,” 1883



Courtesy The Newberry Library, Chicago

2. Using the image above, which depicts the first half of the nineteenth century, answer (a), (b), and (c).
- Briefly describe ONE historical perspective expressed in the image.
 - Briefly explain how ONE specific event or development in the period from 1800 to 1850 contributed to the process depicted in the image.
 - Briefly explain ONE specific historical effect in the period from 1844 to 1890 that resulted from the process depicted in the image.

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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 extent to which the Progressive movement fostered political change in the United States from 1890 to 1920.

Document 1

Source: Jane Addams, *Twenty Years at Hull-House*, 1910, describing events in the 1890s.

[The] Hull-House [social settlement] had instigated [a political campaign] against a powerful alderman who has held office for more than twenty years in the nineteenth ward, and who, although notoriously corrupt, is still firmly entrenched among his constituents. . . .

We soon discovered that approximately one out of every five voters in the nineteenth ward at that time held a job dependent upon the good will of the alderman. There were no civil service rules to interfere, and the unskilled voter swept the street and dug the sewer, as secure in his position as the more sophisticated voter who tended a bridge or occupied an office chair in the city hall. . . .

Another result of the campaign was an expectation on the part of our new political friends that Hull-House would perform like offices for them, and there resulted endless confusion and misunderstanding because in many cases we could not even attempt to do what the alderman constantly did with a right good will. When he protected a law breaker from the legal consequences of his act, his kindness appeared, not only to himself but to all beholders, like the deed of a powerful and kindly statesman. When Hull-House on the other hand insisted that a law must be enforced, it could but appear like the persecution of the offender. We were certainly not anxious for consistency nor for individual achievement, but in a desire to foster a higher political morality and not to lower our standards, we constantly clashed with the existing political code.

Document 2

Source: President Theodore Roosevelt, speech at Providence, Rhode Island, 1902.

The great corporations which we have grown to speak of rather loosely as trusts are the creatures of the State, and the State not only has the right to control them, but it is in duty bound to control them wherever the need of such control is shown. There is clearly need of supervision—need to possess the power of regulation of these great corporations through the representatives of the public—wherever, as in our own country at the present time, business corporations become so very powerful alike for beneficent work and for work that is not always beneficent. It is idle to say that there is no need for such supervision. There is, and a sufficient warrant for it is to be found in any one of the admitted evils appertaining to them.

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Document 3

Source: Julian W. Mack, “The Juvenile Court,” *Harvard Law Review*, 1909.

Why is it not just and proper to treat these juvenile offenders, as we deal with the neglected children, as a wise and merciful father handles his own child whose errors are not discovered by the authorities? Why is it not the duty of the state, instead of asking merely whether a boy or a girl has committed a specific offense, to find out what he is, physically, mentally, morally, and then if it learns that he is treading the path that leads to criminality, to take him in charge, not so much to punish as to reform, not to degrade but to uplift, not to crush but to develop, not to make him a criminal but a worthy citizen.

And it is this thought—the thought that the child who has begun to go wrong, who is incorrigible, who has broken a law or an ordinance, is to be taken in hand by the state, not as an enemy but as a protector, as the ultimate guardian . . . ; it is this principle, which . . . was first fully and clearly declared, in the Act under which the Juvenile Court of Cook County, Illinois, was opened in Chicago on July 1, 1899.

Document 4

Source: Governor Hiram Johnson, inaugural address to the Senate and Assembly of the state of California, 1911.

When, with your assistance, California’s government shall be composed only of those who recognize one sovereign and master, the people, then is presented to us the question of, How best can we arm the people to protect themselves hereafter? . . . This means for accomplishing other reforms has been designated the “Initiative and the referendum,” and the precautionary measure by which a recalcitrant official can be removed is designated the “Recall.” And while I do not by any means believe the initiative, the referendum, and the recall are the panacea for all our political ills, yet they do give to the electorate the power of action when desired, and they do place in the hands of the people the means by which they may protect themselves. . . . The opponents of direct legislation and the recall, however they may phrase their opposition, in reality believe the people cannot be trusted. On the other hand, those of us who espouse these measures do so because of our deep-rooted belief in popular government, and not only in the right of the people to govern, but in their ability to govern.

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Document 5

Source: National Association for the Advancement of Colored People (NAACP), letter to President Woodrow Wilson, 1913.

Dear Mr. President:

The National Association for the Advancement of Colored People, through its Board of Directors, respectfully protests against the policy of your Administration in segregating the colored employees in the Departments at Washington. It realizes that this new and radical departure has been recommended, and is now being defended, on the ground that by giving certain bureaus or sections wholly to colored employees they are thereby rendered safer in possession of their offices and are less likely to be ousted or discriminated against. We believe this reasoning to be fallacious. It is based on a failure to appreciate the deeper significance of the new policy; to understand how far reaching the effects of such a drawing of caste lines by the Federal Government may be, and how humiliating it is to the men thus stigmatized.

Document 6

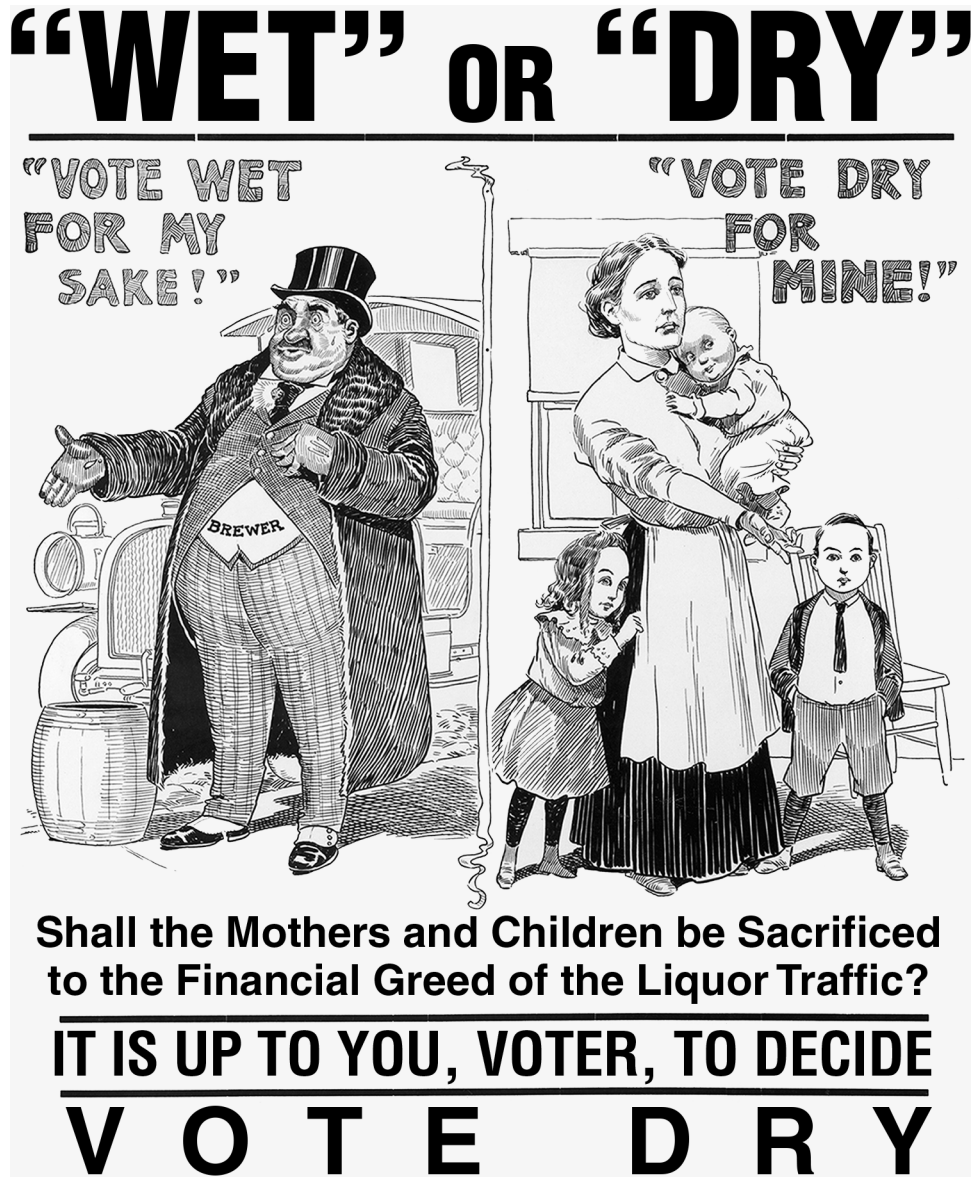
Source: James Couzens, Detroit Commissioner of Police and former general manager of the Ford Motor Company, "The Detroit Police Department," in *Story of the Detroit Police Department, 1916–17*, annual report for the twelve months ending June 30, 1917.

Every means known to scientific administration is being introduced in the police department and systematic methods are being installed to take away every vestige of waste in man-power, so that each officer may do his part and apply his energies in fields where they are the most needed. The past record of each beat in each precinct is being classified and compared so that commanding officers may know just where to place patrolmen to do the most good; a systematization of the work in the Detective Bureau is being arranged so as to bring the man-power of this Bureau to the highest state of efficiency. . . .

. . . The taxpayers who employ the police force want an orderly city and they look not only to the general administration of the police department to see that the laws are enforced and order maintained, but to the commander of each precinct and the men on each beat, to see that there is a minimum of disorder and as few crimes, offenses and cases of violence as possible in the areas over which they preside.

Document 7

Source: The American Issue Publishing Company, a printer and distributor of pamphlets, leaflets, magazines, and books created by the Anti-Saloon League, circa 1918.



Fotosearch/Getty Images

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 ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

 3. Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.

 4. Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

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

“The revolutionary moment was neither radical nor a watershed for American women. Those who disregard America’s commitment to patriarchal rule and plead for a historical interpretation that favors enlightened exceptionalism have overlooked the conditions that made large-scale change all but impossible at that time and place.”

Elaine Forman Crane, historian, *Ebb Tide in New England: Women, Seaports, and Social Change, 1630–1800*, published in 1998

“The coming of the American Revolution . . . created new opportunities for women to participate in politics. Responding to men’s appeals, women engaged in a variety of actions in support of the revolutionary cause, which led women to experience a greater sense of connection to and involvement with the polity. After the war their political contributions were praised, celebrated, and remembered. . . . Women now were seen as political beings who had the capacity to influence the course of war, politics, and history.”

Rosemarie Zagarri, historian, *Revolutionary Backlash: Women and Politics in the Early American Republic*, published in 2007

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

- a) Briefly describe ONE major difference between Crane’s and Zagarri’s historical interpretations of the immediate impact of the American Revolution on women.
- b) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane’s argument.
- c) Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagarri’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 an important difference between Crane’s and Zagarri’s historical interpretations of the immediate impact of the American Revolution on women
- ONE point for explaining how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane’s argument
- ONE point for explaining how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagarri’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.

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

- Crane argues that:
 - The American Revolution was not radical because it didn’t change women’s status in society.
 - Gender roles for women remained unchanged after the American Revolution.
 - The ideals of the American Revolution were not applied to women.
- Zagarri argues that:
 - Women’s social status and social influence improved after the American Revolution.
 - Women were newly able to participate in the country’s politics.
 - Women were more visible in civic life/public sphere/society.

NOTE: *Credited responses for (a) must explicitly address the substance of both excerpts.*

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

- Women could not vote (except in New Jersey, which also eventually rescinded this right).
- Women were excluded from the rights stated for all men in the Declaration of Independence.
- Women could not participate in any of the political decision-making after the American Revolution.
- Abigail Adams asked her husband John Adams to make sure that men “remember the ladies,” but women were not involved in political decision-making.
- The idea of republican motherhood gave women authority in the private sphere but kept them confined to the private sphere.
- Married women did not have any recognized legal or property rights separate from their husbands.
- Women were not allowed to fight in the Continental Army — adhering to gender roles.

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Short Answer Question 1 (continued)

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

- Women participated in Revolutionary protest (e.g., boycotts, protests, crowds, homespun movement, nonconsumption, Daughters of Liberty, Edenton tea party, Ladies of Philadelphia).
- Women supported the Revolutionary effort (e.g., fundraising, camp followers, nurses, spies, cooks, Phillis Wheatley, Deborah Sampson, Molly Pitcher).
- Women such as Abigail Adams acted as informal advisors to presidents and political leaders.
- The idea of republican motherhood gave women a voice in the shaping of future republican citizens and an indirect role in public life.
- Women applied Revolutionary principles to post-Revolutionary United States society (e.g., Elizabeth Freeman (aka Mumbet)).
- Mercy Otis Warren evoked patriotism in published works on political subjects.
- Judith Sargent Murray argued for women's equality and advocated for women's education beyond domestic tasks.
- Academies for women offered new educational opportunities.
- Women were able to vote in New Jersey between the late 1790s and early 1800s.
- Divorce laws in some states were liberalized after the American Revolution.
- After the Revolution, women were more apt to obtain custody of their children after divorce if the children were young.

NOTE: *It would be acceptable for test takers to use some of the same examples to respond to both (b) and (c) as long as the evidence is appropriate for each part of the question. Merely mentioning development or circumstance 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.*

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Question 1 — Document-Based Question

Evaluate the extent to which the Progressive movement fostered political change in the United States from 1890 to 1920.

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 how the Progressive movement fostered political change in the United States from 1890 to 1920. <i>Examples that earn this point include:</i> “The Progressive movement was incredibly successful in fostering political change such as trust busting large monopolies and reforming the criminal justice system for youth and adults; however, their failure to advance African American civil rights sufficiently left a significant scar on their legacy, as many issues of discrimination such as segregation and Jim Crow were prolonged.” “The Progressive Movement in the United States from 1890 to 1920 fostered great political change, such as rooting out corruption in government, eliminating monopolies in business, and by advocating rights for those who had been discriminated against.” “The Progressive movement fostered political change in the United States because it sought for a deeper respect for democracy, equal and equitable rights for all people, and it applied new ways of thinking to services within America.”
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 how the Progressive movement fostered political change in the United States from 1890 to 1920. <i>Examples of context might include the following, with appropriate elaboration:</i> - The expansion of industrialization - The growth of cities - The development of large-scale immigration from southern and eastern Europe - The consolidation of corporations into large trusts - The government’s adherence to laissez-faire economics

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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> • Doc 1: Jane Addams, <i>Twenty Years at Hull-House</i>, 1910 • Doc 2: Theodore Roosevelt, speech, 1902 • Doc 3: Julian W. Mack, “The Juvenile Court,” 1909 • Doc 4: Hiram Johnson, inaugural address, 1911 • Doc 5: NAACP, letter to Woodrow Wilson, 1913 • Doc 6: James Couzens, “The Detroit Police Department,” 1917 • Doc 7: Anti-Saloon League cartoon, circa 1918
	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> • Muckrakers could be used as evidence of the spread of concern in the United States over the negative effects of industrialization and the advocacy for political action to alleviate these effects. • The Populist (People’s) Party could be used as evidence of the influence on Progressive thought of economic reform efforts based in rural areas. • The Federal Reserve Act (1913) could be used as evidence of the political change made by new federal government regulation of the national money supply. • The passage of the Clayton Anti-Trust Act (1914) could be used as evidence of political change made by Progressives to counter the reduction in economic competition caused by corporate consolidation. • North American Woman Suffrage Association could be used as evidence of a Progressive reform effort that changed United States politics by helping to expand the electorate by pressing for women’s voting rights. • Eugene V. Debs • W. E. B. Du Bois • Henry Ford • Robert La Follette

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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 the contradiction that Progressivism supported greater political participation but also supported increased government power over people • Explaining similarities and differences in different Progressive reform movements such as social reform in cities, economic regulation, and Prohibition • Explaining connections to other time periods, such as the reform efforts of the first half of the nineteenth century • Confirming the validity of the response’s argument about the greater role of the government in people’s lives across themes by explaining how foreign policy in the Progressive Era involved United States intervention into the affairs of its new colonies and foreign countries • Qualifying or modifying an argument by considering evidence that despite the achievements of Progressive reform, Progressives contributed to the persistence or even the expansion of racism and segregation
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. Jane Addams, 1890s	• Describes political campaign by social reformers against a local official or machine politics • Discovered many voters had jobs gained through this official or political machine • Describes expectation that urban political officials will provide unofficial services for their constituents and describes the surprise of Hull-House residents that reformers refused to provide these services, leading to conflicts	• Immigration and industrialization in the late nineteenth and early twentieth centuries led to rapid population growth in cities such as Chicago and an expansion in demand on political leaders for municipal services (situation). • As a social activist, Addams believed that many of the services provided to urban immigrant communities by political leaders represented corruption to be fought against and stopped by political reform movements (point of view). • Progressive women reformers like Addams and other workers at Hull-House engaged in political and social activism and sought to influence government policy and reduce corruption (purpose). • In their efforts to reform local politics and political machines, Addams and other Progressive reformers undermined the social service and political patronage system that immigrants relied upon (purpose). • Progressive reformers like Addams sought to exercise social control by cleaning up urban political machines and uplifting immigrants by Americanizing them (point of view).
2. Theodore Roosevelt, 1902	• Argues that large corporations (“trusts”) should be regulated by governments • Describes the existence and survival of large corporations as reliant upon an interdependent relationship with the state.	• As a Progressive president, Theodore Roosevelt trusted government and therefore argued for the expansion of federal government power over private enterprise (point of view). • Large-scale corporate consolidation by the early 1900s led to public concern over growth of corporations and their political influence (situation). • Roosevelt intends to persuade national audiences that it is good for the government to expand its power in order to regulate big business and corporations (purpose). • Roosevelt’s position in the document raised questions among Progressives about the proper role of the government in regulating businesses and the economy (situation).

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Question 1 — Document-Based Question (continued)

3. Julian W. Mack, “The Juvenile Court,” 1909	- Argues courts have responsibility to help juvenile offenders and neglected children - Argues that it is the duty of the state to develop citizenship	- Progressive reformers argued that it was the duty of the state to intervene in the lives of some Americans to address social problems such as juvenile delinquency (point of view). - The rapid growth of the population of cities such as Chicago led to the inadequacy of many municipal services, such as limited educational and recreational opportunities for young people (situation). - Mack believed that the state has a role in protecting children when parents and families fail to do so, and he advocated for an extension of the role of government in the private sphere (purpose). - Mack was writing for lawyers and judges in order to encourage the courts to interpret laws in a way that gave more power to the state to reform families (audience).
4. Governor Hiram Johnson, 1911	- Advocates for initiative, referendum, and recall - Advocates for popular participation in government	- The growth of large corporations and municipal governments in the late 1800s and early 1900s increased the opportunities for political corruption (situation). - Progressives sought to rally support for state legislative reforms that empowered citizens through direct democracy and reduced corruption and the influence of big business (purpose). - Expand democracy and political participation in the government in order to stave off more radical political ideas (purpose). - Johnson sought to appeal to the citizens of California to support his political and legislative agenda to rein in corporate power and increase power to the people (audience).

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Question 1 — Document-Based Question (continued)

5. NAACP, letter to Woodrow Wilson, 1913	• Protests racial segregation in federal government employment under the Wilson administration • Argues that the separate but equal doctrine is inherently unequal	• As an organization devoted to advocating for the rights of African Americans, the NAACP opposed the policies of Woodrow Wilson that increased racial segregation (point of view). • Jim Crow racial segregation laws spread in the United States after the <i>Plessy v. Ferguson</i> decision (1896) with the active support of many Progressive reformers (situation). • The expanded federal bureaucracy made federal employment a symbolic bastion of segregation during the Wilson administration (situation). • African American activists sought to convince President Wilson to take political action to stop furthering and justifying racial segregation (purpose).
6. James Couzens, “Detroit Police Department,” 1917	• Promotes efficiency in police work • Describes reorganizing work of beat cops and detectives • Responding to public demands for order	• As a former business executive, this government official argued that scientific and management principles from business could be applied to government services and used to solve social problems (point of view). • New technologies and methods of organizing labor in industry in the late 1800s and early 1900s led to increased economic efficiency and growth (situation).
7. American Issue Publishing Company, “Wet or Dry” cartoon, circa 1918	• Cartoon contrasting a brewer urging people to “Vote wet for my sake!” with a woman surrounded by three children urging people to “Vote dry for mine!” • Text urges voters to “Vote Dry.”	• Produced by an organization that opposed the use of alcohol, the cartoon asserts that the government has a role in reducing alcohol consumption and protecting the well-being of women and families and preventing the spread of social ills associated with the consumption of alcohol (point of view). • Many Progressive reformers in the early 1900s urged voters to support a constitutional amendment to prohibit the production of alcohol (purpose). • A long-standing temperance movement, often led by white, Protestant women reformers, reached a crescendo in the late Progressive Era with its calls for legislative action by the government (situation).

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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 claim 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:

- “The Progressive movement was incredibly successful in fostering political change such as trust busting large monopolies and reforming the criminal justice system for youth and adults; however, their failure to advance African American civil rights sufficiently left a significant scar on their legacy, as many issues of discrimination such as segregation and Jim Crow were prolonged.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the response, including a counterargument.*)
- “The Progressive Movement in the United States from 1890 to 1920 fostered great political change, such as rooting out corruption in government, eliminating monopolies in business, and by advocating rights for those who had been discriminated against.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the response.*)
- “While the Progressive movement achieved goals in the improvement of cities and the protection of children, the movement ultimately failed in increasing democracy due to the fact that democratic rights were not extended to African Americans.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the essay.*)
- “The Progressive movement fostered political change in the United States because it sought for a deeper respect for democracy, equal and equitable rights for all people, and it applied new ways of thinking to services within America.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the essay.*)

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Question 1 — Document-Based Question (continued)

Examples of unacceptable theses:

- “The Progressive movement caused political change to a large extent because it influenced so many different areas of politics that were able to change at the time.” (*This example largely restates the prompt.*)
- “Political, social, and economic change occurred during the Progressive Era.” (*This example is too vague and does not establish a line of reasoning.*)
- “During the time period of 1890 to 1920, the Progressive movement fostered political change in the United States as new ideas were being spread and as a result of new policies being instituted.” (*This example is too vague and does not establish a line of reasoning.*)

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 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 how the Progressive movement fostered political change in the United States from 1890 to 1920.

Examples of context might include:

- The expansion of industrialization
- The growth of cities
- The development of large-scale immigration from southern and eastern Europe
- The consolidation of corporations into large trusts
- The government adherence to laissez-faire economics

Examples of acceptable contextualization:

- “The mid-nineteenth century was a booming time for urbanization, immigration, and industrialization. Towns and cities started moving skyward, people from Europe came to America in hopes of achieving the American dream, and industries such as steel and textiles were booming in the wake of a new work force. The amount and quality of work in America began to highlight deficiencies in America beyond the workforce. The Progressive movement began in response to this.” (*This example describes a broader historical context relevant to the topic of the prompt.*)
- “At the time of 1890, the Gilded Age had been going on for approximately 20 years. The Gilded Age was the time when large corporations and ‘robber barons’ came to power. Trusts such as John D. Rockefeller’s Standard Oil were in power and they had monopolies, snuffing out smaller competition under the guise of Social Darwinism, a principle saying only the strong survive in the business world. This leads into the progressive movement.” (*This example describes a broader historical context relevant to the topic of the prompt.*)

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Question 1 — Document-Based Question (continued)

Examples of unacceptable contextualization:

- “In 1890 the census of 1890 concludes that there is no more American frontier. President McKinley is finishing the Spanish American War in 1898 when he gets shot and passes the presidency off to Theodore Roosevelt who helps the country with progressivism.” *(This example did not earn credit for contextualization because it is presenting evidence that is not clearly relevant to how the Progressive movement fostered political change in the United States.)*
- “During the mid-1800s there was a great divide in the U.S. This divide was between slavery ultimately it led to a war which in the end damaged the U.S. It not only damaged U.S. morale, but also damaged many parts of the South and more greatly the economy. The divide was due to many disagreements which was somewhat warned by Washington who said don’t form political parties because they would cause a divide among the states.” *(This example did not earn credit for contextualization because it does not provide any evidence that is relevant to how the Progressive movement fostered political change in the United States.)*

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.

Examples of describing the content of a document:

- “Document 6 says that with the introduction of new technology the man power in the police department can now be used to keeping the city safer which taxpayers hope for.” *(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 extent to which the Progressive movement caused political change in the United States, so it does not contribute toward the second point.)*
- “Teddy Roosevelt in Document 2 is saying that the state needs to control these business corporations that are becoming too powerful. They’re benefitting themselves instead of the workers.” *(This example correctly describes the content of Document 2, but it does not use that evidence to support an argument that is relevant to the Progressive movement fostering political change in the United States.)*

Examples of unacceptably describing the content of a document:

- “In the 1890s ‘when [Alderman] protected a lawbreaker from the legal consequences his kindness appeared [...] when Hull House on the other hand insisted that law must be enforced, it could but appear as the persecution of the offender’ (Doc. 1).” *(This example simply quotes from Document 1 and does not use the content of this document to address the topic of the prompt.)*
- “Wilson, in Document 5, is telling us that African Americans are being separated from whites in the work force so they can be protected from discrimination.” *(This example is a misunderstanding of Document 5. The response attributes the document to President Wilson instead of the NAACP and misunderstands the content of the document.)*

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Question 1 — Document-Based Question (continued)

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. 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.

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

- “In a letter to Wilson, the NAACP points out to segregationists that by having segregation, especially in the Federal government, promotes inequality (Doc. 5). Virtually no political change came about for black people during this time.” (*This example uses Document 5 to support an argument that the Progressive era did not bring about political change for African Americans.*)
- “In keeping with this idea of the rights of children, the Progressive movement also aligned with the temperance movement for the protection of families. The temperance movement aimed at abolishing alcohol, and was commonly supported by mothers, who saw the detrimental effects of alcohol leading to the abuse of mothers and children within the family. The political cartoon encouraged voters to ‘Vote Dry’ in favor of politicians who opposed the consumption of alcohol (Doc. 7).” (*This example connects the content of Document 7 to an argument about how the Progressive movement attempted to protect families and the rights of children.*)

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

- “The Departments at Washington had segregated employees so the NAACP requested that President Wilson desegregate them (Doc. 5). Some may argue that because of this segregation, it must have meant that progressive reform had no impact, but that is not the case because later it would be required by law to desegregate work places.” (*This example describes the content of Document 5 but uses this document to support an erroneous argument that desegregation in the workplace will eventually be achieved because of the Progressive Era.*)
- “Document 7 says that people should vote for prohibition to help the mothers and children in the country.” (*This example is a correct description of Document 7 and would achieve credit for using the content of a document to address the topic of Progressivism. However, this example does not tie its observation about Document 7 to an argument about how the Progressive movement fostered political change in the United States.*)

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.

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Question 1 — Document-Based Question (continued)

Evidence used might include the following, with appropriate elaboration:

- Muckrakers could be used as evidence of the spread of concern in the United States over the negative effects of industrialization and the advocacy for political action to alleviate these effects.
- The Populist (People's) Party could be used as evidence of the influence on Progressive thought of economic reform efforts based in rural areas.
- The Federal Reserve Act (1913) could be used as evidence of the political change made by new federal government regulation of the national money supply.
- The passage of the Clayton Anti-Trust Act (1914) could be used as evidence of political change made by Progressives to counter the reduction in economic competition caused by corporate consolidation.
- The North American Woman Suffrage Association (NAWSA) could be used as evidence of a Progressive reform effort that changed United States politics by helping to expand the electorate by pressing for women's voting rights.
- Muckrakers
- Populist (People's) Party
- Federal Reserve Act (1913)
- Clayton Anti-Trust Act (1914)
- North American Woman Suffrage Association
- Eugene V. Debs
- W. E. B. Du Bois
- Henry Ford
- Robert La Follette
- New Freedom (associated with Woodrow Wilson)
- New Nationalism (associated with Theodore Roosevelt)
- Prohibition
- Sherman Anti-Trust Act (1890)
- Upton Sinclair, *The Jungle*
- William Howard Taft
- Frederick W. Taylor

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

- “Another example of successful use of government to enact change was the women's rights movement, in which the work of suffragists to gain the 19th amendment was clearly more effective for enacting fully-recognized change than the smaller-scale and less ambitious idea of Republican Motherhood.” *(This example uses a particular piece of evidence beyond the documents to make a connection to a larger argument.)*
- “One effective Progressive reform would be that which was started by the book *The Jungle*. This book sought to expose the dangerous conditions workers suffered in the meat factories of Chicago and President Roosevelt immediately took action after the book, calling for legislation to be implemented, investigations to be done, and the FDA to be established — all of which would see to more political power for the Federal government.” *(This example uses The Jungle to support an argument about increasing the regulatory powers of the federal government during the Progressive Era.)*

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Question 1 — Document-Based Question (continued)

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

- “Many organizations formed in response to this [Document 5] and pushed for political change by going on marches, such as the March on Washington.” (*This example would not earn credit because it is historically inaccurate.*)
- “They had people begin voting for Senators.” (*This example is the start of an acceptable discussion, but the allusion to the Seventeenth Amendment is no more than a brief reference and is not fully described.*)

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.

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

- “Couzens’ point of view [Doc. 6] comes from the fact that he had been the manager for Ford Motor Company which created the efficient assembly line, so he would try to implement the success of the Ford Motor Co. into the police departments.” (*This example correctly identifies Couzens’s point of view as that of a former manager for Ford Motor Company and connects it to an argument about why reformers would want to improve the efficiency of urban police departments.*)

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

- “Addams’ point of view comes as she is the founder of Hull House, illustrating that these were observations she obtained herself.” (*This example does not contribute toward a point for document sourcing because it inaccurately discusses the relevance of Addams’s point of view.*)

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

- “Thus, many of these state reforms [Doc. 4] had the purpose of eventually creating national change by means of say, an amendment such as the 17th amendment that gave voters direct election of their senators, however, national change was not always seen.” (*This example contributed toward a point for document sourcing because it correctly identifies Johnson’s purpose in supporting several political reforms.*)

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

- “This letter [Doc. 5] has the purpose to ask President Woodrow Wilson to change the legislative policies of the time so that there can be more equal opportunities for Blacks.” (*This example does not contribute toward a point for document sourcing because it only describes the content of Document 5 and is not adding any insight into the relevance of the NAACP’s purpose in writing this letter to President Wilson.*)

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

- “Roosevelt, in Document 2, advocated for much more power for the President to supervise and control trusts. Roosevelt was able to control the trusts as a result of the Sherman Anti-Trust Act.” (*This example contributes to a point for document sourcing because it links the historical situation of the Sherman Anti-Trust Act to an argument about Roosevelt increasing the power of the federal government.*)

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Question 1 — Document-Based Question (continued)

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

- “Document 3 shows how the Progressive movement led to government regulation because at the time Chicago was a major city with lots of Progressive influence.” (*This example does not contribute toward a point for document sourcing because it does not explain why the fact that “Chicago was a major city” is relevant in understanding the document.*)

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

- “Document 6 says that segregation continued in government and insulted progressive efforts on behalf of African Americans. It is significant that the NAACP is addressing President Wilson because Wilson claimed to be a Progressive but they are pointing out that he was harming efforts for improved civil rights for African Americans.” (*This example contributes to a point for document sourcing because it explains the relevance of the audience of the NAACP’s letter that President Wilson “claimed to be a Progressive.”*)

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

- “Hiram Johnson’s audience in Doc. 4 was the people of California.” (*This example does not contribute to a point for document sourcing because it just restates information provided about the document and does not explain how or why this information is relevant to an argument about Progressivism.*)

Demonstrating Complex Understanding

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

Demonstrating a complex understanding might include:

- Explaining a nuance by exploring the contradiction that Progressivism supported greater political participation but also supported increased government power over people
- Explaining similarities and differences in different Progressive reform movements such as social reform in cities, economic regulation, and Prohibition
- Explaining connections to other time periods, such as the reform efforts of the first half of the nineteenth century
- Confirming the validity of the response’s argument about the greater role of the government in people’s lives across themes by explaining how foreign policy in the Progressive Era involved United States intervention into the affairs of its new colonies and foreign countries
- Qualifying or modifying an argument by considering evidence that shows the limitations on the Progressive movement in achieving political change

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

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Question 1 — Document-Based Question (continued)

Examples of acceptable demonstration of a complex understanding:

- *This response uses multiple pieces of evidence to corroborate its argument that the Progressive movement was both a local and a national movement to fight political corruption. The response uses content from Documents 3, 4, and 5 to corroborate this claim, and it also weaves in evidence beyond the documents about muckraking and W. E. B. DuBois to further support this sophisticated argument. This paragraph begins by saying, “Between 1890 and 1920, there was notable change in the fact that local political reforms and nationwide social reforms both exposed the corruptness of the political atmosphere, using propaganda and local campaigns to tackle a nationwide epidemic of political corruption.” The response then qualifies its argument by stating, “However, there is a greater change in the fact that no local and social reforms could combat the spoils system and big business’ effect on politics. . . . In Doc. 2, Roosevelt explains that big corporations need to be controlled and supervised. Roosevelt’s intended audience was big business to warn them of the fact that they cannot keep control of politics forever, and the American people to encourage them to have hope that reform will be made. Roosevelt further developed these ideas when running for the Progressive Bull Moose party in 1912 against Wilson. Roosevelt’s speech shows that the power of big business over politics was so grand that it needed control, showing a continuation in their omnipotence in politics despite criticism from progressives.” Ultimately, this response demonstrates a complex understanding of how the Progressive movement fostered political change but also the political and economic forces that ultimately limited this change.*
- *This response demonstrates a complex understanding of the Progressive Era by qualifying its argument. “Lastly, while the progressive movement led to some political achievements in increasing the democracy of voters, it failed to achieve true protection of democratic principles in that Black voters were still limited in terms of their voting rights. During the progressive movement, many democratic ideals were seen at the state level. Most notably was the initiative, referendum, and recall programs established by many state governments.” The response then uses multiple pieces of evidence, such as Document 4 and a discussion of the 17th Amendment, to support the argument that some reforms were aimed at expanding democratic principles. The response then qualifies this argument by stating, “However, national change was not always seen. Under the Woodrow Wilson presidency, Woodrow Wilson would segregate White House offices and would clearly support racism, perhaps best seen through his viewing of *The Birth of a Nation* at the White House, a film endorsed by the KKK which viewed the Civil War as a war for the struggle of white people, not African slaves. In response to these racist policies, interest groups such as the NAACP called out Wilson for his failure to protect the rights of black people, despite other Progressive Era reforms already occurring (Doc. 5). . . . The NAACP was frustrated with America, after all, the 13th, 14th, and 15th Amendments which aimed at abolishing slavery, granting equal protection under the law and granting all blacks the right to vote, were not protecting people in the shadow of sharecropping, segregation, and Jim Crow laws.” The entire response is rich with evidence and demonstrates a complex understanding of the Progressive Era. This lengthy paragraph, in particular, offers a sophisticated qualification to its argument.*

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Question 1 — Document-Based Question (continued)

Example of unacceptably demonstrating complex understanding:

- *The following response attempts to explain relevant and insightful connections within and across time periods, but it does not quite demonstrate a complex understanding of the Progressive Era nor does it clearly use evidence to corroborate or qualify its argument. “While progressives accomplished and bettered American society overall, the long-term impacts on the African American community and our failure to learn from mistakes of the Anti-Saloon League and Dry Movement plague us today. Ending discriminatory practices would have made Black Americans’ situations better in the long run but that did not happen. Legislators chose to enact the ‘War on Drugs,’ showing how we were unable to learn from the Progressives’ failures in reducing trafficking and drug crime. The importance of the Progressive Era cannot be understated, but we must remain objective in our assessments, criticizing the negatives as well.” Ultimately, while this is a noble attempt at demonstrating a complex understanding of the Progressive Era, the response is somewhat simplistic, and the references to modern society are not fully developed.*