

“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

“In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

“Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.”

Source: Keith E. Melder, historian, *Beginnings of Sisterhood: The American Woman’s Rights Movement, 1800–1850*, published in 1977

“By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit¹ consensus, excluded from the new democracy. Indeed . . . women’s political status, while legally unchanged, had deteriorated relative to the advances made by men. . . .

“. . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women’s rights movement.”

Source: Gerda Lerner, historian, “Changes in the Status of Women in the Age of Jackson,” *Midcontinent American Studies Journal*, 1969

¹ unspoken

1. Using the excerpts, respond to **parts a, b, and c**.
 - a. Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century.
 - b. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder’s interpretation.
 - c. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner’s interpretation.

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NEWMAN

Source: Poster promoting Social Security, a federally funded social insurance program to reduce poverty for people over the age of sixty-five, 1936

Courtesy of Library of Congress #LC-DIG-ppmsca-07216

2. Using the image, respond to **parts a, b, and c**.
- a. Briefly describe one historical situation in which the image was created.
 - b. Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
 - c. Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

UNITED STATES HISTORY

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 four 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 two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

1. Evaluate the extent to which the institution of slavery shaped United States society between 1783 and 1840.

Document 1

Source: William Cushing, chief justice of the Massachusetts state supreme court, notes on the court case and decision in *Quock Walker v. Nathaniel Jennison*, 1783

[The] justification [is made] that Quock is a Slave and to prove it tis said that Quock when a child [of] about 9 months old with his father and mother were sold by [a] bill of sale in 1754. . . .

As to the doctrine of Slavery and the right of Christians to hold Africans in perpetual servitude, . . . a different idea has taken place with the people of America more favorable to the natural rights of Mankind, . . . with which Heaven (without regard to Colors, complexion, . . . [or] features) has inspired all the human Race. And upon this Ground our [state] Constitution of Government, . . . Sets out with declaring that all men are born free and equal and that Every subject is entitled to Liberty, and to have it guarded by the Laws. . . . This being the Case, I think the Idea of Slavery is inconsistent with our own conduct and [state] Constitution and there can be no such thing as perpetual servitude of a rational Creature.

Document 2

Source: Benjamin Banneker, free African American mathematician and land surveyor, letter to Thomas Jefferson, 1791

[W]e are a race of Beings who have long laboured under the abuse and censure of the world. . . .

Sir, Suffer me to recall to your mind that time in which the Arms and tyranny of the British Crown were exerted with every powerful effort in order to reduce you to a State of Servitude. . . .

This Sir, was a time in which you clearly saw into the injustice of a State of Slavery, . . . it was [then] Sir, that your abhorrence¹ thereof was so excited, that you publickly held forth this true and invaluable doctrine. . . . “We hold these truths to be Self evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”

. . . But Sir how pitiable is it to reflect, that although you were so fully convinced of the benevolence of the Father of mankind . . . that you should at the Same time counteract his mercies, in detaining by fraud and violence so numerous a part of my brethren under groaning captivity and cruel oppression.

¹ hatred

Document 3

Source: Mathew Carey, newspaper editor in Pennsylvania, *Considerations on the Impropriety and Inexpediency of Renewing the Missouri Question*, 1820

[T]hat great and solemn question, which has already shaken the republic to its foundation, is again to be contested. The admission of Missouri into the family of states is to be again opposed. . . . The toleration of slavery . . . is to be held forth as the reason for prohibiting her entrance. . . . Whatever may be the opinions of individuals upon the abstract right of holding human beings in bondage, . . . I do conceive the calamities¹ that are likely to spring from the renewal of the discussion to be so much greater and more alarming. . . . Whether this great and admirable republic is to remain united and prosperous . . . or to be violently resolved into its original elements, and to become the theatre and prey of a fierce [internal] conflict, will . . . mainly depend on the final settlement of the Missouri Question.

¹ disasters

Document 4

Source: Richard Furman, leader of the Baptist Church in South Carolina, *Exposition of the Views of the Baptists, Relative to the Coloured Population of the United States*, 1823

In some parts of our Union there are Citizens, who favour the idea of general emancipation; yet, were they to see slaves in our Country, in arms, wading through blood and carnage to effect their purpose, they would do what both their duty and interest would require; unite under the government with their fellow-citizens at large to suppress the rebellion. . . .

On the lawfulness of holding slaves, considering it in a moral and religious view, the [Baptist] Convention think it their duty to exhibit their sentiments. . . . The sentiments in opposition to the holding of slaves have been attributed, by their advocates, to the Holy Scriptures. . . . These sentiments, the Convention . . . cannot think just, or well founded; for the right of holding slaves is clearly established in the Holy Scriptures, both by precept and example. . . .

In the New Testament . . . the countries [that the Roman Empire] possessed and governed were full of slaves. Many of these with their masters, were converted to the Christian Faith. . . . In things purely spiritual, they appear to have enjoyed equal privileges; but their relationship, as masters and slaves, was not dissolved.

Document 5

Source: William Lloyd Garrison, Massachusetts antislavery activist, newspaper article in the *Genius of Universal Emancipation*, 1829

This ship [the *Francis*] . . . sailed a few weeks since from this port [of Baltimore, Maryland] with a cargo of slaves for the New-Orleans market. . . . I merely wish to illustrate New-England humanity and morality. I am resolved to cover with thick infamy¹ all who were concerned in this nefarious² business.

. . . The ship Francis hails from my native place, Newburyport, (Massachusetts) [and] is commanded by a yankee captain, and owned by a townsman named **FRANCIS TODD**. . . .

I recollect that it was always a mystery in Newburyport how Mr. Todd contrived to make profitable voyages to New-Orleans and other places. . . . The mystery seems to be unraveled. Any man can gather up riches, if he does not care by what means they are obtained.

¹ disgrace

² wicked

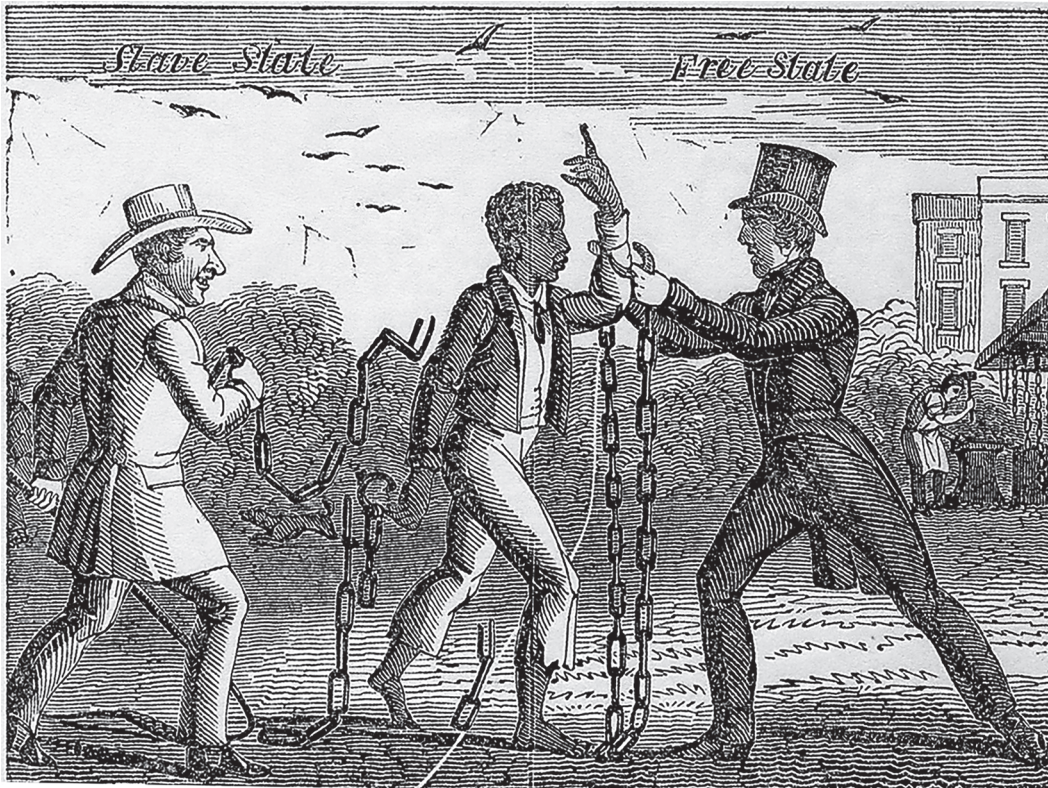
Document 6

Source: Jarena Lee, African American preacher, *Religious Experience and Journal of Mrs. Jarena Lee*, 1836

I left for New York and arrived the first day the convention [of the American Anti-Slavery Society] sat, which I attended in company with Mrs. [Mary] Lane, who was ever zealous in the good cause of liberty and the rights of all, and I heard some very eloquent speeches which pleased me very much, and my heart responded with this instruction: “Do unto all men as you would they should do unto you;” and as we are all children of one parent, no one is justified in holding slaves. I felt that the spirit of God was in the work, and also felt it my duty to unite with this Society. Doubtless the cause is good, and I pray to God to forward on the work of abolition until it fills the world.

Document 7

Source: Image depicting the effects of a New York law that allowed enslavers to bring enslaved people into New York for up to nine months, *American Anti-Slavery Almanac*, 1840



Caption: "The slave steps out of the slave state, and his chains fall. A free state, with another chain, stands ready to re-enslave him."

Courtesy of Library of Congress

END OF DOCUMENTS FOR QUESTION 1

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 at least two pieces of specific and relevant evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.
-
2. Evaluate the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.

 3. Evaluate the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

 4. Evaluate the relative importance of the effects of movements for social change from 1945 to 1980.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

-
- [a]** Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century. **1 point**

Examples that earn this point include the following:

- Melder emphasizes the unity of women in the movement while Lerner discusses the division of women.
- Melder argues that women were brought together through religious movements whereas Lerner argues that the women’s rights movement was divided by class.
- Melder argues that women of all social classes felt bound together by a sense of shared experience, while Lerner argues that women’s participation in activism was divided along class lines.
- Melder argues that women’s motivation for women’s rights activism came from their participation in other reform movements, while Lerner argues that middle-class women’s motivations came from a desire for political equality.

-
- [b]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder’s interpretation. **1 point**

Examples that earn this point include the following:

- The development that could be used to support Melder’s interpretation is how the Second Great Awakening increased women’s influence in society.
- Republican motherhood supports Melder’s interpretation because it is an example of women expanding and working together in a shared identity to shape society.
- The emergence of separate spheres ideology serves as evidence to support Melder’s argument that the division of domestic and public spheres brought women together for the women’s rights movement.
- The fact that the Seneca Falls Convention was organized by women engaged in earlier reform movements could be used as evidence to support Melder’s argument

that involvement in reform movements motivated the creation of the women's rights movement.

- [c]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation. **1 point**

Examples that earn this point include the following:

- The development that could be used to support Lerner's interpretation is how middle-class women were leaders of reform movements.
- The participation of mostly White middle-class women rather than lower-class women at the Seneca Falls Convention or temperance movement would support Lerner's argument.
- The effect of the doctrine of separate spheres on middle-class women, who could often afford to avoid employment outside of the home, compared to working-class women could be used to support Lerner's argument about the class divides within women's activism.
- Women's experience working in the Lowell Mills is an example that supports Lerner's argument as it shows lower class women focused on economic improvement.
- The expansion of suffrage rights to most White men in the first half of the 1800s helps to prove Lerner's argument that the status of women had deteriorated.

Total for question 1 3 points

Question 1: Document-Based Question, Slavery and US Society

7 points

General Scoring Notes

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

Evaluate the extent to which the institution of slavery shaped United States society between 1783 and 1840.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which the institution of slavery shaped United States society between 1783 and 1840. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <i>“Slavery had a big impact on fighting the Civil War.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Slavery insulted many abolitionists, so United States society hurried up and got rid of it.”</i> Provide a restatement of the prompt <i>“The institution of slavery shaped United States society.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Between the years 1783 and 1840 slavery dramatically shaped U.S. society as many Americans became abolitionists as a way of fulfilling the ideals of the American Revolution while other Americans attempted to protect slavery and expand the institution into the West.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Nothing was more important than the institution of slavery in shaping American society between the Revolutionary War and the mid-1800s. The ‘peculiar institution’ created a set of challenges for the United States, including debates over its constitutionality, possible expansion into western territories, and moral implications as Americans tried to reconcile it with the nation’s founding principles.”</i> Establish a line of reasoning <i>“Slavery caused division between the North and the South.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to the institution of slavery in United States society between 1783 and 1840.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The Spanish had colonies in Latin America.”</i> Provide historically inaccurate contextualization <i>“Most colonists fought in the American Revolution to protect their slaves from British abolitionists.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Colonial labor systems - Colonial cash crop economy - American Revolution - Declaration of Independence - Second Great Awakening 1800s reform movements - Market revolution - Transportation and internal improvements - Migration/westward expansion Examples of acceptable contextualization: <i>“During the colonial era, enslaved labor was used to develop a profitable transatlantic commerce in cash crops such as tobacco, indigo, and sugar.”</i> <i>“American colonists had a revolution but still kept slavery.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-3 points]	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address the institution of slavery in United States society between 1783 and 1840. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 2]: “After the American Revolution, antislavery sentiment developed in some places that led to gradual emancipation and the growth of the free African American community.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 1]: “After the American Revolution, revolutionary ideology about natural rights led to the gradual emancipation of slavery in the North, even though slavery persisted and grew in other parts of the country, creating a political contradiction between free and slavery at the heart of United States society.” [Uses evidence from Document 1 to support an argument about the contradiction of slavery in United States society despite revolutionary ideas about freedom] [Document 4]: “Mathew Carey’s concerns about the Civil War over the admission of Missouri as a state showed that well before the outbreak of the Civil War, the growth of slavery produced tensions within the United States that endangered the unity of the republic.” [Uses evidence from Document 4 to support an argument about the threats to national unity in American society produced by the growth of slavery]
Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C [Continued]	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to the extent to which the institution of slavery shaped United States society between 1783 and 1840. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Northern gradual emancipation - Constitutional compromises on slavery [e.g., Three-Fifths Clause, Fugitive Slave Clause] - Northwest Ordinance of 1787 / Southwest Ordinance of 1790 - Banning of international slave trade in 1808 - Missouri Compromise - Lowell mills/rise of Northern textile industry - Eli Whitney/cotton gin - Cotton/plantation economy “Peculiar institution”/southern regionalism - Slavery as “positive good” - Nullification crisis - Gag rule <i>Amistad</i> case - Slave insurance - Internal slave trade - Rebellions by enslaved people [e.g., Gabriel Prosser, Denmark Vesey, and Nat Turner] - Abolitionism - Underground Railroad - Sojourner Truth - Angelina and Sarah Grimké Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“The debates over tariffs during the Nullification Crisis, revealed the growing divide in United States society between the plantation economy in the South, which depended on slavery and opposed high tariffs, and the industrial economy North, which developed manufacturing and supported tariffs to protect against foreign competition.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth plantation economy in the South contributed to sectional divisions in United States society]

		• <i>“The increasing use of slave insurance in the South as slavery grew, often provided by northern businesses, showed that slavery helped create a national economy that linked all parts of United States society.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth of slavery contributed to increased regional connections within United States society]
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>“The point of the drawing in Document 7 is to show Americans that slavery was bad.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>“In Document 4 the minister said that slavery was fine with him.”</i>	Responses that earn this point: - 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 that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author’s point of view: [Document 2]: <i>“Banneker’s perspective as a free African American, through his appeal to American Revolutionary ideology, showed that African Americans personally understood the contradiction between the nation’s founding ideals and the persistence of slavery, and they sought to point this out as a strategy for promoting antislavery.”</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses activism by African American against slavery] Example of acceptable explanation of the relevance of the author’s purpose: [Document 5]: <i>“Garrison’s purpose of shaming northerners for their connections to slavery showed that the North benefited from slavery and not just the South.”</i> [Provides sourcing regarding the purpose of the document relevant to an argument that addresses the influence of slavery on both northern and southern society] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 1]: <i>“The situation of Cushing’s court decision, as he sought to apply the principles of the American Revolution to the new government of Massachusetts, showed the early beginnings of a divide between the North and South as northern states began to abolish slavery and southern states continued the institution and later grew it.”</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses the origins of sectional divisions in United States society over slavery] Example of acceptable explanation of the relevance of the audience: [Document 4]: <i>“The members of the Baptist Church in the South who were Furman’s audience showed that there was widespread disagreement in United States society over the meaning of basic ideas about liberty and religious principles, as some Americans using religious principles to defend slavery.”</i> [Provides sourcing regarding the audience of the document relevant to an argument that addresses how slavery divided United States society over ideas about liberty and religious values]

Row D [continued]	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the growth of slavery led to political tensions within United States society through debates over the westward expansion of slavery. The response then extends this argument through a discussion of the ways that economic development during the first half of the 1800s broke down along regional lines—with industrialization in the North and plantation agriculture in the South—and had a direct relationship to the institution of slavery. [Explains relevant and insightful connections across geographical areas] - A response may argue that the growth of slavery led to the development of different regional cultures in the United States. The response complicates this argument with a nuanced discussion of the ways that slavery bound the country closer together economically. [Explains multiple themes] - A response may argue that American revolutionary ideas about natural rights and liberty led many Americans to change their ideas about slavery to support abolition. It then qualifies its argument with evidence that racial ideology continued to justify discrimination and inequality in the United States despite the influence of the American Revolution. [Explains both continuity and change]
	Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. - To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. William Cushing, <i>Quock Walker v. Nathaniel Jennison</i> court decision, 1783	- Describes legal reasoning for emancipating enslaved person Quock Walker - Declares that the principles of the new Massachusetts state constitution dictate the end of slavery in the state	- Revolutionary ideas about natural rights and liberties led some Americans to begin to oppose the institution of slavery. [situation] - Cushing sought to interpret how the revolutionary principles of the Massachusetts state constitution applied to the existing institution of slavery, determining that it must end. [purpose]
2. Benjamin Banneker letter to Thomas Jefferson, 1791	- Seeks to equate the situation of enslaved people in the United States to the situation of Americans when they were in the British empire - Chastises Jefferson for not applying the revolutionary principles he declared in 1776 to the situation of enslaved people	- Some Americans appealed to racial ideology to justify the continuation of slavery despite the principles of liberty espoused during the American Revolution. [situation] - As a free African American in a skilled profession, Banneker sought to use the principles of the United States to show that free African Americans were equal to White Americans and that slavery should end. [point of view]
3. Mathew Carey, <i>Considerations on the Impropriety and Inexpediency of Renewing the Missouri Question</i> , 1820	- Describes sectional conflict between the North and South over the westward expansion of slavery - Argues that Americans should not agitate against slavery to maintain national harmony	- Carey sought to encourage Americans to prioritize national unity over activism against slavery. [purpose] - As the United States expanded west of the Mississippi River, debates arose over where slavery should exist. [situation]
4. Richard Furman, <i>Exposition of the Views of the Baptists</i> , 1823	- Claims that antislavery activists are ignorant of the threat of slave rebellion - Argues that slavery is morally supported by Christian religious beliefs, despite the contrary claims of abolitionists	- The growth of slavery in the southern United States provoked the development of an abolitionist movement in the North and moral arguments against slavery. [situation] - Furman developed arguments that Southern church members could use in defense of the institution of slavery. [audience]
5. William Lloyd Garrison, <i>Genius of Universal Emancipation</i> newspaper article, 1829	- Describes the involvement of a Massachusetts ship owner in trafficking enslaved people - Argues against Northern participation in slavery through the domestic slave trade	- The domestic slave trade was a major contributor to the growth of slavery in the United States after the end of the international slave trade and involved some financial support from northern businessmen. [situation] - Garrison sought to inform Massachusetts readers of the actions of this ship owner so as to shame him among his fellow citizens. [audience]
6. Jarena Lee, <i>Religious Experience and Journal of Mrs. Jarena Lee</i> , 1836	- Describes participation in an antislavery society meeting - Connects Christianity to the antislavery movement	- By the middle of the nineteenth century a growing free African American population in the North led to an expanding antislavery movement. [situation] - Lee used religious justifications to explain why slavery was immoral and why her faith and work in the antislavery movement would be successful. [point of view]

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Enlightenment ideas inspired many American colonists to seek independence from England.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“Europeans and Native Americans both wanted to live in the ways that they wanted to in North America.”</i>	Responses that earn this point: - Accurately describe a context relevant to conflict among Europeans and Native Americans from 1500 to 1763. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Precontact Native American lifeways - European motives for exploration - Columbian Exchange - Protestant Reformation - Intra-European competition - Transatlantic trade Example of acceptable contextualization: <i>“The Columbian Exchange introduced new diseases into North America against which Native Americans had no immunity, reducing the Native American population and making it difficult for them to compete with Europeans.”</i> <i>“The Columbian Exchange brought new diseases to the Americas.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to conflict among Europeans and Native Americans from 1500 to 1763.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“Native Americans were divided over whether to support the Americans or the British in the Revolutionary War.”</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - Early European explorers [e.g., Columbus, Cabot, Champlain] - Spanish conquests [e.g., Mexico, Peru] - Encomienda system - Spanish Mission system - Early English settlements [e.g., Jamestown, Plymouth] - Treaties/alliances between Europeans and Native Americans [e.g., the British and Haudenosaunee [Iroquois] and the French and Wyandot [Huron] - Plantation agriculture - French and Dutch fur trade - Intermarriage [often French] - Pueblo Revolt / Popé’s Rebellion [1680] - Anglo-Powhatan Wars [circa 1609–1646] - Pequot War [1636–1638] - Metacom’s War [King Philip’s War] [1675–1678] - Yamasee War [1715–1717] - Pontiac’s War [1763–1764] - Seven Years’ War [1754–1763] Example of a statement that earns one point for evidence: <i>“The Haudenosaunee were generally allied with the British while most Native Americans in the Great Lakes region, such as the Wyandot, were allied with the French.”</i>	Examples that successfully support an argument with evidence: <i>“The Iroquois were generally allied with the British government to protect their sovereignty from the perceived threats of the French and of unruly settlers. The French used alliances with Native Americans to restrict the growth of the British empire in America.”</i> [Uses evidence to support an argument about alliance systems and the balance of power between empires] <i>“Spanish mistreatment of Native Americans through the encomienda system and the suppression of traditional religious practices led to large- and small- scale acts of resistance like the Pueblo Revolt.”</i> [Uses evidence to support an argument about Native American resistance to European incursions] <i>“Pontiac’s War resulted from efforts by Native Americans to protect their territories from European settlers moving west after Great Britain won the Seven Years’ War.”</i> [Uses evidence to support an argument about how settlers’ western movement into Native American lands created conflict]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>“The Pueblo Revolt happened in 1680.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how European efforts to establish commercially successful crops led them to claim increasing amounts of land and engage in competition with Native Americans. - Explaining similarities and differences between the Pequot War and Metacom’s War. Example of acceptable use of historical reasoning: “As tobacco production for export to England expanded in Virginia, English colonists sought to seize more land, which caused more conflict with Native Americans, such as the Anglo-Powhatan	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that cultural misunderstandings were the main reason for conflict between Native Americans and Europeans. It then draws connections between cultural misunderstanding leading to violence in New Mexico and New England in the 1600s. [Explains relevant and insightful connections across geographical areas] - A response may argue that desire for economic and political gain led to varying levels of conflict and cooperation during the period between and amongst Europeans and Native Americans. It supports the argument by explaining the political gains sought by Native allies of Spanish conquistadors in Mexico, the desire for land that caused wars between the English in New England and Native peoples, and the

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		Wars.” [Indicates a cause of conflict between Europeans and Native Americans]	economic gain through the fur trade that led to French alliances with Native Americans. [Explains multiple causes] • The response argues that most interactions between Europeans and Native Americans involved political conflict over land. It then qualifies the argument with evidence about extensive economic cooperation between Europeans and Native Americans through commerce, such as the fur and firearms trades. [Explains multiple themes]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

		<i>thousands of Americans, contributed to the growth of an American national culture.”</i> [Indicates a cause of the growth of a common American culture]	• A response may argue that commercialization through the market revolution and the growth of religion during the Second Great Awakening contributed to a common American culture in the first half of the 1800s. It discusses the market revolution and religion as causes of the growth of national cultural in several geographical regions, including the movement of the Church of Jesus Christ of Latter-day Saints from the Burned-over District in the North to the West and the economic links between the North and the South through industrialization and cotton plantation agriculture. [Explains relevant and insightful connections across geographical areas]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		