

Source 1

“The...rise of American democracy was an extraordinary part of the most profound transformation in modern history....

The American Revolution had proved more egalitarian¹ in its outcome than many of its leaders had hoped or expected it would be in 1776.... Portions of the [people] once largely excluded from the exercise of power were now among the people’s governors. Efforts to rein in the egalitarian impulse had faltered.... [But] democracy’s achievements were fragile...and its future far from guaranteed....

[After 1800,] by beating back [the Federalists], the Jeffersonian ascendancy opened up the political system.... The filters on democracy created by the Framers [of the Constitution] were proving porous, while the suppression of democracy sought by the Federalists in the 1790s was thoroughly discredited.”

Source: Sean Wilentz, historian, *The Rise of American Democracy: Jefferson to Lincoln*, 2005

Source 2

“[After the American Revolution] elite men from [many] states...create[d] a new national government designed to be a stronger barrier against democracy.... Ordinary folk continued to resist.... But they remained unable to mobilize in ways that would bring the changes they wanted....

It would be an enduring victory for the elite. Although the Federalists both fell politically and personally, the system they created to check democracy has lasted.... Although the Democratic-Republicans rode to power...across the nation by promising to restore the popular vision of the Revolution,...most Democratic-Republican leaders...were content to leave the bulk of the Federalist system in place.... To these men, ‘reform’...did not mean pulling down the barriers to democracy that they had helped to create.”

Source: Terry Bouton, historian, *Taming Democracy: “The People,” the Founders, and the Troubled Ending of the American Revolution*, 2007

1: equal

1. Respond to parts A, B, and C.

- A.** Briefly describe one major difference between Wilentz’s and Bouton’s historical interpretations of early United States politics.
- B.** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz’s argument about early United States politics.
- C.** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton’s argument about early United States politics.

“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

2. Respond to parts A, B, and C.

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

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1. Evaluate the extent to which the role of the federal government in the United States economy changed from 1932 to 1980.

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.

Document 1

Source: Letter from women members of the Workers Council of Colored People to Harry Hopkins, head administrator of the Works Progress Administration (WPA), 1937

“We the Workers Council of Colored People in Raleigh, [North Carolina,] do wish to state some facts to you about how colored women (mostly heads of families) have been treated by W.P.A. heads here. Also wish you to make investigation about it at once for its pure injustice to us, the way it has been done....

We also wish you to investigate why [it is] that so many teachers unemployed and eligible to teach have not been employed by the Adult Education here, [so] that these teachers can have classes as they once had and help the illiterate colored people. One time it was many grown and old people going to the classes learning and proud of the opportunities.... Mr. Hopkins, colored women have been turned out of different jobs [and] projects to make us take other jobs...and white women were hired and sent for and given places that colored women was made to leave or quit.

Let us say that if we cannot work on W.P.A. projects and be compelled to take these poor paying jobs that [instead] food, clothes, and rent money be provided for us at once because we are suffering. We the Workers Council understood that...colored women cannot be hired this winter on any of the W.P.A. projects. We wish you to tell us why.”

Document 2

Source: United States War Food Administration, pamphlet distributed to farmers, 1943

“If the local U.S. Crop Corps mobilization, including the Women’s Land Army and Victory Farm Volunteers, fails to supply the necessary farm labor requirements,...the office of Labor of the War Food Administration will bring skilled or semiskilled workers from surplus farm labor areas.

Many migrant farm laborers that farmers in special-crop areas depended on in past years have gone into war plants or into the service or have year-round farm occupations. Where labor of this type is essential, arrangements are made to bring in workers from Mexico, Jamaica, and the Bahamas. Laborers from these foreign countries will be treated in accordance with agreements reached between their governments and ours.”

Document 3

Source: Federal officials attending an exhibition about the Federal-Aid Highway Act of 1956, a law that funded the creation of a system of interstate highways across the United States, 1957



Federal Highway Administration

Document 4

Source: President John F. Kennedy, State of the Union address, 1962

“A strong America cannot neglect the aspirations of its citizens—the welfare of the needy, the health care of the elderly, the education of the young. For we are not developing the Nation’s wealth for its own sake. Wealth is the means—and people are the ends. All our material riches will avail us little if we do not use them to expand the opportunities of our people....

In matters of health, no piece of unfinished business is more important or more urgent than the enactment...of health insurance for the aged....

Private health insurance helps very few—for its cost is high and its coverage limited.... I now urge that its coverage be extended [by the government] without further delay to provide health insurance for the elderly.”

Document 5

Source: Barry Goldwater, speech accepting the Republican Party presidential nomination, 1964

“My fellow Americans, the tide has been running against freedom.... We must, and we shall, set the tide running again in the cause of freedom. And this party, with its every action, every word, every breath, and every heartbeat, has but a single resolve, and that is freedom....

It is the cause of Republicanism to resist concentrations of power, private or public, which enforce such conformity and inflict such despotism. It is the cause of Republicanism to ensure that power remains in the hands of the people....

We must assure a society here which, while never abandoning the needy or forsaking the helpless, nurtures incentives and opportunity for the creative and the productive.... We Republicans seek a government that attends to its inherent responsibilities of...encouraging a free and a competitive economy.... We Republicans define government’s role where needed at many, many levels, preferably through the one closest to the people involved.”

Document 6

Source: César Chávez, leader of the National Farm Workers Association, a labor union that included many Mexican-descended migrant farm workers, statement to the Senate Committee on Labor and Public Welfare, 1969

“How can the Nation, how can Congress help the farmworker close the yawning gap between his own social and economic condition and that of other wage earners...?

Answer? Through strong, effective, well-run unions. The road to social justice for the farmworker is the road of unionization. Our cause [and] our strike...are all founded upon our deep conviction that...unionization holds far more hope for the farmworker than any other single approach....

Unionization cannot make progress in the face of hostile employer attitudes unless it receives effective governmental support.... If farm unionism is to make progress, we need sufficient economic power under law to be able to wrench signed [labor] agreements from unwilling hands of [agricultural] growers who still refuse to admit that unionization and collective bargaining have a rightful place to take in agriculture....

Today we ask the American people and the Congress to help us build our union.”

Document 7

Source: Marjorie S. Holt, Republican member of Congress, *The Case Against the Reckless Congress*, 1976

“Today we ask whether the noble American experiment in freedom is dissolving into a new tyranny....

Spending by all levels of government in these United States consumes 37 percent of the gross national product.... By taxation and inflation, government drains away so much of our savings that we lack the capital necessary for investment in expanding private industry and creating jobs....

How did we get into this mess? The answer is that Congress has brought us here. For three decades Congress has consistently demonstrated incompetence to do anything except promise more and spend more.... It has done nothing to slow the growth of government, and has actually proceeded to accelerate that growth....

Social and economic planning by the central government is the surest road to tyranny.... The people are best served by policy set at the state and local levels. The cause of freedom is best served at a level where the individual voice can be heard.”

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 how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.

3. Evaluate how different reform movements in the United States responded to industrialization from 1820 to 1900.

4. Evaluate how United States foreign policy responded to changes in the world from 1890 to 1930.

STOP
END OF EXAM

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.

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- A** Briefly describe one major difference between Wilentz's and Bouton's historical interpretations of early United States politics. **1 point**

Examples of acceptable responses may include the following:

- Wilentz claims that early United States politics proved more egalitarian than the Founders had wanted, while Bouton argues that elite men remained in positions of power after the Revolution.
- Wilentz argues that the influence of the Federalists on early United States politics diminished after the Election of 1800, whereas Bouton argues that Federalist ideals continued to shape the political system after the decline of the Federalists.
- Wilentz argues that the Jeffersonian ascendancy opened up the political system, while Bouton argues that elites sought to create a barrier against democracy.
- Wilentz argues that the rise of the Democratic-Republicans after 1800 helped the expansion of democracy, while Bouton argues that the Federalists' limitations on democracy were largely maintained.
- Source 1 argues that the Revolution created more opportunities for democratic participation, while Source 2 argues that the Revolution did not result in widespread democracy.

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- B** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz's argument about early United States politics. **1 point**

Examples of acceptable responses may include the following:

- The passage of the Bill of Rights shows how the new government protected the rights of individuals, which supports Wilentz's argument about growing democratic power.
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- The expansion of suffrage to adult white men by states removing property restrictions on voting supports Wilentz’s argument about the expansion of democracy in the United States.
- The gradual emancipation of enslaved people in some states supports Wilentz’s argument about democratic ideals.

C Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton’s argument about early United States politics. **1 point**

Examples of acceptable responses may include the following:

- Bouton argues that elites retained most of the power in the federal government under the Constitution, and the Supreme Court decisions that established the primacy of the judiciary in deciding whether laws passed by elected officials were constitutional supports this claim.
 - Most early political leaders and presidents were wealthy men, which supports Bouton’s argument that the Revolution did not result in democratic change.
 - After 1800 Democratic Republican leadership continued Federalist economic and political policies regarding a strong central government.
 - The restriction on voting rights for women supports Bouton’s argument that the Revolution did not immediately result in a fully democratic society.
 - The framework of government established by the Constitution, including the Senate and the Electoral College, insulated elites from popular democratic influence.
 - The continuation of slavery, despite the ideals of the Declaration of Independence, showed the limits of the American Revolution.
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- The Supreme Court believed the federal government had asserted too much power and handed down rulings that limited its power.
 - Labor unions called for the federal government to better protect workers during the New Deal.
 - Women believed the federal government should pass a constitutional amendment granting them the right to vote.
 - The NAACP believed the federal government should provide more protection for the civil rights of African Americans.
 - Conservationists believed that the federal government had the responsibility to protect natural resources.
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Question 1: Document-Based Question, Role of the Federal Government**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 role of the federal government in the United States economy changed from 1932 to 1980.

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 role of the federal government in the United States economy from 1932 to 1980.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Economic panics shed light on the weaknesses of the federal government during the era of the Articles of Confederation.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“The government was very active in people’s lives during the time period.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Jacksonian debates about the economy - Gilded Age - Laissez-faire economics - First World War - Roaring Twenties 1929 stock market crash/Black Friday - Cold War - Globalization Examples of acceptable contextualization: <i>“During the Gilded Age, many businesses and politicians argued that government should pursue laissez-faire policies and not be involved in the economy.”</i> <i>“The stock market crashed, causing lots of unemployment.”</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 from 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.
(0–2 points)	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 role of the federal government in the United States economy from 1932 to 1980. 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 1]: “Document 1 discusses racial discrimination in New Deal programs.” • [Document 2]: “Document 2 shows a government program to recruit migrant farm workers.”	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 7]: “As illustrated in Document 7, by the 1970s, more and more political leaders were arguing that the government was interfering too much in the economy through taxation and regulation.” [Uses evidence from the document to support an argument about changing attitudes towards government spending] • [Document 6]: “Document 6 shows how some groups in the United States, such as farm workers, advocated for the United States government to support their efforts at gaining economic opportunities and protections.” [Uses evidence from the document to support an argument about how labor unions advocated for increased government intervention in the economy]
	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 Evidence Beyond 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.
(0–1 points)	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 role of the federal government in the United States economy changed from 1932 to 1980. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • Great Depression • New Deal • Franklin Roosevelt • Liberalism • Postwar economic growth • Baby boom • GI Bill • Conservatism • New Right • Great Society • Lyndon B. Johnson • Civil Rights movement • Dolores Huerta • Deindustrialization in the Rust Belt • Ronald Reagan Examples of evidence beyond the documents relevant to an argument about the prompt: • <i>“Lyndon B. Johnson’s Great Society further expanded the federal government’s role in the economy by creating government programs to fight poverty.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“Ronald Reagan gained support in the Election of 1980 by arguing that the federal government should have less control over the economy.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
	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 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.
(0–1 points)	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>“Document 3 was photographed during the Cold War.”</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>“Document 1 claims the Works Progress Administration discriminated against women of color.”</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 7]: <i>“Document 7 demonstrates how Republicans like Holt began to more actively attempt to limit the role of the federal government, which marked a turn away from the predominance of liberalism in the 1950s and 1960s.”</i> [Connects the point of view of the document relevant to an argument about changing ideas about the role of the federal government in the United States economy] Example of acceptable explanation of the relevance of the author’s purpose: [Document 4]: <i>“In Document 4, President John F. Kennedy’s purpose was to promote the idea that the United States had a moral obligation to intervene and help citizens through actions like government programs to provide health insurance to older Americans.”</i> [Connects the purpose of the document relevant to an argument about how liberal ideas in the postwar era promoted government action in the economy to address social issues] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 3]: <i>“Document 3 illustrates how competition with the Soviet Union during the Cold War influenced the federal government’s decision to spend money on federal projects, such as the interstate highway system.”</i> [Connects the historical situation of the document relevant to an argument about the role of foreign affairs in the changing role of government in the economy] Example of acceptable explanation of the relevance of the audience: [Document 1]: <i>“The audience for Document 1 was government officials who both supported the expansion of government aid during the New Deal, while they also needed to maintain popular support for the New Deal amongst southern segregationists.”</i> [Connects the audience of the document relevant to an argument about the differences in the outcomes of government intervention in the economy for different groups]

Row D Analysis and Reasoning Complex Understanding	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.
(0–1 points)	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 a complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that the rise of liberalism encouraged the federal government’s role in the United States economy to increase steadily throughout the period, which eventually led to a resurgence of conservatism, arguing for a more limited role for the federal government. It then qualifies this argument by discussing how many federal programs such as Social Security remained popular despite growing conservative sentiment. [Explaining multiple perspectives] - The response argues that the federal government’s role in the United States economy was felt differently in various regions throughout this period. It points to the effect of government spending for urban areas in the North and West during the New Deal and Second World War, and the influence of government spending on the rise of the Sunbelt during the 1950s through 1970s. [Explaining insightful connections across geographical areas]
	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. Letter from women members of the Workers Council of Colored People to Harry Hopkins, head administrator of the Works Progress Administration (WPA), 1937	- Claims the Works Progress Administration's discrimination against women of color is negatively impacting their quality of life - Asks for investigation into why teachers are not being employed - States that White women have been hired for jobs while African American women lost their jobs - Asks for relief from the government for African American women if they cannot be hired by the WPA	- The women members of the Workers Council of Colored People wrote this letter to alert Harry Hopkins and the WPA to the unexplained injustices enacted by the organization. [audience/purpose] - The letter was written during the New Deal when the federal government was growing in size and providing more services to Americans, while Jim Crow racial discrimination was still prevalent. [situation]
2. United States War Food Administration, pamphlet distributed to farmers, 1943	- States that if enough farm laborers can't be supplied, surplus workers from other areas will be supplied - States that migrant farm laborers come from Mexico, Jamaica, and the Bahamas - States that agreements are made with other countries to bring in these laborers	- The pamphlet was written during the Second World War, at a time when there were labor shortages because of mass mobilization for the war effort. [situation] - The audience of the pamphlet was farmers who were seeking to support the war effort by recruiting immigrant laborers due to labor shortages during the war. [audience]
3. Federal officials attending an exhibition about the Federal-Aid Highway Act of 1956, a law that funded the creation of a system of interstate highways across the United States, 1957	- Depicts an exhibition map of the public roads that connect to form a national highway system - Shows federal officials standing in front of the map	- The map was created at a time when the United States was focused on defending the country from foreign attack during the Cold War. [situation] - The map was created to inform politicians and the public about the intended outcomes of the Federal-Aid Highway Act of 1956. [purpose]
4. President John F. Kennedy, State of the Union address, 1962	- Argues that the wealth of the United States should be used to expand opportunities for Americans - Argues for the importance of health insurance for older Americans - Claims that private health insurance only helps a few Americans and is too costly and limited	- The State of the Union address was delivered at a time when liberal ideas about using government power to address social issues such as poverty and to improve Americans' lives were influential throughout the country. [situation] - The State of the Union message was delivered in order to convince Americans to support health insurance provided by the federal government for older Americans. [purpose]

	Argues that the government should extend health insurance to elderly Americans	
5. Barry Goldwater, speech accepting the Republican Party presidential nomination, 1964	- Argues that the Republican Party is focused on the freedom of Americans - Argues that Republicans are focused on resisting concentrated power and keeping power with the people - Argues that Republicans focus on creating opportunities for Americans while not abandoning those in need - Argues that government should maintain a free and competitive economy - Argues that government should be close to the people affected	- The speech was delivered at a time when conservatives in the country were becoming increasingly critical of federal programs and the legacy of the New Deal in the United States. [situation] - Conservatives, such as Barry Goldwater, believed that liberalism in government threatened freedom by increasing federal power. [point of view]
6. César Chávez, statement to the United States Senate, 1969	- Argues that farm workers should be helped by Congress and the nation - Argues that unions are necessary to help farm workers - Argues that unions need government support to be successful - Asks for the assistance of the American people and Congress	- Union activists such as Chávez believed that farm workers need to unite to improve their bargaining power against growers through support from the federal government. [point of view] - During the 1960s, the spread of the African American Civil Rights movement encouraged other groups, such as predominantly Latino farm workers, to advocate for their rights. [situation]
7. Marjorie S. Holt, Republican member of Congress, <i>The Case Against the Reckless Congress</i> , 1976	- Claims that America is devolving into tyranny - States that the level of government spending is high and argues that taxation and inflation hurt private industry - Argues that Congress is at fault for economic problems because of high spending - Argues that central government planning leads to tyranny - Argues that people are governed best by state and local governments	- During the 1970s, economic stagnation led many Americans to question the size and actions of the federal government, which contributed to a rise in the power of the Republican Party. [situation] - Holt hoped to convince the American people that liberalism was failing them and that conservative philosophies should guide the federal government instead. [purpose]

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>“Colonists issued the Declaration of Independence because they were sick and tired of taxes.”</i> Provide a passing phrase or reference <i>“There were a wide variety of Native American cultures before the arrival of Europeans.”</i>	Responses that earn this point: - Accurately describe a context relevant to Native American societies and the presence of European colonists in North America from 1500 to 1754. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American societies prior to contact with Europeans - Pre-contact trade between Native American nations - European transoceanic ventures - Christopher Columbus - Conflict between Protestants and Catholics in Europe - Native American participation in the American Revolution - Native American relations with the United States government Example of acceptable contextualization: <i>“Many Native American societies had maize-based agriculture, which contributed to trade networks that stretched across the Americas.”</i> <i>“Columbus landed in the Americas in 1492 which led to colonization in Mexico and South America.”</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 D Analysis and Reasoning Complex Understanding	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.
(0–2 points)	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: Provide evidence but offer no reasoning to connect the evidence to an argument category <i>“British settlers founded Jamestown.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. 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 the treatment of Native Americans by the Spanish and the treatment of Native Americans by the French led to differences in how different Native groups responded to colonization. - Explaining how the introduction of new manufactured goods into North America altered Native American societies and politics. Example of acceptable use of historical reasoning: <i>“Many Native Americans participated as subjects of the Spanish Empire, while in the French Empire most asserted their rights as independent sovereign</i>	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 Native Americans adapted to the European presence by incorporating aspects of European culture into their societies. It then provides multiple pieces of specific and relevant evidence, including the adoption of aspects of Christianity by Native peoples in Mexico and South America, the incorporation of horses into buffalo hunting by Native peoples on the Great Plains, the participation of Native peoples in eastern North America in the fur trade with the Dutch, French, and British, and the incorporation of metal tools and firearms into domestic work and warfare by Native peoples across the Americas. [Explains how at least four pieces of evidence support a nuanced or complex argument]

		<i>allies.”</i> [Indicates a difference between how Native Americans adapted to Spanish colonialism and how they adapted to French colonialism]	• A response may compare the responses of Native American societies to European empires in different regions across North America, arguing that the different social and economic structures of the Aztec people of Mexico, compared to Algonquian peoples of eastern North America, led to differing adaptations to colonization. The more centrally organized Aztec empire was conquered and incorporated into the Spanish empire, while the more decentralized Native American groups of eastern North America remained independent from European colonies and maintained their sovereignty. [Explains relevant 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.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	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>“Between 1848 and 1890 the influence of the women’s movement grew.”</i> Provide a passing reference <i>“After 1900, foreign policy changed further.”</i>	Responses that earn this point: - Accurately describe a context relevant to United States foreign policy from 1890 to 1930. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - George Washington’s Farewell Address - Westward expansion - Civil War - Reconstruction - The Industrial Revolution - Immigration from Asia, southern and eastern Europe - New Deal - Second World War - Cold War Example of acceptable contextualization: <i>“George Washington’s Farewell Address encouraged Americans to stay out of foreign alliances.”</i> <i>“During the nineteenth century the United States expanded west across North America.”</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.	