

2023

AP<sup>®</sup>



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# AP<sup>®</sup> United States History

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### Long Essay Question 2

- Scoring Guidelines
- Student Samples
- Scoring Commentary

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## Question 2: Long Essay Question, Colonial Revolutionary Movement

6 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“There were many causes of the revolutionary movement in British North American colonies.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Colonial relationships with Native Americans changed during this period.”</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Changes in colonial societies in North America contributed to the growth of a revolutionary movement.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“While Enlightenment ideals from Europe influenced the emergence of a revolutionary movement in North America, what was more influential was the attempt to increase taxation on the colonies without representation.”</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Traditions of self-government and economic changes influenced the growth of revolutionary movements from 1700 to 1776.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The growth of ideas of self-government helped colonists to unite in a revolutionary movement.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria			
<p><b>Row B</b> <b>Contextualization</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria					
<p><b>Row C Evidence</b> <b>(0-2 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.</p>			
<b>Decision Rules and Scoring Notes</b>						
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>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. (For example, supporting a two-part argument about how northern and southern colonies responded to British policies with evidence comparing northern merchants and southern landowners.)</li> </ul>						

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<b>Decision Rules and Scoring Notes</b>			

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

Prior to the French and Indian War, the American colonies viewed themselves as loyal "subsidiaries" of the British crown. In fact, most still considered themselves British people who were simply living abroad. Nevertheless, the French and Indian War exposed and intensified harsh differences between the mainland Brits and the ~~col~~ colonists. Following the war's conclusion, colonists were disappointed with the British fighting style, while the British perceived the colonists as ungrateful. Although, the Treaty of Paris 1763 was written in the context of British victory, it ultimately spelled disaster for the mother country by creating a rift between King George and his overseas subjects. As a consequence of the French and Indian war, colonists began to see themselves as capable and self-sufficient. Colonial societies ~~refl~~ reflected these ~~values~~ <sup>attributes</sup> through regional unification and collective rebellion to British restrictions on commerce, which ~~was the~~ <sup>primary</sup> laid the tinder for the subsequent Revolution.

During the early 1700s, a unified colonial culture emerged. For instance, American colonists accessed Enlightenment principles via a robust Trans-Atlantic print culture. Pre-eminent among the Enlightenment philosophers was John Locke, who stressed the value of natural rights and the consent of the governed. His Two Treatises on Government had a tremendous impact on colonial culture; colonists began to see themselves as a people blessed with liberty. Many supporters of the Patriot cause adopted Locke's principals, with Thomas Jefferson incorporating natural rights into the Declaration of Independence. Similarly, the Great Awakening swept across

Page 5

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

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the country during the early 1700s. Preachers like George Whitefield traveled across state lines, delivering passionate sermons in churches, roads, and fields. Great Awakening figures planted feelings of self-empowerment into the colonial mindset. The religious passion awoken by Whitefield eventually translated into political passion. Essentially, the principles of both the Enlightenment and the Great Awakening provided justification for colonial resistance. More importantly, the movements unified the colonies and laid the foundation for a shared national identity. The growth of a unique American identity naturally fueled the fire of a revolutionary movement.

The end of Salutary Neglect — and its effect on colonial commerce — dramatically compelled colonial societies to pursue revolution. The French and Indian were left Great Britain in extreme debt. In order to mitigate their financial woes, they promptly ~~terminated~~<sup>terminated</sup> their policy of Salutary Neglect. This termination manifested in a suite of new colonial taxes: ... Seemingly all at once, colonists lost the privileges of their relatively free commerce they enjoyed before the war. Particularly resented ~~at~~ ~~be~~ by the colonists was the Stamp Act, which sought to generate revenue for the Mother Country by directly taxing paper products. ~~Colonists~~ Colonists responded to the tax both in violent and nonviolent protests. The Sons of Liberty

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
**Question 1**

**Question 2**

Choose one  
**Question 3**

**Question 4**

Begin your response to each question at the top of a new page. Do not skip lines.

intimidated tax ~~at~~ collectors, while the Daughters of Liberty boycotted British goods. These oppositional movements energized the colonies with rebellious fervor. Ultimately, the changes to the colonial economy brought on by the end of salutary neglect greatly precipitated the colonists' desire for revolution.

Page 7

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Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The 18th century in British North America was a turbulent one. The colonists were getting progressively more anti British and were growing an independent culture than that of the mother country. This time period saw great change and a growing revolutionary movement.

By the 1750s, France and Britain were both expanding into the Ohio river valley. Many colonists feared French and Indian expansion which kept most loyal to the crown. But when the French and Indian war started many militias fought with the British army. The British treated the colonials as lessers and not equal which saw a rise in anti British sentiment. The British won the war so the French left North America. This left only the Natives to stop the colonists expansion who then united to fight the British. This was crushed but the British didn't want to fight another war made the proclamation of 1763 which established a border for the colonists to settle up to. This angered the Americans because they felt betrayed by the British because the main reason for the war was to <sup>be able to</sup> expand westward.

The French and Indian war was one of the main causes of the growing revolutionary movement.

Before the French and Indian war, the British had a hands off approach to running the colonies.

Page 5

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Mandatory  
Question 1



Question 2



Choose one

Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

The British let them elect their own representatives, set their own taxes, and wouldn't interfere with colonial policy. This changed after the war because the British were in immense debt. The colonies began costing the crown more money than it made them. To change this they implemented taxes to raise revenue. The colonists despised this because they got no say in these taxes as they had no voice in parliament. They began protesting and boycotting. This took a further toll on the British economy. This led to the rise of groups such as the Sons of Liberty who were responsible for the Boston tea party. One of the laws that was the last straw was when colonists were forced to house British troops. This caused many to take up arms and delegates organized in the first continental congress. After Lexington and Concord in 1775, the delegates met back up in 1776 and signed the declaration of independence.

This time period saw a major shift from loyalty to the crown to outright rebellion. In this time Americans <sup>changed to</sup> saw themselves as their own culture which fostered a revolution and created a nation.

Page 6

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Choose one  
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Beginning in 1700, the North American colonies were only just beginning to function on their own. They were dependent on ~~England~~ <sup>Britain</sup> and the Crown for their populations and supplies. However, overtime, the colonies began to function independently. ~~These~~ The changes of the development of domestic production of products and domestic trade as well as ~~independent~~ independent government institutions contributed to the growth of a revolutionary movement between 1700 to 1776.

During the time period, many colonists began to work to create their own goods to sustain themselves and their families. Especially during the time period when colonists began to boycott ~~English~~ <sup>British</sup> products in retaliation to the acts they had put in place on the colonists, colonists ~~had~~ had to become self sufficient in order to survive.

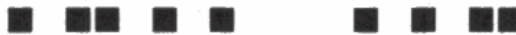
The colonies began to trade with one another when they eventually came to the conclusion that they could form their own self-sustaining ~~strong~~ country. This concept is what led to the American Revolution in 1776.

In addition, the American colonies also created for themselves a representative form of government where everyone's voices were heard. This was in stark contrast to ~~England's~~ <sup>Britain's</sup> government where the head of state was not voted on. This new form of government allowed for the founding of the United States where the early colonists form of government became now

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

all Americans vote and participate in government today. Over time, the colonies evolved and united together with early conventions to discuss how to defeat the British ~~tyrannical~~ tyrannical rule.

In conclusion, these forms of ~~self~~ early independence significantly contributed to the rise ~~in~~ and growth in the revolutionary movement. These similar ideas were used all throughout American history to declare independence. The colonies being self sufficient made the idea of being independent and sparking a revolution a reality.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

## Long Essay Question 2

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

### Overview

- This prompt required students to evaluate the extent to which changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.
- The question expected students to be able to demonstrate the reasoning process of causation by connecting how the development of colonial societies caused the colonies to break away from Great Britain.
- The question expected students to be able to provide evidence to support their argument about changes to colonial societies as well as the growth of a revolutionary movement.
- The question expected students to be familiar with historical developments in the 18th century. Many students described the British taxes that angered colonists, but the question asked for more depth by requiring responses to demonstrate an understanding of dynamic changes over time in the colonies and how those changes led to tensions with Great Britain.
- The question primarily addressed Topics 2.1-2. and 3.1-3.

### Sample: 2A

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 2**

**Analysis and Reasoning: 2**

**Total Score: 6**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis because it responds to the prompt with a historically defensible claim in the first paragraph, namely that “regional unification and collective rebellion to British restrictions on commerce” encouraged more revolutionary sentiment in the colonies. This thesis establishes the line of reasoning that organizes the essay.

#### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization by providing a broader historical context relevant to the prompt. The first paragraph describes colonists as generally viewing themselves “as loyal subsidiaries of the British crown” and “British people who were simply living abroad.”

## Long Essay Question 2 (continued)

### C. Evidence (0–2 points): 2

The response earned 2 points for evidence. It earned the first point by providing numerous specific examples of evidence relevant to the prompt. Some examples include transatlantic print culture and the spread of Enlightenment ideals, the Great Awakening and George Whitefield, the end of salutary neglect, and protest organizations such as the Sons and Daughters of Liberty.

The response earned the second point for using evidence to support an argument relevant to the prompt. The response argues that the ending of salutary neglect and the creation of new tax laws (the Stamp Act) drove violent and nonviolent protests. It further argues that the activities of the Sons and Daughters of Liberty “energized the colonies with rebellious fervor.”

### D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for using the historical reasoning of causation. The response repeatedly shows how a change in colonial society, such as innovations in American culture or new British policies, led to an increase in revolutionary feelings among the colonists.

The response earned 1 point for demonstrating a complex understanding of the time period for its corroboration of changes in colonial society by showing how several changes led to the same result. This can be seen in its discussion of the Enlightenment and the First Great Awakening and how each was used to justify colonial resistance, as well as the different tactics of the Sons and Daughters of Liberty followed by the similarity that each drove revolutionary fervor.

#### Sample: 2B

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 2**

**Analysis and Reasoning: 1**

**Total Score: 4**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for a historically defensible claim. In the introduction, there are possible categories of analysis with the colonists becoming “progressively more anti British” and “growing an independent culture,” but there is no causal relationship provided demonstrating that these led to a revolutionary movement. In the conclusion, there is an assertion that “Americans changed to see themselves as their own culture,” and this “fostered a revolution.” This establishes a line of reasoning and represents a minimally acceptable thesis/claim.

## Long Essay Question 2 (continued)

### B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because no attempt was made to describe a broader context relevant to the prompt.

### C. Evidence (0–2 points): 2

The response earned 2 points for using evidence. The response uses evidence related to the French and Indian War to support an argument that this war led to the Americans feeling betrayed by the British over access to land and this was one of the main causes of a growing revolutionary movement. It also supports an argument about new British taxes leading to the growth of a revolutionary movement with protests, boycotts, and groups such as the Sons of Liberty as evidence.

### D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for the use of historical causation throughout. For example, it argues that the British created the Proclamation Line because they did not want to fight yet another war and that this, in turn, angered the colonists. It further argues that the French and Indian War led to British debt, which caused taxes on the colonies, which caused protests, and that the quartering of soldiers in colonial homes further angered colonists and further increased revolutionary sentiment. The response did not earn the second point in this category. It does not corroborate, modify, or qualify an argument.

#### Sample: 2C

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 0**

**Analysis and Reasoning: 0**

**Total Score: 2**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for making a claim that responds to the prompt with its assertion that “domestic production of products,” “domestic trade,” and “independent government institutions contributed to the growth of a revolutionary movement.” This establishes a line of reasoning based on analytical categories.

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because the opening sentences of the first paragraph relate the topic of the prompt to broader historical events prior to the time frame of the question. These sentences establish the North American colonies as initially dependent on Great Britain for population and supplies but explain that this dependence gradually changed leading into the time period of the prompt.



## Long Essay Question 2 (continued)

### **C. Evidence (0–2 points): 0**

The response did not earn points for evidence. The response provides a general description of economic boycotts during this period. The discussion of political representation is vague and likely to be completely in reference to things beyond the period of the prompt. Due to the lack of specific historical examples, the response did not earn points in evidence.

### **D. Analysis and Reasoning (0–2 points): 0**

The response did not earn the point for using historical reasoning. The economic changes and political changes described are not adequately connected to the idea of being causes of a growing revolutionary movement, and thus no historical reasoning is present.

The response did not earn the point for demonstrating a complex understanding because there is no attempt to use evidence to modify, corroborate, or qualify an argument.