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# AP United States History

## Sample Student Responses and Scoring Commentary

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## Question 1 — Document-Based Question

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

Maximum Possible Points: 7

Points	Rubric	Notes
<b>A: Thesis and Argument Development (0–2)</b>	<p><b>Thesis:</b> Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p> <p><i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i></p>	<p>Acceptable thesis statements must explicitly make a historically defensible, evaluative claim regarding the extent of change in ideas about American independence from 1763 to 1783. Acceptable examples:</p> <ul style="list-style-type: none"> <li>• From 1763 to 1783 colonial ideas about American independence changed from just questioning British policies to calling for revolution.</li> <li>• From 1763 to 1783 colonial ideas about American independence did not change much because, throughout the period, many colonists continued to oppose the Patriot cause.</li> </ul>
	<p><b>Argument Development:</b> Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)</p>	<p>To earn this point responses must explain the relationship of historical evidence to a complex and cohesive argument and do so throughout the essay.</p> <p>Ways that evidence can be related to the argument include the following:</p> <ul style="list-style-type: none"> <li>• Contradiction (e.g., using evidence to address a counterargument to the main argument in the essay)</li> <li>• Corroboration (e.g., combining multiple pieces of evidence to support a single argument)</li> <li>• Qualification (e.g., using evidence to present an argument that is subsequently made more complex by noting exceptions)</li> </ul>
<b>B: Document Analysis (0–2)</b>	<p><b>Document Analysis (Content):</b> Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)</p>	<p><i>See document summaries for details.</i></p> <ul style="list-style-type: none"> <li>• Doc 1: Teapot, 1766–1770</li> <li>• Doc 2: Virginia Resolves, 1769</li> <li>• Doc 3: Samuel Adams, <i>Rights of Colonists as Men</i>, 1772</li> <li>• Doc 4: Quaker address to Pennsylvania Assembly, 1775</li> <li>• Doc 5: Janet Schaw, <i>Journal of a Lady of Quality</i>, 1775</li> <li>• Doc 6: Charles Inglis, <i>The Costs of Revolution</i>, 1776</li> <li>• Doc 7: Thomas Paine, <i>American Crisis</i>, 1776</li> </ul>
	<p><b>Document Analysis (Sourcing):</b> Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (1 point)</p>	

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**Question 1 — Document-Based Question (continued)**

<b>C: Using Evidence Beyond the Documents (0–2)</b>	<p><b>Contextualization:</b> Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point)</p> <p><i>The contextualization point is <b>not</b> awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i></p>	<p>This point can be earned by explaining historical events, developments, or processes that occurred before, during, or after the time frame of the question.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> <li>• Enlightenment ideas</li> <li>• Discussion of factors separating Patriots and Loyalists</li> <li>• Shifts in British policies and changes in the mercantile system after the end of the French and Indian War (Seven Years' War) in 1763</li> </ul>
	<p><b>Evidence beyond the Documents:</b> Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point)</p> <p><i>This example must be different from the evidence used to earn other points on this rubric.</i></p> <p><i>This point is <b>not</b> awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.</i></p>	<p><i>Common examples might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> <li>• Articles of Confederation (1781)</li> <li>• Boston Massacre (1770)</li> <li>• Boston Tea Party (1773)</li> <li>• Boycotts / nonimportation movements</li> <li>• Committees of correspondence</li> <li>• Declaration of Independence (1776)</li> <li>• Benjamin Franklin</li> <li>• Alexander Hamilton</li> <li>• Thomas Jefferson</li> <li>• George Washington</li> </ul>
<b>D: Synthesis (0–1)</b>	<p><b>Synthesis:</b> Extends the argument by explaining the connection between the argument and either a development in a <b>different historical period or geographical area</b> and/or a <b>course theme</b> and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is <b>not</b> awarded for merely a phrase or reference.</i></p>	<p><i>Common examples might include the following, with appropriate explanation:</i></p> <ul style="list-style-type: none"> <li>• Different period or area: French Revolution; Haitian Revolution; United States Civil War</li> <li>• Different theme: economic history</li> </ul>

**If response is completely blank, enter - - for all four score categories A, B, C, and D.**

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**Question 1 — Document-Based Question (continued)**

**Document Summaries**

<b>Document</b>	<b>Content</b>	<b>Explains the significance of point of view, purpose, context, and/or audience by elaborating on examples such as the following:</b>
1. Teapot, 1766–1770	<ul style="list-style-type: none"> <li>Inscribed on one side is “No Stamp Act,” and on the other is “America, Liberty Restored.”</li> </ul>	<ul style="list-style-type: none"> <li>Importance of growing American trade and commerce with Britain (context)</li> <li>British manufacturers capitalized on/profited from Stamp Act crisis (purpose)</li> <li>Consumers in Britain and colonies (audience)</li> </ul>
2. Virginia Resolves, 1769	<ul style="list-style-type: none"> <li>Declares autonomy of the Virginia legislature, together with loyalty to the British crown.</li> </ul>	<ul style="list-style-type: none"> <li>Concepts in the resolves spread to other colonies, which adopted similar resolutions; longstanding autonomy of colonial legislatures (context)</li> <li>Other British North American colonial assemblies; the British Crown and Parliament (audience)</li> </ul>
3. Samuel Adams, <i>Rights of Colonists as Men</i> , 1772	<ul style="list-style-type: none"> <li>Declares the sovereignty of man over governments.</li> <li>Law of nature supersedes any manmade laws.</li> </ul>	<ul style="list-style-type: none"> <li>Political leader, Patriot, member of Sons of Liberty (point of view)</li> <li>Apply Enlightenment ideas to support the growing calls for colonial independence (purpose)</li> <li>The growth in the trans-Atlantic exchange of concepts of republicanism (context)</li> </ul>
4. Quaker address to Pennsylvania Assembly, 1775	<ul style="list-style-type: none"> <li>Quaker leaders encouraged other Quakers not to join agitation against the British government.</li> <li>Divine Right of Kings.</li> </ul>	<ul style="list-style-type: none"> <li>Pacifism among some Quakers (context)</li> <li>Apply pacifist principles to revolutionary situation; prevent war with and declaration of full independence from Britain (purpose)</li> </ul>
5. Janet Schaw, <i>Journal of a Lady of Quality</i> , 1775	<ul style="list-style-type: none"> <li>Claims that if landowners do not support the Patriots the Patriots threaten them with violence or destruction of property.</li> </ul>	<ul style="list-style-type: none"> <li>Upper-class woman critical of the treatment of Loyalists, of the Revolution, and of Loyalists who submitted to Patriots (point of view)</li> <li>Challenge idea that independence movement had broad popular support; depict movement as unwelcome to colonists (purpose)</li> <li>Loyalists found their interests threatened (context)</li> </ul>
6. Charles Inglis, <i>The Costs of Revolution</i> , 1776	<ul style="list-style-type: none"> <li>Argues that the American Revolution is likely to be costly, and it is not clear how the colonies will pay for it.</li> </ul>	<ul style="list-style-type: none"> <li>Undermine the independence movement (purpose)</li> <li>Growing economic instability in the colonies; Anglican Church sympathetic to Britain (context)</li> </ul>

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**Question 1 — Document-Based Question (continued)**

7. Thomas Paine, <i>American Crisis</i> , 1776	<ul style="list-style-type: none"><li>• Argues that the Revolutionary situation elicits great efforts by men and women who support independence.</li></ul>	<ul style="list-style-type: none"><li>• Supporter of the Patriot cause and the Revolution (point of view)</li><li>• Make an emotional appeal to the colonists whose support for the Revolution was faltering (purpose)</li><li>• Losses suffered by the Continental Army had begun to undermine military enlistment (context)</li></ul>
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### Question 1 — Document-Based Question (continued)

#### Scoring Notes

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

#### A. Thesis and Argument Development (2 points)

##### a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that evaluates the extent of change in ideas about American independence from 1763 to 1783 (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Note: Theses need to address change but do not necessarily need to specifically address continuity as well.

##### Examples of acceptable theses:

- “The ideas about American independence changed greatly from 1763 to 1783. In the beginning, colonists only wanted representation and a say in the legislation of new laws, but by 1783 Americans wanted true freedom from British rule.”
- “From 1763–1783, ideas of American independence changed from the colonies blindly accepting the tyranny of the British by religious rights of divine kings to believing in natural rights of individuals against British rule.”

##### Examples of unacceptable theses:

- “The extent of change in American ideas about American independence from 1763 to 1783 was a great change. As feelings of wanting independence from Britain intensified, so did means of seizing freedom. The American people’s feelings did not remain static and only became stronger.” (*This thesis does not address the change in ideas that is the focus of the prompt.*)
- “From 1763 to 1783, ideas about American independence drastically changed as many colonists shifted from being loyalists to patriots.” (*This thesis does not address the prompt’s focus on ideas and seems to turn the question into a different question that discusses division in colonial society.*)

##### b) Argument Development

To earn this point, responses must explain the relationship of historical evidence to a complex and cohesive argument and do so throughout the essay (1 point).

##### Examples of acceptable argument development:

- “Many factors had played a part in the rise of those dissents in the colonies, but none had greater influence than the ideals of the Enlightenment. Central to the opposition of the taxes lied in the idea of ‘not taxation without representation’. To be taxed by a parliament an ocean away seemed not only absurd, but ridiculous. Enlightenment ideals of personal freedom and choice in an individual began to spread throughout the colonies. People like Sam Adams, who led the radical group Sons of Liberty, began to challenge the authority of man. He claimed only man himself can direct his own actions and decisions, not the rule of any legislative authority or man. (Doc. 3)” (*This shows strong corroboration of evidence to support a larger argument.*)

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### Question 1 — Document-Based Question (continued)

#### Examples of unacceptable argument development:

- “Also, there were people ‘on the fence.’ Many religious leaders just wanted peaceful harmony. (Doc. 4) However many were forced to choose sides. In the case of the revolution, violence usually won against nonviolence, so that was how many colonists thought.” (*This attempt to use a piece of evidence to back an assertion is too general. This statement was indicative of an entire essay that lacked a complex and cohesive argument.*)
- “Those colonists who wanted independence from the Mother Country (England) believed that they should have the freedom to leave a society that has intolerable oppression whether it be civic or religious (Doc. 3). In addition they also believed that this society was unjust (Doc. 7) and forced them to take action into something they didn’t believe in for their own well being (Doc. 5). These colonists wanted their freedom as a way to pursue their happiness.” (*The premise of the paragraph is not complex for it is simply mirroring sentiments contained in the documents, and the discussion of the documents is superficial.*)

#### B. Document Analysis (2 points)

##### a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section for descriptions of document content.*)

#### Examples of acceptable uses of content from a document to support a thesis or relevant argument:

- “Charles Inglis uses reason to note that the colonies would be unable to sustain themselves without British support because the colonies don’t make enough money through agriculture and commerce.”
- “He claimed only man himself can direct his own actions and decisions, not the rule of any legislative authority or man (Doc. 3). These ideals, of course, contradict the essence of colonialism.”

#### Examples of unacceptable uses of content from a document to support a thesis or relevant argument:

- “Charles Inglis brought to point the economic unfairness that if it weren’t for the limitation set before them they would be better off financially, but the Europeans were taking everything.” (*This statement misconstrues the content of the document.*)
- “According to Doc 4, Quaker leaders are saying that colonies should stay loyal to Britain because of the commercial interests colonies get.” (*This statement mistakenly gives the reason for Quaker opposition to the revolutionaries reflected in the document as commercial when, in fact, it was religious.*)

##### b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn one point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents (1 point).

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### Question 1 — Document-Based Question (continued)

#### Examples of acceptable explanations of the significance of the author's point of view:

- “Sam Adams had the point of view of a patriot and it was significant because it showed the radicalization of many colonists’ views stemming from direct and bloody confrontations involving quartered British troops in cities such as Boston.”
- “Thomas Paine, with his publication of *Common Sense*, popularized the revolutionary sentiment for many Americans.”

#### Examples of unacceptable explanations of the significance of the author's point of view:

- “Sam Adams was a loyalist who wanted to promote peace with the king and he supported the Olive Branch petition.” (*This statement incorrectly identifies Sam Adams as a Loyalist.*)
- “As Janet Schaw, a Scot visiting her brother in Wilmington, North Carolina reflects, any officer can enter a man’s plantation without being allowed to and he can threaten the plantation owner.” (*Though Schaw’s point of view is identified as a Scot, the response does not explain the significance of ideas about American independence that might be associated with this perspective.*)

#### Examples of acceptable explanations of the significance of the author's purpose:

- “Adams aims to establish rule by the consent of the people, which is later written in the Constitution when the US wanted to ensure it does not become like Britain.”
- “The sentiment that taxes should be discussed with colonists through proper deliberation became common during the time period, and was expressed by many (Doc. 2).”

#### Examples of unacceptable explanations of the significance of the author's purpose:

- “Although the cost of war would be high, Inglis argued for an independent economy as a necessity of life.” (*This statement incorrectly states the purpose by arguing that Inglis desired an independent economy when in fact he was arguing against leaving the British Empire.*)
- “The delegates at the House of Burgesses used the Virginia Resolves as propaganda to increase involvement towards the Revolutionary War.” (*The purpose of this document was to influence colonists to advocate for monarchical assistance in changing Parliamentary policies, not to push for war.*)

#### Examples of acceptable explanations of the significance of the historical context of a document:

- “Inglis’s statement illustrates how some remained committed to England because of profitability of mercantile trade relationships.”
- “The teapot was made during the opposed taxing, but it also demonstrated how Great Britain did try to settle with the colonists, by repealing taxes such as the Stamp Act.”

#### Example of unacceptable explanations of the significance of the historical context of a document:

- “The historical context of Doc 4 [January 1775] is the first shots at Lexington and Concord [April 1775].” (*This statement ascribes the situation of the document to the Battles of Lexington and Concord, which occurred after the document was written and thus could not be part of its authorship.*)



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### Question 1 — Document-Based Question (continued)

#### Examples of acceptable explanations of the significance of the audience:

- Burgesses was based on English Parliament, and this shows the connection established between the two.”
- “Adams desires to confirm the ideas of the colonists who are fed up with British rule as well as advocate his desire to see American independence.”

#### Examples of unacceptable explanations of the significance of the audience:

- “Addressing Loyalists, Thomas Paine stated that tyranny must be fought against.” (*The audience is incorrect and the significance of the audience is not identified.*)
- “The intended audience of Doc. 2 is the British Crown so they feel impelled to negotiate with the colonists to reach an agreement.”

### C. Using Evidence Beyond the Documents (2 points)

#### a) Contextualization

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting changes in ideas about American independence from 1763 to 1783 to larger historical processes. The context can be from before, during, or after the period of the question as long as the response accurately and explicitly connects the context to the topic.

Examples might include the following:

- Enlightenment ideas moved through trans-Atlantic exchanges and popularized concepts of natural rights, republican ideologies, the rejection of inherited authority, and social contract theory.
- Patriots and Loyalists could be separated by social standing, connections to the British government, and their ideas about the sources of legitimate authority in society.
- The legacy of the English Civil War influenced ideas of the rights of English people and British traditions of liberty and self-rule.
- Shifts in British policies and changes in the mercantile system after the end of the French and Indian War (Seven Years’ War) in 1763 resulted in the end of salutary neglect, the acceleration of taxation, and the imposition of other acts on the North American colonies.
- The formation of the Stamp Act Congress (1765) and later the committees of correspondence or shadow governments in the colonies by the early 1770s furthered resistance to British policies and were precursors to the First and Second Continental Congress.
- Pacifist and separatist religious ideologies persisted in the colonies, which created opposition to engaging in a revolutionary movement or bloodshed.
- The experiences of American Indians and enslaved African Americans during the Revolution differed from that of the British colonists.
- Support in Great Britain for engaging in a war in order to retain the British North American colonies dwindled and some degree of sympathy existed in Great Britain for the colonial independence movement.
- Revolutionary ideas were adapted and changed in the United States Constitution.

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### Question 1 — Document-Based Question (continued)

#### Examples of acceptable contextualization:

- “The French and Indian War caused Britain to increase involvement in the affairs of the American colonies. British leaders, such as George Grenville, believed that the colonists, who had been beneficiaries of the war, be required to assist in paying the debt incurred by it. This was achieved through a series of taxes imposed upon the colonists.”
- “Prior to the fight for independence from 1763 to 1783, colonists were not properly enforced to follow certain laws, such as the Navigation Acts, a restriction on colonial trade. Britain’s treatment towards the colonists is described as Salutary Neglect, which contributed to a sense of freedom and rights for the colonists.”

#### Examples of unacceptable contextualization:

- “This tax along with the end of Salutary Neglect was a shock to the colonists and caused anger.”
- “As the American colonies were being constructed and an American government formed, its inhibitors began to seek independence from Great Britain. This period was called, the Enlightenment Era.”

#### b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point). This example must be different from the evidence used to earn other points on this rubric. This point is **not** awarded for merely a phrase or reference. The specific example or evidence should be immediately relevant to the question.

Examples might include the following with elaboration:

- Articles of Confederation
- Battles at Lexington and Concord (1775)
- Boston Massacre (1770)
- Boston Tea Party (1773)
- Boycotts / nonimportation movements
- Committees of correspondence
- Continental Army
- Daughters of Liberty
- Declaration of Independence (1776)
- Declaration of Rights and Grievances (1765)
- Enlightenment ideas: natural rights, social contract, republicanism
- First and Second Continental Congresses
- Benjamin Franklin
- French and Indian (Seven Years’) War (1754–63)
- Alexander Hamilton
- Patrick Henry
- Homespun cloth and nonconsumption
- Intolerable (Coercive) Acts (1774)
- Thomas Jefferson

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### Question 1 — Document-Based Question (continued)

- Liberty Tea
- Militias
- Olive Branch Petition
- Royal Proclamation of 1763
- Quartering Act (1765)
- Salutary Neglect
- Sons of Liberty
- Sugar (Revenue) Act (1764)
- Tea Act (1773)
- Townshend Acts (1767)
- George Washington

#### **Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- “These ideals, of course, contradict the essence of colonialism. Enlightenment began the shift from being ruled by others to ruling yourself. Colonists wanted more control over their own lives. Another thinker, Thomas Paine, also raised questions surrounding the nature of government rule in *Common Sense*.”
- “Beyond the documents, the Olive Branch petition was proposed by the colonies as a last ditch effort to spare change without the expense of war. The petition affirmed the colonies’ loyalty to the king while also suggesting reforms. Despite such attempts for peace, King George III promptly rejected the negotiations, sparking the potential for war to an elevated degree.”

#### **Examples of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- “Soon after colonists recognized that England was giving them salutary neglect, after *Common Sense* was written and revealed other factors, finally in July 1776 the colonist had achieved their independence and achieved their freedom and had the room to preserve their happiness.” (*This collection of factual evidence does not directly answer the question but rather presents events that occurred previous to the Revolution and that bare no relationship to a developed argument.*)
- “The Stamp Act required a tax on stamps in the United States.” (*This piece of information does not qualify or support an argument.*)

#### **D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their arguments in one of two possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting the extent of change in ideas about American independence from 1763 to 1783 to other historical periods, situations, eras, or geographical areas. These connections must consist of more than just a phrase or reference. A response that lists events from other time periods or areas but does not explain how they relate to the argument cannot earn a synthesis point.

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### Question 1 — Document-Based Question (continued)

#### **Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:**

- “Extreme ideas about American independence changed the way Americans would view foreign nations in the future. During the French Revolution, several Americans, mainly Democratic Republicans sympathized with the French and raised support for aiding the French in their own fight for independence. This feeling of sympathy can largely be a result of America’s own strong fight for independence just years earlier.”
- “This split between the colonists in America can parallel to the split in Americans during the Civil War. Just like how the loyalists were loyal to their previous rulers, the union/north was loyal to the federal government. Similarly, the patriots and the confederates wished to break away from their former government. Both the patriots and the Confederates fought against a government they believed was treating them unfairly. Patriots believed they were being taxed unfairly and Confederates believed the federal government was favoring Northern industry and trying to slowly end slavery.”

#### **Examples that do not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:**

- “This drastic change in attitude towards a leader is not uncommon. The French Revolution also shows a country unhappy with their ruler. Like the colonists, the French overthrew their king.” *(The parallel of ideas between the French Revolution and American Revolution is not defined by ideas that both revolutions represent but rather by feelings of unhappiness.)*
- “The ideas of the independence movement are quite drastic. This is similar to the rights of enslaved African Americans during the Civil War. At first, abolitionists wanted freedom for slaves because it was morally right. But then, freedom looked good for other reasons. Abolitionists realized that free blacks can help the economy, they could work for pay, which would allow them to spend money and help businesses. Abolition movements changed drastically, it was no longer a moral effort, but an economic effort to help everyone.” *(Although a synthesis with the abolitionist movement might work if it paralleled similar paradigms, this one does not. An underlying fallacy is presented that abolitionists moved from wanting emancipation for moral reasons to economic reasons.)*

- b) Responses can extend their arguments by appropriately connecting the extent of change in ideas about American independence from 1763 to 1783 to course themes and/or approaches to history that are not the main focus of the question. These connections must consist of more than just a phrase or reference.

#### **Example of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:**

- “Thomas Paine in 1776 helped shape public opinion and garner public support for the war. Another example of shaping public opinion was the Truman Doctrine, which declared that the US would contain communism. This declaration shaped foreign policy and public opinion. It caused the public to initially support the Korean and later Vietnam War to fight communism.”

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Mandatory ①	Circle one 2 or 3
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17  
ofc

Following the French-Indian War of 1754-1763, the British and the colonists found themselves facing new or heightened problems that demanded immediate solutions. As a response to their accumulation of a new and massive debt, the English ~~to~~ ended their period of salutary neglect on their colonies which ~~provoked~~ ~~provoked~~ provoked strong antagonism from the ~~native~~ colonial people who had become accustomed to a greater source of freedom. Although most colonists identified <sup>in the beginning of the American</sup> ~~as a British possession~~ ~~as~~ ~~part~~ ~~of~~ ~~the~~ ~~British~~ ~~people~~ and only sought greater representation, the continued contention over economic <sup>and</sup> ~~and~~ ~~political~~ policies and political autonomy forced many colonists to strive for a new identity as an independent America.

Revolution  
as

In the early half of ~~America~~ 1763-1783, the British colonists viewed themselves as British people who were ~~politically~~ ~~underrepresented~~ and ~~economically~~ ~~mistreated~~ by their mother ~~country~~. For example, many religious leaders attempted to keep their congregations ~~identified~~ from revolting against Britain (Doc 4). Due to the ~~the~~ First Great Awakening, there was conflict between the Old Lights and the New Lights. The Old Lights, ~~such as the~~ ~~Quakers~~ were often religious leaders who sought to maintain the social order that was attacked by the New Lights' attempts to question authority. The Quaker leaders did not want this questioning of the political authority of Britain to apply to the questioning of their own religious authority. Another example of the continued identification as British colonists can be seen amongst the higher class



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Mandatory <b>1</b>	Circle one <b>2 or 3</b>
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1 A  
2 AY

citizens of the South, ~~illustrated~~ (Doc 5). Lady ~~DA~~ Schaw writes from the perspective of an upper class status in a Southern colony. Southern colonies tended to have closer ties with the ~~South~~ British crown as colonists under direct royal rule or proprietorships. The upperclass status of Lady Schaw <sup>also</sup> makes her more inclined to protect the existing hierarchy of the South even in the face of threats from Patriots of the lower ~~caste~~ <sup>parts of their</sup> system. In addition to those calls for maintained loyalty to the British crown, the goals of the 1<sup>st</sup> Continental Congress perfectly illustrate the lack of calls for American independence. The 1<sup>st</sup> Continental Congress was mostly an attempt to deal with the Stamp Act and the Intolerable Acts by supporting the economic boycotts of incidents such as the Suffolk Resolves and the formation of the Association. The individuals of the Congress were not calling for American independence yet though many members go on to support the Patriotic cause ~~in~~ only one or two years later. They merely sought economic reforms and redaction of certain acts. Lastly, even ~~in~~ as late as 1776, many colonists still opposed revolution as a costly and unnecessary hassle that would only hurt the American colonies in the long run (Doc 6). For context, it is important to remember that colonists that want American freedom from Britain will only ever rise to about 40 percent in this time period. Patriots will never be the majority during the American Revolution.



Circle the question number that you are answering on this page.

Mandatory ①	Circle one 2 or 3
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1 A  
3044

Despite these voices of opposition throughout the American Revolution, the colonists will eventually recognize the impossibility of mending their relationship with Britain and call for ~~new~~ American independence. For example, the reaction to the various Acts put in place by Britain to raise money ~~for~~ to pay off their debt involved colonial resentment that was felt all the way in England with the production of various protesting materials (Doc 1). The motivations and viewpoints of both the British and the colonists did not meld or relate to the other. For context, the British thought it was only fair that the colonists pay for their own benefits that resulted from the end of the French-Indian War while the colonists felt that there should be no taxation without representation. The opposition between their perspectives ~~can~~ <sup>would</sup> only contribute to growing tensions ~~for~~ <sup>between</sup> Britain and the American colonies. In addition, colonists were used to ~~an~~ <sup>a</sup> certain extent of autonomy seen in declarations by the House of Burgesses that only their government can tax their people (Doc 2). Even before the American revolution, colonists were already used to their own early forms of self-government that they did not want to sacrifice the way the Quebec Act forced the French people living in the Ohio River Valley had to give up their right to representative assemblies. Another example of the growing divide between the American colonists and the British people was the ~~the~~ Enlightenment ideals of Locke's natural rights influencing the colonists' growing problems.



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1 A  
4 of 4

thoughts on how to handle their antagonism with Britain's colonists such as Samuel Adams are beginning their calls for a revolution against British control to protect their natural rights that the government is not protecting. Lastly, the "Common Sense" pamphlet by Thomas Paine ~~so~~ fire up the colonists by demonstrating in simple and charged language that the British oppression must be met with revolution. This pamphlet eventually helps motivate the colonists to establish Jefferson's Declaration of Independence which immediately ~~highlights the~~ heightens the conflict between the American people and the British crown.

Though the colonists were not all united under the desire for American independence, growing tensions over economics and ~~political~~ <sup>political</sup> autonomy divide the British and American viewpoints beyond repair and lead to a desire for independence in America. This revolution is similar to the French Revolution which would occur only years later in 1789. The French were inspired by the Enlightenment ideals that similarly motivated America like Rousseau's government vision and the success of the American Revolution. However, the American revolution ends with the successful establishment of ~~of~~ a democratic government while the French revolution eventually ends with <sup>the</sup> a dictator regime of Napoleon.



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1 B  
1 of 3

The years leading up to the American Independence movement of the Revolutionary War were plagued with conflicting ideas of the pros and cons of <sup>British</sup> ~~war~~ <sup>conflict</sup>; the Revolutionary attitude was truly shaped by the public opinion in the minds of the people. Factors which influenced such inevitable insurrection included not only the <sup>American</sup> response to Britain's Intolerable Acts, but also a reflection of popular independence ideals in the Ideology of the Enlightenment. However, a Loyalist faction also developed in response to animosity and threatening war debt, not only demonstrating support for the King but also serving as a reflection of American hostility in the revolution faction of <sup>colonial</sup> America.

The Loyalist cause represented a small minority of business leaders and governors leading up to the war, who were mainly concerned with keeping the peace or ~~the~~ keeping the Americas <sup>in trade with Britain</sup> ~~from bankruptcy~~. In an address to the Pennsylvania colonial assembly, the Quakers remarked their obligation of "Fidelity we owe to the King" and interest in the "restoration of that harmony" that once united America (Doc 4). The Quakers, a peace-keeping faction throughout <sup>early</sup> history, would demonstrate Loyalist support in favor of peace. Meanwhile, economic powers in America would instead rely on the taxing economic challenges that faced ~~the~~ American revolutionaries to justify their loyalist stance. Charles Inglis, an example of one with ~~the~~ economic interest, asserted that the "commerce and agriculture" of America would not "support such an expense" (Doc 6). This reflects the anti-war motivation for straying from trading ties with Britain; an essential factor for many early colonial companies.

The Revolutionary cause was instead shaped by not only resentment

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2 of 3  
1 B

of despotic British taxes, but also the ideals associated with the Enlightenment, and hostile responses to Loyalist attitudes. A teapot inscribed with "No Stamp Act" reflects ~~British~~ American disdain of British taxes, as well as the American attitude favoring Liberty in "America, Liberty Restored" (Doc 1). Not only the implementation of such <sup>"Intolerable Acts"</sup> ~~measures~~ but also their removal stirred revolutionary motivation in America, as Britain continued to lose influence <sup>by repeatedly revoking</sup>. It also <sup>takes</sup> makes sense that one with a teapot would support the cause, as a tax on tea was also included under the Intolerable Acts. The ideologies associated with the Enlightenment also ~~st~~ aroused insurrection, serving as a moral justification for <sup>many</sup> colonists. Thomas Paine, who ~~originally justified the Glorious Revolution~~ wrote "Common Sense" in support of <sup>government</sup> ~~of~~ overthrow, criticizes Britain's "tyranny" in its attempt to "bind" colonists to taxes (Doc 7). The ideas of the <sup>revolutionary</sup> ~~government~~ Samuel Adams, who viewed man as able to overthrow in cases of "intolerable oppression," (Doc 3), served to a similar effect, arousing literary justification for such insurrection. Perhaps the ideas of John Locke could be applied here as well, who supported and originally justified the Glorious Rebellion in England. \*

American revolutionaries' responses to Loyalists also characterized the time, similar to American opposition of the anti-war effort in World War I. A journal of a Scot woman from North Carolina remarked that failure to support the Patriot cause often resulted in the destruction of "persons and properties" (Doc 5). The scot woman was most likely in additional support of Patriots, as the scottish were ~~brutally~~ brutally mistreated at the time by England and women saw an increased



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1 B

role in insurrection and boycotting just before the war in organizations such as the Daughters of Liberty. The hostile American action faced before the Revolutionary War could be compared to that of <sup>the years American involvement in</sup> before the First World War, as organizations of non-governmental citizens ~~also~~ were erected at the time in favor of committing hostile actions against those of the anti-war effort and of German sentiment.

Overall, the American sentiment of the years of the Colonial, pre-revolutionary period were split into supporters and opponents of the same cause, but for different reasons. Whether supported economically or by the fallout of overthrows of previous decades, the ideologies of the Americans of the time were greatly determined by how they responded in their own way to British influence in America. For this reason, the years of 1763 to 1783 were a catalyst for opposing viewpoints.

<sup>Both</sup> ~~At least~~ of these revolutionary figures, <sup>Thomas Paine and Samuel Adams,</sup> shared ideals of insurrection, leading them to arouse insurrection among American colonists in support of British overthrow.

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2 or 3

15  
1 of 3

Since the founding of the Americas and the North American colonies in the 1600s, most colonies ~~founder~~ tended to be loyal to ~~Britain~~ Britain. However, as the mid-1700s came about, the colonists were beginning to become more and more displeased with <sup>the</sup> British government as their acts and legislation felt very oppressive for the colonists. As the British government began enacting more and more acts, the animosity for Britain grew until ~~revolution~~ was the American Revolution occurred. Essentially, the idea of American Independence evolved ~~for~~ from only a couple of supporters to a full blown war against the British as the colonists ~~would not~~ could not stand ~~to be~~ under British rule anymore.

During the 1760s, many colonists were split on who they supported whether it was the British or American independence. The supporters of Britain were typically very loyal to their country and argue how could they revolt against the country who basically allowed the establishment of the ~~United States~~ <sup>colonies</sup>. The ones who wanted independence disliked the British government and felt that they had to establish their own system of governing. However, as the British government enforced taxes and other policies, the hate for the British grew as more people began siding with the revolutionists. A leaflet made during the late 1760s depicts this desire of independence from Britain as the objects states without the Stamp Act, ~~then~~ American Liberty will be restored (Doc ~~1~~). In contrast, loyal colonists argued that "imposing taxes on the inhabitants of his Majesty's Colony" is legal and a duty of America as



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America was a result of Britain's actions (Doc 1).

In reaction to the growing ideas of American independence as well as the British acts, various historical figures began ~~argue~~ arguing the rights that people are entitled to. Samuel Adams states that men have the right to leave a government or society if they find it ~~to~~ intolerable to them selves, ~~whether~~ as a result of and are allowed to enter another (Doc 3). Adams ~~was~~ desired to confirm the ideas of the colonists who are fed up with British rule as well as advocate his desire to see American independence. ~~Many others in this period who wrote pieces arguing for American independence such as~~ Thomas Paine argues that independence may be hard to obtain but in the end will be well worth the fight as freedom will ~~be worth~~ trump any other ~~or~~ consolation that Britain could offer (Doc 7). Being free from the tyranny of Britain is the greatest goal that could only be achieved if men put their soul into the effort.

By the start of the American Revolution, the two sides were ~~fairly~~ basically divided as ~~many~~ many loyal colonists did not fight while others join the fight for independence. However, if one did not fight for the right of independence, they were typically ostracized or even had their plantations destroyed if they owned farms. Patriots had gone around to various farms and destroyed the items and land that ~~of~~ people who did not support the cause owned, resulting in many assisting the war ~~through~~ out of their own volition (Doc 5). ~~Though~~

In conclusion, the idea of American independence evolved from one of limited support to full on animosity and hate towards

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3 of 3

The British government as their acts and policies did not stick well with the American people. The eventual liberation of the Americans resulted in ~~their own~~ the establishment of the Constitution and democracy, both of which gave equal rights for all white men and focused on the people, rather than ~~as specifically~~ the elites, which the monarch had been.

# AP<sup>®</sup> UNITED STATES HISTORY 2017 SCORING COMMENTARY

## Question 1 — Document-Based Question

### Overview

This question asked students to evaluate the extent of change in ideas about American independence from Britain from 1763 to 1783. The question was derived from Period 3 of the Content Framework and addresses ideas about democracy, freedom, and national identity. The intent of the question was to assess whether students could evaluate the degree to which ideas underpinning the movement toward revolution changed.

This question assessed the historical thinking skills of Continuity and Change over Time, Argumentation, Use of Evidence, Contextualization, and Synthesis.

This question focuses on multiple Learning Objectives, including American and national identity (how ideas about democracy, freedom, and individualism found expression). The prompt allowed for flexibility in making a response. Responses could succeed by emphasizing either change or continuity. In addition, the prompt also created opportunities for responses to articulate and explain the ideas that fomented the revolution. Based on the documents and outside evidence, responses could trace the ideas present during the period to opposition to British taxation policies, oppression caused by British mercantile policies, and political tyranny because of violations of natural rights (Enlightenment ideas).

### Sample: 1A

#### Score: 7

#### Score — Thesis and Argument Development: 2

The thesis at the bottom of the first paragraph presents the historically defensible claim that there was a change in ideas about colonial identity, shown by the colonists shifting from wanting to be British subjects to wanting to be independent Americans. This earned the thesis point.

The strong and consistent argument throughout the response earned the argument development point. The argument about the British colonists' initial view of themselves as members of the British Empire is supported by Documents 4 and 5, as well as with the additional outside evidence presented in paragraph 2. At the bottom of paragraph 2 the response emphasizes the limited extent of support for independence by stating, "Patriots will never be the majority during the American Revolution." This is followed in paragraph 3 by a discussion of the forces that caused colonists to embrace ideas of self-government that uses Documents 1 and 2 in the process.

#### Score — Document Analysis: 2

The document content use point was awarded. The response dutifully utilizes Documents 1 through 6 to support its straightforward thesis. Document 7 is not used, despite a brief discussion of Thomas Paine's *Common Sense* on the last page that instead counts as outside information. This was sufficient to earn the point for content.

The document sourcing point was awarded since the response correctly sources four of seven documents. At the top of the second page discussion of Document 5 features analysis of Lady Schaw's point of view as a member of the upper class inclined to "protect the existing hierarchy." Likewise, at the bottom of page 2, discussion of Document 6 also features analysis of point of view in regard to some colonists' impression that the revolution was "a costly and unnecessary hassle." At the top of the page 3 the response demonstrates the historical context of Document 1 by discussing conflicting opinions in Britain and in the American colonies

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### Question 1 — Document-Based Question (continued)

concerning the revenue-raising measures instituted at the end of the French and Indian War. Also on page 3, the response gives historical context to Document 2 by referencing the importance of self-government and colonists' awareness of the loss of representation for colonists in Canada due to the Quebec Act. The response successfully sources four documents, thus it earned the point.

#### **Score — Evidence Beyond the Documents: 2**

This response received the contextualization point. It provides contextualization in the first paragraph by identifying the French and Indian War as bringing about problems such as increased British debt and the end of salutary neglect. In turn, these factors restricted freedom in the colonies. This brief yet accurate discussion earned the point for contextualization.

The response received the point for evidence beyond the documents. The response features an extended discussion of the First Continental Congress on page 2 that introduces several pieces of additional information and explains how they relate to the argument that colonists did not initially seek independence. On page 1 the discussion of the First Great Awakening does not relate to the argument and thus did not count as additional evidence outside the document.

#### **Score — Synthesis: 1**

The response achieved the synthesis point in the last paragraph by relating the movement for independence in America to the French Revolution. The response notes that both revolutions were inspired by the ideas of the Enlightenment, even though they had very different outcomes.

#### **Sample: 1B**

#### **Score: 4**

#### **Score — Thesis and Argument Development: 0**

No points were awarded for thesis or argument development. There is an attempt at a thesis in the last line of the final paragraph, but it addresses opposing viewpoints and not extent of change.

There is no cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence regarding the extent of change.

#### **Score — Document Analysis: 1**

The point was awarded for document content use to substantiate an argument as six of seven documents are correctly used. Document 2 is not discussed.

No point was awarded for document sourcing. Only three documents are sourced correctly. In paragraph 2 the point of view for Document 4 is established with the reference to a “peace-keeping faction” that demonstrated loyalist support. The point of view for Document 6 is established with the idea that Inglis was representative of those people with economic interests maintaining commercial ties with Great Britain. At the top of page 2 the reference to Enlightenment ideas gives the historical context for Document 7. At the bottom of page 2, however, the point of view is incorrect. The reference to Schaw as a supporter of the patriots is incorrect.



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## Question 1 — Document-Based Question (continued)

### Score — Evidence Beyond the Documents: 2

The response received 1 contextualization point since the first paragraph links broader historical events with ideologies developed during the Enlightenment.

At the top of page 3 the inclusion of the violent actions of the Daughters of Liberty provides additional evidence beyond the documents, which earned a second point.

### Score — Synthesis: 1

The synthesis point was awarded. At the top of page 3, the hostile actions taken by voluntary organizations against antiwar activists and German sympathizers during World War I are compared to the hostile actions taken by patriots against loyalists during the Revolutionary War, which establishes a strong element of synthesis.

### Sample: 1C

#### Score: 1

### Score — Thesis and Argument Development: 1

A historically defensible thesis is presented at the end of the first paragraph and again in the concluding paragraph; this earned the thesis point.

There is not a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among pieces of historical evidence. The attempted argument details in paragraph 2 and weakly describes the documents in categories of loyalists and patriots.

### Score—Document Analysis: 0

The response did not receive the content use point. Documents 4 and 6 are not used. There is an error in presentation for Document 1 with the reference to the desire for independence. The discussion of Document 2 does not present a clear understanding of the content. Documents 3, 5, and 7 utilize the content of the documents appropriately, but this does not meet the minimum requirement of six documents.

No point was awarded for document sourcing. No attempts are made for any of the documents except Document 3. At the top of page 2 the response identifies Adams's audience as the colonists and explains his purpose to "confirm" the ideas of the colonists as well as to "advocate" his ideas for independence.

### Score — Evidence Beyond the Documents: 0

An attempt is made in the first paragraph to contextualize, but it does not sufficiently explain the ties to a broader historical development. Instead, it builds up to the response's thesis by describing some colonists' animosity toward Britain.

There is no specific evidence beyond the documents presented in the response.

### Score — Synthesis: 0 points

No attempt is made at synthesis.