



AP[®] United States History 2009 Scoring Guidelines

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools and 3,800 colleges through major programs and services in college readiness, college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®] and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

© 2009 The College Board. College Board, Advanced Placement Program, AP, AP Central, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

Permission to use copyrighted College Board materials may be requested online at:
www.collegeboard.com/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.com.
AP Central[®] is the official online home for AP teachers: apcentral.collegeboard.com.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1

From 1775 to 1830, many African Americans gained freedom from slavery, yet during the same period the institution of slavery expanded. Explain why BOTH of those changes took place. Analyze the ways that BOTH free African Americans and enslaved African Americans responded to the challenges confronting them.

The 8–9 Essay

- Contains a well-developed thesis that
 - explains the reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - analyzes the responses of free African Americans and slaves to the challenges that confronted them during this period.
- Presents an effective analysis of the
 - reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - responses of free African Americans and slaves to the challenges that confronted them during this period.
- Discussion of one component may be implicit or embedded in the discussion of another component.
- May be imbalanced in the discussion of the experiences of free African Americans vs. the experiences of slaves.
- Effectively uses a substantial number of documents.
- Supports the thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

The 5–7 Essay

- Contains a thesis that addresses
 - the reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - the responses of free African Americans and slaves to the challenges that confronted them during this period.
 - at least three of the components.
- Has limited analysis of the
 - reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - responses of free African Americans and slaves to the challenges that confronted them during this period.
- Discussion of one component may be implicit or embedded in the discussion of another component.
- May be severely imbalanced in the discussion of the experiences of free African Americans vs. the experiences of slaves OR may fail to address one component.
- Effectively uses some documents.
- Supports the thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1—Document-Based Question

The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Deals with the question in a general manner; simplistic, superficial treatment of the subject.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or information that is inaccurate or irrelevant.
- May have major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- Has numerous errors.
- Is written so poorly that it inhibits understanding.

The — Essay

- Is blank or completely off task.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Brief Timeline of African American History 1775–1830

- 1775 Lord Dunmore's Proclamation (1,000–3,000 African Americans responded; South Carolina slaves took refuge on British ships in Charleston).
Beginnings of Prince Hall Masonry.
- 1776 Slave population 500,000 (20 percent of United States population); free African Americans 25,000.
Estimated 25,000–55,000 slaves fled or fought for the British during the Revolution; estimated 5,000 African Americans (slave and free) fought for colonists.
- 1777 Vermont abolished slavery.
- 1778 Rhode Island offered freedom for slaves who fought in the Revolution.
- 1780 Pennsylvania passed the first gradual abolition act.
- 1781 Elizabeth “Mumbet” Freeman won a Massachusetts suit freeing her from slavery.
- 1781–1804 Additional northern states enacted gradual emancipation laws.
- 1783 James Derhem became first Black physician (New Orleans).
- 1784 Spanish Florida granted freedom to runaway slaves (rescinded 1790).
- 1787 Richard Allen and Absalom Jones founded the Free African Society.
Northwest Ordinance banned slavery but allowed slaveholders to reclaim runaway slaves who took refuge there.
Constitutional Convention (Three-Fifths Compromise, slave trade provision, fugitive slave clause required all states to return runaways to masters).
- 1790 Federal law allowed for naturalization of White immigrants only.
- 1791 Toussaint L'Ouverture Rebellion took place in Haiti (Gabriel Prosser's Rebellion and Denmark Vesey's conspiracy patterned after L'Ouverture's Rebellion).
- 1792 Benjamin Banneker published *Farmers' Almanac* and *Almanac and Ephemeris*.
Federal Militia Law allowed states to exclude free African Americans from service.
- 1792–1807 Delaware, Kentucky, Maryland, and New Jersey disenfranchised free African Americans.
- 1793 Eli Whitney invented the cotton gin (allowed expansion of short-staple cotton production).
Fugitive Slave Law passed.
- 1793 Samuel Slater and Moses Brown began the early industrial revolution.
- 1794 Richard Allen and Absalom Jones broke with Methodist Church (mutual aid societies).
African American Baptist Church was founded.
The foreign slave trade was outlawed in most northern states.
- 1796 Thirteen of 16 states allowed free African Americans to vote.
- 1798 Navy forbade enlistment of non-Whites.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Brief Timeline (continued)

- 1800 Gabriel Prosser's Rebellion.
Of the one million African Americans in the United States (most of them enslaved), 90 percent lived in the Chesapeake or lower South.
Thomas Jefferson was accused of an affair with Sally Hemings.
- 1804 New Jersey became the last northern state to pass a gradual abolition law.
- 1808 Importation of slaves to the United States was abolished.
- 1812 Slaves and free African Americans were involved in the War of 1812 (particularly Battles of Lake Erie and New Orleans).
- 1814 Francis Cabot Lowell began Waltham System (Factory, or Lowell System).
- 1816 American Colonization Society was founded (designed to return free African Americans to Africa (ultimately some 15,000 were resettled over a 40-year period in Liberia).
First Seminole War, with runaway slaves supporting Seminoles.
James Beckwourth (mountain man) was hired to scout for fur company.
Richard Allen and Absalom Jones founded African Methodist Episcopal Church.
- 1820s New York restricted Black voting rights.
- 1820 Missouri Compromise was enacted (slavery banned north of 36°30' North latitude in the Louisiana Purchase Territory; Maine entered as free state, Missouri entered as slave state).
- 1822 Denmark Vesey's conspiracy.
- 1827 *Freedom's Journal* was published (first African American owned newspaper (John Russwurm).
Sojourner Truth was freed in New York.
- 1830 Negro Convention Movement began, led by James Forten and Henry Highland Garnet.

SLAVE AND FREE AFRICAN AMERICANS—UNITED STATES CENSUS

Year	Slaves	Free African Americans
1790	697,681	59,466
1800	893,602	108,435
1810	1,191,362	186,446
1820	1,538,022	233,504
1830	2,009,043	319,599

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Possible Outside Information: General List

Adams–Onís Treaty (Florida Purchase Treaty)
African American Baptist Church
African Methodist Episcopal Church
Allen, Bishop Richard
American Colonization Society (back to Africa, Liberia)
American Indian removal
apologists' view (slavery as a positive good)
apprenticeship system
Banneker, Benjamin (*Farmers' Almanac* and *Almanac and Ephemeris*)
banning of foreign slave trade (1808)
Battle of Horeshoe Bend
Battle of Lake Erie (Put-In Bay)
Battle of New Orleans
Battle of Tippecanoe
black belt
chattel
compensated emancipation
cotton gin
Declaration of Independence
disenfranchisement of African Americans
“dying institution”
enlistment of Blacks
Federal Militia Law (allowed states to exclude free African Americans from service)
First Seminole War
Forten, James
Free African Society
free soil
Freedom's Journal
Freeman, Elizabeth “Mumbet”
Fugitive Slave Law, 1793
fugitive slaves
gang system
Garnet, Henry Highland
gradual emancipation laws in the North
Hemings, Sally
immediate, uncompensated emancipation
interchangeable parts
internal slave trade
King Cotton
Liberia (capital Monrovia)
Louisiana Purchase
L'Ouverture, Toussaint (Haiti slave rebellion)
manumission
Missouri Compromise (including provisions; Tallmadge Amendment)
moderate abolitionism (gradual uncompensated emancipation)
mutual aid societies
“necessary evil”
Negro Convention Movement
Northwest Ordinance (banning of slavery)
paternalism
“peculiar institution”
Pinckney's Treaty with Spain (Treaty of San Lorenzo)
Prince Hall Masons, Masonry
Quaker impulse toward abolition
radical abolitionism (immediate uncompensated emancipation)
Russwurm, John
sabotage
Second Great Awakening
short staple cotton
slave breeding
slave codes (Black Codes may be used interchangeably)
slave trade (Constitutional restrictions)
soil butchery
spirituals
strategies of resistance—running away, feigning illness, working slowly, violence, sabotage
task system
Three-Fifths Compromise
tobacco, rice, and indigo crops
Truth, Sojourner
Underground Railroad (not Harriet Tubman)
upper/lower South
Denmark Vesey's conspiracy
War of 1812
Wheatley, Phyllis
Whitney, Eli
work slowdowns—see strategies of resistance

Students who refer to Nat Turner's Rebellion and/or William Lloyd Garrison/*Liberator* will not be given credit for them as outside information, nor should they be penalized for using them unless they are grossly misused.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences

DOCUMENT A

Source: Lord Dunmore's Proclamation, Virginia, 1775.

I do require every Person capable of bearing Arms, to [resort] to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government. . . . And I do hereby further declare all indentured Servants, Negroes, or others, ([belonging] to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, . . .

Document Information:

- States that those not aiding the British will be considered as traitors.
- Declares that indentured servants and Negroes (belonging to the rebels) may gain their freedom by fighting for the British.

Document Inferences:

- The British attempted to take advantage of slaves' desire for freedom.
- Slaves responded to British promises of freedom.
- Lord Dunmore's Proclamation increased the number of free African Americans.
- The British sought to weaken colonial resistance by seeking the support of slaves.
- Linked to Document B.

Potential Outside Information Triggered by Document:

- 1,000–3,000 slaves answered Dunmore's call.
- 25,000–55,000 slaves fled or fought for the British during the Revolution.
- Colonists initially banned African Americans; some colonies offered freedom to slaves who fought for the colonial cause.
- Enlistment of Blacks.

AP[®] UNITED STATES HISTORY
2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT B

Source: Paul Cuffe's Petition, Massachusetts, 1780.

... by Reason of long bondage and hard Slavery we have been deprived of enjoying the profits of our labor or the advantage of inheriting estates from our parents as our neighbors the white people do . . . & yet . . . we are not allowed the privilege of freemen of the State having no vote or influence in the election of those that tax us . . . yet many of our Color (as is well known) have cheerfully entered the field of battle in the defense of the Common cause and that (as we conceive) against a similar exertion of power (in regard to taxation) too well known to need a recital in this place.

Document Information:

- Slavery keeps people from inheriting estates.
- Some people are not allowed to vote in Massachusetts.
- Many African Americans have entered the field of battle on the side of the colonists.
- Taxation is a cause of the battle.

Document Inferences:

- Free African Americans felt discriminated against.
- Free African Americans believed they should have the same basic rights and privileges as Whites.
- Free African Americans felt they were being taxed without being represented.
- One tool used by free African Americans was to petition for redress of grievances.
- Free African Americans invoked the ideals of the revolution.
- Linked to Document A.

Potential Outside Information Triggered by Document:

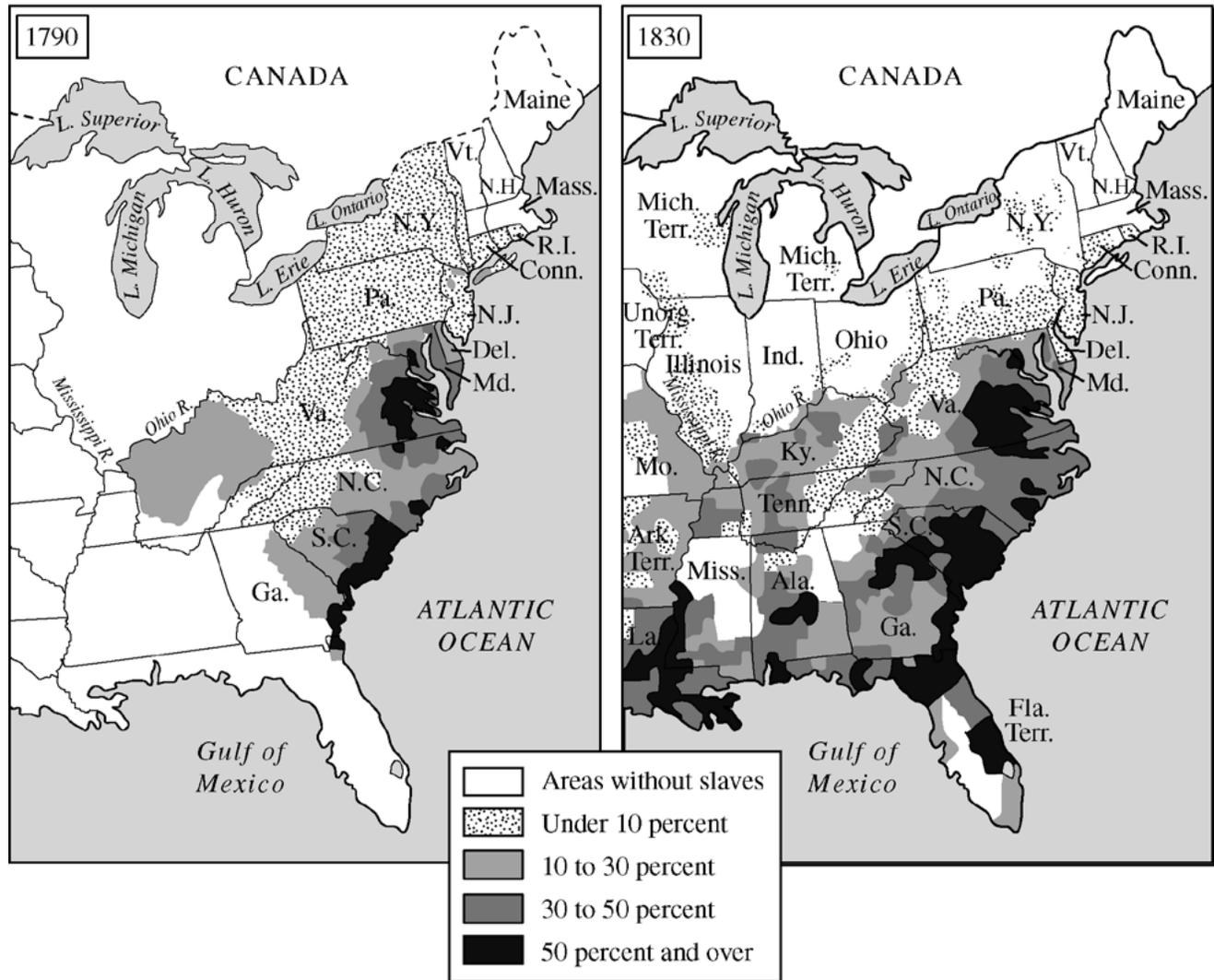
- Some colonies offered freedom for slaves who fought for the colonial cause.
- Free African Americans were denied property rights.
- Initial enfranchisement of African Americans.
- Ultimate disenfranchisement of African Americans.

AP® UNITED STATES HISTORY
2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT C

SLAVERY IN THE UNITED STATES



Document Information:

- Slavery expands between 1790 and 1830.
- The percentage of slaves in northern states decreases between 1790 and 1830.
- The percentage of slaves in southern states increases between 1790 and 1830.

Document Inferences:

- Cotton production increased between 1790 and 1830.
- Northern states began to gradually emancipate slaves between 1790 and 1830.
- Slavery was not as economically viable in northern states as it was in southern states.
- The number of free African Americans in the North increased between 1790 and 1830.

**AP[®] UNITED STATES HISTORY
2009 SCORING GUIDELINES**

Question 1 Document Information and Inferences (continued)

Potential Outside Information Triggered by Document:

Adams–Onís Treaty (Florida Purchase Treaty)

Battle of Horseshoe Bend

Battle of Tippecanoe

black belt

cotton gin

gradual emancipation laws in the North

King Cotton

Louisiana Purchase

Missouri Compromise

Northwest Ordinance

short staple cotton

soil butchery

upper/lower South

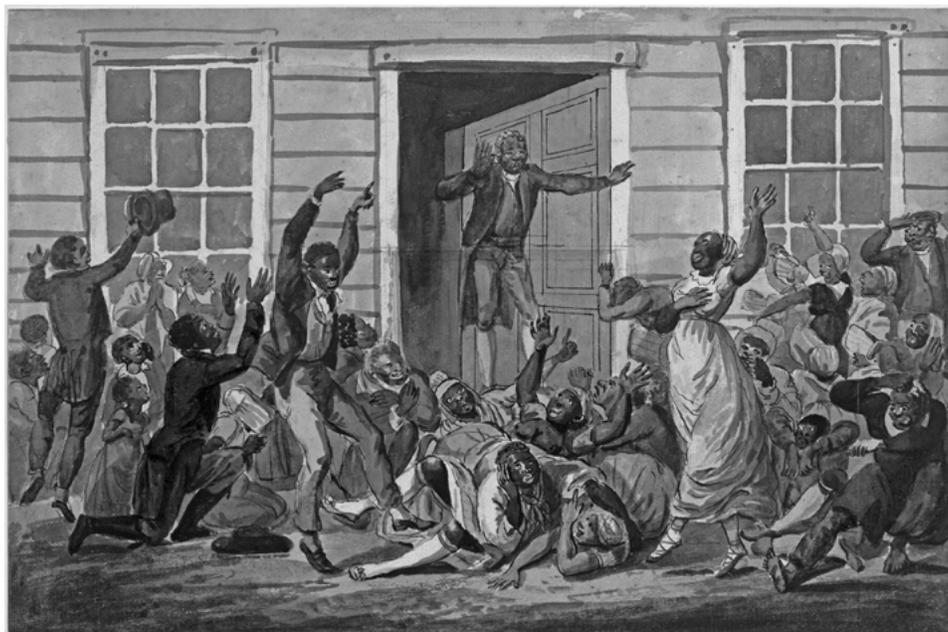
Whitney, Eli

AP[®] UNITED STATES HISTORY 2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT D

Source: Negro Methodist Meeting in Philadelphia, 1790s.



Document Information:

- Shows a gathering of African Americans.

Document Inferences:

- Free African Americans enjoyed a religious celebration.
- Church activities were important in certain African American communities.
- African American churches served a religious and social need in the community.
- Religion offered a sense of hope and community among free Blacks.

Potential Outside Information Triggered by Document:

African American Baptist Church
African Methodist Episcopal Church
Allen, Bishop Richard
Free African Society

mutual aid societies
Prince Hall Masonry
Second Great Awakening

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT E

Source: Absalom Jones and Richard Allen, Philadelphia, 1794.

There is much gratitude due from our color towards the white people, very many of them are instruments in the hand of God for our good, even such as have held us in captivity, are now pleading our cause with earnestness and zeal; . . . much depends upon us for the help of our color more than we are aware; if we are lazy and idle, the enemies of freedom plead it as a cause why we ought not to be free, and say we are better in a state of servitude, and that giving us our liberty would be an injury to us, and by such conduct we strengthen the bands of oppression, and keep many in bondage who are more worthy than ourselves.

Document Information:

- Free African Americans express gratitude to whites who worked to improve conditions for African Americans.
- White people are pleading the cause of African Americans.
- Enemies use images of African Americans as lazy and idle to keep them from freedom.
- Being lazy and idle keeps many in bondage.
- Some people say that servitude is better than liberty for African Americans.

Document Inferences:

- Some African Americans looked to whites to improve their condition.
- Free African Americans believed in self-help.
- Efforts of African Americans to better themselves were undercut by arguments to maintain slavery.
- Some Whites favored abolition or emancipation.

Potential Outside Information Triggered by Document:

American Colonization Society (back to Africa, Liberia)
apologists' view (slavery as a positive good)
compensated emancipation
free soil
immediate, uncompensated emancipation

manumission
moderate abolitionists (gradual, uncompensated emancipation)
Quaker impulse toward abolition
radical abolitionism

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT F

Source: Venture Smith's *Narrative*, 1798.

I asked my master one time if he would consent to have me purchase my freedom. He replied that he would. I was then very happy, knowing that I was at that time able to pay part of the purchase money by means of the money which I had some time buried. . . . What was wanting in redeeming myself, my master agreed to wait on me for, until I could procure it for him. . . . There was continually some interest accruing on my master's note to my friend, the free negro man above named, which I received, and with some besides, which I got by fishing, I laid out in land adjoining my old master Stanton's. By cultivating this land with the greatest diligence and economy, at times when my master did not require my labor, in two years I had laid up ten pounds.

Document Information:

- A master consents to a slave purchasing his freedom.
- The slave does not have the full purchase price.
- A master agrees to wait for the remaining amount due.
- The slave accumulates money by fishing and growing crops.

Document Inferences:

- Some slaves purchased their freedom.
- Not all slave owners were averse to slaves being free.
- Slavery may not have been a profitable institution in all cases.

Potential Outside Information Triggered by Document:

“dying institution”

gang system

manumission

“necessary evil”

“peculiar institution”

task system

Second Great Awakening

**AP[®] UNITED STATES HISTORY
2009 SCORING GUIDELINES**

Question 1 Document Information and Inferences (continued)

DOCUMENT G

Source: The Confessions of “Ben,” a conspirator in Gabriel Prosser’s Rebellion, 1800.

. . . Mr. Prosser’s Gabriel wished to bring on the business as soon as possible. Gilbert said the summer was almost over, and he wished them to enter upon the business before the weather got too cold. Gabriel proposed that the subject should be referred to his brother Martin to decide upon. Martin said there was this expression in the Bible, delays breed danger; at this time, he said, the country was at peace, the soldiers were discharged, and the arms all put away; there was no patrolling in the country, and that before he would any longer bear what he had borne, he would turn out and fight with his stick. . . . I read in my Bible where God says if we will worship Him we should have peace in all our land; five of you shall conquer a hundred, and a hundred a thousand of our enemies . . .

Document Information:

- The business will be done as soon as possible before the weather gets cold.
- Gabriel’s brother is consulted.
- Gabriel’s brother believes it is a good time for the business.
- Biblical references are offered in support of the business.

Document Inferences:

- Slave rebellions were one way that enslaved African Americans dealt with their condition.
- Slaves found biblical inspiration for rebellion.
- Slaves had a pronounced longing for freedom.

Potential Outside Information Triggered by Document:

fugitive slaves

Fugitive Slave Law, 1793

L’Ouverture, Toussaint (Haiti)

sabotage

slave codes/Black Codes

Denmark Vesey’s conspiracy

work slowdowns

**AP[®] UNITED STATES HISTORY
2009 SCORING GUIDELINES**

Question 1 Document Information and Inferences (continued)

DOCUMENT H

Source: Letter to ministers from the Vermont Colonization Society, 1820.

The Managers of the Vermont Colonization Society . . . proposed to the Inhabitants of this State, a general contribution [of] . . . one cent only, from each inhabitant of the State. . . . By promoting this contribution, you will give efficient aid to a Society, whose benevolent object is, by establishing colonies on the coast of Africa, to open a door for the gradual emancipation of the slaves in our own country, to impose an effectual barrier against the continuance of the slave trade, and ultimately to extend the blessings of civilization, and of the christian religion, throughout the vast and hitherto benighted regions of Africa.

Document Information:

- Vermont Colonization Society proposes a one-cent contribution from each inhabitant.
- These contributions will help the society establish colonies on the coast of Africa.
- These colonies will open the door for the emancipation of slaves.
- Establishment of colonies will lead to the civilization and Christianization of regions of Africa.

Document Inferences:

- Some white abolitionists advocated freeing slaves and relocating them to Africa.
- There was some fear of the presence of free African Americans.
- Citizens should contribute to the relocation of African Americans.

Potential Outside Information Triggered by Document:

American Colonization Society
banning of foreign slave trade

Liberia (capital Monrovia)

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT I

Source: Prince Hall, African American leader in Boston and founder of the African Masonic movement, 1797.

[(B)lacks must] bear up under the daily insults we meet with in the streets of Boston, much more on public days of recreation. How at such times are we shamefully abused, and that to such a degree, that we may truly be said to carry our lives in our hands, and the arrows of death are flying about our heads. Helpless women have their clothes torn from their backs . . . [and] twenty or thirty cowards have fallen upon one man.

Source: Hosea Easton, an African American living in Boston, 1820s.

. . . cuts and placards descriptive of the Negro deformity, are every where displayed. . . Many of the popular book stores, in commercial towns and cities, have their show windows lined with them. The bar-rooms of the most popular public houses in the country, sometimes have their ceiling literally covered with them. This display of American civility is under the daily observation of every class of society, even in New England.

Document Information:

- Discrimination against blacks is common in Boston.
- Lives of blacks in Boston are in danger.
- Negro deformity is emphasized in towns and cities, and even in New England.

Document Inferences:

- Free African Americans continued to be discriminated against from the 1790s to the 1820s.
- Free African Americans were discriminated against throughout the United States.

Potential Outside Information Triggered by Document:

African Methodist Episcopal Church	mutual aid societies
disenfranchisement of African Americans	Prince Hall masons
Free African Society	

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT J

Source: David Walker, *Appeal to the Colored Citizens of the World*, 1829.

For my own part, I am glad Mr. Jefferson has advanced his positions for your sake; for you will either have to contradict or confirm him by your own actions, and not by what our friends have said or done for us; for those things are other men's labors, and do not satisfy the Americans, who are waiting for us to prove to them ourselves that we are MEN, before they will be willing to admit the fact; for I pledge you my sacred word of honor, that Mr. Jefferson's remarks respecting us, have sunk deep into the hearts of millions of the whites, and never will be removed this side of eternity.—For how can they, when we are confirming him every day, by our *groveling submissions* and *treachery*?

Remember Americans, that we must and shall be free and enlightened as you are, will you wait until we shall, under God, obtain our liberty by the crushing arm of power? Will it not be dreadful for you? I speak, Americans, for your good. We must and shall be free I say, in spite of you. You may do your best to keep us in wretchedness and misery, to enrich you and your children; but God will deliver us from you. And woe, woe, will be to you if we have to obtain our freedom by fighting.

Document Information:

- Criticizes Jefferson's characterization of Blacks.
- Whites are waiting for colored citizens to prove they are men.
- Whites have taken Jefferson's remarks to heart.
- African American citizens must and will be free.
- Whites will suffer if Blacks have to gain freedom by fighting.

Document Inferences:

- Whites would not accept blacks as equals without violence.
- God was on the side of African Americans.
- African Americans were willing to resort to violence to gain their rights.

Potential Outside Information Triggered by Document:

Banneker, Benjamin	moderate abolitionism
compensated emancipation	radical abolitionism (gradual uncompensated emancipation)
Hemings, Sally	Denmark Vesey's Conspiracy
immediate uncompensated emancipation	

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 2

Analyze the ways in which British imperial policies between 1763 and 1776 intensified colonials' resistance to British rule and their commitment to republican values.

The 8–9 Essay

- Contains a clear, well-developed thesis that addresses British imperial policies and colonials' resistance to British rule AND their commitment to republican values.
- Develops the thesis with substantial, relevant historical information on British imperial policies and colonial resistance to British rule AND commitment to republican values.
- Provides effective analysis of how the imperial policies intensified colonials' resistance to British rule AND their commitment to republican values; treatment may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is clearly organized and written.

The 5–7 Essay

- Contains a partially developed thesis that addresses British imperial policies and colonials' resistance to British rule AND their commitment to republican values.
- Supports the thesis with some relevant, historical information.
- Provides some analysis of the impact of how the imperial policies intensified the colonials' resistance and their commitment to republican values, but the treatment may be imbalanced and/or implicit.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- May paraphrase the question or contain a confused or unfocused thesis.
- Provides few relevant facts, or lists facts with little or no application to the question.
- May address only one or two of the three aspects of the question (imperial policies, colonials' resistance, and commitment to republican values); with limited or no analysis.
- May contain major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has little or no understanding of the question.
- Contains substantial errors.
- Is poorly organized and/or written.

The — Essay

- Is completely off topic or blank.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 2 Fact Sheet

British Imperial Policies

Pre-1763—may be used only in a proper context, usually as introductory material.

Navigation Acts; mercantilism; Walpole; salutary neglect

French and Indian War (Seven Years' War)

Treaty of Paris, 1763 / Peace of Paris, 1763

1763–1776

The need for revenue and cost of the Seven Years' War caused shifts in British policy toward its colonies; George Grenville, prime minister; George III, King of England.

Tensions during war—William Pitt promise to pay colonists angers British who think colonists are not paying enough.

Enforcement of Navigation Laws; abandonment of salutary neglect; use of writs of assistance

Proclamation of 1763; Pontiac's Rebellion

Sugar Act, 1764—first law (Molasses Act, 1733) passed by Parliament to raise tax revenue for the British Crown; admiralty or vice admiralty courts; suspension of juries

Currency Act, 1764

Stamp Act, 1765

Quartering Act, 1765 (also called Mutiny Act)

New York Suspending Act, 1766

Declaratory Act, 1766

Colonial Resistance

Albany Congress, 1754
Ben Franklin, "Join or Die"

Discord between British and colonial soldiers

James Otis challenges writs in court, 1761; differences on the meaning of a constitution

Violence toward Indians; Paxton Boys, 1764

Continued smuggling

"No taxation without representation"
Internal/external taxation
Stamp Act riots (destruction of Thomas Hutchinson's and Andrew Oliver's houses and tar and feathering)
Sons & Daughters of Liberty (spinning bees)
Stamp Act Congress, nonimportation
Patrick Henry; Virginia Resolves, 1765; "Give me liberty or death" speech
Ben Franklin, colonial agent to Parliament

Refusal to obey

New York assembly passes Quartering Act

Repeal of Stamp Act

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 2 Fact Sheet (continued)

British Imperial Policies

Townshend Acts, 1767 (dismissal of some assemblies; repeal of all taxes except tea); Charles Townshend, Chancellor of the Exchequer

Creation of the American Board of Customs Commissioners

Paying royal governors from tax money

Customs corruption; John Hancock's sloop, *Liberty*, 1768

Sending 4,000 troops to Boston, 1768

Carolinas disputes between colonial governments and backcountry settlers over governance and bandits

Tea Act, 1773

Coercive Acts (Intolerable Acts), 1774: Boston Port Act; Massachusetts Government Act; Administration of Justice Act; Quartering Act

Quebec Act, 1774

Lord Dunmore's Proclamation, 1775

Colonial Resistance

John Dickinson—*Letters from a Pennsylvania Farmer*, 1767

Massachusetts Circular Letter, Sam Adams nonimportation

Committees of Correspondence

Committees of Correspondence spread.

Gaspee incident, 1772

Boston Massacre, 1770; Paul Revere print; Thomas Preston, commander; John Adams defends the soldiers, "lobsterbacks"; Crispus Attucks.

Regulators, 1769–1771

Boston Tea Party, 1773

First Continental Congress, 1774
"The Association"
"Declaration of Rights and Grievances"
Suffolk Resolves; Galloway Plan
Urged colonies to organize militia for defensive purposes.

Provincial congresses—colonial rival governments to royal government, 1775

Second Continental Congress, May, 1775
First acting national government; authorized an army and appointed George Washington as commander-in-chief; established a small navy; issued Declaration of Independence.
Olive Branch Petition to King George III; issued paper money to support the troops.
Declaration of the Causes and Necessity of Taking up Arms; asked king to repeal the noxious acts.

Fear about the spread of Catholicism; considered one of the Intolerable Acts.

Belief that British are abolitionists, Black and White both

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 2 Fact Sheet (continued)

British Imperial Policies

Battles of Lexington, Concord, and Bunker Hill,
1775

Colonial Resistance

Green Mountain Boys-Fort Ticonderoga

Minutemen; *Common Sense*, January 1776;
Declaration of Independence, July 1776

Commitment to Republican Values

- Republicanism in the colonies—New England town meetings; Mayflower Compact; House of Burgesses; Fundamental Orders of Connecticut
- Ideas of the Enlightenment and republicanism
 - Written constitution
 - Virtual representation versus direct representation
 - Assemblies exercised similar power to Parliament.
 - John Locke and the “social contract”
 - Oppositionists, “commonwealthmen,” “Radical Whigs,” or “country party,” John Trenchard and Thomas Gordon
 - God-given liberty
 - Distrust of standing armies
- Colonial experience of self-government—Stamp Act Congress, First and Second Continental Congresses
- “No taxation without representation”
- John Wilkes, “massacre at St. George’s Fields,” 1768
- Power of the purse—often used by colonial assemblies to keep royal governors in line.
- Thomas Paine, *Common Sense*—idea of republicanism, the language of the pamphlet
- “Declaration of Independence”—Thomas Jefferson, John Hancock
- Republican mothers or wives
- Presumed that government would be entrusted to capable leaders, elected for their superior talents, wisdom, and incorruptibility.
- For most republicans, ideal government would delicately balance interests of different classes to prevent any one group from gaining power.

Post-1776—may only be used in a proper context.

- New state constitutions—democratic features
- Articles of Confederation
- Shays’ Rebellion
- Constitution
- Bill of Rights

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 3

Analyze the social, political, and economic forces of the 1840s and early 1850s that led to the emergence of the Republican Party.

The 8–9 Essay

- Contains a clear, well-developed thesis that analyzes the social, political, and economic forces of the 1840s and early 1850s.
- Develops the thesis with substantial and relevant historical information.
- Provides strong analysis and effectively links the social, political, and economic forces of the 1840s and early 1850s to the emergence of the Republican Party; treatment of forces may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

The 5–7 Essay

- Contains a thesis that partially analyzes the social, political, and economic forces of the 1840s and early 1850s.
- Supports the thesis with some relevant historical information.
- Provides some analysis and some linkage of the social, political, and economic forces of the 1840s and early 1850s to the emergence of the Republican Party; treatment of forces may be substantially uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains an undeveloped, confused, or unfocused thesis, or may simply restate the question.
- Provides minimal relevant information with little or no application to social, political, and economic forces of the 1840s and early 1850s.
- Addresses the impact of only one or two forces in the emergence of the Republican Party, OR describes three types of forces in a general way.
- May contain major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has little or no understanding of the question.
- Contains substantial errors.
- Is poorly organized and/or written.

The — Essay

- Is completely off topic or blank.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 3 Fact Sheet

Social Forces (Republicans opposed racial equality, Fugitive Slave Act/Blood Hound Bill.)

- American Antislavery Society/Frederick Douglass
- Abolition movement (William Lloyd Garrison, *The Liberator*)
- “Slave-power” conspiracy
- Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1852)
- Hinton R. Helper’s *The Impending Crisis of the South* (1857)
- Second Great Awakening
- Reformers focused on temperance, religion, education, and immigration joined with the Republicans.
- Cultural sectionalism
 - Divided churches North/South.
 - Sectionalized literature.
- Public schools vs. parochial schools (led to Know-Nothings)
- North had 6 percent illiteracy; South had 20 percent illiteracy among free population and 90 percent illiteracy among the slaves. Illiteracy was one of several differences between North and South that antislavery people pointed to as evidence of the backward, repressive, and evil nature of a slave society in a free-enterprise capitalist democracy.

Political Forces (Republicans formed in 1854 in response to the Kansas–Nebraska Act; opposed to the expansion of slavery; combined remnants of Whig, Free Soil, and Know-Nothing parties as well as disgruntled Democrats.)

- Manifest Destiny (Polk’s 1844 platform)
- “Gag rule”
- Liberty Party (1840)
- Free Soil Party/Martin Van Buren/James Birney
- “Free Soil, Free Labor, Free Men”
- Mexican–American War (Mr. Polk’s War)
 - Lincoln Spot Resolution
 - Treaty of Guadalupe Hildago
 - Wilmot Proviso (defeated in the Senate)
 - Popular Sovereignty/Lewis Cass
- Compromise of 1850 (Clay, Calhoun, Webster)
 - Fugitive Slave Law
 - California (free) ended the balance in the Senate between free and slave states.
 - Popular sovereignty in Utah and New Mexico territories
 - Ended slave trade in D.C.
- Personal liberty laws
- Underground Railroad
- Gadsden Purchase (1853)
- Kansas–Nebraska Act (1854—Stephen Douglas)
 - Many northern Democrats despised Douglas’s compromise.
 - “Bleeding Kansas” (sacking of Lawrence)
 - John Brown/Pottawatomie massacre
 - Border ruffians
 - Lecompton and Topeka Constitutions
 - Brooks-Sumner Affair/“The Crime against Kansas”

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 3 Fact Sheet (continued)

- By 1854 northern Whigs could no longer claim a national party; divided by Kansas–Nebraska Act (Conscience Whigs; Cotton Whigs)
- Filibustering in Cuba and Nicaragua (1854 Ostend Manifesto)
- “Young America” movement
- “Know-Nothings” (American Party)
 - Connected to the temperance movement
 - “Slavery, rum, and Romanism”
 - Republican argument that the “slave-power conspiracy” was a greater threat to American liberty and equality than an alleged “popish plot” proved to be persuasive. Nativists did not have to abandon their ethnic and religious prejudices to become Republicans. Although Republican leaders generally avoided taking anti-immigrant positions, the party showed a clear commitment to the values of native-born evangelical Protestants.
- 1856—John C. Fremont ran for president; appeared on only four southern state ballots
- 1856 platform called for liberation of Kansas from the slave power and for congressional prohibition of slavery in all territories.
- Dred Scott decision (1857)

Political Parties Split and Realign

Whig Party—Ran its last presidential candidate in 1852. The candidate, General Winfield Scott, alienated many southern Whigs, and the party was so split it could not field a candidate in 1856.

Democratic Party—Remained a national party through 1856, but Buchanan’s actions as president made southern domination of the party so clear that many northern Democrats were alienated. Stephen Douglas, running as a Northern Democrat in 1860, won 29 percent of the popular vote; John Breckinridge, running as a Southern Democrat, won 18 percent.

Liberty Party—Antislavery party ran James G. Birney for president in 1844. He won 62,000 votes, largely from northern antislavery Whigs.

Free-Soil Party—Ran Martin Van Buren, former Democratic president, in 1848. Gained 10 percent of the popular vote, largely from Whigs but also from some northern Democrats.

American (Know-Nothing) Party—Nativist party made striking gains in 1854 congressional elections, attracting both northern and southern Whigs. In 1856 its presidential candidate, Millard Fillmore, won 21 percent of the popular vote.

Republican Party—Founded in 1854. Attracted many northern Whigs and northern Democrats. Presidential candidate John C. Fremont won 33 percent of the popular vote in 1856; in 1860 Abraham Lincoln won 40 percent and was elected in a four-way race.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 3 Fact Sheet (continued)

Economic Forces (Republican economic ideology: favored free labor, slavery degraded labor, northern economy ensured freedom, independence for white working men, southern society was backward/stagnant, belief in self-made man, faith in social mobility, economic rights for ALL men
Republican economic platform: internal improvements (railroad construction), high tariffs, Homestead Act, end to internal slave trade, immigration restrictions.)

- Market Revolution
 - Southern dependence on “King Cotton”
 - Northern manufacturing and internal improvements
 - Immigration; urbanization
- Economic dislocation (depression of 1839–1843; Panic of 1857)
- California Gold Rush (1849)
- Most of the railroad construction bound the western and eastern states and reinforced the effect of slavery in creating a distinct “North” and “South.”
- Debate over transcontinental railroad (Gadsden Purchase; Kansas–Nebraska Act)
- Northern and western merchants and manufacturers drifted to the Republican Party because it promised to use a strong national government to promote commerce and internal improvements. Northern and western farmers liked the Republican Party’s commitment to cheap land (Homestead Act).
- Planters, in the minds of many northerners, also deliberately shunned entrepreneurship and hard work, which were qualities valued by Americans who embraced free labor and industrialization. Abraham Lincoln, an early member of the Republican Party, championed northern values of social mobility and a strong work ethic.
- Free soil would serve as a guarantee of free competition or the “right to rise.” But if slavery was permitted to expand, the rights of “free labor” would be denied. Some Republicans also pandered to racial prejudice: they presented their policy as a way to keep African Americans out of the territories, thus preserving the new lands for exclusive white occupancy.
 - Northern business hostility toward antislavery movement, seeing it as a threat to profitable trade with the South
- Walker Tariff, 1846: low tariff measure that delighted the South but angered the North

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4

Choose TWO of the following organizations and explain their strategies for advancing the interests of workers. To what extent were these organizations successful in achieving their objectives? Confine your answer to the period from 1875 to 1925.

Knights of Labor
American Federation of Labor
Socialist Party of America
Industrial Workers of the World

The 8–9 Essay

- Contains a clear, well-developed thesis that explains the strategies of TWO organizations and evaluates the extent to which the organizations were successful in achieving their objectives between 1875 and 1925.
- Develops the thesis with substantial and specific relevant historical information related to TWO organizations.
- Provides effective explanation of the strategies used by TWO organizations; treatment of organizations may be somewhat uneven.
- Provides effective analysis of the extent to which TWO organizations were successful in achieving their objectives; treatment of organizations may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

The 5–7 Essay

- Contains a thesis that partially explains the strategies of TWO organizations and partially evaluates the extent to which the organizations were successful in achieving their objectives between 1875 and 1925.
- Supports the thesis with some relevant, historical information related to TWO organizations.
- Provides some explanation of the strategies used by TWO organizations; treatment of organizations may be substantially uneven.
- Provides some analysis of the extent to which TWO organizations were successful in achieving their objectives; treatment of organizations may be substantially uneven.
- May contain errors that do not detract from the overall quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains an undeveloped, confused, or unfocused thesis or may simply restate the question.
- Provides minimal relevant information, or lists facts with little or no application to the question.
- Describes TWO organizations in a general way OR addresses the strategies used by only ONE organization.
- Provides minimal consideration of the extent to which TWO organizations were successful in achieving their objectives OR considers the extent to which only ONE organization was successful in achieving its objectives.
- May contain major errors.
- May be poorly organized and/or written.

**AP[®] UNITED STATES HISTORY
2009 SCORING GUIDELINES**

Question 4 (continued)

The 0–1 Essay

- Lacks a thesis or paraphrases the question.
- Demonstrates an incompetent or inappropriate response.
- Has little or no understanding of the question.
- Contains substantial errors.
- Is poorly organized and/or written.

The — Essay

- Is completely off topic or blank.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4 Fact Sheet

Knights of Labor (Noble and Holy Order of the Knights of Labor)

Background:

- Founded 1869 by Philadelphia garment cutters, Uriah S. Stephens; 1878, held its first general assembly as national organization; 1879-93, led by Terence V. Powderly (elected Grand Master); other leader: Mary Harris Jones (“Mother Jones”).
- Secret during its first ten years; began recruiting other workers in 1870s.
- Industrial union: organized skilled and unskilled workers in assemblies, anyone who worked for wages (excluded “nonproducers”: lawyers, doctors, bankers, professional gamblers, and liquor-sellers); included women—[conflicting numbers] 3,000 in 1886, 50,000 in 1886, 65,000 at Knights’ peak—and African Americans (but were in separate assemblies); excluded Chinese/Asian immigrants.
- 9,000 members in 1879; 42,000 in 1882; 100,000 in 1885; peak membership of [conflicting numbers] 703,000–750,000–800,000 in 1886; 260,000 in 1888; 100,000 in 1890.

Program, Strategies, Results:

- Favored reform of economic system.
- Wanted more economic power for workers (“producing classes”) and alternatives to the “wage system”; end to partnership between government and corporate monopoly; end to trusts; restrictions on child labor; health and safety laws for workers; graduated income tax; more homestead land; monetary and banking reform; equal pay for equal work of both sexes; bureau of labor statistics; mechanics’ lien laws; end to convict labor.
- Favored a “cooperative commonwealth.”
- Wanted producers’ and consumers’ cooperatives (workers made all decisions on prices, wages, and shared all the profits); local assemblies founded cooperatives (Our Girls Cooperative Manufacturing Company, Chicago seamstresses 1880s; cooperative cigar shops, grocery stores); most could not compete with larger businesses and failed; some failed due to lack of capital and poor organization.
- National leadership did not approve of strikes, but local assemblies often used them, particularly by the 1880s; successful strikes against Union Pacific Railroad (1884) and Jay Gould (Wabash Railroad 1885), but failed strike against Texas and Pacific Railroad (1886).
- Preferred peaceful boycotts.
- Women in Knights: many were recruited by Mary Harris Jones; 1886, created special department within Knights to investigate women and child labor, women’s pay; ran daycare centers for children of wage-earning mothers; sometimes created cooperative kitchens.
- Favored eight-hour workday:
 - Knights helped to revive eight-hour movement in the 1880s.
 - May 1, 1886: demonstrations by “more than a third of a million” workers for the eight-hour day resulted in 200,000 getting shorter hours.
- Chicago Packingtown workers joined the Knights en masse.
- Favored ban on Chinese immigration to prevent lowered wages and loss of jobs (Chinese Exclusion Act, 1882).
- 1884, Bureau of Labor Statistics created in federal government.
- 1884, national law enacted providing for arbitration of labor disputes.
- Pushed for prohibition of contract labor and repeal of 1864 Contract Labor Act; government passed Labor Contract Act (Foran Act or Contract Labor Law) in 1885 that prohibited importation of contracted labor.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4 Fact Sheet (continued)

- Haymarket Square incident, Chicago, May 4, 1886: rally held to protest killing of four strikers against McCormick Harvester; bomb thrown into the crowd killed a policeman; police opened fire. Labor unions, including the Knights, were blamed; after the incident, employers refused to bargain with unions; Packingtown firms blacklisted labor organizers and returned to 10-hour day.
- Employers circulated blacklists of union supporters and organizers; used lockouts, company spies, yellow-dog contracts, strikebreakers, injunctions against unions.
- Knights pushed aside in the later 1880s by AFL; craft unions left Knights for AFL; union declined after 1893.

American Federation of Labor (AFL)

Background:

- Grew from Federation of Organized Trades and Labor Union in 1881; reorganized as AFL in 1886 (25 labor groups of 150,000 workers joined; 12 national unions, 140,000 affiliated members); strengthened in the late 1890s and early 1900s; 270,000 members in 1897, including 58 national unions; 1.7 million in 1904; 2 million 1914; 2.5 million in 1917, with 11 national unions and 127 locals; 4–5 million in 1920.
- Samuel Gompers, president 1886–1924; William Green, president in 1924.
- Membership limited to skilled White male workers only in craft unions; excluded unskilled workers, racial minorities, immigrants; believed that women should not be factory workers (women would lower wages), but two locals (Cigar Makers' Union, Typographers' Union) allowed women; some AFL unions allowed skilled and unskilled (United Mine Workers).
- Federation of self-governing trade unions—each local controlled its own members, but all locals were linked by executive council that coordinated strategy during boycotts and strikes.
- Affiliates eventually included Amalgamated Iron, Steel and Tin Workers, United Mine Workers of America (UMW), Brotherhood of Carpenters and Joiners, International Association of Machinists, Amalgamated Clothing Workers, International Ladies Garment Workers.

Program, Strategies, Results:

- “Business unionism”; “pure and simple unionism”; “trade unionism, pure and simple.”
- Accepted capitalism and the wage system.
- Persuaded employers to recognize AFL and bargain collectively for better working conditions, higher wages, shorter hours (“bread and butter goals”), closed shop, union-preference shop (employer could hire nonunion if union members were not available).
- Use of the strike against employers who refused to bargain.
- Supported “family wage” earned by men; women should be in the home (but AFL did support equal pay for women who worked; also believed that employers would not hire women at equal pay so women would leave the workforce).
- Did not align with any political party; supported the candidates who supported labor.
- Extended influence through different facets of American society in late nineteenth century and nurtured image of “civic responsibility”: supported strikers; worked with social activists; got support from women’s clubs, church groups, state legislatures (Illinois Factory Investigation Act 1893—state funds used to examine working conditions and improve those of women and children in sweatshops).
- 1890s, Gompers worked within National Civic Federation, which accepted the right of collective bargaining for “responsible unions.”
- Local politicians courted their votes; Labor Day became national holiday in 1894.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4 Fact Sheet (continued)

- Homestead Steel Strike, 1892: Amalgamated Iron, Steel and Tin Workers (most powerful union of AFL) struck against Carnegie Steel; Henry Clay Frick lowered wages and tried to break the union; confrontation between strikers and Pinkertons, and eventually Pennsylvania National Guard; strike lasted four months and eventually failed; Carnegie cut 25 percent of its workforce, extended the workday, and cut wages by 25 percent; by 1900, all major Northeast steel plants rejected the Amalgamated union.
- Employers circulated blacklists of union supporters and organizers; used lockouts, company spies, yellow-dog contracts, strikebreakers, private police and guards, injunctions against unions (Sherman Antitrust Act used against unions).
- AFL hurt by depression (1893) and failed strikes.
- Anthracite coal strike (1902), UMW: Theodore Roosevelt intervened to settle between strikers and management.
- 1903, National Association of Manufacturers began “open shop” campaign.
- *Loewe v. Lawlor*, 1908 (Danbury Hatters’ Case): federal court ruled that secondary boycotts were conspiracies in restraint of trade and therefore illegal under Sherman Antitrust Act.
- Clayton Antitrust Act (1914) stated that labor organizations were not combinations in restraint of trade; Gompers called the act the Magna Carta of labor; in reality, the act did little to further the cause of unions.
- Ludlow Massacre, 1914: UMW strike against Colorado coal mines, September 1913–April 1914; governor ordered Colorado National Guard into area and then removed most of them; coal companies hired private mine guards; confrontation between strikers and private guards/state guards resulted in troops burning strikers’ tent city, killing 14 (among them 11 children); miners attacked southern Colorado mines; Woodrow Wilson sent in U.S. Army.
- First World War helped AFL; AFL supported the war; Gompers appointed to National War Labor Board (NWLB) 1918; NWLB supported many AFL goals, including eight-hour days and right to organize; Gompers and AFL promised not to strike or ask for union shops (although some locals did strike).
- 1919, AFL started massive campaign to organize steel workers.
- 1919 strikes:
 - Involved over four million workers in 3,600 strikes.
 - Federal troops broke strikes (i.e., Seattle shipyards and then a general strike).
 - Steel strikes, 1919–1920 against U.S. Steel failed; at first AFL endorsed steel strikes, but then did not.
- Antiunion campaign in early 1920s:
 - Employers associated unions with communism and disloyalty.
 - Used yellow-dog contracts.
 - “The American plan” backed by National Association of Manufacturers, Chamber of Commerce; pushed open shop.
 - Company unions (U.S. Steel, International Harvester).
 - “Welfare capitalism” used by businesses to defuse unions (International Harvester, Ford, General Electric, Bethlehem Steel); provided benefit plans, recreational facilities, sometimes profit-sharing.
 - Total union membership dropped to 3.5 million in 1926.
- U.S. government very antiunion in early 1920s:
 - *Duplex Printing Press Co v. Deering*, 1921: Supreme Court upheld illegality of secondary boycott; supported right of courts to issue injunctions against strikers.
 - *Colorado Coal Company v. United Mine Workers*, 1922: Supreme Court ruled that a striking union could be prosecuted for illegal restraint of trade.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4 Fact Sheet (continued)

- 1922: Justice Department helped to stop a strike by 400,000 railroad workers and a nationwide strike by 650,000 miners.
- 1924: courts refused to protect members of UMW against coal mine owners in western Pennsylvania.
- William Green, AFL president in 1924: wanted cooperation with business; opposed to communism and socialism; discouraged the use of strikes.

Socialist Party of America (SPA)

Background:

- Founded 1901 (merger of Social Democratic Party of America and members of Socialist Labor Party).
- Leaders: Eugene V. Debs (became a socialist after the failure of the Pullman strike (1894) and his subsequent imprisonment as leader of American Railway Union); Bill Haywood on SPA Executive Committee until 1912; Victor Berger, congressman (WI); Morris Hillquit (NY); Mother Jones spoke for SPA; W.E.B. Du Bois joined 1910–1912 and saw himself as a socialist even after he left party; attracted intellectuals, trade unionists, reformers; Daniel DeLeon (Socialist Labor Party) as a precursor to SPA.
- Membership around 100,000 in 1908; [conflicting numbers for 1912 membership] 118,000–150,000 in 1912; over 1,000 Socialists in elective office in 33 states, 160 cities in 1912; 40,000 in 1919.
- Strength in trans-Mississippi South and West (mining regions of Idaho, Montana); former Populist areas (i.e., among tenant farmers in Oklahoma and former Populists in Kansas); manufacturing towns in Northeast; Lower East Side of New York City (immigrant workers, Jewish reform tradition; 1914, elected Socialist Meyer London to Congress); Milwaukee (Socialist Emil Seidel elected mayor in 1910; Victor Berger, congressmen representing Milwaukee).

Program, Strategies, Results:

- Socialists differed in their goals: some wanted abolition of capitalism to be replaced by cooperative commonwealth with workers controlling means of production; some wanted nationalization of major industries while allowing some small free enterprise.
- Some supported free college education; labor laws to improve working conditions; minimum wage; shorter hours; public ownership of railroads, factories, banking system; government assistance to unemployed.
- Some favored working within electoral politics while others wanted direct action.
- Some rejected many progressive proposals as reformist and inadequate to solve nation's problems.
- Used newspapers to spread its message (*Appeal to Reason*: published in Girard, Kansas; circulation of 700,000 in 1912; largest weekly newspaper in the country in 1912); sponsored 5 English-language daily newspapers, 8 foreign-language dailies, 300 weekly newspapers; monthly newspapers; *The Masses* published 1911–1917.
- Ran candidates for president (they always lost):
 - Debs (ran under Social Democratic Party in 1900; under 100,000 votes), 1904: polled 3 percent of popular vote or approximately 400,000 votes; 1908: polled 2.8 percent of popular vote or approximately 421,000 votes; 1912: polled 6 percent of popular vote or approximately 900,000 votes; 1920: polled 3.4 percent of popular vote or approximately 920,000 votes.
 - A. L. Benson, 1916: polled 3.2 percent of popular vote.
- Opposed First World War.
- Victor Berger, Socialist congressman, Milwaukee, convicted under Espionage Act and stripped of his House seat for his editorials in Milwaukee *Leader* calling World War I a capitalist conspiracy; sentenced to 20 years.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4 Fact Sheet (continued)

- U.S. Post Office prohibited mailing of Socialist publications (*The Masses*).
- June 1918: Debs arrested and convicted by federal government for violating Sedition Act for giving a speech defending antiwar protesters; sentenced to 10 years; imprisoned for 32 months; conviction upheld by U.S. Supreme Court (*Debs v. United States*, 1919); Debs pardoned by Harding on Christmas Day 1921.
- Red Scare 1919–1920:
 - 1919 Palmer Raids went after subversives (including Socialists, Communists, anarchists, IWW, Union of Russian Workers).
 - New York State Assembly refused to seat five elected Socialist Party members.
- Supported Robert M. La Follette on Progressive ticket in 1924 presidential election.

Industrial Workers of the World (IWW or Wobblies)

Background:

- Founded 1905, Chicago, by members of Western Federation of Miners, Socialist leaders, former Knights, radicals, Eugene Debs, Daniel DeLeon (had been influential in Socialist Labor Party in 1890s).
- Leaders: William D. “Big Bill” Haywood; Elizabeth Gurley Flynn; Joseph Ettor, Carlo Tesca, Joe Hill.
- Industrial union that included every laborer, excluded nobody (“One Big Union”); concentrated on immigrant labor, miners, lumberers, sailors, harvest workers, casual labor; sought those excluded by AFL.
- Some members identified with both IWW and Socialist Party between 1905 and 1913.
- More successful in West (lumber camps, mines, wheat farms) than East.
- Membership never was more than 150,000; membership grew in 1916–1917.

Program, Strategies, Results:

- Believed in constant struggle between “working class” and “employing class” and abolition of wage system; IWW Charter: “Between these two classes a struggle must go on until the workers of the world unite as a class, take possession of the earth and the machinery of production, and abolish the wage system.”
- Supported the use of the strike, particularly the general strike, and direct action.
- Appealed to class-consciousness among workers.
- Supported workers’ revolution; denounced capitalism; wanted workers to control means of production and eventually abolish the state.
- Tried to build immigrant solidarity: appealed to immigrants through the languages of the immigrants (leaflets, posters, banners); insisted that ethnic workers be represented by their own nationals on strike committees.
- IWW organizers used songs, street corner speeches, ad hoc organizational meetings; cities tried to stop them (Los Angeles, Spokane, Denver) by prohibiting outdoor meetings.
- IWW supported local unionists in their strike efforts:
 - 1909 strike in McKees Rocks, Pennsylvania, against U.S. Steel.
 - 1912 “Bread and Roses” strike, Lawrence, Massachusetts; IWW assisted textile workers who eventually got union recognition.
 - 1913 Paterson, New Jersey, silk workers’ strike failed.
- IWW leaders opposed United States’ entry into First World War.
- 1917, IWW timber workers’ strike in Washington and Idaho; federal government needed wood for war effort and went after IWW leaders.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 4 Fact Sheet (continued)

- July 1917, Bisbee, Arizona, IWW organized peaceful strike against Phelps-Dodge mining company; local vigilantes deported 1,400 miners at gunpoint to Columbus, New Mexico; AFL protested and IWW tried to expose the deportation.
- August 1917: IWW leader Frank Little lynched in Butte, Montana.
- September 1917: Woodrow Wilson sent Justice Department agents to arrest IWW members under Espionage Act; Haywood and others were found guilty, with Haywood sentenced to 20 years; Haywood fled to Russia while out of prison on appeal.
- 1917–1919: state governments passed laws against IWW.
- November 1919, Centralia, Washington: American Legionnaires attacked an IWW hall; several IWW members were arrested; one was dragged from jail and murdered by a mob.
- 1919 general strike in Seattle: IWW united with AFL.
- Red Scare 1919–1920: 1919 Palmer Raids went after subversives (including Socialists, Communists, anarchists, IWW, Union of Russian Workers).
- Antiunion campaign in early 1920s:
 - Employers associated unions with communism and disloyalty.
 - Used yellow-dog contracts.
 - “The American plan” backed by National Association of Manufacturers, Chamber of Commerce; pushed open shop.
 - Company unions (U.S. Steel, International Harvester).
 - “Welfare capitalism” used by businesses to defuse unions (International Harvester, Ford, General Electric, Bethlehem Steel); provided benefit plans, recreational facilities, sometimes profit-sharing.
 - Total union membership dropped to 3.5 million in 1926.
- IWW declined after 1924 due to continued government suppression and internal divisions.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5

Analyze the home-front experiences of TWO of the following groups during the Second World War.

African Americans
Japanese Americans
Jewish Americans
Mexican Americans

The 8–9 Essay

- Contains a clear, well-developed thesis that analyzes the home-front experiences of TWO of the four groups during the Second World War.
- Develops the thesis with substantial and relevant historical information related to the home-front experiences of the two groups during the time period.
- Provides effective analysis of the experiences on the home-front of TWO of the four groups during the Second World War; treatment of the two groups may be uneven.
 - May include home-front experiences outside the time period, but not exclusively.
 - May include military experiences, but not exclusively.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

The 5–7 Essay

- Contains a thesis, which may be partially developed, that addresses the home-front experiences of TWO of the four groups during the Second World War.
- Supports the thesis with some relevant supporting information regarding the home-front experiences of the two groups during the time period.
- Provides some analysis of the experiences on the home-front of TWO of the four groups during the Second World War; treatment of the two groups may be uneven.
 - May include home-front experiences outside the time period, but not exclusively.
 - May include military experiences, but not exclusively.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains a weak or unfocused thesis or simply paraphrases the question or addresses the home-front experiences of only ONE of the four groups during the Second World War.
- Provides few relevant facts or lists facts with little or no application to the question and/or time period.
- Provides simplistic analysis that may be generally descriptive or addresses the home-front experiences of only ONE group.
- May contain major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Has little or no understanding of the question.
- Factual information is off topic.
- Contains substantial factual errors.
- Is poorly organized and/or written.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 (continued)

The — Essay:

- Is completely off topic or blank.

NOTE: All information must be tied to the home-front experience of the groups during the Second World War.

General Comments on Question 5

1. The question requires students to “analyze.” Analysis can be seen in a number of ways, including:
 - Placing the home-front experiences of the two groups in a **historical context**, including any **changes** to experiences and **impact** of experiences
 - Discussing group’s **responses** to their home-front experiences
 - Discussing the experiences as being **positive or negative**
 - **Comparing** and/or **contrasting** group experiences
2. Only the FIRST two groups addressed by the student can be scored—NO EXTRA CREDIT for a third group.
3. Students may make generalizations about racism and discrimination or mention only general events. Remember there **must be a connection** between the home-front experiences of each group and the Second World War (e.g., zoot suits = being unpatriotic; more minority job opportunities stem from defense industries).
4. Do not be swayed by a seemingly good thesis; many 1’s and 2’s have a thesis due to the short length of the question.
5. Most students selected African Americans as one of their groups. Japanese Americans were most frequently the second group, followed by Mexican Americans. Few students chose Jewish Americans, and those who did often did not include much information beyond the Holocaust. Some did allude to the emotional experience of Jewish Americans to the Holocaust or the tension over Zionism in the Jewish community.
6. Home-front experiences **outside the time period** and **military** experiences may be included but should not be exclusive, and they must be relevant.
7. Numbers and percentages used can be approximate as long as they are reasonable.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet

African American Home-Front Experiences:

- General discrimination in housing and employment; continuation of Jim Crow segregation.
- Great Migration:
 - Several million moved from rural areas to cities.
 - Over one million found defense jobs in North and on West Coast.
- Housing shortages/overcrowding and white resentment kept African Americans in urban ghettos
 - 1942: Mob in Detroit burned a cross on grounds of Sojourner Truth Homes (federally funded apartments); move into the apartments later supervised by state police.
- Over a million African American men joined the armed forces; this represented 10 percent of the troops made up by 11 percent of the population.
 - Fairer treatment than in First World War:
 - Allowed in air corps (over 600 pilots) and marines.
 - More responsibility in army and navy.
 - Benjamin Davis—first black general commissioned in the army.
 - Dorie Miller—Pearl Harbor hero's picture used in recruitment poster.
 - Continued segregation in the military:
 - Tuskegee Airmen/Black Eagles (3,000 pilots) continued to be discriminated against; Eleanor Roosevelt flew with and supported the airmen.
 - Navy confined Black and Hispanic sailors to menial noncombat tasks; example of Port Chicago, California, where 320 sailors working as stevedores died from an ammunition explosion; 50 court-martialed for refusing to return to the docks.
 - Inferior facilities in and around army camps, especially in the South.
- Before U.S. entry in the war, A. Philip Randolph—Brotherhood of Sleeping Car Porters—threatened march to protest unequal employment opportunities and unfair housing.
 - 1941: Executive Order 8802 banned discrimination in defense industries and government; poorly enforced but did lead to some change in hiring practices.
 - Created Fair Employment Practices Committee for enforcement.
 - March on Washington Movement.
 - Hate strikes against African American workers.
- “Double V” Campaign: victory over fascism abroad and victory over discrimination at home.
- Racial violence in Chicago, New York, and Detroit during summer of 1943 stemmed from white resentment:
 - Detroit—25 Blacks and 9 Whites killed, 700 injured; Hamtramck, Paradise Valley, and Belle Isle.
 - Harlem Riot of 1943: police shooting of African American soldier.
- NAACP became more militant:
 - Took stand against discrimination in the military.
 - Membership increased from 50,000 in 1940 to 450,000 in 1946.
- Congress of Racial Quality (CORE):
 - Formed in 1942 by pacifists.
 - Led by James Farmer.
 - Staged sit-ins to challenge segregation in Chicago, Detroit, Denver.
 - Lloyd Brown, Wichita, Kansas, lunch counter incident.
- National Urban League tended to be most moderate of the three organizations.
- African American entertainment centers, e.g., Idlewild.
- *Smith v. Allwright* (1944) ruled it unconstitutional to deny African Americans the right to participate in white primaries in Texas.
- Jackie Robinson's court martial—dismissal of charges reflected growing importance of African Americans' continuing contributions to the war effort.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet (continued)

- Athletes broke racial barriers: Jesse Owens, Althea Gibson.
- Blacks opposed internment of Japanese Americans because of their universal rejection of racism.
- W.E.B. Du Bois condemned anti-Semitism.

Japanese American Home-Front Experiences:

- Pearl Harbor, December 7, 1941, affected attitudes toward Japanese Americans:
 - 15,000 Japanese Americans arrested as security risks prior to Executive Order 9066.
 - Propaganda by the press in California stirred up preexisting anti-Japanese American sentiment.
 - Popular culture—cartoons, films, Disney shorts portray Japanese Americans as un-American.
- Internment Camps:
 - Executive Order 9066—February 19, 1942.
 - Mandated all “dangerous persons” moved to “relocation centers.”
 - General John DeWitt, commander of West Coast defenses, and Major Karl Bendetsen as “architects.”
 - Insistence that “military necessity” required Japanese American internment because they were security threats. Had support of California Attorney General Earl Warren and publisher William Randolph Hearst.
 - Santa Anita race track used as relocation center.
 - 112,000 Japanese Americans from the West Coast interned in camps.
 - People with 1/16 Japanese blood could be interned.
 - Ten internment camps in isolated locations:
 - Manzanar, California, March 1942—10,046 interned.
 - Tule Lake, California, May 1942—18,789 interned.
 - Poston, Arizona, May 1942—17,814 interned.
 - Gila River, Arizona, July 1942—13,348 interned.
 - Granada, Colorado, August 1942—7,318 interned.
 - Heart Mountain, Wyoming, August 1942—10,767 interned.
 - Minidoka, Idaho, August 1942—9,397 interned.
 - Topaz, Utah, September 1942—8,130 interned.
 - Rohwer, Arkansas, September 1942—8,475 interned.
 - Jerome, Arkansas, October 1942—8,497 interned.
- War Department official Eugene Rostow told a congressional committee in 1983 that Japanese Americans never were a military or security threat; 1988: Congress legislates an apology and \$20,000 compensation.
- Issei (39,000 immigrants), Nisei and Sansei (72,000 second and third generation).
- Office of the Alien Property Custodian.
- Had to sell property at great loss.
- Exclusion areas: Japanese excluded from the Pacific coast (chiefly California, but also parts of Oregon and Washington).
- Alien Enemies Act (1942)—including Japanese, Germans, and Italians.
- 442nd Regimental Combat Team—the most decorated regiment that fought during World War II (Italy); while at the same time family members in camps.
- *Hirabayashi v. United States* (1943):
 - U.S. Supreme Court unanimously upheld arrest and conviction of Gordon Hirabayashi, a 23-year-old student, for not complying with the internment order.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet (continued)

- *Korematsu v. United States* (1944):
 - Court ruled five to four that Korematsu's conviction for violating the evacuation decree was legal because of the wartime emergency, thereby implicitly validating internment's constitutionality without explicitly addressing the legality of internment.
- 1944 *Ex Parte Endo* ruling held that loyal citizens could not be imprisoned but did not address whether Japanese Americans were loyal.

Jewish American Home-Front Experiences:

- Jewish Americans made up 3 percent of the population.
- Anti-Semitism existed in the United States:
 - Jews faced intensified anti-Semitism by some Americans, including Charles Lindbergh, Father Coughlin, Gerald Smith, and Claire Booth Luce.
 - At the start of the war, they could not move into many neighborhoods, go to many colleges, or work in many factories.
- Policy of quotas during 1930s:
 - Government quotas not raised or filled.
 - In 1939 United States turned away over 900 Jewish refugees on the SS *St. Louis*.
 - More than 60 percent of Americans desired to keep Jewish refugees, even displaced children, out of the United States; this remained virtually unchanged throughout the war.
 - Legislators rejected the Wagner–Rogers bill (1939)—would have allowed an additional 20,000 German Jews under 14 years old to enter the United States.
- Between 1932 and 1944, 100,000 Jews entered the United States, including physicists Albert Einstein, Enrico Fermi, and Edward Teller; philosophers Paul Tillich and Hannah Arendt; writer Thomas Mann.
- Approximately 500,000 Jews served in all branches of the United States Armed Forces—many faced discrimination and prejudice.
- Franklin Roosevelt and policy makers of 1930s expressed concern for welfare of Jews in Germany and Europe, but rescue of Jews in camps not a United States priority.
- U.S. publications gave little coverage of the extermination of European Jews.
- Nye Committee.
- Stephen Wise.
- 1943: 400 rabbis marched in Washington to protest silence of the world against the extermination of European Jews.
- 1944: U.S. government set up several relief agencies, including the Emergency Committee to Save the Jewish People of Europe.
- Pressure from Jewish Americans led to establishment of the War Refugee Board in 1944 to help save 200,000 Jews in Europe and gave sanctuary to another 100,000 who managed to escape the death camps.
- Wartime mobilization necessitated the hiring of some Jewish workers.
- 52,000 Jews decorated for bravery in war.
- Jewish community split on Zionism.

Mexican American Home-Front Experiences

- Bataan Death March.
- Faced discrimination, racism, and prejudice.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet (continued)

- *Bracero* program:
 - In 1942 *braceros* (Mexican farm workers) allowed to enter United States in the harvest season without formal immigration procedures.
 - Total 200,000 workers.
 - Half came to California; the remainder emigrated to 20 other states.
 - Many worked in industries as well as agriculture and railroads.
- Mexican Americans were drafted and volunteered into United States Armed Forces:
 - Over 300,000 served in the armed forces.
 - Had the highest percentage of Congressional Medal of Honor winners.
 - Proportion within the armed services greater than their proportion of overall United States population.
 - Many served in the most hazardous branches as marines and paratroopers.
 - Served in the military; they also wanted better education, better jobs, and an end to racism.
 - Received GI Bill.
- Box Car Camps—substandard conditions.
- Sleepy Lagoon Murder, August, 1942—murder of Jose Diaz resulted in 24 arrests.
- Zoot Suit Riots in Los Angeles during summer of 1943:
 - Pachuco gangs.
 - Began with attacks by sailors on Mexican American teenagers dressed in zoot suits.
 - Stemmed from white resentment toward influx of Mexican Americans into Los Angeles.
 - Attacks went unchecked for days.
 - Los Angeles City Council outlawed wearing zoot suits in public.
- Fair Employment Practices Committee dealt with civil rights complaints.
- Plentiful work in defense industries led to a rising standard of living for some.
- United States Office of Inter-American Affairs, Spanish-Speaking People's Division, opened centers in Los Angeles, Denver, and Salt Lake City to support programs on Latin American culture.
- League of United Latin American Citizens (LULAC) created and modeled on NAACP.
- California and other Southwest school districts added vocational training for jobs in wartime industries.
- Emerging community services to meet the needs of Mexican Americans.