

AP[®] United States History SCORING GUIDELINES

Long Essay Question

Evaluate the extent to which new technology fostered change in United States industry from 1865 to 1900.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about how new technology fostered change in United States industry from 1865 to 1900. Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “New technologies fostered tremendous changes in U.S. industry between 1865 and 1900 by expanding the scale of industrial production.” • “New technologies changed U.S. industry by accelerating the pace of changes introduced in earlier periods.”
B: Contextualization (0-1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Technologies developed in the early 19th century and during the Civil War. • Financial markets and both foreign and domestic investment expanded in the period from 1865 to 1900. • Increased European immigration to the United States in the period from 1865 to 1900 provided an inexpensive labor force.
C: Evidence (0-2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p style="text-align: center;">OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p>Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt.</p> <p><i>Evidence used might include the following:</i></p> <ul style="list-style-type: none"> • Bessemer steel process • Electricity, electric light, electric motors • Horizontal/vertical integration • Petroleum, petrochemicals, oil pipelines, oil refineries, Standard Oil • Plows, reapers, and threshers <p style="text-align: center;">OR</p>

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		<p>Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt.</p>
<p>D: Analysis and Reasoning (0-2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point)</p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Responses earn one point by framing or structuring an argument addressing continuity and/or change over time in U.S. industry from 1865 to 1900. The reasoning used in the response might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning about change or continuity might include:</i></p> <ul style="list-style-type: none"> • New technologies requiring massive investment encouraged corporate growth and consolidation. • New technology encouraged businesses to develop more modern production practices that drew on unskilled labor. • Many aspects of industry built off of changes that began in the 1830s and 1840s (factories, transportation). • New technology allowed industries to take greater advantage of natural resources such as coal and iron. <p>OR</p> <p>Responses earn two points by demonstrating a complex understanding of how new technology fostered change in United States industry from 1865 to 1900, using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include:</i></p> <ul style="list-style-type: none"> • Comparing the extent of change in this period to that in other periods of economic transformation, such as the second half of the 20th century. • Exploring how certain industries changed in certain ways while others remained resistant to the introduction of new technology and did not change. • Explaining how the extent of change in the area of industry was or was not paralleled by changes in U.S. social or

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

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SCORING NOTES

Introductory note:

- *The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*
- *Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.*

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

A. Thesis/Claim (1 point)

Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about how new technology fostered change in United States industry from 1865 to 1900. (1 point) Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.

Examples of acceptable thesis:

- “The rapid evolution of technology through the middle to end of the 19th century fostered great technological change in the United States. The increases in technological advancement allowed for the growth of industry on an exponential scale, allowing manufacturing and other industrial areas to become more efficient in their production.”
- “During this time, improvements in technology and new technology allowed for new industry so that the U.S. grew in wealth and power, but also experienced a greater gap between the rich and the poor. From 1865 to 1900, improvements and new technology such as the transcontinental railroad, refrigerated car, and the assembly line fostered great change in American industry.”

Examples of unacceptable thesis:

- “Gilded Age technology furthered the development of United States industry.” (*This statement does not make a claim that establishes a line of reasoning; it restates the premise of the question.*)
- “At the beginning of this era, there is little technological advances available to foster change, but as the era continued on, slowly but surely, technology began to rise. For instance, technological advances were being introduced for transportation, communications, and jobs.” (*This response is too vague to advance a line of reasoning about how technology changed industry.*)

B. Contextualization (1 point)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or continue after the period 1865 to 1900 as long as the response accurately and explicitly connects the context to the topic of changes in United States industry during the period. This point is not awarded for merely a phrase or a reference.

Examples of context might include the following:

- Technologies developed in the early 19th century and during the Civil War.
- Financial markets and investment expanded in the period from 1865 to 1900.
- Westward movement and new settlements in the West.

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- Increased European immigration to the United States in the period from 1865 to 1900 provided an inexpensive labor force.

Examples of acceptable contextualization:

- “From 1865 to 1900, the United States expanded in many facets to grow as a new nation and become a global power. The country was mending the wounds of the Civil War, expanding overseas due to Imperialist sentiment, and also expanding westward. . . . In 1864, an expansionist Republican Congress passed the Pacific Railway Act, which gave private companies – the Union Pacific and Central Pacific – land grants to build a transcontinental railroad. This was completed in 1869 and joined the East and West Coast for the first time.”

Examples of unacceptable contextualization:

- “A great deal of events took place between the years of 1865 to 1900, known as the Gilded Age. At the beginning of this era, there is little technological advances available to foster change, but as the era continued on, slowly but surely technology began to rise.” (*This response does not meaningfully introduce any specific broader issues relevant to the prompt.*)

C. Evidence (2 points)

a) Addressing the Topic

Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for thesis statement. (1 point)

Evidence used could include the following:

- Barbed wire
- Alexander Graham Bell
- Bessemer steel process
- Black powder, gunpowder, dynamite
- Andrew Carnegie
- Carnegie Steel
- Cash register
- Central Pacific Railroad
- Thomas Edison
- Electricity, electric light, electric motors
- Elevators (Otis)
- Jay Gould
- Horizontal integration (*if applied to industry*)
- Iron and steel production
- Mechanization
- J.P. Morgan
- Petroleum, petrochemicals, oil pipelines, oil refineries
- Phonograph
- Plows, reapers, and threshers; improvements
- Railroad refrigerator car
- Scientific management, Frederick Winslow Taylor (*but see below*)

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- Skyscrapers
- Standard Oil Company
- Telegraph (*if used to address the period of the question*)
- Telephone
- Transcontinental railroads
- Typewriter
- Union Pacific Railroad
- Vertical integration (*if applied to industry*)

Evidence that could not be used to earn this point includes:

- The moving assembly line process specifically invented by Henry Ford and applied to automobiles. (*This is a 20th century invention, although careful mentions of mechanized production might still count toward earning this point.*)
- Automobiles (*negligible in the United States in this period*)
- *The Principles of Scientific Management* (although the concept existed in the 19th century, this book was not published until 1911)

Examples of acceptably providing evidence relevant to the topic of the prompt:

- “Trains were beginning to have the Pullman cart [sic], or refrigerated carts. This helped increase the shelf life of many foods, especially meat.”

Examples of unacceptably providing evidence relevant to the topic of the prompt:

- “During the Second Industrial Revolution, factories became much more efficient following Henry Ford’s introduction of the assembly line. This assembly line moved automobile production along much faster, as all workers came together to thoroughly produce their designated goods.” (*While this response, like many, discussed the assembly line, its use in automobile manufacturing only occurred after the time period of the question.*)

OR

b) Supporting an Argument

Responses earn two points by using examples of specific historical evidence to *support an argument* in response to the prompt. (2 points)

Examples of acceptable use of evidence to support an argument:

- “Another invention created in the late 1800s that encouraged western industry was the refrigerated railroad car. The car allowed meat to remain fresh as it travelled from meatpacking plants in the west to consumers in the East. Due to the refrigerated car, cattle ranchers could also raise animals for Eastern markets as well as local markets, causing the market to explode.”

Examples of unacceptable use of evidence to support an argument:

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- “It is evident that railroads, most notably the Transcontinental Railroad, are key to furthering the development of the United States’ industry because it provided the delivery aspect of an industry, as well as raising demands for goods.” (*This response does not support an argument about the extent of change of U.S. industry in this time period, since it fails to explain how the Transcontinental Railroad itself caused changes to industry separate from the changes caused by the railroads more generally.*)

D. Analysis and Reasoning (2 points)

a) Historical Reasoning

Responses earn one point by using historical reasoning to frame or structure an argument that addresses continuity and/or change over time in U.S. industry from 1865 to 1900. (1 point) The response might still earn the point if the reasoning used in the response is uneven or imbalanced.

Examples of using historical reasoning about change or continuity might include:

- New technologies requiring massive investment encouraged corporate growth and consolidation.
- New technology encouraged businesses to develop more modern production practices that drew on unskilled labor.
- Many aspects of industry built off of changes that began in the 1830s and 1840s (factories, transportation)
- New technology allowed industries to take greater advantage of natural resources such as coal and iron.

Examples of acceptable use of historical reasoning to frame or structure an argument:

- “The transcontinental railroad spurred change in industry as it allowed the West to become incorporated as a major part of the American economy, both in allowing settlers and also industry to expand beyond the commercial East. Another change in industry due to the transcontinental railroad was the rise of new industries, such as steel, that had previously been in less demand but was now needed to lay track.”

Examples of unacceptable use of historical reasoning to frame or structure an argument:

- “One more way technology fostered change in the United States industry during this time was with vertical and horizontal integration. Utilized by Andrew Carnegie and John Rockefeller, these systems allowed for the production of materials to be done much faster due to the technology used.” (*This response misunderstands the nature of horizontal and vertical integration, and thus cannot earn a point for using them to explain the issue of continuity and change in this period.*)

OR

b) Complexity

Responses earn two points for demonstrating a complex understanding of how new technology fostered change in United States industry from 1865 to 1900, using evidence to corroborate, qualify, or modify their

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argument. (2 points) To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

Ways of demonstrating complex understanding for this prompt might include:

- Comparing the extent of change in this period to that in other periods of economic transformation, such as the second half of the 20th century
- Exploring how certain industries changed in certain ways while others remained resistant to the introduction of new technology and did not change
- Explaining how the extent of change in the area of industry was or was not paralleled by changes in U.S. social or political life

Examples of acceptable demonstration of a complex understanding:

- “New technology fostered both positive and negative changes in industries throughout America, as everything became easier and more efficient; however, it also pitted groups of individuals against one another. The concept that new technology has benefits and drawbacks was not solely evident from 1865 through 1900, however, it can be easily seen in multiple parts of US History: especially today... These advancements have been subject to harsh scrutiny, as our world is arguably becoming dominated by phone screens and wires. However, these negatives are outweighed by positives in every context. Technological advancement leads to social progression.” *(This response qualifies an argument about the mixed nature of change as a result of technology, and corroborates this qualification by referring the effects of more recent technological change.)*

Examples of unacceptable demonstration of a complex understanding:

- “The railroad marked the largest change in the US. The first Transcontinental Railroad was completed during this time period, finally connecting people from both coasts of the country. The railroad fostered a large growth in US industry because it ushered in the era of monopolies.” *(This response makes a fairly simple connection between changes in industry and technology, but lacks efforts at nuance, complexity, or comparison.)*

USH_LEQ_Sample A

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Sample Practice
Long Essay Question

The period of US history immediately following the Civil War was one of great change. However, this change wasn't just about rights and liberties for newly freed slaves as a portion of Reconstruction, but instead was also focused on the changes in industry that came during the Gilded Age and westward expansion. Industry in the United States became much more efficient and profitable, ~~as well as~~ as well as more consumer oriented, from 1865 to 1900 because of new technology like the assembly line, ~~the telegraph, and the railroad.~~ the telegraph, and the railroad.

The assembly line was an idea developed by Ford when he started to manufacture his automobiles on a larger scale. One person would do just one small task in order to help build the vehicle, while they were standing in a long line of other people all doing their own small tasks. This ensured that the product could be manufactured more quickly, because the workers would be completely focused on performing just a single job. It would also allow for them to perfect this job in just a short period of time. This allowed Ford, and eventually others that followed in his footsteps, to increase his efficiency and produce more goods while this positively impacted industry, it negatively impacted the laborers. Employers started to

████████████████████
look at their workers as machines) which was eventually developed into an idea of its own—scientific management by Frederick Taylor. Workers were mistreated, which led to strikes, which led to slowdowns in the industries themselves. The assembly line did foster ^{major} change in US industry: it increased efficiency while also increasing employee anger.

The telegraph was another invention that was developed during this time period. This was the first device that allowed people to communicate with one another electronically over long distances: the father to the modern-day phone. Although the telegraph did foster a lot of change in US society, its effects on industry itself could be considered minimal. ~~██████████~~ Even though the telegraph helped to keep moving industry towards a more consumer-based market, it did more to change how citizens interacted with one another. People could now move farther away from their loved ones and friends because they knew that they had a resource to use to keep in contact with them. So, although all new technology fostered change in the US, not all of it fostered change in the area of industry.

The railroad ~~██████████~~ marked the largest change in the US. The first Transcontinental Railroad was completed during this time period, finally connecting people from both coasts of the country. The railroad fostered a large growth in US industry because it



ushered in the era of monopolies. The railroading business was huge, and everyone wanted or needed to use the one railway that was in existence, meaning the railroad corporation had a monopoly over almost the whole country. The railroads were followed by monopolies in oil, steel, banking, and mining, corporations with no competition and little government regulation. These monopolies were a large part of the American Gilded Age.

In conclusion, although all technology from 1865 to 1900 changed the US, not all of the inventions impacted industry that drastically. The telegraph was one invention that demonstrated that just because industry created it, it doesn't necessarily have to recreate industry.

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Sample Practice
Long Essay Question

From 1865 to 1900, the United States expanded in many facets to grow as a new nation and become a global power. The country was mending the wounds of the Civil War, expanding overseas due to Imperialist sentiment, and also expanding westward. During this time, improvements in technology and new technology allowed for new industry so that the U.S. grew in wealth and power, but also experienced a greater gap between the rich and the poor. From 1865 to 1900, improvements and new technology such as the transcontinental railroad, refrigerated car, and the assembly line fostered great change in American industry.

In 1864, an expansionist Republican Congress passed the Pacific Railway Act, which gave private companies—the Union Pacific and Central Pacific—land grants to build a transcontinental railroad. This was completed in 1869 and joined the East and West coast for the first time. The transcontinental railroad spurred change in industry as it allowed the West to become incorporated as a major part of the American economy, both in allowing settlers and also industry to expand beyond the commercial East. Another change in industry due to the transcontinental railroad was

the rise of new industries, such as steel, that had previously been in less demand but were now needed to lay track. This development led to the rise in power of business tycoons such as Andrew Carnegie, who controlled the steel industry. The completion of the first transcontinental railroad spurred change in U.S. industry as it paved the way for increased western involvement in the Eastern economy (and vice versa) and created a greater demand in fledgling industries such as steel.

Another invention created in the late 1800s that encouraged western industry was the refrigerated railroad car. The car allowed meat to remain fresh as it travelled from meatpacking plants in the west to consumers in the East. Due to the refrigerated car, cattle ranchers could also raise animals for Eastern markets as well as local markets, causing the market to explode in what is known as the Cattle Boom. Ranchers would bring their cattle on the long drive from ranches in Southern places such as Texas to meatpacking plants in the Midwest such as Chicago, and the meat would be brought with the refrigerated car anywhere in the country. Therefore, the refrigerated car allowed for the expansion of the cattle industry and lucrative profits for cattle barons who owned the ranches.

In the East, inventions such as the assembly line greatly increased

productivity and thus output in the East. At the turn of the century, Henry Ford invented the assembly line for use in his automobile industry. Expanding upon the principles of scientific management, or trying to be of maximum efficiency in industry, the assembly line assigned one individual task to each worker so that each person was working on a different part of cars at the same time, rather than everyone working on one car at a time. This increased efficiency and was applied to other industries, allowing for increased output of goods. In addition, improved machinery also allowed factories to be more efficient and for industry to offer consumers more products of uniform quality. However, such efficiency measures often caused the workers to feel increased boredom and concentrated wealth in the hands of ^{industry} owners. This resulted in the formation of labor unions and calls for reform in what was known as the Progressive Era. Reform such as the Sherman Anti-Trust Act was enacted but laborers would not have their grievances addressed in practice until after 1900 (for example, w/ the Clayton Anti-Trust Act, which protected collective bargaining).

New technology such as the transcontinental railroad, refrigerator car, and assembly line/improved machinery spurred much change in the U.S. industry from 1865-1900. While many industries (cotton, paper) maintained approximately equal power throughout, new industries such as steel rose to power, efficiency was improved for increased output in the East, and the western economy/industry was connected to the East for a national economy.

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The time period from 1865 to 1900 was one of rapid change in United States history, with Westward Expansion and the Market Revolution shaping the ~~over~~ nation we live in today. This era, sometimes dubbed the "Gilded Age" followed the Civil War but proceeded World War One, ~~was~~ ^{and saw} large technological improvements ~~that~~ ^{with an economy,} truly change America to ^{technology influencing} "country" based on business and trade. Due to "advancements in the workplace, transportation, and business practices, the United States entered the twentieth century as a completely changed and industrialized nation.

During the Gilded Age, the United States experienced the rise of the factory with assembly lines and scientific management. The Ford Motor Company used the first assembly lines to mass produce ~~the~~ the original automobiles. This "assembly line" followed Frederick Taylor's principle of scientific management, which ~~is~~ maximized efficiency by having each worker complete one

small task, treating them as machines rather than individuals. Further, new technology to produce steel meant jobs in steel factories as well. The workplace conditions, however, were long, taxing, and dangerous, and many were injured on the job.

New technological developments in transportation such as railroads and shipping meant that ^{trade} ~~goods~~ could be conducted more efficiently. The completion of the Transcontinental Railroad ^{allowed} ~~meant~~ that goods to travel all the way across the nation. This allowed for a rise in the ranching and cattle industry which used the railroads to move the livestock east. Also, canals and waterways such as the Erie Canal provided shipping routes from the North all the way down to New Orleans. Men like Vanderbilt were able to make fortunes from the new developments in transportation and the high demand for transporting goods. The new ease of transportation allowed for ^{revolutionary ideas} ~~developments~~ like the supermarket, department store, and mail-order catalog to become part of everyday American society.

→ Prior to 1865, transportation was ^{painfully} slow and expensive, but leaving 1900 shipping goods thousands of miles was commonplace

Finally, the new technology introduced from 1865-1908 drastically changed business practices in the United States. During the Gilded Age, the captains of industry, although that title is debatable, would form pools, trusts, and monopolies using methods such as vertical or horizontal integration. Men such as Rockefeller, Pullman, and Carnegie ~~were~~ accumulated ^{an immense amount of} ~~their~~ wealth, but often at the expense of their company's factory workers and smaller business who could not compete, earning them the name "Robber barons" instead of captains of industry.

The new technology ~~was~~ ^{greatly influenced workplaces,} ~~and~~ ~~transportation,~~ and business practices in America, leaving the United States, creating a fully industrialized nation. This can be related all the way back to the early republic, as Hamilton's ~~idea~~ idea of nation based on trade finally and completely overcame Thomas Jefferson's idea of an Agrarian society.

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Long Essay Question

During the period from 1865 to 1900, many new advancements and technological inventions were created in the United States. New technology such as the assembly line, railroads, and the telegraph allowed for easier methods of production, transportation, and communication. Before the Gilded Age, life in America was more simple, but less efficient. As a result of these advancements in technology, the United States was able to build a nation that would become known for their great methods in production, transportation, and communication.

The assembly line was an invention that changed the face of factory work and employment. The assembly line was created in order to speed up the process of production. In addition, the increased production allowed for a rise in exports, which boosts the economy of the country. This process was a part of the idea of scientific management: to make factory life more productive and beneficial. Without the assembly line, the United States industry

[REDACTED]

would have failed to meet the demands of their buyers. The assembly line made it possible to uphold an organized and fast-moving production process. This technology fostered a change, as it relieved pressure and tensions in the world of industry.

The creation of railroads in the late nineteenth century revolutionized transportation in America, although more so in the North. When the transcontinental railroad was built from the east coast and along into the midwest, it gave people a realistic and trustworthy method of transportation to work. Employees no longer were forced to reside near their job and could live happily with their families in their own community. Although the railroad tracks overpowered the farmland, it did increase shipment of goods across the country. Specifically, the North could send goods to other areas for trade, and cattle was transported in box cars across the midwest. Once people were able to move around easily from one place to the next, they found more reason to travel and make a difference in the social and business community.

[REDACTED]

An important technological development in the world of communication was the telegraph.

It allowed for easy access to other companies and officers located in any region around America.

The telegraph was a machine that gave rise to mobile communication. Before the Gilded Age,

messages were sent by letter or on foot, but

this advanced technology decreased the hassle necessary in that process. The telegraph's

main purpose included the fast sending and receiving of news. Only minutes after events

occurred, the telegraph could send a message and inform the entire nation. The telegraph

not only eased communication, but revolutionized relationships between American citizens.

In conclusion, the new technology in United States industry during the late 1800s

allowed for advancements in the country that increased the American way of life

and decreased chaos and tension.

Date 6-2-17

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Long Essay Question

Throughout history, new technology has pushed us forward and forced us to adapt to new life. There have been many advances to older technology and new technology all together. Between 1865 and 1900 the US went through the industrial revolution which changed our American Identity forever.

Before 1865 the US was a major agricultural nation. Crops were a large part of the economy and they weren't taking us further. Soon^{er}, the nation realized change was necessary and this push started the industrial revolution. More factories were made all over the nation and more railroads and roads were made to connect the country. Textiles and many other things were made and in turn, industry became the main source of income for the economy. Factories produced goods that weren't only used in the US, but all over the world too. The economy for the US was flourishing after a time of Civil War and

First Name _____

political instability

The US also made weapons in these new factories. These ~~new~~ new weapons brought about change in how we fought our wars. We were becoming more and more of a powerhouse nation and our ~~own~~ enemies were kept on their heels. An example of when these new weapons helped, was in World War I and World War II. In both of these wars, the US was hesitant to enter, but when they did, they were able to end the war quickly with their advanced technology. The US was known as strong and advanced.

~~Many~~ Much change was brought about by the Industrial Revolution between 1860 and 1900. The US grew stronger ~~and~~ as a nation and the economy flourished. ~~Many~~ Factories brought many new products.

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Long Essay Question

Evaluate the extent to which new technology fostered change in United States industry from 1865 to 1900.

Sample: A [202]

Score—Thesis/Claim: 1

The response earned a point for thesis: “Industry in the United States became much more efficient and profitable, as well as more consumer oriented from 1865 to 1900 because of new technology like the assembly line, the telegraph, and the railroad.” This responds to the question with a historically defensible argument that establishes a line of reasoning.

Score—Contextualization: 1

The response earned a point for contextualization. The response describes the period as one of change following Reconstruction as well as westward expansion. These provide a broader historical context relevant to the prompt.

Score—Evidence: 1

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt: scientific management, transcontinental railroad, the telegraph, and monopolies. The discussion of the assembly line is specific to the automobile and falls outside of the time period, and so would not earn a point on its own. The response did not, however, earn a point for using specific and relevant examples of evidence to support an argument in response to the prompt. The references to specific changes are often too mistaken and vague to be used to support an argument, e.g.: “The railroading business was huge and everyone wanted or needed to use this one railway that was in existence, meaning the railroad corporation had a monopoly over almost the whole country. The railroads were followed by monopolies in oil, steel, banking, and mining...” Statements like this mischaracterize the ways technology changed industry during this year and cannot be used to earn the point.

Score—Analysis and Reasoning: 0

The response did not earn points for using historical reasoning to frame an argument that addresses the prompt, or for demonstrating a complex understanding of the historical development that is the focus of the prompt. The references to the assembly line, as mentioned above, cannot count toward a use of historical reasoning because they are out of the time period. The discussion of the telegraph makes irrelevant statements about change that fail to show either a basic or a complex understanding of historical change.

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SCORING COMMENTARY

Sample: B [229]

Score—Thesis/Claim: 1

The response earned a point for its thesis: “During this time, improvements in technology and new technology allowed for new industry so that the U.S. grew in wealth and power, but also experienced a greater gap between the rich and the poor. From 1865 to 1900, improvements and new technology such as the transcontinental railroad, refrigerated car, and the assembly line fostered great change in American industry.” This thesis responds to the question with a historically defensible claim that establishes a line of reasoning about the prompt.

Score—Contextualization: 1

The response earned a point for contextualization. The references to the Civil War, imperialism, overseas and westward expansion, and social divisions describe several broader historical contexts relevant to the question.

Score—Evidence: 2

The response earned a point for providing specific examples of evidence relevant to the question, as well as a point for using the evidence to support an argument about the question. Specifics provided include the transcontinental railroad, steel industry, Andrew Carnegie, the cattle boom, and scientific management. The discussion of refrigerated rail cars illustrates how the response uses this evidence to support the argument that technology allowed the West to be “incorporated” into the U.S. economy.

Score—Analysis and Reasoning: 2

The response earned a point for using historical reasoning to frame an argument that addresses the prompt, as well as a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response shows a detailed understanding of how technology changed U.S. industry in a number of ways, and explores the in-depth nuances of changes affecting different industries, from steel to meatpacking, and related contemporary social changes to corroborate its argument.

AP[®] U.S. History

SCORING COMMENTARY

Sample: C [210]

Score—Thesis/Claim: 1

The response earned a point for thesis. The statement “Due to technology influencing advancements in the workplace, transportation, and business practices, the United States entered the twentieth century as a completely changed and industrialized nation” responds to the prompt with a historically defensible claim that establishes a line of reasoning.

Score—Contextualization: 1

The response earned a point for contextualization. The references to westward expansion, the end of the Civil War, the Gilded Age, and even the Hamiltonian view of the U.S. as a trade-based nation all describe broader historical contexts relevant to the prompt.

Score—Evidence: 2

The response earned two points for both providing specific examples of evidence relevant to the topic of the prompt and using them to support an argument in response to it. Specifics provided include Frederick Taylor’s principle of scientific management, the transcontinental railroad, the department store, the mail-order catalog, captains of industry/robber barons, pools/trusts/monopolies, vertical and horizontal integration, Vanderbilt/Rockefeller/Pullman, and Carnegie. The reference to the automobile falls outside the time period and cannot count toward these points, but other references are enough to earn the point. The response provides support for its argument by connecting the transcontinental railroad to changes in ranching and the cattle industry.

Score—Analysis and Reasoning: 1

The response earned a point for using historical reasoning to frame an argument that addresses the prompt. The contrast between transportation before 1865 to its situation by 1900 illustrates an understanding of change over time. The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt; there are no attempts made to provide nuance, corroboration, or qualification to the argument.

AP[®] U.S. History

SCORING COMMENTARY

Sample: D [41]

Score—Thesis Statement: 1

The response earned a point for thesis: “As a result of these advancements in technology, the United States was able to build a nation that would become known for their great methods in production, transportation, and communication.” This responds to the prompt with a historically defensible claim that establishes a line of reasoning.

Score—Contextualization: 0

The response did not earn a point for contextualization. It fails to describe a broader historical context relevant to the prompt. The statement that “Before the Gilded Age, life in America was more simple, but less efficient” is too vague to provide a meaningful context for a discussion of the impact of technology on U.S. industry.

Score—Evidence: 1

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt: assembly lines, transcontinental railroad, and telegraph. However, the response did not earn a point for using specific and relevant examples of evidence to support an argument in response to the prompt. Although there are references to specific developments, none of them are clearly used to support a larger argument about how technology changed U.S. industry.

Score—Analysis and Reasoning: 0

The response did not earn points for using historical reasoning to frame an argument that addresses the prompt, or for demonstrating a complex understanding of the historical development that is the focus of the prompt. Many of the developments described do not show change over time but are simply generalizations (e.g., “increased production allowed for a rise in exports, which boosts the economy of the country”).

AP[®] U.S. History

SCORING COMMENTARY

Sample: E [34]

Score—Thesis/Claim: 0

The response did not earn a point for thesis. The statement that “Between 1865 and 1900 the US went through the industrial revolution which changed our American Identity forever” does not respond to the prompt with a historically defensible claim that establishes a line of reasoning.

Score—Contextualization: 1

The response earned a point for contextualization. The references to technological change causing the U.S. to be a “powerhouse nation,” particularly through the production of weapons, describes (albeit minimally) a broader historical context relevant to the question: the growth of U.S. power during the late nineteenth century and beyond.

Score—Evidence: 0

The response did not earn points for using specific examples of evidence relevant to the subject of the question, or for using specific and relevant examples of evidence to support an argument about the question. There are many general descriptions of possible change but no specific examples.

Score—Analysis and Reasoning: 1

The response earned a point for using historical reasoning to frame an argument that addresses the prompt. It shows an understanding of change over time in several places in the response: “Before 1865 the U.S. was a major agricultural nation. . . . This push started the industrial revolution.” The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. Its references to changes are too generic and non-specific to be useful in corroborating or modifying an argument.