

PLEASE NOTE: You will see examples of **FULL** responses for SAQ #1, but for #2-4 you will see only the information you'd need to include to earn the points, not necessarily the answers in their final form. Use the answers to number 1 to learn how a proper response looks and then apply that to #2-4.

Short Answer Question 1. Using the excerpts above, answer (a), (b), and (c).

- a) Briefly describe ONE major difference between Bailyn's and Zinn's historical interpretations of the motivations behind the Declaration of Independence.
- b) Briefly explain how ONE specific historical event or development from the period 1675-1776 that is not explicitly mentioned in the excerpts could be used to support Bailyn's argument.
- c) Briefly explain how ONE specific historical event or development from the period 1675-1776 that is not explicitly mentioned in the excerpts could be used to support Zinn's argument.

Examples of responses to (a) that would earn credit:

- Bailyn's excerpt states that the Declaration of Independence was a result of the people's uprising against tyranny and abuses of the British government while Zinn's interpretation argues that the Declaration of Independence was created by the upper class, educated elites.
- Bailyn argues that the people supported independence before the Declaration of Independence was drafted while Zinn argues that the wording of the Declaration of Independence needed to appeal to the masses in order to evoke support from colonists.

Examples of responses to (b) that would earn credit:

- Declaring independence was a reaction to specific abuses by the British such as the Quartering Act, the Boston Massacre, and the shots fired at Lexington and Concord
- Colonists resented The Proclamation of 1763 that prevented them from expanding West following the French and Indian War
- Ideals of "no taxation without representation" and colonial traditions of self government

Examples of responses to (c) that would earn credit:

- *Common Sense* was written by enlightenment thinker Thomas Paine to inform the colonists of the benefits of breaking away from Great Britain.
- Many of the wealthy plantation owners did not serve in the American Revolution, whereas the majority of the colonial militias were made up of poor whites and those who did not own land.

Short Answer Question 2. Using the image above, answer (a), (b), and (c).

- a) Describe ONE cause of the situation depicted in the image from the period 1790 to 1890.
- b) Describe ONE effect of the situation depicted in the image from the period 1790 to 1890.
- c) Describe a second effect of the situation depicted in the image from the period 1790 to 1890.

Examples of responses to (a) that would earn credit:

- Advancements in technology such as the invention of the telegraph
- Improvements in printing technology
- Advancements in transportation such as the Steamboat and Railroads
- Advancements in machinery for the textile industry, such as power loom and sewing machines

Examples of responses to (b) and (c) that would earn credit:

- The creation of the middle class as well as the overall standard of living
- Industrialization in the North while the South remained predominantly agricultural
- Increased debates over the role of the federal government in funding internal improvement projects
- Westward Expansion and the increase in feelings of "Manifest Destiny"

- Development of the factory system, utilizing wage workers and interchangeable parts

Short Answer Question 3. Answer (a), (b), and (c).

- Briefly describe ONE political continuity in the lives of Native Americans from 1607 to 1763.
- Briefly describe ONE social continuity in the lives of Native Americans from 1607 to 1763.
- Briefly describe ONE political OR social change in the lives of Native Americans from 1607 to 1763.

Examples of responses to (a) that would earn credit:

- Tribal Councils and Tribe's political autonomy and chiefdoms
- Negotiating treaties and alliances with Europeans
- The Iroquois confederacy and other alliances of tribes to unite against pressure from colonists
- Wars between tribes and Europeans as a means of resistance (Powhatan Wars, 1620s, Pequot War 1630s, Pueblo Revolt 1680, Pontiac's Rebellion 1763)

Examples of responses to (b) that would earn credit:

- Matriarchal societies and women's roles in the Native American society
- Reliance on maize
- Native views on land use and land "ownership"

Examples of responses to (c) that would earn credit:

Political Changes from 1607-1800

- Proclamation of 1763
- End of French in Ohio River Valley following French & Indian War

Social Changes from 1607-1800

- Adoption of European tools, farming techniques
- Changes in culture due to the integration of domesticated animals, such as horses

Short Answer Question 4. Answer (a), (b), and (c).

- Briefly describe ONE political continuity in the lives of African Americans from 1857 to 1919.
- Briefly describe ONE social continuity in the lives of African Americans from 1857 to 1919.
- Briefly describe ONE political OR social change in the lives of African Americans from 1857 to 1919.

Examples of responses to (a) that would earn credit:

- Discriminatory laws such as the Fugitive Slave Act, Black Codes, Jim Crow Laws

Examples of responses to (b) that would earn credit:

- African Americans attempted to maintain parts of their culture as a means of resistance
- Both before and after the Civil War, African Americans faced discrimination and were treated as racially inferior
- Segregation, predominantly in the South

Examples of responses to (c) that would earn credit:

Political Changes from 1857-1919

- An end to slavery with the passage of the 13th Amendment
- Citizenship granted with 14th Amendment

- Suffrage for black males with the passage of the 15th Amendment
- Social Changes from 1857-1919
- African Americans went from being property to freedman with civil rights
 - African Americans in the South were able to get an education, initially by the Freedmen's Bureau
 - Ability to own property, Great Migration at the turn of the century

Document Based Question:

1. Evaluate the extent to which the role of women in the United States changed from 1890 to 1955.







Points	Rubrics	Notes
	<p>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>The thesis must make a historically defensible claim that establishes a line of reasoning about the extent to which the role of women in the United States changed from 1890-1955.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “While some still focused on the more traditional role of women in the household, women’s role in the United States changed drastically as they gained the right to vote and contributed to both World Wars.” • “Women’s role in the United States changed politically as they were given the right to vote with the 19th Amendment. Women’s roles socially and economically, however, did not change greatly as they still were not working in large numbers and predominantly raising children in the homes.”
	<p>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>To earn the point, the response must accurately describe a context relevant to the extent to which the role of women in the United States changed from 1890-1955.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • The Social Gospel movement led women to support the rights of poor and immigrant groups, but also led to greater calls for suffrage. • Since the colonial age, women were seen as caretakers in the home, following along with the ideals of Republican Motherhood. • Both the first and second Industrial Revolutions created greater opportunities for women to work outside the home • The Seneca Falls convention was a big step for women, however, it failed to bring many changes, especially the right to vote. • Following the industrial revolutions, the development of the middle class gave women time to support various movements

<p>==</p> <p>==</p>	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point)</p> <p><i>To earn 1 point the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i></p> <p>OR</p> <p><i>Supports an argument in response to the prompt using at least six documents. (2 points) To earn 2 points the response must accurately describe - rather than simply quote - the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt</i></p>	<p><u>Document 1:</u> New York Press Cartoon <i>I Wonder if it's Really Becoming</i>, 1897-1911</p> <p><u>Document 2:</u> Nelson, <i>African American Women's efforts during the War</i>, 1918</p> <p><u>Document 3:</u> National Woman Suffrage Pub. Co., <i>Suffrage Victory Map</i>, 1919</p> <p><u>Document 4:</u> <i>Flappers Here to Stay</i>, 1919</p> <p><u>Document 5:</u> Dublin, <i>Homemaking and Careers</i>, 1926</p> <p><u>Document 6:</u> Evans and Loeb, "Rosie the Riveter" song, 1943</p> <p><u>Document 7:</u> <i>Housekeeping Monthly</i>, 1955</p>
	<p>Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Evidence used might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> ● Jane Addams and the Settlement House Movement ● The founding of the National American Women's Suffrage Association (NAWSA) ● Elizabeth Cady Stanton ● Lucretia Mott ● Alice Paul ● Jeannette Rankin becomes the first woman in Congress ● The passage of the 19th Amendment ● The founding of the League of Women Voters (1920) ● The difficult of women finding employment during the Great Depression ● Women given permanent status in the military in 1948 ● The rise of the suburbs and the nuclear family after WWII
	<p>Sourcing: For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p><i>To earn this point, the evidence must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for</i></p>	<p><i>Example of an acceptable explanation of the relevance of the <u>historical situation</u> of a document:</i> Document 7 was written about ten years after WWII. America experienced a massive growth of the suburbs in this time period and women were expected to return to the homes and provide domestic tasks as well as to keep their working husbands happy.</p> <p><i>Example of an acceptable explanation of the relevance of the <u>audience</u>:</i> Gladys Hall's audience was likely other young women who would identify as flappers, affirming that their lifestyle was not as radical as older generations may have argued.</p> <p><i>Example of an acceptable explanation of the relevance of the document's <u>point of view</u>:</i> The point of view is from a suffragette who is poking fun at more traditional women who believe that voting and other women's rights issues are "unbecoming."</p> <p><i>Example of an acceptable explanation of the relevance of the document's <u>purpose</u>:</i> The purpose of Poet Alice Dunbar Nelson's text was to highlight the contributions of African</p>

		<p>American women in WWI in order to gain more rights for not only women, but also African Americans as a whole.</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. (1 point) <i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining a 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><i>Examples of demonstrating a complex understanding might include:</i></p> <ul style="list-style-type: none"> • Explaining a nuance by exploring different ways women’s roles expanded (ie politically, socially, and economically) • Explaining similarities and differences in the roles of women in the United States. • Explaining connections to other time periods such as examples of women’s roles expanding previous or after the time period of the question. • Confirming the validity of the response’s argument about the women’s role expanded in the U.S. by explaining how different documents corroborate the argument in spite of differing perspectives among the authors • Showing examples of both how women’s roles changed in the time period as well as how roles stayed the same • Proving the relative importance of causes throughout the paper, not simply stating their importance



Long Essay Questions 2-4:

2. Evaluate the relative importance of the different causes for British colonization and settlement in North America from 1607-1754.

  	<p>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>The thesis must make a historically defensible claim that establishes a line of reasoning about the relative importance of the different causes for British colonization and settlement in North America from 1607-1754.</p> <p><i>Example that earns this point:</i> “While some were motivated to colonize for religious purposes, like the Puritans and Quakers, ultimately the greatest motivators for colonization in North America were profit from cash crops and trade and competition with other European nations.”</p>
	<p>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>To earn the point, the response must accurately describe a context relevant to the relative importance of the different causes for British colonization and settlement in North America from 1607-1754.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> ● The Age of Exploration ● The conquering of Latin America by Spanish Conquistadors ● The Protestant Reformation and the tensions between Protestant England and Catholic Europe ● The desire and need for wealth and raw materials to support the monarchy ● The tension between England and Spain after a long series of wars, including the Spanish Armada
  	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>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"> ● Jamestown ● Cash Crops ● Tobacco ● John Rolfe ● John Smith ● Joint Stock Companies ● Virginia Company ● Virginia House of Burgesses ● Primogeniture ● Puritans ● Mayflower Compact




		<ul style="list-style-type: none"> ● Massachusetts Bay Colony ● John Winthrop ● Quakers ● Mercantilism ● Social Mobility ● Colonial Charter ● William Penn ● Lord Baltimore ● Maryland Colony ● James Oglethopre ● Buffer Colony <p>Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt</p>
	<p>Historical Reasoning: Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point) 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 This understanding must be part of the argument, not merely a phrase or reference.</i> 	<p>Responses earn one point by framing or structuring an argument addressing the relative importance of the different causes for British colonization and settlement in North America from 1607-1754. The reasoning used in the response might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning about causation might include:</i></p> <ul style="list-style-type: none"> ● Religious persecution in Europe led to the creation of colonies for religious freedoms, including the Puritans with the Massachusetts Bay Colony and the Catholics with the colony of Maryland. ● The need for revenue in England led to the cultivation of tobacco, indigo, and other cash crops to raise funds for the crown. ● The desire for wealth led to the creation of joint-stock companies, such as the Virginia Company, to establish colonies in search of gold and riches. <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"> ● Explain nuances by analyzing multiple causes of British colonization ● Explain both causes and effects of British colonization ● Explain relevant connections with British colonization and future colonization/settlement in another time period ● Proving the relative importance of causes throughout the paper, not just stating their importance.

3. Evaluate the relative importance of the different causes for westward expansion from 1783-1850.

	<p>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>The thesis must make a historically defensible claim that establishes a line of reasoning about the relative importance of the different causes for westward expansion from 1783-1850.</p> <p><i>Example that earns this point:</i> While population growth and the acquisition of new American territories led to westward migration, new economic opportunities were the most important cause of westward expansion from 1783 to 1850.</p>
	<p>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>To earn the point, the response must accurately describe a context relevant to the relative importance of the different causes for westward expansion from 1783-1850.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> ● The American Revolution was won in 1783, turning the original 13 colonies into the United States of America ● Winning the war gave Americans access to the lands won after the French and Indian War in the Ohio River Valley ● The Louisiana Purchase of 1803 doubled the geographic size of America ● The American economy was predominantly based on agriculture
	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>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"> ● Treaty of Paris of 1783 ● Louisiana Purchase ● Adams-Onis Treaty ● Manifest Destiny ● Inventions of the Industrial Revolution, including the Railroad, steam boat, and telegraph ● James K. Polk ● 54 40 or Fight ● Oregon Cession ● Oregon Trail, Mormon Trail, Santa Fe Trail ● Mexican-American War ● Treaty of Guadalupe Hidalgo ● Gadsden Purchase

		<ul style="list-style-type: none"> ● California Gold Rush ● Immigration from Ireland and Germany ● Immigration from China <p>Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt</p>
	<p>Historical Reasoning: Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point) 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 This understanding must be part of the argument, not merely a phrase or reference.</i> 	<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 causation might include:</i></p> <ul style="list-style-type: none"> ● The opportunity for economic advancement caused many to migrate to the west, causing the Oregon and Santa Fe trails. ● Feelings of Manifest Destiny inspired feelings of cultural superiority and argued America was destined to spread from coast to coast ● Religious groups such as the Mormons sought refuge from religious persecution in Utah ● Because America was predominantly agricultural, there was a desire to expand west to own more land ● Southerners sought to expand the institution of slavery into new territories. <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"> ● Explaining a nuance by exploring different ways in which the role of the U.S. expanded West (for example, treaties vs. wars). ● Explaining not only causes of westward expansion, but also effects ● Proving the relative importance of causes throughout the paper, not just stating their importance.

4. Evaluate the relative importance of the different causes for American imperialism from 1865-1912.

	<p>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>The thesis must make a historically defensible claim that establishes a line of reasoning about the relative importances of the causes for American imperialism from 1865-1912.</p> <p><i>Example that earns this point:</i> “American imperialism was motivated by ideological beliefs of white cultural superiority and competition with European powers. The most important cause of American imperialism, however, was economic opportunity and the expansion of business.”</p>
	<p>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>To earn the point, the response must accurately describe a context relevant to the extent to which the role of women in the United States changed from 1890-1955.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> ● The impact of the Civil War on the United States’ ability to expand. ● Increasing industrialization and saturation of the domestic market resulted in a need to establish new markets ● The closing of the frontier
	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>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"> ● Alaska Purchase Treaty/“Seward’s Folly” ● Alfred T. Mahan ● Big Stick Diplomacy ● John Hay’s Open Door Policy ● U.S.S. Maine ● The Spanish American War ● Platt Amendment ● Roosevelt Corollary ● Panama Canal ● Great White Fleet ● White Man’s Burden ● The Annexation of Guam ● U.S. acquisition of Hawaii <p>Responses earn two points by using examples of specific historical evidence to support an argument in response to</p>

		the prompt
	<p>Historical Reasoning: Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point) 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 This understanding must be part of the argument, not merely a phrase or reference.</i> 	<p>Responses earn one point by framing or structuring an argument addressing causation 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 causation might include:</i></p> <ul style="list-style-type: none"> • The mass production following the Gilded Age caused America to seek new markets for their products • The Roosevelt Corollary to the Monroe Doctrine caused America to intervene in Latin American affairs in an attempt to assert America as a world superpower • The ideals behind “White Man’s Burden” led to the long-term American intervention and control in the Philippines. <p>Responses earn two points by demonstrating a complex understanding of the relative importance of the different causes for American imperialism from 1865-1912, 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"> • Explaining a nuance by exploring different ways in which the role of the U.S. expanded in the world (for example, treaties vs. annexation). • Explaining similarities or differences in how the United States imperialized in different parts of the world (for example, the caribbean v. Asia). • Proving the relative importance of causes throughout the paper, not just stating their importance.