

Question 1 — Document-Based Question

Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<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 causes of the expanding role of the United States in the world in the period from 1865 to 1910.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “This change in foreign policy was caused by the need for new markets to expand [the] US economy and by imperialist sentiment. However, the most important cause of this change in the US’s role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive.” • “In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture.”
B: Contextualization (0-1)	<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 expanding role of the United States in the world in the period from 1865 to 1910.</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 role in the world • International competition to establish colonies and maintain empires from 1865 to 1910 • Increasing United States industrialization and saturation of the domestic market, resulting in a desire to develop new global markets for goods • The closing of the frontier

C: Evidence (0-3)	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point) <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>Supports an argument in response to the prompt using at least six documents. (2 points) <i>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><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"> • Document 1: Treaty concerning Russian possessions, 1867 • Document 2: Strong, <i>Our Country</i>, 1885 • Document 3: Mahan, <i>Interest of America in Sea Power</i>, 1897 • Document 4: <i>Boston Globe</i> cartoon, “Hardly Know Which to Take First,” 1898 • Document 5: Hay, Second Open Door Note, 1900 • Document 6: <i>Puck</i> cartoon, “It’s ‘Up to’ Them,” 1901 • Document 7: Theodore Roosevelt, Fourth Annual Message, 1904
	<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"> • The annexation of Guam at the end of the Spanish-American War (1898) could be used as evidence about the expansion of the United States beyond North America and in the Pacific. • The overthrow and annexation of Hawaii from 1894 to 1898 could be used as evidence of United States efforts to expand its control over other kingdoms or nations in the same period. • Missionary work could be used as evidence beyond the documents of the efforts of Americans to extend cultural influence and assert cultural superiority over other nations through the spread of Christianity (“White Man’s Burden”). • The United States efforts to bring peace through diplomacy at the end of the Russo-Japanese War could serve as evidence of its more visible role as an international power. • Spanish-American War • Platt Amendment • Insular cases • Roosevelt Corollary to the Monroe Doctrine • Panama Canal • Great White Fleet • Big Stick/Big Brother Policies

D: Analysis and Reasoning (0-2)	<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 each of the three documents sourced.</i></p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></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)</p> <p><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 (e.g., via trade, via annexation) in which the role of the United States in the world expanded • Explaining similarities and differences in the United States role in different parts of the world • Explaining connections to other time periods such as efforts to establish United States international standing in the late 18th and early 19th centuries • Confirming the validity of the response’s argument about the United States expanding role in the world by explaining how different documents corroborate the argument in spite of differing perspectives among the authors (for example, adroitly using the Puck cartoon which criticizes imperialism as well as the Roosevelt document that justifies it) • Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time • Proving the relative importance of causes throughout the paper, not simply stating their importance

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	<ul style="list-style-type: none"> Russia cedes territory in North America to the United States for \$7.2 million in gold. Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws 	<ul style="list-style-type: none"> United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent (situation). Foreign nations viewed the United States as a more important international power as a result of the treaty (audience).
2. Strong, <i>Our Country</i> , 1885	<ul style="list-style-type: none"> Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land Thinks Anglo-Saxon religion and culture have particular merit and deserve to control more land 	<ul style="list-style-type: none"> Advocates of United States imperialism promoted ideas about racial competition and “Anglo-Saxon” superiority (point of view). Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions (situation). Strong sought to impress on American leaders the need to acquire more lands and resources (purpose).
3. Mahan, <i>Interest of America in Sea Power</i> , 1897	<ul style="list-style-type: none"> Claims that Britain’s power and influence has been derived by its ability to support its international trade with a powerful navy Argues United States does not have sufficient naval power to assert its interests in the Caribbean or Central America, nor to protect its own seabords 	<ul style="list-style-type: none"> European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests (situation). Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America’s influence abroad (point of view). Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East (purpose).
4. <i>Boston Globe</i> cartoon, “Hardly Know Which to Take First,” 1898	<ul style="list-style-type: none"> Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories Uncle Sam is unsure which to capture first 	<ul style="list-style-type: none"> The United States engaged with Spain in the Spanish-American War over control of islands in Spanish possession (situation). The cartoonist portrayed McKinley as serving the interests of United States imperialists by acquiring these lands in the Far East and Caribbean regions (point of view).

<p>5. Hay, Second Open Door Note, 1900</p>	<ul style="list-style-type: none"> • Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations' rights there, and ensure free trade there 	<ul style="list-style-type: none"> • The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests (situation). • United States had not been issued equal trade access, as had other European powers (through so-called "spheres of influences"), from the Chinese authorities. This was an attempt to assert United States' equal rights to the markets of China (situation). • The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion (purpose).
<p>6. <i>Puck</i> cartoon, "It's 'Up to' Them," 1901</p>	<ul style="list-style-type: none"> • Cartoon depicting Uncle Sam offering both soldiers and school teachers to indigenous Filipinos • Suggests United States was willing to use both military force and educational uplift to gain power abroad 	<ul style="list-style-type: none"> • The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation (situation). • The cartoonist depicted Uncle Sam as an Imperialist giving the Filipinos a choice as to how it would like to be conquered either through peaceful or military means (point of view).
<p>7. Theodore Roosevelt, Fourth Annual Message, 1904</p>	<ul style="list-style-type: none"> • Argues that those who oppose necessary action in foreign lands are timid and unmanly • Argues that sometimes peace results from engaging in necessary conflict • Argues nations must act to protect their rights and interests • Argues United States simply wants stability in Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention 	<ul style="list-style-type: none"> • The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors (situation). • Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats (point of view).