

Question 2 or Question 3**Suggested writing period: 35 minutes**

Directions: Choose EITHER question 2 or question 3. You are advised to spend 35 minutes writing your answer. Write your responses on the lined pages that follow the questions.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
 - Support your argument with evidence, using specific examples.
 - Apply historical thinking skills as directed by the question.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.
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2. Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.
 3. Evaluate the extent to which increasing integration of the United States into the world economy contributed to maintaining continuity as well as fostering change in United States society from 1945 to the present.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

GO ON TO THE NEXT PAGE.

Information for Long Essay Question 2

Timing	The student should spend approximately 30 minutes on this question. (This is one of two possible choices in this section.)
Learning Objective	WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
Historical Thinking Skill	Patterns of Continuity and Change over Time
Key Concepts from the Curriculum Framework	2.3 I, 3.1 II

Scoring Guidelines for Long Essay Question 2

Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.

Maximum Possible Points: 6**A. Thesis: 0–1 point**

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question

1 point

B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence

1 point

OR

Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument

2 points

C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME		
Describes historical continuity AND change over time	OR	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time
1 point		2 points

For questions assessing COMPARISON		
Describes similarities AND differences among historical developments	OR	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments
1 point		2 points

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development	OR	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development
1 point		2 points

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed	OR	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis
1 point		2 points

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.					
Appropriately extends or modifies the stated thesis or argument	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt	OR	The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances	OR (World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		1 point		1 point	1 point

SCORING NOTES

Thesis: Possible thesis statements addressing continuity and change include the following.

- Trans-Atlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1763 but also fostered change in the kinds of labor systems in use.
- Trans-Atlantic interactions fostered continuity in the need for labor in the British North American colonies from 1600 to 1763 but also fostered change in the use of race-based labor.
- Trans-Atlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1763 but also fostered change in the sources of labor.
- Trans-Atlantic interactions fostered changes in labor systems from 1600 to 1763 but the conditions of labor systems remained constant.
- Trans-Atlantic interactions fostered continuity in the importation of labor to the British North American colonies from 1600 to 1763 but also fostered change in the types of crops planted and the organization of labor systems.

Support for Argument: Possible evidence that could be used for an argument stressing continuity over time includes the following.

- Demand for labor in the colonies remained high throughout the period.
- The harsh conditions of indentured servitude remained the same throughout the period.
- English beliefs in the superiority of European peoples was maintained by colonists throughout the period.
- Systems of coerced labor (English indentured labor, bound labor, African slave labor, and Native American forced labor) remained the same throughout the period.
- People were imported for labor throughout the period; both forced migration and voluntary migration characterized the importation of labor throughout the period.
- Farming and/or other types of labor focused primarily on cash crops (tobacco, indigo, rice, and cotton) throughout the period.
- Family-farm labor and subsistence farming characterized the organization of labor in the colonies throughout the period.
- The Portuguese played a role in the slave trade throughout the period.

Support for Argument: Possible evidence that could be used for an argument stressing change over time includes the following.

- European demands for colonial cash crops and staple crops rose during the period.
- Employers sought out new sources of labor during the period.
- Employers shifted from using indentured servitude to African slave labor.
- Indentured servitude decreased along with the increase in the use of African slave labor.
- Race-based labor systems rose in the colonies during the period.

- The plantation labor system emerged in the colonies during the period.
- The use of racial stereotyping and racial hierarchies rose among British colonists during the period.
- European imperial systems shifted from mercantilism to capitalism during the period.
- The triangular trade/trans-Atlantic slave trade rose during the period.
- The shift from the Dutch to the English as the primary slave traders took place during the period.
- British colonists shifted from farming varied cash crops to farming monoculture cash crops, especially tobacco and cotton, which impacted labor systems.

Application of Historical Thinking Skills

- Essays earn points by using the evidence offered in support of their argument to identify and illustrate continuity and change over time. Examples include, but are not limited to, the following.
 - The high demand for labor in the colonies is identified and illustrated as a continuity throughout the period, while the shift from White indentured servitude to African slave labor is identified and illustrated as an important change.
 - The constant need for labor in the colonies is identified and illustrated as a continuity throughout the period, while the shift in the kinds of crops planted and the rise of plantation labor systems are identified and illustrated as important changes.
 - The shift from White indentured servitude to African slave labor is identified and illustrated as an important change during the period, while the harsh conditions in labor systems are identified and illustrated as remaining constant.

Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period or context. Examples include, but are not limited to, the following.
 - Explaining how continuity and change in labor systems introduced a race-based labor system with long-term impact for the British North American colonies and the United States
 - Connecting the continuity and change in labor systems to a broader analysis about the exploitation of labor
 - Connecting the time period discussed in the essay to other periods or events, such as the American Revolution, sectionalism in the antebellum period, the Civil War, or Reconstruction
 - Explaining how continuity and change in labor systems proved a long-term economic benefit or boon to the British North American colonies and/or had long-term political implications for the colonies