

## Question 1—Document-Based Question

Analyze the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865–1900.

In your answer be sure to evaluate farmers' responses to these changes.

### The 8–9 Essay

- Contains a well-developed thesis that examines the ways in which technology, government policy, and economic conditions changed American agriculture between 1865 and 1900, and evaluates farmers' responses to those changes.
- Presents an effective analysis of the ways in which technology, government policy, and economic conditions changed American agriculture between 1865 and 1900, and evaluates farmers' responses to those changes.
  - Addresses technology, government policy, and economic conditions and evaluates farmers' responses to those changes.
  - Analysis of farmers' responses may be implicit and/or embedded in analysis of the other three factors.
  - Analysis of technology, government policy, and economic conditions may be imbalanced or overlapping.
- Effectively uses a substantial number of documents.
- Supports thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

### The 5–7 Essay

- Contains a thesis that addresses the ways in which technology, government policy, and economic conditions changed American agriculture between 1865 and 1900, and discusses farmers' responses to those changes.
- Has limited analysis of the ways in which technology, government policy, and economic conditions changed American agriculture between 1865 and 1900, and limited discussion of farmers' responses to those changes.
  - Discussion of farmers' responses may be implicit and/or embedded in the analysis of the other three factors.
  - Analysis of technology, government policy, and economic conditions may be imbalanced.
  - May not address all aspects of change.
- Effectively uses some documents.
- Supports thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

### The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Deals with the question in a general manner; simplistic, superficial treatment of the subject.
  - Little or no consideration of farmers' responses.
  - May address only one category (technology or government policy or economic conditions).
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or information that is inaccurate or irrelevant.
- May have major errors.
- May be poorly organized and/or written.

### The 0–1 Essay

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

### The — Essay

- Blank or completely off task.