

AP[®] EUROPEAN HISTORY

2016 SCORING GUIDELINES

Question 2 — Long Essay Question

“Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the Reformation through the Enlightenment.”

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

0 points Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

— Is completely blank.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Targeted Skill: Argumentation (E2 and E3) and Continuity and Change (D3 and D4)

Continuity and Change Over Time

1 point Describes historical continuity AND change over time.

1 point Explains the reasons for historical continuity AND change over time.

0 points Does not describe historical continuity AND change over time.

— Is completely blank.

C. Argument Development: Using Evidence (2 points)

Targeted Skill: Argumentation (E2 and E3)

1 point Addresses the topic of the question with specific examples of relevant evidence.

1 point Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

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Question 2 — Long Essay Question (continued)

0 points Does not address the topic of the question with specific examples of relevant evidence.

— Is completely blank.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4, C5, or C6)

1 point Extends the argument by explaining the connections between the argument and ONE of the following:

- A development in a different historical period, situation, era, or geographical area.
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- A different discipline or field of inquiry.

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

— Is completely blank

Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each 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.

On Clarity: These 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 and skills described above.

Scoring Notes

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would address both continuities and changes in the experiences of and attitudes toward European women while making a historically defensible statement. Students may conflate experiences and attitudes in their thesis statements.

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Question 2 — Long Essay Question (continued)

Examples of acceptable theses:

- “From the 16th to the 18th century the women of European society experience some level of overall change in the role of females, although higher-class members felt these changes more than lower class members. And even with these new ideas, the patriarchy continued to suppress women and many governments would not grant civil rights for another few centuries. At the end of the Enlightenment was a new horizon for women in the next century many women would join the work force and take on a new, much bigger role in society with the start of the Industrial Revolution.”
- “Women’s lives have often been shaped by the politics of their time. Though women from the Reformation to the Enlightenment were in some cases given better access to education and allowed to influence political discussions, they were still considered inferior to men and confined to roles as wives and mothers.”
- “From the Reformation to the Enlightenment, women of Europe were looked upon as fragile, useless, and only good for a house wife. Over time these European women were able to receive some form of education and work, but their roles would always come up short or be postponed.”

Unacceptable examples of theses:

- The response only deals with change:
 - “The time periods from the Reformation to the Enlightenment experienced a shift in society’s views of women. From Luther’s views of women as homemakers to the philosophe’s views of women as equals, the mindset of society reflects a significant change. Women’s roles in society progressed remarkably ... by increasing literacy rates, job opportunities, and political opinion.”
- The response is vague, especially regarding change:
 - “Throughout time women have never been completely equal to men. The reformation through the Enlightenment is no different. Through this time, women were thought to be less of a human than men were. Between the time of reformation and Enlightenment the people continued to think of women as less important, but women started fighting back.”
- The response is essentially a restatement of the prompt:
 - “The role of women in the era between the Reformation [1517] and the Enlightenment changed gradually. While the attitude toward women has changed much has also stayed the same as activists, even today, try to reform the world view of women.”

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by describing both continuities and changes in the experiences of and attitudes toward European women from the Renaissance through the Reformation (1 point).

Example of acceptable description of continuity and change:

- “There are some aspects of European women’s lives that change, starting in the Reformation, which gave them more freedoms. With spread of the Protestant faiths, started by Martin Luther and John Calvin, women were able to practice the religion of their choosing. They were seen to be able to worship how they wanted, just like the men of the time. They were also allowed to divorce without consent of the husband, something they couldn’t do in the Renaissance period. Women were also able to limitally [*sic*] observe the occupations of their husbands. A painting during this time depicts a wife at a table with her husband counting money. Although she was not participating, she was expected and able to understand her husband’s profession. Mary Cavendish

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Question 2 — Long Essay Question (continued)

was the first women to observe a scientific procedure on a dead man at the Royal society, during the Reformation. This would continue in many centuries opening doors for women.

There are some aspects of European women's lives that stayed the same, such as still limiting their political position. Although later pushed by Emily Pankhurst, women still into the Reformation and Enlightenment were not allowed to vote or hold any political or religious office. Furthermore, women were still primarily confined to work in the home. It was their said duty to adequately take care of the household."

Example of unacceptable descriptions of continuity and change:

- Responses might be vague, lacking meaningful description and support for the thesis or argument.
 - "Women are extremely capable smart human beings that for sadly many many years were only good for being a mother and a wife. During the Reformation feminists began to speak up. They began to speak their minds. Women were not able to vote, work, they were merely there to cook and clean.

During the reformation Martin Luther wrote about how Christian women should be. How they should act and what they should wear and how they should behave. Feminists were not fond of that. After all the things feminists had spoken up about and after women suffrage came the enlightenment.

The enlightenment was a better time for women. They still had little rights and were mistreated. But they were now able to work. Lots of women became teachers or helped with farms. People were beginning to become enlightened and things were shaping up for women."

b) Argument Development — Explains

Responses can earn the point here by explaining both continuities and changes in the experiences of and attitudes toward European women (1 point).

Example of acceptable explanation of reasons for continuities and changes:

- "In the Protestant Reformation, many things were changing. Nobles were turning to Protestantism and Luther shamelessly attacked indulgences. However, the only change of attitude regarding women went backwards. The Catholics believed that despite women still being inferior to men, women had the choice of being independent and serving as nuns. The Protestants, however, believed that women must stay at home and care for children as housewives. However, throughout the years [emerged] the Enlightenment, an era of reason and secularization. Women of high class were now increasingly exposed to education and (however unrelated to women's rights but rather seen as a 'tedious' job for upperclass women) their children were taken care of by maids as well. There was a change in attitude in that women didn't have to purely focus on housework and children if you were of [the] upper-class.

However, despite this small change in mindset, this did little to nothing to change the major attitude toward women. Even those of the Enlightenment such as Voltaire ... thought that women were still inferior. There were no major or minor events that truly changed the attitude towards women, from Luther to Voltaire. Even though upper class women were given education, this meant practically nothing considering the upper class consisted of barely 3% of the entire European population. All in all, the attitude believing women were inferior to men hardly changed."

Example of unacceptable explanation of reasons for continuities and changes:

- Responses might only describe change while not describing continuity, or vice versa.
 - "Martin Luther sparked the Protestant Reformation during the 16th century. Despite his reforms to the Catholic Church, Luther still held the belief that women did not have a place in

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Question 2 — Long Essay Question (continued)

the Church. His elimination of monastic [life] took away from females' option of becoming a nun in protestant areas. Some more radical Protestant divisions believed that women could read the bible [*sic*] and even preach. This provided women with a new role in Church life. Since the Bible was regarded as the only Christian text in Lutheranism, literacy rates were increasing so that people were able to read the bible [*sic*], and this included women. This meant that women were starting to become more educated . . .

During the time of the Enlightenment many philosophes developed the concept of 'natural rights' which included right to religion, speech, and other means of attaining happiness. Most of these thinkers only applied the concept of these rights to the male gender. Mary Wollstonecraft [*sic*] and her 'Vindication for the Rights of Women' displayed the change that women wished to see at this time. Many men disregarded her work."

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by *addressing* the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Possible examples of specific evidence:

- Christine de Pisan, *Les Querelles des Femmes*
- Isabel d'Este
- Castiglione's *The Courtier* (traditional views of women)
- Patronage
- Lutheran Reformation and its influence on the role of women
- Katerina von Bora
- Calvin's negative views regarding women
- Anabaptists' allowance of women to preach/minister
- Closing of convents
- Education
- Literacy and the printing press
- Catholic women maintained access to convents
- Henry VIII (need for a male heir)
- Powerful female rulers: Elizabeth I, Mary Tudor, Catherine de Medicis, Mary Stuart (William and Mary), Maria Theresa, Catherine the Great
- Witchcraft trials
- Scientific Revolution
- Margaret Cavendish, Émilie du Châtelet, Maria Winkelmann (Kirch)
- Anatomical evidence of larger hips and smaller skulls
- Art: Artemesia Gentileschi, "Merchants Counting Money," "The Moneylender"
- The putting-out system
- Early industrial revolution
- Salons: Mme. Geoffrin, etc.
- Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen*
- Mary Wollstonecraft, *Vindication of the Rights of Woman*

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Question 2 — Long Essay Question (continued)

- Rousseau's *Émile*
- March on Versailles
- Jacobin clubs
- Napoleonic Code

Example of specific evidence that could be used to address the topic of the question:

- “Due to the Protestant Reformation, women’s roles as moral guides and mothers became emphasized. The Protestant Reformation’s emphasis on personal interpretations of the Bible led to increases in literacy among women, as more of them learned to read, to spread scripture to their children and families...

While mothers developed as a symbol of morality of the home, older women, especially widows [*sic*], continued to be suspected of witchcraft, and many were put to death without cause. The deaths of these women show the extreme bias against, even suspicion towards women at the time.”

Example of unsuccessfully using evidence to address the topic of the question:

- Evidence that is vague or merely descriptive:
 - “While the time period changed people’s minds didn’t. Men of higher authority only thought of women as the people who carried babies and did all the house work. They were not given the opportunity to become something to make a change. Every job, whether a manual labor [*sic*], or a teacher, was provided to a guy and most of those guys would get jobs over women. Education was given to young boys but not young girls. The only position women held was being Queen and that even came with ties attached.”

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* addressing continuities and changes in attitudes toward and the experiences of European women from the Reformation through the Enlightenment (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates continuities and changes in attitudes toward and the experiences of European women.

Examples of evidence that could be utilized to substantiate an argument:

- “In the French Revolution, the Rights of Man and Citizen was written specifically for man. Olympe de Gouges responded with the Declaration of the Rights of Women. In this way it is clear that the misogynistic ideas of the Catholic Restoration continued into the Enlightenment, although Catherine the Great ruled Russia during the Enlightenment.”
- “The experiences of European women first began to change during the Protestant reformation, during which Protestants such as Martin Luther began to argue that anyone could read the Bible for oneself. Although Clerical positions were still exclusively for males, women could now read the Bible themselves, something that had not occurred before the Reformation. In addition, with the invention of the printing press, books became much more common and became easier to obtain, especially the Bible, which was only owned by households that could afford them.”

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Question 2 — Long Essay Question (continued)

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- The response is no more than a vague, simple description.
 - “Through the Reformation, things like war went on, while men went out there, doing their thing. Women worked inside either taking care of children working in factories or preparing in the kitchen.”
- The response is historically inaccurate, vague, and overly simplistic.
 - “People began to see that, even though they were still inferior to men, maybe the gap wasn’t quite so big. Just look at Madam Currey.”
- The response is historically flawed or not relevant to the time period.
 - “Some powerful women in history however brought change to how women were treated and viewed. For example Joan of Arc, a powerful women’s rights advocate died for her rights.”

D. Synthesis (1 point)

Essays earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area (C4):

- “Even today, women are fighting to gain more respect, and even basic human rights. In Pakistan and the middle-east, women are still suppressed by their husbands. In some places, women aren’t even allowed to have access to education. But other women like Malala, are attempting to fix things just like Mary Wollstonecraft was, and improve the situation of women, around the world.”
- “As a whole, women struggled to have a significant status in European society throughout the reformation, while Elizabeth I’s valiant leadership of England inspired many and broke barriers for what people thought of women, and women’s education increased through the enlightenment as they began to take a mere active role in society. Increasingly, women’s roles in society led to eventually female suffrage that we see in most countries today not only European. Women are also involved with politics nowadays, with prominent female leaders such as Angela Merkel of Germany ruling to this day.”
- “These attitudes towards women can be seen as similar to the much later gay rights movement in Europe. Many, at the time, radicals advocated for gay rights, but not much progress was made. But, like the women’s rights movement, it gradually gained steam and popularity over time. Those separated by nearly a century, both movements were ultimately successfully in major countries in Europe; yet both still have many ways to go in others.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area (C4):

- The response does not develop adequately a comparison with another historical period
 - “By the end of the Enlightenment, women seemed to have a bit more of a voice than before. These events can’t be compared to the success of women’s rights being gained in the 20th century, but it was the foundation of women’s freedom.”
- The response does not develop adequately developments in a different geographical region.
 - “However, it was important to note that these trends [religious freedom] often did not extend to Eastern Europeans as they would learn these radically new views still later than those in Western Europe.”

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Question 2 — Long Essay Question (continued)

- b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay, such as political, economic, social, cultural, or intellectual history (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference.

Example of synthesis by connecting the argument to a different course theme or approach to history (C5):

- The response discusses an economic approach in its analysis of change after the Enlightenment.
 - “Women’s economic role in society changed because of the First Industrial revolution. At first, women worked in cottage industries at home, while their husband worked the fields. Once the First industrial revolution began and families moved to cities, Women’s roles changed. Women were forced to work in either prostitution or in factories because most families could not afford to have women stay at home. This similar working situation in factories between men and women was the first step towards social equality.”

Example that did not accurately connect the argument to a different course theme or approach to history (C5):

- The response attempts to use an intellectual approach but does not merely provides evidence instead of extending the argument.
 - “Next during the Enlightenment, a lot of literature appeared in favor of feminist ideals ... Olympia de Gouges was very prominent here, as she led many radical women. She also wrote The Declaration of the Rights of Woman in response to declaration by the National Assembly.”
- c) Responses can extend their argument by explaining the connections between their argument and a different discipline or field of inquiry. (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

Example of synthesis by connecting the argument to a different discipline or field of inquiry (C6):

- The response attempts to use a sociological approach in its analysis of continuities between the late-nineteenth and early-twentieth centuries and the period between the Reformation and Enlightenment.
 - “The politicization of female inequality can be related to the development of social darwinism. Both made prejudice more official and denied non-white people and women social privileges and respect in European eyes. Furthered, both were perpetrated [*sic*] by individuals and groups who felt they were doing a service by either “civilizing nonwhites” or “helping women” in their social roles.”

Example that did not accurately connect the argument to a different discipline or field of inquiry (C6):

- The response insufficiently supports an extension of the argument about continuities regarding European women:
 - A student might hypothetically write, “The discrimination against women between the Reformation and the Enlightenment can be seen in the 20th century regarding other groups such as discrimination against Africans for racial reasons.”

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

A 1 of 3

Women had long been oppressed in traditional European society, they were then deprived of basic rights, and many progressive European nations did not grant women's suffrage until after WWI. The Protestant Reformation, when Martin Luther, in defiance of the Catholic clergy's selling of indulgences, formulated new interpretations of the gospel and established the notion of using the Bible as a source of salvation, greatly improved the position of women in 16th century Europe. The Enlightenment, a period in which the famous Philosophes of Voltaire, Rousseau, Montesquieu, etc. stressed the importance of reason as a means of truth, on the other hand was a period where women were granted greater opportunities and had an evolving significance in European culture. Ultimately, from the Reformation to the Enlightenment, attitudes towards women changed as they gained an increase in significance in European society, yet all the while stayed the same in that they were viewed as intrinsically inferior, and in consequence, disallowed to vote or have much say in the political life of their respective countries.

At the time of the Protestant Reformation, the influx of non-Catholic Christianity in Western Europe and the growing popularity of Calvinism (in Geneva, Scotland, France, England) and Lutheranism (mainly in the German states) meant that women unable to obtain a husband

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Mandatory 1	Circle one (2) or 3
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A 2 of 3

could not become nuns (due to their Protestant religion) and in consequence were seen as outcasts from society. At the same time, individuals like Isabella D'Este had been thought of as the "perfect" woman, those who stayed in their houses, were patrons of the arts, and who followed the commands of their husband. This concept, developed in Renaissance Italy, did not change during the Protestant Reformation, as Luther and many other preachers thought that women should stay at home and teach their children good morality. Thus the Protestant Reformation still emphasized that women should be confined to their houses, and as a result, they were branded as inferior with some denominations of Protestantism, women were encouraged to preach, thus elevating their position in European society, but in many respects they were still granted limited opportunities. The Enlightenment on the other hand marked a drastic shift in the attitudes towards women. Writers like Olympe de Gouge, in her Declaration of the Rights of Women and Citizen advocated that women should not be shackled by traditional beliefs of their inferiority, thus, writing pieces like these did a great deal in helping women advance their position in society. During the Enlightenment period, the experiences of women also changed in that they became extremely important in the cultural life of French society; often running salons, these women would organize

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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A 3 of 3

The gathering of influential members of French society where politics, philosophy, and culture would be discussed. Salons were a critical component of French culture, and the fact that they were led by women further demonstrates that when compared to the Protestant Reformation, women had largely increased the significance of their role in society. Additionally, the liberal ideas promoted in the French Revolution (which occurred during the Enlightenment period), urged women to take greater responsibility in the political atmosphere of their nation. Thousands of poor, hungry women marched to the Palace of Versailles during the early stages of the French Revolution to demand cheap bread and that the king accept demands made by the revolutionaries. The king agreed, and would later move to Paris to be under the watchful eye of the Jacobins. However, while women did increase their political voice in this respect, they were still disallowed to vote, and women in France would not gain this right until 1945. Additionally, more generally, women throughout Europe during this time period were still largely confined to their homes, it would not be until the Industrial Revolution where women could actually work a "real" occupation and gain some sort of a wage.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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B 1 of 2

During the Reformation, women of Europe were looked down on and were not seen as equal to men. In fact at the time, their rights were even lower than before. Though at the time of the Enlightenment it got better, women had to go through a lot in order to gain rights. ~~Some~~ Events such as the witch trials, new religions being placed, and the Scientific Revolution allowed women to have a few more rights than they did before.

~~Women of the Reformation~~

The Reformation gave way for women to have parts of their own life. While some religions provided women with a little more rights, ~~others~~ others such as Catholicism and Protestantism viewed women as unequal to men and only wanted them to be as pure as Virgin Mary. This still has not changed today however, with many religions putting down girls for not covering themselves. ~~An~~ An example of no change at any time period would be the Victorian book Jane ~~the~~ Eyre which has a character who is a head master ~~of~~ of a school called Lowood. The head ~~the~~ master shames girls by cutting off their natural hair and forcing them into hideous clothes in the name of salvation. Both try to make girls follow what they call their righteous path in order to fulfill their idealism.

Mandatory

1

Circle one

2 or 3

Later we see the witch trials take place. These trials mainly targeted women and killed them for performing "witchcraft". This shows how women were not only viewed as the property of men, which at the time they were, but they were also seen as the subject of sin. Even today one of the seven deadly sins, Lust, is mostly portrayed by a woman.

Later we start to see a change in a woman's social life and her position in a boys world. Women now had children at a later age and started to marry for the purpose of love and not money. This shows how women start to have a more say in their lives. During the Scientific Revolution, women even took a role in the science community. Some worked as assistants to their scientist husbands or even did the research for them. At one point a ~~woman~~ woman completed his husband's research after his death. Also, women took ~~part~~ a seat in a ~~scientific~~ ~~space~~ discussion about science which was filled mostly with men. As times started to change as women began to display themselves more as a person than as an object made for men.

These

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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C 1 of 2

The enlightenment was a period of great intellectual evolution. New expectations were being defined for both men and women. This was the age of new philosophies and ways of thinking. Though men were affected greatly during this era, ~~women~~ the role of women radically changed as well. Women were expected to be good housewives while maintaining a steady growth of intellect. Works like the "Courtier" outlined these expectations. ~~Women were expected to raise the~~

Women were expected to raise the children. This meant clothing and feeding them. During the enlightenment however, ~~some of these new~~ expectations were added. Women were expected to put the child on the path of academic prosperity by exposing them to literature at an early age. ~~Science~~ Modern science proves this to be quite efficient. Because the human brain is around 80% developed in the first 4-5 years of life, exposure to fundamental literature and math greatly increases the child's odds of success.

Women were also expected to have a decent education. This ties into the ~~idea~~ expectation of child rearing. A woman needs to be proficient in the fundamentals of language ~~and~~ mathematics so that they can teach their young. Women often did this through the use of books. Because of the development of the printing press, books were produced at a significantly higher ~~rate~~ rate prior to ~~its~~ its utilization. With the mass production of books, women could expand their knowledge of language and mathematics.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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C 2 of 2

Works like the "Courtier" highlighted what the ideal woman is like. This work states that women should be kind and caring, yet be able to think for herself. Works like ~~the~~ these sparked the notion of feminism. Feminism is the idea that women ~~are~~ are capable of everything a man can do. Because women were becoming more ~~literate~~ scholarly, one can argue that the shift in the attitudes towards women during the Enlightenment served as a direct ~~precursor~~ precursor to the movement known as feminism.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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A/22

Between the First World War and the Cold War (1914 to roughly 1990) women's lives changed dramatically. They received more voting rights, as well as increased opportunity in the workforce. However, life was not completely better for women, since they still received significantly less pay and were socially unequal to men all the way through WWI and the Cold War.

During WWI especially, women proved themselves in the eyes of men, taking over many industrial work positions as part of complete mobilization towards the war effort. Their collective ability to produce such a large effect in a global conflict like WWI showed their ability to do equal work to men and accordingly, jobs opened up for women significantly following the war. This newfound respect for women gave them the courage to call for more extensive voting rights in addition to other various legal equalities. Movements and organizations such as the Suffragets ~~in England~~ voiced the growing demand for female equality and their voice was heard. ~~For~~ Almost immediately following WWI, women over 30 gained the right to vote in England and started a chain reaction of events that lasted for decades resulting in the passing of many pieces of legislation throughout Europe giving women equal rights to men.

Unfortunately not all was perfect for women. Although many laws were passed to give equal rights, pay, and several positions, women were still largely discriminated. For example,

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Long Essay Question 2

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

Overview

Long Essay Question 2 asked students to describe and explain continuities and changes in the period from the Reformation to the Enlightenment. Students were asked to write an essay that contains a historically defensible thesis that makes a persuasive argument about how the attitudes toward and experiences of women changed or remained the same, using specific examples of relevant evidence to substantiate the argument, and extend the argument by making connections to related developments, course themes, or other disciplines. As the targeted skill for this question is continuity and change over time (CCOT), students must address both continuity and change to earn all the points. As is the case with all long essay questions, this question also assessed the skills of argumentation and synthesis. Additionally, this question targeted student understanding of events in Period 1 (c. 1450 to c. 1648) and Period 2 (c. 1648 to c. 1815), and the theme of the Individual and Society (IS).

Sample: 2A

Score: 6

A. Thesis (1 point)

The response earned a point for presenting a thesis, which is found at the bottom of the introductory paragraph. It contains a strong and well developed thesis that addresses change by stating that women “gained an increase significance in European society” and it addresses continuity by stating that women, “stayed the same in that they were viewed as intrinsically inferior, and . . . disallowed to . . . have much say in political life.”

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes (1 point)

The response contains ample descriptions of continuity and change in examining various developments regarding European women. The response describes change through the closing of nunneries, a surge in female writers during the Enlightenment, the rise of the salon movement, and changes in political participation via the march on Versailles. To describe continuity, the response highlights the notion of traditional female roles as homemakers.

b) Argument Development — Explains (1 point)

In addition to providing ample descriptions of continuity and change over time, this response provides a solid explanation for the continuity it chronicles. In elaborating on traditional roles for women, the response highlights Isabella d’Este as a Renaissance woman who stayed at home yet patronized the arts, “and who followed the commands of [her] husband.” Changes in the roles of women are further developed with a comparison of women’s increased roles during the Enlightenment with the more traditional role of pre-Enlightenment society and the role of women during the French Revolution. Therefore, the response earned this Argument Development point.

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Long Essay Question 2 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples (1 point)

Throughout the response multiple pieces of evidence are well developed and integrated into a consistent argument. The introductory paragraph contains meaningful references to Luther's reformation, changes in Biblical interpretation, and the *philosophes*. The response also provides geographic context for where Lutheranism existed ("mainly in the German states") and Calvinism's spread to "Geneva, Scotland, France, [and] England."

b) Using Evidence — Effective Substantiation (1 point)

In addition to the evidence mentioned above, the response analyzes the impact of de Gouges on demand for increased rights for women, the impact of the salon movement in increasing the social role of women, and the impact of the march on Versailles in propelling the French Revolution forward by forcing the royal family back to Paris "to be under the watchful eye of the Jacobins." These examples effectively back the response's argument, and therefore earned the Effective Substantiation point.

D. Synthesis (1 point)

This response earned Synthesis point C4 by going beyond the time period in the concluding paragraph when it describes the eventual right of female suffrage in France after the Second World War; the Industrial Revolution's provision for "'real'" occupations and wages; and, in the introductory paragraph, the movement back in time prior to the Reformation with Isabella d'Este in Renaissance Italy.

Sample: 2B

Score: 4

A. Thesis (1 point)

The response earned a point for presenting a thesis in the introductory paragraph that addresses both continuity and change: continuity is addressed through the phrase, "were looked down on and were not seen as equal to men," while changes are addressed in the phrase, "witch trials, new religions being placed, and the Scientific Revolution [that] allowed women to have a few more rights than they did before."

B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)

a) Argument Development — Describes (1 point)

The response contains descriptions of continuity and change as it examines various developments regarding European women. The response describes continuities by stating "Catholicism and Protestantism viewed women as unequal to men and only wanted them to be as pure as Virgin Mary." The response later contains a description of the significance of witchcraft to illustrate how women were viewed not only as inferior, but as sinful. Change is addressed with a description of women's participation in the Scientific Revolution.

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Long Essay Question 2 (continued)

b) Argument Development — Explains (0 points)

The response does not go beyond a description of continuity and change. Had the response explained *why* women were accused of witchcraft and *how* that represented a continuity, or *how* women's participation in the Scientific Revolution illustrated a change for women in society, the essay would have earned an additional point for Argument Development —Explains.

C. Argument Development: Using Evidence (1 point)

a) Using Evidence — Examples (1 point)

The response earned a point by utilizing witch trials as evidence of continuity. The discussion of the Scientific Revolution contains factual information to illustrate change. Neither of these two pieces of evidence is used in a complex manner to substantiate the argument.

b) Using Evidence — Effective Substantiation (0 points)

The response did not earn this point. The evidence does not substantiate continuities and changes in the attitudes toward and the experiences of women. Because the essay prompt is asking students to describe and explain continuities and changes that occurred between the Reformation and Enlightenment, the evidence provided needs to establish the claims made in the argument in order to earn this point. For instance, women's participation in the salon movement during the Enlightenment and/or the significance of individual female writers, such as Mary Wollstonecraft and Olympe de Gouges, might have been identified as changes that led to an increased respect for women in upper-class circles during the late eighteenth century.

D. Synthesis (1 point)

The response earned a point for synthesis in the first body paragraph with a description of *Jane Eyre* and how the novel connected to the continued subordination of women throughout the period between the Reformation and the Enlightenment. The response's use of a work of literature, especially outside of the question's chronological parameters, meets the criteria that an essay can make a connection to a different course theme or approach — in this case, literature — to demonstrate continuity or change over time. Therefore, the response earned the C5 Synthesis point by connecting to a different theme or approach in support of its argument.

Sample: 2C

Score: 1

A. Thesis (0 points)

The response did not earn this point. The introductory statement identifies historical developments, such as the Enlightenment, expectations of women as housewives, and Castiglione's "Courtier." However, it only notes the expectations of women and does not address continuity or change in attitudes toward or experiences of women. In short, it does not respond fully to the prompt nor does it set up any substantive argument. If the introductory statement had identified ways in which the attitudes toward and experiences of women changed and remained the same, the response would have earned the Thesis point.

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Long Essay Question 2 (continued)

B. Argument Development: Using the Targeted Historical Thinking Skill (0 points)

a) Argument Development — Describes (0 points)

The response did not earn the point for describing and explaining continuity and change. It includes a description and explanation of continuities regarding women’s roles in childrearing, especially the education of children. However, the response makes no clear attempt to address change. Had the response attempted to discuss change during the Reformation (such as the rejection of monasteries and nunneries), the Scientific Revolution (with certain women playing an important new role), or the Enlightenment (such as the salon movement and the work of such writers as de Gouge and Wollstonecraft), the response would have earned a point for Argument Development — Describes.

b) Argument Development — Explains (0 points)

The response did not earn the point for explaining continuity and change. The response analyzes the significance of the printing press and the mass production of books but does not connect this evidence to continuities and changes in the attitudes toward and experiences of women from the Reformation through the Enlightenment (although it does hint at change between the Renaissance and the Reformation with regard to literacy). Otherwise, the response shows no discernible attempt to explain change.

C. Argument Development: Using Evidence (0 points)

a) Using Evidence — Examples (0 points)

The response did not earn the point for using evidence. There are virtually no concrete details included about the period between the Reformation and the Enlightenment. The only piece of concrete evidence is the printing press, but its invention and impact can already be seen prior to the Reformation. At least two pieces of evidence that relate back to the argument are necessary to earn this point.

b) Using Evidence — Effective Substantiation (0 points)

The response did not earn this point. The analysis of the printing press is synthesis because it was developed more than 60 years prior to the Reformation and a “mass production of books” was already underway. To earn this point, the essay would have needed to analyze two pieces of concrete evidence to support the argument.

D. Synthesis (1 point)

The response earned a point for synthesis. The aforementioned discussion of the printing press is an example of connecting evidence beyond the timeframe of the question (C4). The link of the “Courtier” to the development of feminism as a discipline of study — “the shift in the attitudes towards women during the Enlightenment served as a direct precursor to the movement of feminism” — provides a subtle example of using insights from a different field of inquiry — feminism (C6).