

2017

AP[®] CollegeBoard

AP United States History

Sample Student Responses and Scoring Commentary

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AP[®] UNITED STATES HISTORY

2017 SCORING GUIDELINES

Question 3

Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women’s history.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940). (*Historical thinking skill: Periodization*)

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a response could earn the point for synthesis without earning the point for thesis.
- Evidence credited for one point cannot be credited for another point.

Points	Rubric	Notes
A: Thesis (0–1)	<p>Thesis: 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. (1 point)</p> <p><i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i></p>	<p>Acceptable thesis statements must explicitly make a historically defensible, evaluative claim regarding the extent to which the Nineteenth Amendment marked a turning point in United States women’s history.</p> <ul style="list-style-type: none"> • “Ratification of the Nineteenth Amendment played a large role in the lives of women in the United States. The amendment helped shift women to become more involved outside the home and more valued politically, and helped women to establish less social constraints, but it did not help women to become significantly more equal to men.” • “While the ratification of the 19th Amendment to the Constitution did give women the right to vote, there were not many other drastic changes for women’s rights after it occurred, so the ratification of the 19th Amendment did not mark a turning point in U.S. women’s history.”
B: Argument Development: Using the Targeted Historical Thinking Skill — Periodization (0–2)	<p>Argument Development — Describes: Describes the ways in which the historical development specified in the prompt was different from or similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>describing</u> how women’s lives changed or remained the same before and after the Nineteenth Amendment.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Gender ideals for women before and after 1920 • Women’s work before and after 1920
	<p>Argument Development — Explains: Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>explaining the extent to which</u> the women’s lives changed and remained the same before and after the Nineteenth Amendment.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the extent of change in popular ideas about women’s political and cultural roles • Explaining the extent of change in gender roles

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Question 3 (continued)

C: Argument Development: Using Evidence (0–2)	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<p>Responses can earn one point by <i>addressing</i> the topic of the question by referring to specific examples or relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Suffrage in western states, Jeanette Rankin • Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, Lucretia Mott • Flappers • NWP, NAWSA • Alice Paul, Lucy Stone • Jane Addams, Margaret Sanger, Ida B. Wells-Barnett, Ida Tarbell
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> <p><i>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.</i></p>	<p>This point is earned by clearly and consistently <u>linking significant evidence to the argument</u> and showing how the evidence demonstrates the <u>extent</u> to which the Nineteenth Amendment marked a major turning point in women’s lives in the United States.</p>
D: Synthesis (0–1)	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is not awarded for merely a phrase or reference.</i></p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period or area: the second-wave feminist movement of the 1960s and 1970s; suffrage movements in Europe • Different theme: African American history or history of labor

If response is completely blank, enter - - for all four score categories A, B, C, and D.

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Question 3 (continued)

Scoring Notes

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

A. Thesis (1 point)

Acceptable thesis statements must explicitly make a historically defensible, evaluative claim regarding the extent to which the Nineteenth Amendment marked a turning point in United States women's history (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.

Examples of acceptable theses:

- "Ratification of the Nineteenth Amendment played a large role in the lives of women in the United States. The amendment helped shift women to become more involved outside the home and more valued politically, and helped women to establish less social constraints, but it did not help women to become significantly more equal to men."
- "The ratification of the 19th Amendment marked a great turning point in United States women's history. Before the ratification, women were not taken seriously and could not participate in any political activity. After the amendment was passed, women began to lead new, liberated lives."
- "The ratification of the Nineteenth Amendment was vastly important to women in the United States. Granting them the right to vote, women had worked for decades to reach this goal. The Nineteenth Amendment radically changed the political power of women and the feminist movement but barely changed the familial roles of women in America."
- "While the ratification of the 19th Amendment to the Constitution did give women the right to vote, there were not many other drastic changes for women's rights after it occurred, so the ratification of the 19th Amendment did not mark a turning point in U.S. women's history."

Unacceptable examples of theses:

- "The 19th Amendment was ratified in 1920, 50 years after universal male suffrage. The 19th Amendment was a turning point in American history. Women had protested for women's rights and suffrage at the Seneca Falls Convention in 1848. The ratification of the 19th amendment resulted in an increasing role of women in politics and the workforce, which was especially useful during the world wars where women had just as important of a role as men." (*This response fails to address the 19th Amendment as a turning point, and it focuses on events beyond the scope of the question, addressing time periods outside of those listed in the prompt.*)
- "The ratification of the Nineteenth Amendment which granted female suffrage allowed females to want to receive a higher education, work, and be more involved in politics." (*This response is brief and simplistic, and it fails to address the amendment as a turning point.*)

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

a) Argument Development — Describes

Responses earn one point by describing how United States women's history changed or remained the same in the periods before and after the Nineteenth Amendment (1 point).

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Question 3 (continued)

Note: In evaluating a turning point, responses must discuss developments that preceded AND followed in order to earn either point.

Examples of acceptable descriptions of continuity or change:

- “Women also gained a standing in government and politics when allowed to vote, leading to more women being involved in larger government roles. Women were finally able to gain rights in the working environment after the ratification of the Nineteenth Amendment.”
- “Now that women had the right to vote, they became more involved in politics, and were increasingly seeing themselves as equals to men. Since they saw what they were able to accomplish through persistent protest, they did not stop there. Women continued to fight for more causes, related to women’s rights or not . . . When they finally gained suffrage, women challenged the social norms and became increasingly involved in politics and political activism.”

Examples of unacceptable descriptions of continuity or change:

- “Women, with the 19th amendment, were given a say in political elections. They had the ability to vote which was a major difference in their lives prior to the amendment . . . What stayed the same, in accordance to politics, is the acceptance of women as being educated enough to vote.” (*The element of change discussed in the response is too general, and the example of continuity is inaccurate.*)
- “Before the ratification of the nineteenth amendment, women had little improvement in becoming independent . . . Once Female Suffrage was granted, many women became more confident in being independent.” (*The concept of female independence presented in the response is too general.*)

b) Argument Development — Explains

Responses earn one point by explaining the extent to which women’s lives in the United States changed and remained the same in the periods before and after the Nineteenth Amendment (1 point).

Examples of acceptable explanations of the extent of continuity and change:

- “With the economic boom of the 1920s, women began to change style with flapper dresses and tradition by bypassing traditional courting methods. Women gained access to white-collar, secretarial jobs and were increasingly employed. However, despite all these changes, women in general were not very different, as far as roles in society. By the 1930s, the depression was in full force and women were back to being housewives, having lost their jobs to men or the depression.”
- “For example, it was an unfair system of government if women could not be represented, therefore their rights would not be met by the government that was supposed to protect them. Still, many women, mostly in the South, were opposed to this idea, and preferred the traditional setting of staying home and not working. Women also mainly did not take place in fighting in the war, and were often nurses for the soldiers, and participated in many ways to help the war on the home front. Before women were given the right to vote, they remained at home to help their family, but soon after they would be involved in their country.”

Examples of unacceptable explanations of the extent of continuity and change:

- “After the ratification of the Nineteenth Amendment, the fight for equality was still not over. Women were allowed the basic human rights and the increase of working in the labor force.” (*The response has no connection to an argument and no explanation of extent of continuity.*)

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Question 3 (continued)

- “Due to this ratification, many women were given many more opportunities to have a voice & make changes.” (*The response has no specific connection to an argument and no explanation of extent of change.*)

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.

Examples might include the following:

- Separate spheres
- Cult of Domesticity
- Suffrage in western states
- Jeanette Rankin
- Elizabeth Cady Stanton
- Susan B. Anthony
- Carrie Chapman Catt
- First proposal of Equal Rights Amendment
- Flappers
- League of Women Voters
- National Woman’s Party
- National American Woman Suffrage Association
- Alice Paul
- Lucy Stone
- Ida B. Wells-Barnett
- Ida Tarbell
- IWW
- WCTU
- Triangle Shirtwaist Factory fire
- Jane Addams / Hull House
- Margaret Sanger / Planned Parenthood
- Woodrow Wilson
- Eleanor Roosevelt
- Great Depression

Examples of using specific evidence to address the topic of the question:

- “NAWSA and other groups — even some as radical as the IWW — were united, in part, by the ideal of Women’s Equality by means of women’s right to vote. NAWSA would later become much more conservative, whilst other figures, such as Alice Paul and Jane Addams, would remain progressive.”

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Question 3 (continued)

- “Although it did not happen in all states at once, states began to recognize the importance of women in the society. Starting in Wyoming, they were the first state to allow women the right to vote. More states followed in the coming years until it was noticed on a federal level.”

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

- “In the time period right before the passing of the amendment, women were crucial to the Civil Rights movement. An example of this is Harriet Beecher Stowe’s “Uncle Tom’s Cabin” creating a wide-spread want for the end of slavery.” (*The evidence presented in the response is outside of the time period delineated by the prompt.*)
- “In World War II more women than ever enlisted to serve America. Famously, Rosie the Riveter was used to attract women to enlist.” (*The evidence presented in the response is outside the time period delineated by the prompt.*)
- “Due to the Nineteenth Amendment there was also greater participation in the government by women were as in the 1800’s women were basically excluded from politics. Many women gained seats in the government fighting for women’s rights. Many women became state governors.” (*The generalization in the response about the effect of the Nineteenth Amendment is not historically accurate.*)

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* about the extent to which the Nineteenth Amendment marked a turning point in women’s lives in the United States (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 the extent to which the Nineteenth Amendment marked a turning point in United States women’s history.

Examples of utilizing evidence to substantiate an argument:

- “Before the right to vote, in 1865-1920 a woman’s life was miserable. It was unpopular for women to work and those who did so worked in awful conditions. An example of this was the Triangle Shirtwaist Factory fire which killed many working women. While this event led to some reform, conditions were still bad. Pay was significantly lower than men’s and they were frowned upon by society to work. Instead, they were to raise families at home. Unmarried women especially found this hard.” (*The response substantiates an argument that poor working conditions did not change as a result of the passage of the Nineteenth Amendment.*)
- “Jobs were still largely restricted and they ended up voting very similar to their husbands, therefore not having enormous political impact. However, once the 1920’s rolled around women were doing unprecedented things such as becoming flappers with shorter clothing and attending speakeasies. Youth were experimenting more and sex was openly talked about. Sadly, this was quickly diminished with the onset of the Great Depression.” (*The response substantiates an argument that the Nineteenth Amendment, at least for a period of time, marked both a political and social change for women.*)

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Question 3 (continued)

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- “Due to the fact that they had been given a chance in politics, the election of the first female official in politics, Frances Perkins, was elected. This made a major difference in women’s lives because more women were encouraged to join politics.” (*This response is too general and is inaccurate.*)
- “Secondly, the ratification of the nineteenth amendment led to the decreased belief of separate social spheres. The belief of separate social spheres was especially strong in the nineteenth century, and even more so in the South than in the North. But because of the ratification of the nineteenth amendment, this put women on a more even platform with men & they could now make their opinion heard.” (*This response is too general to substantiate the argument.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their arguments in one of two possible ways (1 point).

- a) Responses can extend their arguments by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. 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:

- “The passage of the 19th amendment is similar to the passage of the 15th amendment for black men who gained the right to vote under it. It marked less of a turning point to them because while it did give them the right to vote, the KKK and other white supremacist groups attempted to prevent them from voting. While the 19th amendment was more of a turning point for women, the 15th amendment also marked a turning point for African American men in terms of voting rights.”
- “Even years later, women were still subjugated in society. 1950s media depicted them as damsels in distress or caretakers of the husbands, and never as an independent entrepreneur. Betty Friedan’s *The Feminine Mystique* details the false progress of women. She sought equal rights throughout society; however, the Equal Rights Act (ERA) she heavily supported never even passed. While the 19th Amendment did acknowledge women’s worth, it did not really alter their roles in society at all.”

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

- “The 19th Amendment marking a turning point in women’s history [that] can synthesize quite easily to African Americans and the act that allowed them to vote. Both African Americans and women had fought for equality and with these passings of their rights to vote they both were given the same basic rights as white male americans. Both movements fought for an incredibly long time and when they achieved what was fought for, it marked a huge turning point in their history and the opportunities they will have in the future.” (*The general mention of African Americans and women in the response is insufficient to extend the argument.*)
- “After the ratification of the Nineteenth Amendment, women became a crucial part of United States history. Now, the presidential candidates had to also appeal to women, not just men. First Ladies such as Nancy Reagan waged a war on social issues (Nancy’s was drugs). Women became big parts of society that men could no longer ignore.” (*The connection to the development in the response is too general to extend the argument.*)

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Question 3 (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). 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:

- “The women’s suffrage movement wasn’t the only group that had success in having their demands met. Labor unions in the Progressive era were also successful in achieving their goals through the work of groups like the AFL led by Samuel Gompers, or the IWW, they protested and ultimately forced the government to give in to their demands of better working conditions, shorter hours, higher wages, etc.” (*The response gets the point for a connection to the theme of Work, Exchange and Technology.*)

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

Mandatory 1	Circle one 2 or 3
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34
1 of 4

The inferiority of women can be seen ~~to~~^{as} a long and difficult journey to reach true equality and it took a great deal of time. Ever since the colonial era, women were seen as unequal to men and their potential in the world. One major stepping stone to grant equal freedom was ~~the~~ the 19th Amendment, granting women the right to vote in 1920. However, this was a minor turning point because before the amendment, women were nearly entirely controlled by the cult of domesticity while the nation was focusing on other issues, but after although gaining increased political rights they were still viewed as inferior.

Before the 19th Amendment, women were following the role described by Catherine Beecher as the "Cult of Domesticity". This meant that women should be confined to their homes and solely focus on their family and the household. The period of 1865-1920 was filled with numerous landmark events, but not for the progression of women's rights. After the Civil War, the nation was highly focused on reconstruction of the South. The debate on how harshly they should be punished was originally fairly radical by Republican Congress. However, after the Compromise of 1877, Hayes was elected in return for the end of Reconstruction. This brought much violence to African Americans in the South, but no attention to women because it wasn't believed to be a prominent issue. Then as America entered the Gilded Age, politics was at a standstill with fairly equal amount of party members in Congress. This led politics to be carried out on a state level with

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

3A

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Mandatory 1	Circle one 2 or 3
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city bosses and political machines they attempted to correct numerous social ills, but didn't have the power or desire to increase the rights of women. The Progressive era saw the most potential as presidents began taking a bigger role in the lives of its citizens. Teddy Roosevelt and Taft were very active in trust-busting and focused on issues such as the environment and promoting relations between unions and their employers. However, again women's rights were not openly discussed. Sen Wilson, who eventually signed the 19th Amendment was hesitant at first.

However, with the help of prominent leaders such as Elizabeth Stanton and Susan B. Anthony, the right to vote was finally granted. They felt that if African Americans had gained this right, so should they. Even so, this was only a minor turning point in American history because women had increased political power, but were still deemed as inferior to men. Jobs were still largely restricted and they ended up being very similar to their husbands, therefore not having an enormous political impact. However, once the 1920s rolled around women were doing unprecedented things such as becoming flappers with shorter clothing and attending speakeasies. Youth were experimenting with sex and sex was openly talked about. Sadly, this was quickly diminished with the onset of the Great Depression. Once again problems larger than women's rights arose with complete economic turmoil. The stock market crash, banking crisis, and speculative tendencies led to millions

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3A

3 of 7

Mandatory

1

Circle one

2 or 3

been becoming unemployed. If men couldn't find jobs, women were not going to either. Overall, it took an extremely large time for women to get where they are today in America, because even after the 19th Amendment, they were viewed as inferior and had little other progress outside of a slightly improved political right.

This can be compared to the 13th Amendment granting African Americans the right to vote. Although considered a landmark legislation, like the 19th Amendment it was a minor turning point. Both had little political impact as women voting like their husbands and African Americans were largely restricted by white supremacy. Similarly, afterwards, both groups were still deemed inferior to white men and it took a great deal of time to gain more rights. Both groups would not prosper again largely until the 1950-1960's during the beginning of the Civil Rights and Womens Rights movements. Many college campuses were becoming more vocal in providing rights for minority groups and prominent leaders such as Martin Luther King Jr. came to rise in order to grant people their ~~rights~~ rights under the Constitution of America.

In conclusion, the 19th Amendment was a minor turning point because although before the 1920's much emphasis in politics was on other issues, afterwards they were still perceived to be inferior and made little other social and progress in their communities and ^{little} economic progress in the

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

Mandatory 1	Circle one 2 or (3)
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Before the ratification of the 19th amendment, women were seen as having "separate spheres" in the home, their only jobs to cook, clean, and look after the kids. After the ratification, ~~was~~ this all changed. Women decided that since they now could vote, they would be more active in society. So, the ratification of the ~~19th~~ 19th amendment marked a ~~major~~ major turning point in US women's history. Instead of staying at home, they went out and got jobs, challenged the dress norm, and were more active in society.

~~Before ratification, a women's only job was to stay~~ Women had been fighting for the right to vote for many years, starting in 1848 with the Seneca Falls Convention. ~~Before ratification, a women's only job was to stay in the home.~~ ~~What really ignited the flame for women's suffrage was the passage~~ Prior to that, women's major concern had been abolitionist movements. ~~When slavery finally~~ However, they began to see that if slaves should have equal rights, why couldn't they? So, reformers like Elizabeth Cady Stanton and Lucretia Mott started the women's suffrage movement, called first wave feminism. What really ignited the flame for women's suffrage was the passage

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

3 B

Mandatory 1	Circle one 2 or 3
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2 of 3

of the 15th amendment, which gave African Americans ~~the~~ the right to vote. Women were outraged that ex-slaves could vote before they could.

Then, in 1917 the US entered WWI. Since all the men were being drafted, there was a need for women in the workforce. By 1920, many women were working industrial jobs, and this was widely seen through posters like Rosie the Riveter. Because the idea of "separate spheres" was disappearing and women were becoming more and more active in society, they demanded that they deserved the right to vote. Finally, their ~~pl~~ demands were met, and Congress passed the 19th amendment.

After women gained suffrage, ~~the~~ ~~ir~~ their mindset changed completely. Now, women called flappers were short hair, pants, smoked, and ~~had~~ had jobs outside the home permanently instead of just for the war effort. Now that women ~~had~~ had the right to vote, they became more involved in politics and were increasingly seeing themselves as equals to men. Since they saw what ~~or~~ they were able to accomplish through persistent protest, they didn't stop there. Women continued to fight for

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

3B

3 of 3

Mandatory 1	Circle one 2 or 3
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more ~~and~~ causes, related to women's rights or not.

Therefore, the ratification of the 19th amendment marked a major turning point for women. Women had been fighting for suffrage since the beginning of first wave feminism in 1848 at Seneca Falls. When they finally gained suffrage, women challenged the social norms and became increasingly involved in politics and political activism. Similarly, during the 50s and 60s, beginning with Betty Friedan's publication of *The Feminine Mystique*, a movement called second wave feminism began. Women now fought to rid themselves of the "cult of domesticity" and fought for things like to be seen as equals to men, equal pay for equal work, and more. Second wave feminism also marks a major turning point for women because it is the ~~beginning~~ stepping stones of the equality that women have today. ~~Today~~ Today, women can have any job a man can, ~~and~~ and ~~even~~ a woman, Hillary Clinton, even ~~to~~ won the popular vote, ~~in~~ in the 2016 presidential election.

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

Mandatory 1	Circle one 2 or ③
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3 C
1 of 2

~~Women in 1800~~ Up until recently, women had been seen as subservient to men and were generally only tasked with cooking, cleaning, and child-rearing. The Nineteenth Amendment served to truly give women a voice in the running of our country.

Women had been steadily increasing their influence through the years preceding the ratification of the amendment but always hit road blocks. ~~During the World Wars, men left to go fight in wars~~ By actively participating in the abolitionist movement, women gave themselves a mouthpiece. They used their ~~more~~ traditional roles as ~~homemakers~~ homemakers and as moral role models to influence political debates even before they could officially vote. While they were still viewed as though they belonged in the home, they had a great deal of influence outside of it as well.

After the ratification of the Nineteenth Amendment, women took a more active role in the workforce. While still confined to what, to this day are known as "pink collar" jobs, such as secretaries or teachers, women now had a place in the workforce. Additionally, the right to vote provided them with a place in politics as one of the most significant demographics in the country.

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

3C

Mandatory 1	Circle one 2 or ③
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2 of 2

To some extent, the women's suffrage movement and the effects of the Nineteenth Amendment can be compared to the French Revolution. Both the peasants in France and the women in America were tired of being oppressed and controlled. While the women's suffrage movement was comparatively peaceful, both granted liberties to the protesting group that dramatically increased the opportunities that were available to them.

It's impossible to overstate the importance of the ratification of the 19th Amendment. Without it, women would still be legally considered second class citizens. ~~It's~~^{For} a country founded on freedom and equality, it sure doesn't seem like it was all that free or all that equal.

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Long Essay Question 3

Overview

This question asked students to evaluate the extent to which the ratification of the Nineteenth Amendment marked a turning point in United States women's history. The content of responses addressed the Gilded Age and Progressive reform movements as well as women's efforts to achieve greater equality with men. Additionally, responses could include new economic opportunities for women after 1920 and women's activism for social change.

This question assessed the historical thinking skills of Periodization, Argumentation, Contextualization, and Synthesis.

This question focuses on the Learning Objectives of politics and power (how popular movements, reform efforts, and activist groups have sought to change American society and institutions) and culture and society (how ideas about women's rights and gender roles have affected society and politics).

Sample: 3A

Score: 6

Score — Thesis: 1

The response earned the thesis point by addressing the extent of change (“a minor turning point”) and presenting the historically defensible argument that women were “nearly entirely controlled by the cult of domesticity” before the Nineteenth Amendment, and after gaining that right to vote “they were still viewed as inferior.”

Score — Using the Targeted Historical Thinking Skill: 2

This is an excellent example of a periodization response that completes the task of providing information about similarities and differences as well as content both before and after the ratification of the Nineteenth Amendment. Information about similarities can be found in paragraph 4 with discussion of voting rights for African Americans; differences are explored in paragraph 3 with content about urban bosses and in paragraph 4 with reference to increased political power. Content before ratification of the Nineteenth Amendment is explained in paragraph 2, while post-ratification information is found in paragraphs 3 and 4. This response thus earned both points for periodization.

Score — Using Evidence: 2

A plethora of evidence is clearly tied to the argument (e.g., “Jobs were still largely restricted and [women] ended up voting similar to their husbands” and “Once again problems larger than women's rights arose with complete economic turmoil”). Therefore, the response earned both points for evidence.

Score — Synthesis: 1

The response correctly explains that for African Americans, as for women, the achievement of suffrage had relatively little political impact (i.e., many restrictions on blacks' voting rights versus women often voting as their husbands did) and that significant changes for both would not come until the 1960s. The parallels are explained with some level of specificity.

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Long Essay Question 3 (continued)

Sample: 3B

Score: 4

Score — Thesis: 1

This thesis identifies conditions both before and after the ratification of the Nineteenth Amendment. Employment opportunities, normative changes, and social involvement form the framework for discussion. Terms such as “more active in society” and “challenged the dress norm” indicate the extent of change.

Score — Using the Targeted Historical Thinking Skill: 1

This response deals with challenges to social norms and political activism in its general narrative. The discussion addresses circumstances before and after 1920, but there is no reference to the extent of change. Only 1 point was earned.

Score — Using Evidence: 1

Specific evidence focuses on the Seneca Falls Convention, the abolition movement, and the beginnings of “first wave feminism” — all pre-1865. However, reference to the Fifteenth Amendment, the First World War (1917), and flappers constitutes the use of pertinent evidence, though the reference to the First World War is compromised by the inclusion of Rosie the Riveter. There is no link to the argument, so the response did not earn the second evidence point.

Score — Synthesis: 1

The discussion of “Second Wave feminism” and the reference to Betty Friedan’s *Feminine Mystique* earned the point for synthesis. The response addresses women’s efforts to escape from the social mores of the cult of domesticity, to gain equal pay for equal work, and to establish equality within society.

Sample: 3C

Score: 2

Score — Thesis: 0

This response establishes neither a thesis nor a historically defensible claim in the first or concluding paragraph. Consequently, this response did not earn a point for thesis.

Score — Using the Targeted Historical Thinking Skill: 2

This response earned the first periodization point by providing a description of events both before and after the ratification of the Nineteenth Amendment (e.g., in paragraph 2: “By actively participating. . . . They used their traditional roles as homemakers . . . to influence political debates”). Integrated within the second paragraph is an explanation of similar characteristics between the two periods (“traditional roles”). The example of abolition is used as a launch point for the activism of women until they were given the right to vote (while abolitionism was largely focused in the antebellum and Civil War periods, it continued through the passage of the Thirteenth Amendment in January, 1865 and is relevant to the scope of the question). The response underscores female political agency before and after the ratification of the Nineteenth Amendment. Change is indicated by discussing women taking on “a more active role in the workforce,” and the response also recognizes the extent of change as indicated by workplace limitations in “‘pink collar’ jobs, such as secretaries or teachers.” Therefore, this succinct response earned the second point for periodization.

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Long Essay Question 3 (continued)

Score — Using Evidence: 0

The response lacks relevant evidence. Accurate, specific information is limited to “pink collar” jobs. Other content is inaccurate and/or from outside the time period (e.g., the abolitionist movement). Therefore, this response did not earn any points for evidence.

Score — Synthesis: 0

This response attempts to provide an example of synthesis by connecting “the women’s suffrage movement and the effects of the Nineteenth Amendment” to the French Revolution. Nonetheless, the lack of context and presence of overgeneralizations prevented it from earning the point for synthesis.