

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses 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, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- [a]** Briefly describe one major difference between Melder's and Lerner's interpretations of the origins of the women's rights movement in the early nineteenth century. **1 point**

Examples that earn this point include the following:

- Melder emphasizes the unity of women in the movement while Lerner discusses the division of women.
- Melder argues that women were brought together through religious movements whereas Lerner argues that the women's rights movement was divided by class.
- Melder argues that women of all social classes felt bound together by a sense of shared experience, while Lerner argues that women's participation in activism was divided along class lines.
- Melder argues that women's motivation for women's rights activism came from their participation in other reform movements, while Lerner argues that middle-class women's motivations came from a desire for political equality.

- [b]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder's interpretation. **1 point**

Examples that earn this point include the following:

- The development that could be used to support Melder's interpretation is how the Second Great Awakening increased women's influence in society.
- Republican motherhood supports Melder's interpretation because it is an example of women expanding and working together in a shared identity to shape society.
- The emergence of separate spheres ideology serves as evidence to support Melder's argument that the division of domestic and public spheres brought women together for the women's rights movement.
- The fact that the Seneca Falls Convention was organized by women engaged in

that involvement in reform movements motivated the creation of the women's rights movement.

- [c]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation. **1 point**

Examples that earn this point include the following:

- The development that could be used to support Lerner's interpretation is how middle-class women were leaders of reform movements.
- The participation of mostly White middle-class women rather than lower-class women at the Seneca Falls Convention or temperance movement would support Lerner's argument.
- The effect of the doctrine of separate spheres on middle-class women, who could often afford to avoid employment outside of the home, compared to working-class women could be used to support Lerner's argument about the class divides within women's activism.
- Women's experience working in the Lowell Mills is an example that supports Lerner's argument as it shows lower class women focused on economic improvement.
- The expansion of suffrage rights to most White men in the first half of the 1800s helps to prove Lerner's argument that the status of women had deteriorated.

Total for question 1 3 points

Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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- **Clarity:** Exam responses 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, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

[a] Briefly describe one historical context that might explain the creation of the image. **1 point**

Examples that earn this point include the following:

- Social reformers advocated against alcohol consumption.
- The Second Great Awakening influenced moral and social reforms.
- During the Age of Reform, Americans formed new voluntary organizations, such as the Temperance League, to change individual behaviors and improve society.
- The growth of definitions of domestic ideals that emphasized the separation of public and private spheres promoted women as moral leaders of society.
- Temperance activists used religious and moral arguments in opposing the consumption of alcohol.

[b] Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874. **1 point**

Examples that earn this point include the following:

- Beginning with the Second Great Awakening, religious ideas influenced efforts to reform society.
- Beginning during the market revolution, concerns about Americans' consumption of alcohol continued throughout this period.
- Women believed they had a special role as leaders of reform movements throughout this period.
- The idea of separate spheres helped justify women's moral role in leading reform efforts.
- The growth of the women's rights movement beginning in the 1840s led to concern about the effect of alcohol abuse on women and families.

[c] Briefly explain how one previous belief about reform continued from 1875 to 1940. **1 point**

Examples that earn this point include the following:

- The temperance movement culminated with the passage of the Eighteenth Amendment, beginning Prohibition.
- Progressive women believed that they could create a more moral society and took a major role in reform movements, such as those to help immigrant populations.
- Jane Addams and other women reformers believed they could improve society, so they founded settlement houses.
- Women continued to advocate for greater rights through the suffrage movement and secured the passage of Nineteenth Amendment.

Total for question 2 3 points

Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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- **Clarity:** Exam responses 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, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

(A) Briefly describe one purpose of the women’s organization in producing the pamphlet. **1 point**

Examples that earn this point include the following:

- The purpose of the excerpt was to support women’s suffrage.
- The pamphlet attempted to convince the reader that women had earned political rights through their actions during and following the Civil War.

(B) Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt. **1 point**

Examples that earn this point include the following:

- The wartime destruction of the South’s infrastructure contributed to the concerns expressed by the author about the impact of the Civil War.
- Women realized they needed to abandon traditional roles due to the economic challenges of the Civil War.
- The participation of women in moral and social reform movements in the mid-to-late 1800s set the stage for greater access to the public sphere.
- The increased role of working-class women in industrial labor led to calls for political rights so that woman could have their say over working conditions.
- Beginning in the 1840s and continuing to the end of the century, suffrage advocates pushed for greater political access for women, gaining suffrage in some Western states and territories by 1900.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Creation of the “New South”
- Expanded opportunities for women, such as being nurses or teachers
- Seneca Falls Convention
- Traditional roles of women related to the Cult of Domesticity

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- (C)** Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945. **1 point**

Examples that earn this point include the following:

- Activism by women seeking political rights led to the passage of a suffrage amendment.
- The passage of suffrage rights like that called for in the excerpt contributed to increasing social and economic freedom for women in the 1920s.
- Ideas like this led to women's employment increasing outside the home during the First and Second World Wars for many of the same reasons as during the Civil War.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Progressive movements led by women
- Debates over gender roles and traditional family structures

Total for question 2 3 points