

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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