

2023



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 2

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Document-Based Question

- Scoring Guidelines**
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Question 1: Document-Based Question, Islamic Social Norms and Women

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 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, skills, and practices described below.

Evaluate the extent to which Muslim women in the Middle East challenged social norms in the period circa 1850 to 1950.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: Provide a historically defensible thesis or claim that establishes a position on the extent to which women in the Middle East challenged social norms in the period circa 1850 to 1950. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Muslim women often questioned their position in society.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“Unlike feminists in the West, women in Muslim societies did not have opportunities to express their political views.”</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Western imperialism often held back the progress of women in Muslim societies.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Many women tried to challenge Islamic social norms through appeals to religious scripture and authority.”</i> • <i>“Even as some Muslim women fought for legal and political equality, many other women chose to live within the established patriarchal gender norms of their society.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Some Muslim women successfully challenged the many social norms that restricted their rights, including their access to education and employment, legal obstacles to equality with men, and political participation.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many Islamic women challenged male authority in the Middle East.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>(0-1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. 	<p>Responses that earn this point: Accurately describe a context relevant to women challenging social norms in the period circa 1850 to 1950.</p>	
<p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt:</p> <ul style="list-style-type: none"> • <i>“During the 19th and early 20th centuries, Egypt was ruled by a dynasty established by Muhammad Ali, an Ottoman soldier of Albanian background.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Sharia law was still applied in many parts of the Middle East.”</i> 	<p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Spread of Enlightenment ideas of natural rights • Spread of feminism and women’s suffrage • Collapse of the Ottoman Empire • The spread of the Industrial Revolution • Efforts to modernize by non-Western governments • European imperialism in North Africa and the Middle East • The First and Second World Wars • Onset of the Cold War <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“When governments in the Middle East launched reform programs in the nineteenth century this often raised the question of whether women’s roles in Muslim society should also be reformed and modernized.”</i> • <i>“Like Western women, women in the Middle East had to overcome a lot of challenges in their struggle against patriarchal social norms.”</i> (Minimally acceptable contextualization) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without an accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of women challenging social norms in the period circa 1850–1950. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> (Document 4): <i>“The magazine cover displays women protesting in the streets of Cairo holding up flags.”</i> 	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 3): <i>“Doria Shafik’s account shows that many Egyptian women continued to observe the expected code of behavior because they believed that it was the only way for a woman to have a secure and honorable life. This reveals that some women did not want to change social norms.”</i> (Connects the contents of the document to an argument about the extent to which women challenged established social norms) (Document 4): <i>“The image demonstrates that conservative Muslim women were willing and able to organize politically and engage in political activism which provides a visual example of social norms being challenged as they are marching alongside the men as equals.”</i> (Connects the content of the document to an argument about the extent to which women challenged established social norms) 	
Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C (Continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point: Must use at least one specific piece of historical evidence relevant to an argument about the extent to which women in the Middle East challenged social norms in the period circa 1850 to 1950.</p> <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Specific examples of Enlightenment ideas advancing women’s rights or women’s equality, such as the writings of Condorcet, Olympe de Gouges, and Mary Wollstonecraft. • Specific examples of feminist movements and feminist-inspired political activism (e.g., the Seneca Falls Convention or the campaign of British suffragettes for giving women the right to vote). • The Ottoman <i>Tanzimat</i> or Hamidian reforms. • Atatürk’s reforms in Turkey after the collapse of the Ottoman Empire. • Specific reforms in Egypt under Muhammad Ali’s successors. • Events connected to the spread of Western economic imperialism in the Middle East (the Egyptian debt crisis, the construction of the Suez Canal, Ottoman capitulation treaties with Western powers). • The events leading to the establishment of effective British colonial control over Egypt in 1882. • Events leading to the establishment of League of Nation Mandates in the Middle East (Syria, Iraq, Lebanon, Jordan) after the First World War. • Dashed hopes for full independence in the Arab Middle East after the end of the First World War (the Urabi Revolt in Egypt, the French assumption of full control over Syria). • The establishment of the Pahlavi dynasty in Iran and the pro-Western reforms of Reza Shah and Mohammad Reza Shah. <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Mustafa Kemal Atatürk’s determination to eradicate all traces of the legacy of the Ottoman empire led to a number of radical changes for Turkish women, including the ban on women wearing the veil.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) • <i>“The spread of Enlightenment or feminist ideas of gender equality, such as those expressed by Condorcet and Mary Wollstonecraft influenced some women in the Middle East to advocate for better access to education and legal equality.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> “Document 4 shows an image that was produced for a French audience.” <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> “Document 1 says that women’s real beauty comes from knowledge and education, not from decorations and jewelry.” 	<p>Responses that earn this point: Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</p> <p>Example of acceptable explanation of the significance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 5): “Although the author states that she comes from a conservative background, she comes to realize that challenging social norms by embracing dancing can be a liberating experience.” (Connects the point-of-view of the author to an argument about women’s attitudes toward the rapidly changing social and gender norms in Turkey during the 1920s.) <p>Example of acceptable explanation of the significance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 7): “Writing in her memoirs decades later, the author’s purpose may have been to emphasize her lifelong dedication to the Muslim Brotherhood and the “calling” of political Islam.” (Connects a possible purpose of the document to an argument about women challenging social norms by embracing political activism.) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 1): “Aisha al-Taymuriyya’s essay was written at a time when Egyptian society, like many other predominantly Muslim societies, was trying to balance social changes arising from modernization reforms against traditional values.” (Connects the historical situation of the document to an argument about social change in the nineteenth-century Middle East and how it affected women’s ability to challenge social norms.) <p>Example of acceptable explanation of the relevance of the audience of a source:</p> <ul style="list-style-type: none"> (Document 2): “Because her audience was mostly Muslim, she makes her case for economic equality using the teachings of Islam.” (Connects the intended audience of the document to an argument about how Middle Eastern women were able to challenge established social norms.) 	

Row D (continued)	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence. For example, a response may explore the way in which variables other than gender (age, class, extent of religious devotion, marital status, etc.) affected Muslim Middle Eastern women’s ability or willingness to challenge established social norms during this period. A response may argue that Document 2 shows that class divisions made some women much more likely to challenge gender norms by engaging in economic activities usually seen as “male,” that Document 3 demonstrates a generational divide in women’s willingness to challenge gender norms, and that Documents 5 and 7 indicate that being married did not prevent Muslim Middle Eastern women from being able to challenge established social norms. (Explains nuance) • Explaining relevant and insightful connections across time and space. For example, a response may outline the similarities and differences between the issues that prompted women to challenge social norms in the period of the prompt with issues that drive women’s social and political activism in the Muslim Middle East today. (Explains relevant and insightful connections) • Corroborating multiple perspectives, such as explaining how Middle Eastern Muslim women’s challenges to established social norms during this period, as illustrated in the documents, do not follow neatly into dichotomous categories, such as religious vs. secular, conservative vs. liberal, or pro-Western vs. anti-Western. For example, while several documents argue for social change based on the belief in the equality between men and women, Document 7, Document 4, and, to a lesser extent, Document 5, demonstrate that conservative and religious women also embraced political activism and or/were willing to challenge social norms to advance their goals (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, historical situation, and/or audience by elaborating on examples such as:
1. Aisha al-Taymuriyya, “Family Reform Comes Only Through the Education of Girls,” 1889	<ul style="list-style-type: none"> States that male authorities should use education to further the “improvement and progress” of women. Criticizes society’s “obsession” with female beauty and the reluctance of some husbands to publicly admit that their wives are educated. 	<ul style="list-style-type: none"> The purpose of the article is to appeal to men in Egyptian society to be more accepting of education for women. (purpose) Because the essay was published in a conservative newspaper, Aisha al-Taymuriyya frames her appeal for female education in terms that would appeal to a conservative audience—female education would benefit “the refinement of families,” the exemplary educated woman is nonetheless still a devoted wife and household manager, focusing on beauty and decorations “casts . . . girls into a pit of evil,” etc. (audience) The essay was written at a time when Egyptian society, like many other predominantly Muslim societies, was trying to balance social changes arising from modernization reforms against traditional values. (historical situation)
2. Zaynab Fawwaz, “Fair and Equal Treatment,” 1891	<ul style="list-style-type: none"> Argues that there is nothing in Muslim religious or legal teachings or in the historical experiences of Muslim societies that would support or justify keeping women barred from any line of work or profession. Cites the example of poor women in Egyptian cities, who are forced to work in occupations usually considered male, yet the women excel in all these occupations, proving that they are the equals of men. 	<ul style="list-style-type: none"> The purpose of the essay is to argue for complete gender equality in the workplace through both historical and contemporary examples that show that women in Muslim society have been performing the same work as men. (purpose) The specific reference in the second paragraph to “the poor women of Cairo and Alexandria” who are forced by economic need to work alongside men suggests that social class played an important part in the day-to-day experiences of Muslim women. (historical situation) Because the author published her essay in an Egyptian newspaper, she was probably aware that her audience would mostly consist of people who firmly believe in the teachings of Islam. So she makes her case for economic equality by showing that there is no basis in Muslim law for denying women the right to work in any profession. (audience)
3. Doria Shafik, memoir describing events during her childhood, circa 1915	<ul style="list-style-type: none"> Describes an incident in which a female acquaintance of the author who learned that her husband was about to take a second wife declared that she wanted to divorce the husband. In response, other women in the room, and especially the author’s grandmother, defended polygamy and urged the woman to “forget” the idea of divorce and to, instead, “fight to retain [her] husband’s love.” 	<ul style="list-style-type: none"> As the author is described as an Egyptian feminist and as her memoir was written almost fifty years after the events she describes, it may be inferred that the author’s purpose in describing the scene was to recall how traditional and patriarchal Egyptian gender norms were in the early twentieth century. (POV, purpose) The incident illustrates that Muslim women could legally ask for divorce under Islamic law but also that, in the context of Egyptian society circa 1915, to do so was seen as a major challenge to established social norms. (historical situation) The incident illustrates the emergence of generational divides in the extent to which Muslim women were willing to challenge social norms in trying to assert their rights. (historical situation)

<p>4. Women’s demonstration in Cairo, cover of a French magazine, 1922</p>	<ul style="list-style-type: none"> The magazine cover shows a street procession led by Egyptian men, but with a group of Egyptian women (carrying Muslim star-and-crescent flags) following the men in the background. Both the men and women are wearing traditional Muslim dress, with the women’s faces covered. In the background, a group of British soldiers on horseback are observing the demonstration. 	<ul style="list-style-type: none"> The general context of the demonstration is the imposition of de facto British colonial control over Egypt. More specific context may include the 1919 Egyptian revolution against British rule and the subsequent political instability that led to the formal declaration of Egyptian independence but with continued heavy British presence in the country. (historical situation) Since the image appears in a French magazine, addressed presumably to a largely European audience, the portrayal of the demonstrators (particularly the exaggerated angry expressions on the faces of the men) likely reflects contemporary European stereotypes of Muslims. (POV, audience) Even though in the image the women are shown as marching behind men, their very presence at a political demonstration, as well as the magazine’s description of the event as being organized by “the women of Cairo” shows that Egyptian women were becoming involved in political activism at the time. (historical situation)
<p>5. Anonymous Turkish woman, interview on the popularity of ballroom dancing, 1924</p>	<ul style="list-style-type: none"> The author, a married woman self-described as “conservative,” narrates the events that led her to embrace the “dance craze” that took over the Istanbul social scene. The author took dance lessons and attended dance parties originally because of social pressure from her more “modern” friends. The author was put off by her husband’s “rude” behavior at the dance parties and by his displeasure at seeing her dance with other men. 	<ul style="list-style-type: none"> The popularity of dancing and the social pressure to adopt “modern” behaviors described in the document reflect the rapid Westernization and de-Islamicization of Turkish society in the 1920 as a result of Mustafa Kemal Atatürk’s policies. (historical situation) Although the author states that she comes from a conservative background, she comes to realize that challenging social norms by embracing dancing can be a liberating experience. (POV) Based on the subject of the article, the journal title, and the fact that the interviewee was a woman, it can be inferred that the <i>Illustrated Monthly</i> was an example of a publication that focused on social commentary and entertainment and targeted, at least in part, a female audience. (audience)
<p>6. Eastern Women’s Congress, resolution, 1932</p>	<ul style="list-style-type: none"> The resolution, adopted by an international congress of Muslim women held in Iran, includes demands for equality, such as support for women’s right to vote and hold political office, compulsory education for girls, the principle of equal pay for equal work, and welfare measures that would benefit women (government-run kindergartens, playgrounds, etc.). The resolution also includes calls for “improving the morals of Eastern men,” banning alcohol, narcotics, and polygamy, and hiring female police officers. 	<ul style="list-style-type: none"> The purpose of the resolution is to provide a concise summary of the policy positions adopted by the delegates of the Eastern Women’s Congress. (purpose) While some of the provisions listed in the resolution show that Muslim women reformers shared the main goals of contemporary Western feminists (e.g., equal access to voting right and political office, access to education, equality in the workplace, childcare-targeted welfare measures), other provisions reflect challenges unique to women in Muslim society (e.g., the proposed ban on polygamy, alcohol, and drugs, and the support for measures to “improve the morals of Eastern men”). (POV, audience) The convening of an international summit of Muslim women in Iran in early 1932, as well as the patronage of the event by an Iranian princess, likely reflects the extensive modernization program launched under Reza Shah Pahlavi, the first monarch of the new Pahlavi dynasty. (historical situation)

<p>7. Zaynab al-Ghazali, memoir, 1940s</p>	<ul style="list-style-type: none"> The author describes how she advised her soon-to-be-husband that she has pledged her allegiance to the cause of the Muslim Brotherhood and that that “calling” would take precedence in her life over her duties in the marriage. Should the calling require it, the author asks her future husband not to block her from pursuing the calling but to accept that the marriage would effectively end because of her higher duty to her political activism. While affirming that, in most things, she would be duty-bound to obey her husband, the author informs him that the calling is an exception because “God is greater than us and our marriage.” 	<ul style="list-style-type: none"> Even though the author is a deeply religious woman who is content in principle to accept patriarchal social norms, she is also driven primarily by her calling to support the Muslim Brotherhood and participate in the political activism designed to lead to the establishment of an Islamic state. The author explicitly states that if her political activism should conflict with her duties as an obedient wife, she would end her marriage. (POV) Since the passage was part of the author’s memoirs, published decades after the events it describes, the author’s purpose may have been at least in part to emphasize her early and unwavering dedication to the Muslim Brotherhood and the “calling” of political Islam. (purpose) The document reflects the rise of political Islam (Islamic fundamentalism) during the interwar period. The rise of political Islam was largely driven by popular discontent with widespread corruption, undemocratic political systems, and the perceived pro-Western and pro-secular outlook of many leaders of independent Middle Eastern countries established after the first World War (in Egypt’s case, King Farouk and his government). (historical situation)
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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

1850-1950 was a period of great change around the world, the world modernized, industrialized, developed new products, practices and ways of life. This time period had an even greater effect on the lives of women. Before this time, women were seen as inferior and relegated to lowlier positions as homemakers in most parts of the world. However, as ~~these~~ changes occurred in other parts of life, women started to gain power as they started working outside the home, earning wages, and educating themselves. It became a global movement towards women's rights, even in extremely repressive areas. Although women in the Middle East continued to fulfill many traditional household roles, they challenged some social norms in this period by fighting for equality for women outside of the traditional roles of women and becoming part of the world wide movement of the time for gender equality.

Although women remained in traditional roles they also made small changes. One example of this is the idea that education did not detract, but actually added to a woman's ability to help her husband, as written by Aisha al-Taymuriyya. In her article she supports a woman helping a man in the traditional way but also suggests that instead of decorating girls they should help them become useful. Because she is writing this for the conservative people of the time, it can be seen that ~~this~~ ~~approach towards~~ drastic change was not the only way that women shifted their social norms. Another example of how traditional norms continued to persist during this time is when a woman says that she will not allow her husband to just marry another wife and will divorce him, and the people surrounding her are horrified.

Page 2

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

at the idea of leaving ~~the~~ one's husband, that it is better to accept polygamy. In this example one person tries to stand up against the norms, but is ultimately pushed down by the people around her because they are not ready to accept changes. This reliance on traditions and little changes also continued to the common religion of the area, Islam, this can be seen with a very devout woman ~~relating~~ telling her husband ahead of time that she is willing to go against him if needed, something not done at that time, in order to be wholly devoted ~~to~~ to her religion. This woman became a leader in her religion showing that she was willing to follow through and defy small things in order to be more devout,

Middle Eastern women defied the traditional norms of the patriarchy by joining the worldwide cultural norm of the time of women's rights. One example of this is Zaynab Farnaz saying that women have led, like men do, and that poor women work just like men do and are just as capable. Around this time, women started to bust together for equality around the world and made similar declarations in places like the women's rights conventions in Seneca Falls, US. This sentiment was growing around the world, but it was also in direct contrast to the traditional way of interpreting Islam, women must be subservient. This can also be seen with dancing. A woman said that she joined in with the popular dances of the time, even though it made her husband mad. Dancing with other men was in direct contrast with Islamic law, but women did it anyways, in the Middle East and around the world. Women also demanded bigger, more important rights. In 1932 Middle Eastern women came together and listed some of their automatic rights, such as education, equal employment, sanitary conditions, marriage equality and other rights.

Page 3

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Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

This declaration ~~an~~ declared what women were saying around the world. We are people, we matter. In the end this statement ~~achieved~~ fulfilled its purpose of showing the power of united women along with their values. These sentiments did bear results, the women of Afghanistan gained the right to vote before women in the US, a seemingly modern country. Because of things like this women did enjoy some bene fits. Women's fight for rights and influence didn't end there. Women also like in other parts of the world like women against alcohol in the US and other things, women also organized to fight for general freedoms including protesting against European rule over the middle East. After WWI, when Europe divided the middle east into mandates overseen by Europe, not by their own people without self-determination. Women joined the societal norms of women speaking up for their rights by challenging and breaking the old cultural norms of subservience and obedience.

Page 4

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

During the time period 1850-1950 societies throughout the world experienced groups that stood up against injustices and wrongs in hope to reform and change how their world works. Groups challenged the norm and fought with the idea that what they were fighting for would better the world and living conditions. Muslim women in the Middle East challenged the social norms of their society and fought back by joining groups and organizations and voicing how they feel to authority as well as doing what they want in the face of adversity.

In Document 7, an Egyptian activist recalls a moment in her life when she voiced her devotion and involvement in ~~an Islamist organization called The Muslim Brotherhood~~ with Hassan al-Banna and Islamic groups. Zaynab al-Bazali is a political activist and leader of Muslim Women's Association who recalls her story in hope that women will see her devotion to her cause over her expected obligation to her husband. Her devotion to change and reform for women to be recognized with more rights placed over her marriage and husband, which is supposed to be her only duty, challenges the norm for Muslim women of this time. Document 6 lists the values that the Eastern Women's Congress supports. This congress is held in Iran under Princess Ashraf Pahlavi's direction for women from Muslim countries. This congress calls that women gain the right to vote, the right to education, and other equal rights between men and women that society does not automatically award women with under default. By forming this congress at high political status in hope to call out for change in order, these women are going against what is expected of women from this religion.

Women began to go against social norms and voiced out their opinions

Page 2

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

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Choose one

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

rather than following what is expected of them to stay quiet and obedient. Document 4 shows an illustration where feminist from Cairo took to the streets to fight against the British rule in Egypt. This illustration was published in a news magazine in attempt to document this event and show viewers how these women are standing up for what they believe in their cause. The women in this image have organized processions that go against the British rule over their home and call for change. The fact that women are outside on the streets voicing their opinion and challenging the rule of major powers challenges in itself what is expected of these women in this region. Women at this time were not permitted to have their own thoughts and actions away from a man let alone to organize an entire procession that fights against a man's order or rule. In Document 3, an Egyptian woman recalls a moment when she learned of a family friend that spoke out against what was expected of her. Doria Shalikh is a feminist who recalls this moment as an example of women fighting against what they don't believe should be the way of things. She does this in hope that it may inspire a change in mindset that speaking out and having a voice is an option. In her story, a wife disapproved of her husband having two wives since she wasn't able to carry out what was expected of her. When she voices how she went against the norm, she is immediately condemned for thinking ~~she~~ she should have a voice against her husband. The girl in the story chose that she wanted to use her voice rather than only listening and staying quiet. She decided that she wanted to decide what was best for her and went against what society tells her what is best for her. Document 1 shows the words of an Egyptian woman poet + novelist that posted

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in a newspaper. Her words hope to call out for men to allow the education of girls since it would be in everybody's best interest. She ~~felt~~ feels that a woman's purpose is so much greater than what was previously believed and she speaks up about this. She condemns the usual idea that women should be pretty items that sit there for men and have no voice. She goes against this norm and calls that men should establish this as the main way for things.

Other women went against the norm through actions rather than speaking or forming entire organizations. Some women did little things that showed the world that they did not want to follow what was expected of them. In Document 5, a woman far is interviewed about ballroom dancing. She recalls how she didn't feel comfortable with the practice at first since she had been conditioned to be conservative and only a product of her husband. After some time of being around the environment, she began to participate in the practice and danced despite the disapproval from her husband. She danced to go against what was expected of her to be modest and conservative by her husband. That was how she went against the social normality of Turkey customs.

But some argue they didn't fight ~~back~~ back like how in Document 3 when the mom advises that she should shut up and follow what is expected.

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Although some may argue that Muslim women in the middle east were completely unable to do anything without order to by a man they still challenged social norms by defying these norms and getting the respect they want. Muslim women are often seen as purely just the one who creeps for the house and listens to the men, so educating women was not seen as a priority. As seen on document 1 women who were educated would cause an outburst in society. The author of document 1 is arguing that young girls should be educated and full of wisdom. Women were not seen as equals at all, yet they still wanted to change that. As seen in doc 2 the author is telling the reader that women and men alike both have the compatible intelligence and are therefore equal. The author is challenging the norm by introducing a different point of view to its readers. Document 3 also supports this idea of breaking the norms because the first wife is agitated with the situation and decides to ask for a divorce even though it's frowned upon, yet she still backs down because she is shut down by the grandmother. She fights back the norm and perhaps with enough strength she could've broken free. Document 4, 5, and 6 are all of women powering through even though society still treats them unfairly, and they go against the traditions. Even though most women want progress there is still some who disagree. As shown in doc 3 even though the wife is challenging the norm she is shut down by the grandma who follows traditional norms. Therefore not everyone might be on the same page. Although Muslim women challenge society's norms some still stick to traditions.

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Question 1—Document-Based Question

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

Overview

The question required students to identify developments and processes related to changing social norms for Muslim women in the Middle East from 1850–1950. This included the ability to place those norms in a broader historical context and to describe and analyze the content of documents. Students also needed to construct an argument and use the documents and outside evidence to support an argument. The question tested content primarily from Unit 9 of the course framework while also providing students with opportunities to bring up knowledge from Units 1 and 5 to earn the contextualization and evidence beyond the document’s points.

Responses to the question were expected to show students’ ability to use the content of the documents, as well as their own content knowledge and historical thinking skills, to construct an argument about changing gender norms in the Muslim world from 1850 to 1950 and the extent to which Muslim women’s ideas or actions drove those changes. The documents provided students with a variety of perspectives on the issue, including the perspectives of women demanding greater legal, social, or economic equality with men, women supporting the preservation of traditional gender roles, women expressing ambivalent feelings towards impending changes in gender norms, and women challenging gender norms in order to gain greater political agency for themselves.

The question primarily addressed content from Topic 9.5, with contextualization and evidence-beyond-the-documents opportunities from Topics 1.2 and 5.1.

Sample: 1A

Thesis/Claim: 1

Contextualization: 1

Evidence: 3

Analysis and Reasoning: 2

Total Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim at the end of the first paragraph by emphasizing the continuity of existing social norms and “household roles” but also the challenge to social norms represented by women “fighting for equality.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the introductory paragraph by framing the argument with reference to industrialization, the shift to wage work, and the broader global women’s movement.

Question 1—Document-Based Question (continued)

C. Evidence (0–3 points): 3

The response earned 1 point by addressing all documents. It is possible the response omitted document 4, but the reference to protest against European rule in the concluding paragraph is probably intended as a nod to document 4. In any case, the other six documents are clearly used to address the prompt.

The response earned 1 point for using all documents (again, with the possible exception of document 4) to support the discussion of challenges to social norms by Middle Eastern women in the time period.

The response earned 1 point for evidence beyond the documents in the closing paragraph by tying the discussion of women’s political activism to detail about European Mandates in the Middle East. There is also an attempt to bring Afghan women’s suffrage to bear on the topic, but the attempt is overstated and made inaccurate by the comparison to the U.S.

D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for sourcing the documents. The response notes how the conservative audience for document 1 shaped the writer’s gradualist approach, frames the historical situation of document 2 in relation to the Seneca Falls convention on women’s rights, clarifies the situation of document 3 with the specific naming of “polygamy” (which is described in the document but not named), situates document 5 within the larger Islamic legal tradition, distinctly situates documents 2, 5, and 6 within worldwide feminism, and clearly identifies the purpose and religious point of view of the writer in document 7.

The response earned 1 point for complexity. The thesis makes a nuanced change-over-time argument interweaving progressive change with conservative values. That argument is carried throughout the response, corroborated by multiple pieces of documentary evidence and sophisticated juxtaposition of Middle Eastern feminism with world feminism. Additionally, in the final paragraph, the response makes an insightful connection across regions by linking to contemporaneous women’s activism around the banning of alcohol in the U.S.

Sample: 1B

Thesis/Claim: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim at the end of the first paragraph, noting that women “fought back by joining groups and organizations.”

Question 1—Document-Based Question (continued)

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. There is a broad generalization of “groups that stood up against injustices” and “wrongs” and “conditions” but the response does not appropriately elaborate on any of these ideas.

C. Evidence (0–3 points): 2

The response earned 1 point for use of evidence as it correctly addresses all of the documents except document 2, which is omitted.

The response earned 1 additional evidence point because it uses those six documents to illustrate the extent to which women challenged social norms in the time period.

The response did not earn the point for using evidence beyond the documents because there is no attempt.

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for sourcing. It notes the document 7 author’s purpose as the “hope that women will see her devotion to her cause,” the purpose of the formation of the document 6 congress as a “hope to call out for change,” the situation of gender norms and expectations surrounding document 4 with a reference to “what is expected of these women in the region,” the purpose of the memoir in document 3 “in hope that it may inspire a change in mindset,” the purpose of document 1 as “hope to call out for men to allow the education of girls,” and an identification of the point of view in document 5 as a change from being “conditioned to be conservative and only a product of her husband” to more willing to challenge norms.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how Muslim women challenged social norms in the period circa 1850–1950.

Sample: 1C

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for a thesis/claim in the first sentence by arguing that women defied “these norms” of female inferiority and got “the respect” they were seeking.

Question 1—Document-Based Question (continued)

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because there is no attempt.

C. Evidence (0–3 points): 1

The response earned 1 point for evidence from the documents by addressing documents 1, 2, and 3. The response attempts to address documents 4, 5, and 6 collectively but neglects to separately address the content of any of those documents. Document 7 is omitted entirely.

The response did not earn the second evidence point as it only uses documents 1, 2, and 3 to support the argument.

The response did not earn the point for evidence beyond the documents as there is no attempt.

D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for sourcing as it is not attempted.

The response did not earn the point for complexity because it does not demonstrate complex understanding of the topic.