

# AP<sup>®</sup> UNITED STATES HISTORY

## 2016 SCORING GUIDELINES

### Question 1 – Document-Based Question

Explain the causes of the rise of women’s rights movement in the period 1940–1975.

Maximum Possible Points: 7

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for argument development without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for the contextualization point could not be used to earn the point for synthesis or the point for sourcing the documents.

#### A. Thesis and Argument Development (2 points)

##### Targeted Skill: Argumentation (E1, E4, and C1)

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

*Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.*

**1 point**      Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

**0 points**      Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

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#### B. Document Analysis (2 points)

##### Targeted Skill: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)

**1 point**      Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

**1 point**      Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.

**0 points**      Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.

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### Question 1 – Document-Based Question (continued)

#### C. Using Evidence Beyond the Documents (2 points)

**Targeted Skill: Contextualization (C3) and Argumentation (E3)**

##### Contextualization

- 1 point**        Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- 0 points**       Does not situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

*Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is **not** awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

##### Evidence Beyond the Documents

- 1 point**        Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- 0 points**       Does not provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- Is completely blank

##### *Scoring Notes:*

- *This example must be different from the evidence used to earn other points on this rubric.*
- *This point is **not** awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.*

#### D. Synthesis (1 point)

**Targeted Skill: Synthesis (C4 or C5)**

- 1 point**        Extends the argument by explaining the connections between the argument and one of the following.
- a) A development in a different historical period, situation, era, or geographical area.
- b) 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).
- 0 points**       Does not extend the argument by explaining the connections between the argument and the other areas listed.
- Is completely blank

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

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**Question 1 – Document-Based Question (continued)**

***On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

***On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.*

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### Question 1 – Document-Based Question (continued)

#### Scoring Notes

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

#### A. Thesis and Argument Development (2 points)

##### a) Thesis

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

##### Examples of acceptable theses:

- “The women’s rights movement arose as a result of women’s experiences with inequality at work and the influence of other rights movements.”
- “The women’s rights movement from 1940–1975 was caused politically by unfair treatment towards females, economically by financial discrimination towards females, and socially by the defiance of the traditional image of an American woman.”

Reasons a response would not earn the thesis point include the following:

- Categories too general (i.e., political, social, cultural)
- Restating the question
- Only including one cause

##### Examples of unacceptable theses:

- “The woman’s rights movement was the product of unfair treatment in economics, politics, and society.”
- “The women’s rights movement occurred because men kept going to war leaving women behind at the home front, women were getting more and more jobs, women were frequently mistreated and undervalued during a time when rights was to be given to everyone.”

##### b) Argument Development

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay (1 point). Evidence can be related to the argument in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

Unacceptable argument development would include:

- Responses that do not develop a cohesive essay
- Responses that simply parrot the documents or list the documents in order
- Responses that fail to organize documents in any meaningful way
- Responses that do not reconnect the evidence of the essay back to a thesis or argument

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### Question 1 – Document-Based Question (continued)

#### Examples of acceptable argument development:

- “The main reason for a rise of the women’s rights movement, according to activists such as Friedan, was discontent with suburban conformity. This may have been true for white women, but a woman of color such as Mirta Vidal (Document 5) portrayed the rise of the women’s rights movement as due to a combination of the rising movement for Chicano civil rights and a growing resistance to male chauvinism within the Chicano community.”
- “Although the women’s rights movement grew out of many factors, government support was a key factor in changing public beliefs about women’s roles. This occurred most powerfully during World War II, when women worked in war related manufacturing industries. The war recruiting poster (Document 1) shows how government propaganda portrayed women’s work as vital to the war effort, even in secretarial work.”

#### Examples of unacceptable argument development:

- “In Document 2 Betty Friedan wants women to be paid the same as men for doing the same jobs. She wants women to take action and protest against wage discrimination. She believes regardless if you are a man or a woman you should get paid the same and not less because you’re a woman. In Document 7 this picture relates to women being able to have full control over their bodies. They believe they should be able to choose if they want to keep a baby or not, this also talks about a woman’s right to birth control.”
  - In this response, the documents are discussed without any connection to an argument. In this excerpt two documents are described, but the response does not illustrate the relationship of this evidence to support a historically complex idea.

### B. Document Analysis (2 points)

#### a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section for descriptions of document content.*)

#### Examples of acceptable utilization of content from a document to support a thesis or relevant argument:

- Supporting the argument that women’s experiences in the workforce were crucial to the growth of the movement: “Friedan (Document 2) shows that in the 1950s, women might be treated as important by advertisers, but were not given equal pay or job opportunities in the workplace. This led Friedan to call for an end to exploitation of women on the part of major companies.”
- “This led to some, like Mirta Vidal, to feel unattached to the movement and feel as though it was an ‘Anglo thing’ (Document 5). The underlying racism and sexism within the rights movement was another cause for the movement to reshape itself for the future and for it to be more including, more like feminism is today.”

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### Question 1 – Document-Based Question (continued)

#### **Examples of unacceptable utilization of content from a document to support a thesis or relevant argument:**

- “In 1974, women and men protested for the rights of ‘women to choose and to refuse’ what society wants to put their sexist labels on (Document 7). If the women were given the right to choose what to wear, they would refuse to wear dresses and girdles.”
- “Women were also denied the right to vote until the passage of the 19<sup>th</sup> Amendment in 1972 (Document 6).”

#### **b) Significance of Point of View, Purpose, Context, and/or Audience**

Responses earn one point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents (1 point). (*See the document summaries section for description of point of view, purpose, historical context, and audience for each document.*)

#### **Examples of acceptable explanation of the significance of the author’s point of view:**

- “Freidan (Document 2), writing as a union leader, sought to show that women could fight for equal rights by being a part of a union.”
- “Another cause for women to protest was their feeling that the natural rights of choice was being taken from them. Document 7 shows a demonstration protesting against laws such as the law against abortion. They felt that with the discrimination of their jobs, pay, and sex in general, their choice of abortion was another right taken away from them.”

#### **Example of unacceptable explanation of the significance of the author’s point of view:**

- “Document 6 also shows how the government contributed to the women’s rights movement. This document is an excerpt from the education amendments. It describes how no person can be excluded from the benefits of an education program due to race. The point of view of this document is from Congress and helps to show the political action the government took to increase women’s rights.”

#### **Examples of acceptable explanation of the significance of the author’s purpose:**

- “The wartime propaganda poster was created to recruit women into wartime industries and encourage women to participate in the war effort (Document 1). The poster asked women to see their work as valuable to U.S. society which was a feeling that would continue after the war was over.”
- “An example of this call for action is described in Document 4, ‘No More Miss America.’ They call for women to stand up against idealized roles of women and how they are portrayed. They call for women to boycott against any ‘woman-garbage’ and to protest against the Pageant. They go to the extent of refusing any contact with men, even men protestors who would join them. Strong protests and visible discontent was used to push the women’s rights movement further along.”

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### Question 1 – Document-Based Question (continued)

#### **Example of unacceptable explanation of the significance of the author’s purpose:**

- “Document 2 provides that women are ‘paid less than the underpaid sweeper’ being ‘rated lower than common labor (male).’ Betty Friedan’s purpose is to emphasize how women have the same skills as men, but are discriminated on their wage.”
  - This excerpt attempts to explain Friedan’s purpose but is just reiterating information found directly in the document.

#### **Examples of acceptable explanation of the significance of the historical context of a document:**

- “Hayden and King (Document 3), writing in 1965, used language about greater equality similar to the language used by civil rights, Great Society, and New Left movements.”
- “In ‘Victory Waits on Your Fingers’ Document 1, it depicts a young woman at a type writer. It advertises for a stenograph job, and shows women that they need the support and help of women in the work force as their contribution to the war effort. It was the first time in a while that women were asked to step out of their roles as homemakers and work in paying jobs.”

#### **Example of unacceptable explanation of the significance of the historical context of a document:**

- “Women such as Alice Paul demanded to be heard in the work place and act, such as Seneca Falls. They demanded rights such as Title IX and the 19<sup>th</sup> amendment.”

#### **Examples of acceptable explanation of the significance of the audience:**

- “The New York Radical Women prepared a press release (Document 4) in order to publicize their position and use inflammatory language to make as many women as possible join their cause.”
- “Betty Freidan reveals how women are being exploited by the patriarchy to save money. She was trying to make an appeal to other women to show them how much less they are being paid and how corporate America is benefitting from this.”

#### **Example of unacceptable explanation of the significance of the audience:**

- “In 1972 Congress passed the Title IX amendment that established a foundation for providing equal opportunities for females in athletics and other extra-curricular activities in schools receiving federal funds. The intended audience for document 6 was everyone in the United States with school-aged children.”
  - The intended audience that this response discusses is too broad. The response also does not explain why this audience would be significant.

### **C. Using Evidence Beyond the Documents (2 points)**

#### **a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the

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### Question 1 – Document-Based Question (continued)

thesis, argument, or parts of the argument by accurately and explicitly connecting the causes of the rise of the women's rights movement in the period 1945–1975 to larger historical processes. Examples might include:

- Federal encouragement of women to fill defense jobs during the Second World War
- Women granted permanent status in the Armed Forces, 1948
- Longstanding cultural prescriptions of women as homemakers, responsible for the domestic sphere; social and cultural pressure for women to return to being homemakers and relinquish jobs for returning wartime veterans during the 1950s
- Rise of suburban communities, isolated women in suburban homes with nuclear family, 1950s
- The rise of the Civil Rights movement
- Democratic administrations' support for women's rights
- Liberal feminism or women's rights advocates conflicts with more radical women's liberationists; use of the law and policy to change women's status; use of protests and demonstrations to change women's status; separatist politics
- Emergence of radical feminism and women's liberation sometimes in support of, but sometimes in opposition to, liberal feminism; tensions within the women's rights movement over issues of race, sexual orientation, class, ethnicity
- Protest movements in the 1960s such as the student movement, the Free Speech movement, anti-war protestors, the counterculture, establishment of communal societies, Red Power movement
- The development of a new conservative movement from the 1960s to the 1980s, which opposed many of the positions held by supporters of women's rights
- The emergence of an antifeminist movement and conservative women's opposition to women's rights and feminism
- Movement of women into the workforce in larger numbers after the 1960s
- Longstanding discrimination against women in the workforce and/or unequal treatment on the job
- Dual income families in the 1970s
- Recognition of violence against women, domestic abuse; establishment of women's shelters
- Recognition of women's inequality in healthcare and services
- Depiction of women in advertising reinforced gender stereotypes; advertising and cultural stereotypes as source of oppression
- Outlawing of male-wanted and female-wanted job advertisements, 1968
- United States experienced period of economic boom in the 1950s to 1960s, and period of economic decline or contraction in the 1970s

#### Example of acceptable contextualization:

- "In the beginning of the period of 1940-1975 World War II caused American men to be away while minorities such as women took the place of men and joined the workforce. The 1950s saw a return to those traditional family values of women staying in the house while their husbands are away working to make money. However, by the 1960s the controversy over the Vietnam War started the hippie movement in which they said 'make peace not war.' This caused many women to begin to question their traditional roles in society. There was also a young counterculture movement which saw young people expressing themselves through rock n' roll, drugs, and such. All of this encouraged women to begin their fights for a new, politically empowered role in society."



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### Question 1 – Document-Based Question (continued)

#### Example of unacceptable contextualization:

- “The treatment of women in an inferior matter is only a part of a string of discriminations that had developed in the 1900s. During the United States’ involvement in Vietnam during a period of anti-communist sentiment, the common people were in discontent with the foreign affairs as seen with young people protesting against the war in a third world country, having no effect on their well-being, but still having to participate in the draft. This grew into a string of revolutions, one of which was the counterculture; another was the Native American Revolution for proper treatment.”
  - This information in this excerpt could certainly be used to add contextualization. However, the response never explains how this information is immediately relevant to the question. Another sentence or so that would connect the counterculture and/or the Civil Rights movement to the women’s rights movement would be necessary to warrant this point.

#### b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point). Examples might include the following:

- Bella Abzug
- Affirmative Action policies, 1960–1970s
- *American Women Report*, 1963
- Simone de Beauvoir, *The Second Sex*, 1949
- Birth control pill, 1961
- Shirley Chisholm
- Civil Rights Act of 1964, Title VII
- Coalition of Labor Union Women (CLUW), 1969
- Consciousness-raising
- Eagle Forum
- Equal Pay Act, 1963
- Betty Friedan, *The Feminine Mystique*, 1963
- Ruth Bader Ginsburg
- Houston Conference, 1977
- Billie Jean King, tennis match against Bobbie Riggs, 1973
- Lesbian feminism/rights
- Mexico City World Women’s Conference, 1975
- *Ms.* Magazine
- Pauli Murray
- National Association for the Repeal of Abortion Laws (NARAL), 1969
- National Organization for Women (NOW), 1966
- National Women’s Political Caucus, 1971
- No-fault divorce, 1970s
- *Our Bodies, Ourselves*
- Equal Rights Amendment
- Esther Peterson

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### Question 1 – Document-Based Question (continued)

- President’s Commission on the Status of Women, 1961
- *Reed v. Reed*, 1971
- *Roe v. Wade*, 1973
- Eleanor Roosevelt
- Rosie the Riveter
- Phyllis Schlafly
- Second Wave
- Gloria Steinem
- STOP ERA
- United Nations International Year of the Woman, 1975
- WAVES, WAACS
- Women’s Strike for Equality, 1971

#### **Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- “Another influence on the rise of women’s rights movement in the 1960s was the introduction of the birth control pill in 1961. The pill allowed women absolute control over birth control in a way no other contraceptive ever had. This contributed to the growing push for women to be allowed greater say in all aspects of their lives, as freedom from unexpected pregnancy meant freedom to pursue a career and plan for the future as freely as men could.”
- “Many inspirational pieces of literature came out during this time to promote a women’s rights movement. However, the most significant for women’s rights was *The Feminine Mystique*. This book was monumental in the creation of the movement. The book was written by America’s everyday woman. She was an at-home mother doing the everyday mother things. As she interviewed some of her old friends she realized she was not the only one feeling stuck in a ‘comfortable concentration camp.’ As she published her work, women all over America realized they were not alone.”

#### **Example of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- “Socially, women have received the short straw. In the U.S., many women are very frustrated with their current role in society. Betty Friedan’s *The Feminine Mystique* highlighted this frustration and gave birth to the movement.”
  - While Betty Friedan’s book *The Feminine Mystique* could certainly be used effectively as evidence beyond the documents, here the response is not doing much more than naming the book.

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### Question 1 – Document-Based Question (continued)

#### D. Synthesis (1 point)

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

- a) Responses can extend their argument by appropriately connecting the causes of the rise of the women’s rights movement in the period 1945–1975 to other historical periods, situations, eras, or geographical areas (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference. These connections might include the following:
- Calls for women’s rights and writings on women’s rights in the period of the American Revolution and Atlantic World
  - Seneca Falls Convention, 1848; Declaration of Sentiments and Resolutions
  - First Wave of the women’s movement in United States, 1830s to 1920, culminated in Nineteenth Amendment to Constitution, which outlawed sex discrimination in voting
  - Exploration of women’s rights movement in the United States after 1975, including opposition and setbacks during the 1980s; recognition of sexual harassment
  - Rise of the Third Wave of feminism in 1990s; recognition of the glass ceiling in the 1990s
  - Anita Hill accusations and hearings against Clarence Thomas, 1991
  - Lilly Ledbetter Fair Pay Act, 2009
  - Dismissal of women’s job discrimination claims in class action cases such as *Walmart v. Dukes*, 2011

#### **Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:**

- “The conditions that helped cause the rise of the women’s rights movement in the 20<sup>th</sup> century were similar to those that helped cause the rise of a movement for greater women’s rights in the 1840s. In both periods, calls for greater rights for African Americans led women to demand more of a voice in social and political reforms.”
- “A development in a different historical period was when Alice Paul went on hunger strikes and protests in front of the White House to gain attention on passing an amendment that would give women their rights. Paul’s fight for women’s rights started with trying to get equal voting rights for women. This links to how in 1940-1975 women were fighting for equal rights in wages and other important rights.”

#### **Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:**

- A response that lists events from other time periods or areas but does not explain how they relate to the argument cannot earn a synthesis point.
- “The Seneca Falls convention also served to help inspire women around the world to gain equal rights. The speech given clearly stated the way things were being conducted was unconstitutional and women should not be socially inferior to men.”

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**Question 1 – Document-Based Question (continued)**

- b) Responses can extend their argument by appropriately connecting the causes of the rise of the women's rights movement in the period 1945–1975 to course themes and/or approaches to history that are not the main focus of the question (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference. Responses for this question could earn a point for this type of synthesis using a theme or approach that is not political or social history, for example, intellectual history. This type of synthesis was not found in the sample essays.

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### Question 1 – Document-Based Question (continued)

#### Document Summaries

The following pages present the DBQ documents along with the key aspects of each that students might offer in support of their arguments. Also provided are some of the major subjects, concepts, themes, or processes mentioned in the course that students might use to contextualize their arguments.

#### Document 1

Source: “Victory Waits on Your Fingers—Keep ‘Em Flying Miss U.S.A.,” produced by the Royal Typewriter Company for the United States Civil Service Commission, 1942.

#### Summary of key points explaining content of source or argument made by the author:

- Poster depicting a young white woman behind a typewriter, performing a military-style salute
- Slogan reads “Victory Waits on Your Fingers — Keep ‘Em Flying Miss U.S.A.”
- Details read “Uncle Sam needs stenographers. Get civil service information at your local post office.”

#### Examples of author’s point of view:

- Image expresses perspective of federal government and its agencies.
- Expresses economic concerns about possible employment shortage due to the Second World War.

#### Examples of author’s purpose:

- To encourage women to participate in the war effort by filling jobs such as secretarial work for the Civil Service Commission
- To quell criticism of women working during wartime

#### Examples of historical context:

- Second World War; support for the war effort; growth of defense industry jobs; use of wartime propaganda; emergence of Office of War Information

#### Examples of audience:

- Women in U.S. society during the Second World War, particularly those that might be induced to take wartime jobs

#### Document 2

Source: Betty Friedan, *UE* (United Electrical, Radio and Machine Workers of America) *Fights for Women Workers*, 1952.

#### Summary of key points explaining content of source or argument made by the author:

- Notes that advertising glorifies American women.
- Argues that, as workers, however, women are often assigned to more difficult jobs than men but are paid less than men.
- Wage discrimination is widespread throughout industry.
- Wage discrimination bolsters corporate profits.

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### Question 1 – Document-Based Question (continued)

#### Examples of author's point of view:

- Angry at exploitation of women by companies unfairly profiting from women's labor
- Pro-union, pro-women's rights, some recognition of class differences among women

#### Examples of author's purpose:

- To draw attention to women's unequal treatment in the workforce and to encourage organizing for change
- To encourage union membership to protect women's economic rights
- To draw attention to the disconnect between celebrating women's importance in consumption yet denigrating women's role in the production of products

#### Examples of historical context:

- Post-Second World War continuation of union movement
- Recognition of sex discrimination, sex segregation, pay inequality, and sex stereotyping in the workforce
- Friedan would later be the author of *The Feminine Mystique*

#### Examples of audience:

- Women workers, union members, women's rights activists

### Document 3

Source: "Sex and Caste: A Kind of Memo from Casey Hayden and Mary King to a number of other women in the peace and freedom movements," 1965.

#### Summary of key points explaining content of source or argument made by the author:

- Argues that women within the peace and Civil Rights movements faced sex discrimination that amounted to a kind of caste system
- This system dictates women's roles within the movement and holds back women from full participation.

#### Example of author's point of view:

- Radical feminist

#### Examples of author's purpose:

- To encourage women to see their oppression within movements that were advocating for rights for other groups
- To encourage women to see their treatment within the movements as that of exploitation based on stereotypes of women's roles

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### Question 1 – Document-Based Question (continued)

#### Examples of historical context:

- Civil Rights movement
- Student movement
- Anti-Vietnam War movement
- Free Speech movement
- New Left

#### Examples of audience:

- Women in the Civil Rights movement and other social movements

#### Document 4

Source: Robin Morgan and the New York Radical Women, press release, “No More Miss America!”, 1968.

#### Summary of key points explaining content of source or argument made by the author:

- Describes plans for a protest against the Miss American beauty pageant
- Instructs male chauvinists and male liberals to stay away
- Announces plans to reject authority of male police officers and to refuse interviews with male reporters; promises to only interact with women

#### Example of author’s point of view:

- Radical feminist

#### Example of author’s purpose:

- To encourage women to protest the Miss America pageant as oppressive and to join the demonstration

#### Examples of historical context:

- Oppression of women through cultural norms and stereotypes that focused on and objectified women as sex objects, physical looks
- Critiques of institutions and media that depicted women in this manner
- Widespread protests of Civil Rights and anti-Vietnam War movements in late 1960s
- Rejection of unrealistic physical expectations and beauty standards for women

#### Examples of audience:

- Women who might be sympathetic to women’s rights or who might potentially become activists

#### Document 5

Source: Mirta Vidal, “Women: The New Voice of La Raza,” 1971.

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### Question 1 – Document-Based Question (continued)

#### Summary of key points explaining content of source or argument made by the author:

- Argues that Chicana consciousness is awakening in response to “machismo”
- Argues that oppression suffered by Hispanic and Latino women is different than that experienced by other groups because they are oppressed by both sex and race
- Chicanas are exploited as workers, by race, and by sex.
- Argues that, because sexism is deeply rooted in Hispanic and Latino society, women in those communities are often dissuaded from organizing as women

#### Example of author’s point of view:

- Chicana feminist

#### Examples of author’s purpose:

- To explain the oppression of Chicana women in U.S. society by sex (machismo), ethnicity, race, and class and within the rights movements
- To highlight the interaction of multiple factors in the Chicano rights movement

#### Examples of historical context:

- Emergence of a Chicana rights movement
- Indirect influence of African American Civil Rights movement
- Chicana frustrations that the development of the women’s rights movement was dominated by middle-class white women, whose issues did not address Chicana women’s concerns about oppression
- Chicana feminists frustrations over their treatment within the Chicano rights movement (machismo)

#### Examples of audience:

- Chicana women in the women’s rights movements, Chicano men, rights activists, Chicano and Latino Americans, and U.S. society

### Document 6

Source: United States Congress, Title IX, Education Amendments, 1972.

#### Summary of key points explaining content of source or argument made by the author:

- States that no person in the United States shall, on the basis of sex, be excluded from, or be subject to discrimination in, any educational activities receiving federal funding

#### Example of author’s point of view:

- The federal government issuing a new mandate and creating mechanisms to punish discrimination

#### Examples of author’s purpose:

- To establish new legal guidelines for the funding of education and related activities; to promote more equal rights for women



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## 2016 SCORING GUIDELINES

### Question 1 – Document-Based Question (continued)

#### Examples of historical context:

- At the height of the women’s rights movement
- Emerged from widespread discrimination in education; reflected influence of African American Civil Rights movement
- This law might be regarded as one of the most concrete legislative and institutional results of the women’s rights movement.
- This law had significant long-term consequences for expanding women’s access to education and athletics.

#### Examples of audience:

- Members of the public who did not know educational discrimination was illegal
- Educational administrators

#### Document 7

Source: Image of a crowd at a reproductive rights demonstration, Pittsburgh, PA, 1974.

#### Summary of key points explaining content of source or argument made by the author:

- Photograph of a reproductive rights demonstration in Pittsburgh in 1974
- In foreground, a group of men and women hold a banner reading “The Right to Choose” with two symbols for women on it
- Another sign reads “The right to choose is the right to refuse.”

#### Examples of author’s point of view:

- Could be seen as objective documentation of a pro-choice rally
- Could also be seen as favoring women’s rights by producing the photograph

#### Examples of author’s purpose:

- Purpose of the photograph — To document the protest or to highlight the concerns of protesters
- Purpose of the protesters — To show support for several causes, including “the right to choose” (most likely meaning access to abortions) and “the right to refuse” (which could mean access to abortion, protection from unwanted sexual activity, or possibly protection from government regulation of sexuality)

#### Examples of historical context:

- Shortly after the Supreme Court’s decision in *Roe v. Wade* (1973), when abortion was constitutionally protected but not widely accessible in most states
- Women’s rights movement had made demand for legal abortion a key issue.
- Legalized abortion had initial support from members of both political parties.
- Opposition to legalized abortion remained significant.

#### Examples of audience:

- Public, newspaper readers
- People who might be sympathetic to the cause of reproductive rights

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1A  
1 of 6

The period 1940-1975 spans a time of troubles at home and abroad in the US. While WWII ended in 1945, Cold War conflicts grew, and along with it, increasing social strife among minorities, teens, and especially women. The rise of a women's rights movement ~~from~~ from 1940-1975 was caused by increased women in the workforce, a growing resentment of being treated inferior to men, and an increased sense of unity and solidarity among women.

While men were sent to Europe during WWII, women began to take more and more jobs in their place. Document 1 shows a recruiting poster for a job as a stenographer, aimed specifically towards women. The document's audience is important because it is aimed specifically at women, showing that the US government encouraged the trend of women entering the workforce. However, when WWII came to an end, men of the military came home and needed jobs. While the GI bill delayed the influx of

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1A  
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soldiers returning to the workforce by sending many of them to college, industry was soon once again dominated by men. As a result, companies see female workers as exploitable, as seen in Document 2. By underpaying the millions of women in the workforce by this time, companies & industry saved billions of dollars. In the past, when few women were in the workforce, this discrimination had gone on unnoticed. Post-WWII, however, the increased women workers would become a cause for a women's rights movement.

In addition, ~~the~~ during WWII women got a taste of autonomy from men and realized that they could run factories and production just as well as the men who were overseas. When the men came home, women were once again treated as inferior workers, which they now knew wasn't true, as thoroughly exemplified by the famous Rosie the Riveter poster saying "We can do it!" As a result, women who were <sup>during this time</sup> ~~now~~ being treated as

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1A  
3 of 6

in senior were not happy. Document 3 shows how, even in other social movements happening during this time, women were not treated equal to men. It is important to note that the audience of this document is women working specifically in peace and freedom movements because it is very likely that the existence of these movements and social strife helped facilitate the women's rights movement as well. It also makes a stark contrast: even as men fight for things they believe in such as peace and freedom, they don't allow all of that freedom and equality to women. It is understandable then, that this inferiority would push women to start a women's rights movement of their own.

In addition, Document 6 shows how much this goal of no more inferiority pushed the goals of the women's rights movement. By eliminating sexual discrimination in federally funded programs, inferiority in education, sports, and other programs was

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Mandatory

1

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2 or 3

1A  
4 of 6

effectively reversed, in many settings. The purpose of this document is important because it is a law passed by congress, which means it is a huge legislative step forward for women's rights. If a growing resentment of inferiority was not a cause of the growing women's rights movement, this law would have very likely not passed.

Finally, a growing sense of unity among women prompted the growth of the women's rights movement. The protest of the Miss America pageant in 1968 was a huge display of shared sentiment among women as hundreds of ladies protested the event. The point of view of this document is important to note because it is extremely anti-masculine male reporters, policemen, or authority would be recognized according to the document. This further shows the unification and solidarity of women in the growing women's rights movement. In addition, picketing became more common as women joined together

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1A  
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to protest various women's rights issues, such as abortion<sup>and reproductive rights</sup>, as seen in document 7. As the women's rights movement became more unified and organized with demonstrations such as in the document helped to grow the movement's popularity and influence. The influence as a result of this unity and growth can be seen in the Supreme court case of Roe v Wade, in which women got abortion rights and showing that unified demonstrations such as in the image document were very successful in growing the influence of the women's rights movement.

However, it is important to note that not all women felt unified with other woman's rights activists.

Document 5 shows how ~~the~~ Raza women felt ~~as~~ like they couldn't enter into the movement because of their nationality. It is significant that the author is writing from a woman's point of view, as she is better qualified to show how not all women felt unified, yet still tried to further

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1A  
6 of 6

their own women's rights movement.

Just as women sought for the right to vote during the pre-WWI years, ~~a change didn't occur over night for the woman's rights movement.~~ However, the increased women workers, resentment of inferiority, and a sense of unity among women were important causes of the growing women's rights movement that would push through a post-WWI America and become a defining social factor in US history.

~~The~~ The social climate of war and strife played a huge role in the woman's rights movement.

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1B  
1 of 4

Though women finally received the right to vote in 1919, they still yearned for more equality to men from 1940-1975. During this time period, gender discrimination still existed in many aspects of life. For awhile, women were happy with their right to vote, but after World War II and the ~~more~~ pivotal roles they played at home while their husbands were overseas, women were ready to get rid of traditional gender roles and receive the equality they deserved. The ~~too~~ discrimination <sup>against</sup> of women in the workforce and the stereotypical views of women's roles that lingered on were some of the main causes of the women's rights movement from 1940-1975.

First of all, discrimination in the workplace led to a call for women's rights. The advertisement "Victory Waits on Your Fingers - Keep 'Em Flying Miss U.S.A." shows the increased role of women in the workplace during World War II. As the ad shows, women were needed as stenographers, but they were also needed in factories to produce supplies for troops abroad (Doc 7). This increased presence in the workplace caused them to lash out against discrimination after World War II. According to Betty Friedan, a huge advocate for the women's rights movement, ~~the~~ ~~described~~ women were paid significantly less than men, yet they did more



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①

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2 or 3

1B

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(Doc 2).

arduous and dangerous jobs than men. ~~that type~~  
~~of discrimination~~ Mirba Vidal, a hispanic woman in  
America, ~~also~~ reiterates this discrimination by  
describing the way in which women <sup>were</sup> ~~are~~ given inferior  
positions to males and by describing how hispanic  
males urged ~~and women~~ hispanic females not to participate in  
the women's rights movements (Doc 5). ~~This~~ This  
type of workplace discrimination caused women to  
band together in demand for better treatment and  
pay during the women's rights movement.

In addition to discrimination in the workplace,  
stereotypical views of women that began to appear in  
other movements, television, and in education were a  
major cause of the women's rights movement. Women  
were huge participants ~~in~~ <sup>in</sup> the Civil Rights Movement,  
and once the stereotypical view of women as inferior  
began to seep its way into that movement, women began  
to demand change. According to Casey Hayden and  
Mary Elizabeth King, ~~women that participated in the~~  
~~Civil Rights Movement were given~~ <sup>still</sup> inferior positions a  
part of "caste system" existed within the Civil Rights  
Movement as women who participated were given  
inferior positions to men (Doc 3). The idea of  
the inferiority of women also appeared in education.  
~~in other women to~~ Women did not get the same  
~~scholarship benefits~~ academic and athletic scholarships

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Mandatory ①	Circle one 2 or 3
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1B  
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benefits as men. They fought for educational equality in their movement and succeeded when Title IX of the Civil Rights Act of 1964 was passed. This provision forbade the ~~discrimination~~ exclusion of women from scholarship benefits (Doc 6). Another stereotypical view of women that spurred the women's rights movement was the belief that women were supposed to be "pretty" all the time. A protest against their objectification of women occurred when Robin Morgan called all women to protest the Annual Miss America Pageant. She urged them to throw away commercial items in ~~the~~ the fight against ~~women~~ female objectification (Doc 4). Finally, the domestic view of women as their primary role being to have and raise children was a cause of the women's rights movement. They viewed their role as more than just baby-makers and advocated for their right to choose in many demonstration like the ~~one~~ reproductive rights demonstration in Pittsburgh (Doc 7). Abortion was a big part of the women's rights movement, and they had success with it when Roe v. Wade legalized abortion. Unfortunately though, they did not have success with the Equal Rights Amendment that would've ended all stereotypical views of women that affected their lives. Without enough support ~~for~~ from states, this amendment died before it could be implemented.

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

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1B  
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In conclusion, ~~the movement~~, the women's rights movement was a huge part of the mid-to late-1900's. In synthesis, ~~the movement~~ there is a new women's rights movement occurring today. It's a new type of feminism, and like the women's rights movement from 1940-1975, women today are demanding equal pay and still advocating for their right to choose. All in all, the discrimination against women in the workplace and the stereotypical views of women that affected their every day lives were major causes of the women's rights movement from 1940-1975.

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

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1

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2 or 3

1C  
1 of 4

In a time ~~of~~ <sup>of</sup> postwar prosperity, new technology was introduced, such as improvements in communication, or home appliances. With these new ~~technology~~ technologies, new ideas and viewpoints also came into existence, such as the idea of women's rights. The rise of a woman's right movement, in the years of 1940 to 1975, occurred because of the realization ~~of~~ <sup>of</sup> female economic disparity, and as a result of female relationships, either between women, or between men and women.

In terms of ~~the~~ <sup>the</sup> economy, women had always been treated as lesser than men, not in wages, or just the general stigma of women in the workplace; that they are distractions for the "hardworking men." In Document 2, Betty Friedan goes so far as to say ~~that~~ <sup>in</sup> "industry glorifies the American woman—in her gleaming G.E. kitchen." This idea is the embodiment of the cult of domesticity, where women should be confined to the home, as mothers, and almost servants to their husbands. ~~But~~ Friedan challenges this notion ~~by~~ <sup>by</sup> saying that women are only treated worse <sup>or</sup> paid worse because it ~~spends~~ <sup>is</sup> paid off in billions of dollars <sup>in</sup> extra profits for ~~extra~~ the companies. In just one year U.S. corps made ~~over~~ \$5,400,000 in profit from their exploitation of women. ~~The~~ Even though her POV may be tilted as she is a ~~woman~~ female worker in a labor union, her point is valid. Industries only abuse women because they knew that women ~~or~~ cannot fight back, for they have no

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

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power. The U.S Congress provided a reprieve to ~~take~~  
this exploitation in the form of title IX, Education  
Amendments, in 1972 (DOC 6). Title IX states that  
"no person in the U.S shall, on the basis of sex, be  
excluded from, be denied benefits of, or be subjected  
to discrimination under any... activity receiving federal  
financial assistance" This empowered <sup>and spurred on women's rights by</sup>  
saying that no education or government ~~program~~  
is gender-discriminatory.

A woman's rights movement was also caused ~~by~~  
the realization of the unfair relationship ~~between~~  
between men and women. For instance, the poster in Document  
1 says "Uncle Sam needs stenographers!"  
The slogan "Victory awaits on your finger - keep 'em  
flying, Miss USA" along with the smiling woman pictured  
seems like it is empowering <sup>women</sup> but <sup>it's</sup> really  
a nuance because in reality females are wanted  
because they get paid less for the same, if not ~~paid~~  
a <sup>larger</sup> ~~smaller~~ amount of work <sup>done</sup> as compared to  
a male. This document really <sup>is</sup> puts down women  
"into their place." In the excerpt from "Sex and Caste: A kind of  
memo from Casey Hayden and Mary King to a number of other  
women ~~in~~ the peace and freedom movements," <sup>from (DOC 7)</sup>  
men are blamed for a caste system "which at its worst, uses  
and exploits women." The author are saying that it is  
men who are holding back the progress of women.

men

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

1C  
3 of 4

Mandatory ①	Circle one 2 or 3
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The authors are also saying that women are beginning to question this caste system's unfairness. They are ~~questioning~~ challenging the relationships of women organizers to men in the community. They are challenging who takes a leadership position, to who ~~is~~ quietly does secretarial work in the back room. Furthermore, they are not just challenging men, but women, who don't realize that they are just as capable as ~~men~~ men. This document is skewed because the authors, Casey Hayden and Mary Elizabeth King were both women involved in the civil rights movement, meaning that not ~~all~~ <sup>women</sup> share this point of view. In Document 5, Marta Vidal ~~also~~ says that Chicana women are "triple-oppressed" due to a ~~lot~~ <sup>lot</sup> of cultural and social restrictions. ~~As if~~ it's not enough for males, now women also have to deal with the social stigma of being a ~~woman~~ <sup>woman</sup> in the Raza Society. "They are told to stay away from women's liberation because it's all Anglo things." This POV is ~~biased~~ <sup>biased</sup> tilted because ~~she is a~~ <sup>women in the Raza community</sup> ~~woman~~ in the Raza community. The women's rights rebellion was also brought on by woman-to-woman relationships. Through these they shared common goals, and were empowered. For instance, in Doc. 4, the Radical Press ~~Article~~ Release "No More Miss America" challenged the idea of female ~~beauty~~ beauty. They are going against the status quo, protesting the male view of a ~~woman~~ woman.

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

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woman, all ~~of~~ covered in makeup and false beauty products. It is to this ~~type of~~ thing that spurred on the women's rights rebellion. They goes so far as to say they will not be visited by female police. In Document 7, a reproductive rights demonstration, of protesters' presence in shows protests, the men are not in control of women's bodies, it ~~is~~ the woman's ~~best~~ decision. Not just women, but men also attended the rally, even the ~~men~~ <sup>police</sup> also showed up because the picture ~~the~~ only shows a specific small part of the rally, focused on only a few people ~~of~~ the whole event.

The rise of women's rights movement over the years 1940-1975 occurred because of both economic disparity, ~~and~~ relationships ~~in~~ between men and women, and ~~between~~ <sup>women</sup> and women.

# AP<sup>®</sup> UNITED STATES HISTORY 2016 SCORING COMMENTARY

## Question 1 — Document-Based Question 1

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

### Overview

The intent of this question was for students to explain the causes of the rise of the women's rights movement from 1940 to 1975. Students could choose these causes so there were many different avenues students could take to answer this question effectively.

### Sample: 1A

Score: 6

#### A. Thesis and Argument Development: 2 points

##### a) Thesis: 1 point

There is a strong thesis at the end of the first paragraph. It claims that the main causes of the women's movement are an increased involvement of women in the workplace, a growing resentment from being mistreated by men, and an increased sense of solidarity among women.

##### b) Argument Development: 1 point

The response presents a cohesive argument that accounts for historical complexity by corroborating multiple documents to successfully defend the claims made in the thesis.

#### B. Document Analysis: 2 points

##### a) Document Content: 1 point

The response effectively uses all seven of the documents to support its argument.

##### b) Significance of POV, Purpose, Historical Context, and/or Audience: 1 point

In the second paragraph, the response identifies the intended audience for Document 1 as being "aimed specifically at women, showing that the US government encouraged the trend of women entering the workforce." The response continues in the same paragraph to present the historical context of Document 2 by explaining that "in the past, when few women were in the workforce, this discrimination had gone unnoticed." Moving into the third paragraph, the response effectively states that the purpose of Document 3 is to "push women to start a women's rights movement of their own." The response makes a similar claim about the purpose of Document 6. Finally, the response justifies the purpose of Document 7 as an explanation on how "the women's rights movement became more unified and organized with demonstrations" which "helped to grow the movement's popularity and influence." This response attempts to explain the significance of the sourcing of Documents 4 and 5, but in those cases it was confused or muddled.

#### C. Using Evidence Beyond the Documents: 2 points

##### a) Contextualization: 1 point

The response situates the argument in multiple places. The most effective contextualization is found at the beginning of the opening paragraph and then again in the third paragraph.



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## Question 1 — Document-Based Question (continued)

### b) Evidence Beyond the Documents: 1 point

The response uses the G.I. Bill at the bottom of the first page effectively, and on the next page it uses Rosie the Riveter to support an argument about women in the workforce.

### D. Synthesis: 0 points

The response makes an attempt at synthesis in the last paragraph, but it is very vague and places the fight for women's voting rights in the wrong time period.

### Sample: 1B

Score: 5

### A. Thesis and Argument Development: 2 points

#### a) Thesis: 1 point

There is a strong thesis located at the end of the first paragraph. It argues that “discrimination against women in the workforce” and “stereotypical views” of women are the two main causes of the women's movement.

#### b) Argument Development: 1 point

In the second paragraph the response uses Documents 1 and 5 to corroborate the argument about the role of discrimination against women in the workforce. The response continues this argument into the next paragraph and uses Document 3 successfully. The argument for the stereotypical views of women is supported throughout the response, and the student uses Documents 3, 5, and 4 to accomplish this task. Overall, the response is cohesive and accounts for historical complexity through corroboration.

### B. Document Analysis: 1 point

#### a) Document Content: 1 point

The response effectively uses all seven of the documents to support its stated thesis.

#### b) Significance of POV, Purpose, Historical Context, and/or Audience: 0 points

While the response uses the content of the documents effectively, it does not sufficiently explain the significance of the point of view, purpose, historical context, and/or audience of four or more documents. The response does add historical context for Document 7 in its discussion of *Roe v. Wade*, but this is the only attempt in this response.

### C. Using Evidence Beyond the Documents: 2 points

#### a) Contextualization: 1 point

The response situates the argument in the first paragraph beginning with the Nineteenth Amendment and quickly moves into explaining the impact of the Second World War on the role of women at home.

#### b) Evidence Beyond the Documents: 1 point

On the third page after the discussion of Document 7, the response introduces evidence beyond the documents by explaining the Equal Rights Amendment and how it impacted the stereotypical views of women.

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## Question 1 — Document-Based Question (continued)

### D. Synthesis: 0 points

In the last paragraph, the response makes an attempt at synthesis by connecting the women's rights movement to "a new type of feminism." Unfortunately, the response does not define what the new feminism is nor does it address the specific goals of this "new type of feminism."

### Sample: 1C

### Score: 2

### A. Thesis and Argument Development: 1 point

#### a) Thesis: 1 point

This is a poorly written thesis, but it does list two defensible claims and responds to all parts of the question. The three claims in the thesis are economic disparity, relationships between men and women, and relationships between women and women. If the economic claim did not use the word "disparity" this thesis would not have met the criteria for this category.

#### b) Argument Development: 0 points

Because the thesis is muddled, it is difficult to argue these claims effectively. The response makes an attempt to compare documents but misuses them or places them out of context. The response starts off strong using Document 2, but it quickly shifts to Document 6 and turns to a political argument centered on Title IX. Then the response moves on to defend the claim that men oppressed women with Document 1, but uses a modern-day view that does not fit the context of the document. The response interprets the document as one that "really puts down women 'into their place'," but in fact Document 1 is welcoming women into the workforce. By the time the response gets to its third claim of women against women it does not clearly address this final claim, but instead it utilizes Document 7 to support an argument about protesting. This response does not meet the threshold for argument development.

### B. Document Analysis: 1 point

#### a) Document Content: 1 point

The response succeeded in using all of the documents to support its stated thesis.

#### b) Significance of POV, Purpose, Historical Context, and/or Audience: 0 points

The response makes attempts to source all the documents but fails for most of them. The response is successful at explaining the author's point of view for Document 2.

### C. Using Evidence Beyond the Documents: 0 points

#### a) Contextualization: 0 points

The response does not attempt to contextualize its argument.

#### b) Evidence Beyond the Documents: 0 points

The response does not add any evidence beyond the documents

### D. Synthesis: 0 points

The response does not attempt to provide a synthesis argument.