

2024



AP[®] United States History

Sample Student Responses and Scoring Commentary Set 1

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Short-Answer Question 1

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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

Examples that earn this point include the following:

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

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

Examples that earn this point include the following:

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

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

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

Examples that earn this point include the following:

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

Total for question 1 3 points

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box. Do not skip lines.

- a) Melder's interpretation of the origins of the women's rights movement was ~~the~~ one of unity and sisterhood, citing religious movements as a place where women became unified and prestigious. Lerner's interpretation somewhat agrees that some women became more prestigious and therefore felt the deprivation of power more keenly, however Lerner importantly qualifies this statement by applying it only to ~~the~~ ^{middle} ~~the~~ class women.
- b) The second Great Awakening spawned many reform movements, including temperance as well as renewed egalitarianism. This was shown by Elizabeth Cady Stanton's Seneca Falls convention, which was the genesis of ~~was~~ the women's rights movement in the 1800's. This shows the first major example of women organizing their strength to fight unequal policies, which is what Melder said.
- c) One historical event supporting Lerner's interpretation was the rise of the temperance movement. The women supporting it were predominantly middle aged women, ~~frustrated with~~ ~~the~~ who were able to worry about issues that weren't purely economic. Those poorer were concerned more about simply surviving and being able to eat. This distinction was shown by author Lerner.

End of response area for Q1

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0248172



Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box. Do not skip lines.

a) One major difference between Melder's and Lerner's interpretations of the origins of the women's rights movement is that while Melder argued it was a new found sisterhood that brought women together to fight for their rights; Lerner argued that it was ^{mostly} ~~many~~ middle class women who fought for women's rights while, lower class women often supported their lower class men's fight for economic advancement.

b) The rise of the temperance movement in this time directly supports Melder's interpretation on the idea of sisterhood. The temperance movement was groups of women who formed organizations to fight for the banning of alcohol in the ~~ear~~ early America. This fighting helped bring women together to realize what they could accomplish through ~~fighting~~ movements, which they then transformed to battles for women's rights.

c) During military conflicts such as the war of 1812, men went away to fight in which women ~~were~~ took the role of the men much more, both at home and in jobs. Because of this women felt much more autonomy and then began to seek their own freedom and rights from feeling the sting of their lowering standards and loss of position. After

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0089678



Write your answer to SHORT-ANSWER QUESTION 1 on this page only. Do NOT write outside the box. Do not skip lines.

A.) Both Melder & Lerner's excerpts give their own reasons for why they believe the woman's rights movement started. Melder believed that all women came together in a sisterhood to organize reform. On the other hand, Lerner believed that women of differing social classes had different views on their roles in society.

B.) Melder thought that women all over came together in one to advocate for their change. The first Great Awakening would give Melder's opinion support because it was a mass idea of morals and a change in ideas. With these ideas the women felt more strongly about their rights and believed it was something they deserved.

C.) Lerner had the idea that women's outlook on reform differed with their wealth status. The industrialization mainly in the North supports Lerner's view. Industrialization created many new jobs but often didn't pay much, these workers' wives were often satisfied with the children at home. However a middle & upper class also came with industrialization and these women often were more concerned with their rights.

End of response area for Q1

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0121413



Short Answer Question 1

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

Overview

- This question asked students to describe the difference between the arguments in two excerpts from historians about women’s rights. The first excerpt by Keith Melder argues that women, due to religious movements and frustration with the limitations placed on them, came together to establish and support the woman’s right movement. The second excerpt by Gerta Lerner argues that due to industrialization there was a significant difference between middle-class and lower-class women’s activism. These differences led to middle-class women focusing on women’s rights reform activism while lower-class women focused on activism for economic advancement.
- Responses had to provide relevant evidence between 1800 and 1848 not found in the excerpts and explain how that evidence supported each of the arguments found in the excerpts.
- This question focused on analyzing secondary sources and using historical evidence.

Sample: 1A

Score: 3

The response to (a) earned 1 point by accurately describing a difference between Melder and Lerner’s interpretations. The response correctly describes Melder’s interpretation that the origin of the women’s rights movement was through women’s experience of unity in religious movements. The response also accurately describes Lerner’s interpretation that the movement was primarily led by middle-class women.

The response to (b) earned 1 point by explaining how the historical development of the Second Great Awakening led to women’s participation in the temperance movement and the Seneca Falls Convention. The response states that women’s participation in these developments was an “example of women organizing their strength to fight unequal policies,” which supports Melder’s interpretation that women’s participation in reform movements led to the origins of the women’s rights movement.

The response to (c) earned 1 point by accurately explaining the class differences within women’s activism to support Lerner’s interpretation. It contrasts the economic concerns of women who “were concerned more about simply surviving” with women who “were able to worry about issues that weren’t purely economic” and helped to organize the temperance movement. The mention of “middle aged” women in relation to the temperance movement does not detract from the response earning the point.

Sample Identifier: 1B

Score: 2

The response to (a) earned 1 point and meets the minimum threshold by correctly describing a basic difference in Melder’s and Lerner’s interpretations about the origins of the women’s rights movement. The response accurately identifies Melder’s interpretation that women were brought together in a common “sisterhood” to fight for their rights, whereas Lerner argues that the women’s rights movement was divided by class and led by middle-class women.

Short Answer Question 1 (continued)

The response to (b) earned 1 point by accurately explaining the development of the temperance movement as an “organization to fight for the banning of alcohol” to support Melder’s interpretation that women were brought together in a reform movement. The response also makes the connection with Melder’s interpretation that women’s participation in reform movements led to the women’s rights movement.

The response to (c) did not earn a point because, although it identifies the War of 1812 as a historical event within the time period of 1800 to 1848, it does not explain how the War of 1812 supports Lerner’s interpretation that women were divided by class and economic goals. Additionally, the response uses Melder’s and not Lerner’s language regarding women’s “autonomy” to describe women’s experiences.

Sample Identifier: 1C

Score: 1

The response to (a) earned 1 point by correctly describing a basic difference in Melder’s and Lerner’s interpretations about the origins of the women’s rights movement. The response accurately identifies that Melder’s interpretation is that women came together “in a sisterhood” to organize reform, whereas Lerner’s interpretation is that women in different social classes “had different views on their roles in society.”

The response to (b) did not earn a point because the example of the First Great Awakening is not a historical event or development from 1800 to 1848. Although the response attempts to explain the emergence of a “change” in women’s ideas about their rights, it does not explain how a historical event or development in the time period supports Melder’s interpretation.

The response to (c) did not earn a point because the response does not explain how a historical event or development from 1800 to 1848 not directly mentioned in the excerpt could be used to support Lerner’s interpretation. The response rephrases language from the excerpt regarding the impact of industrialization and includes universal truisms and generalizations about the impact of industrialization on women.