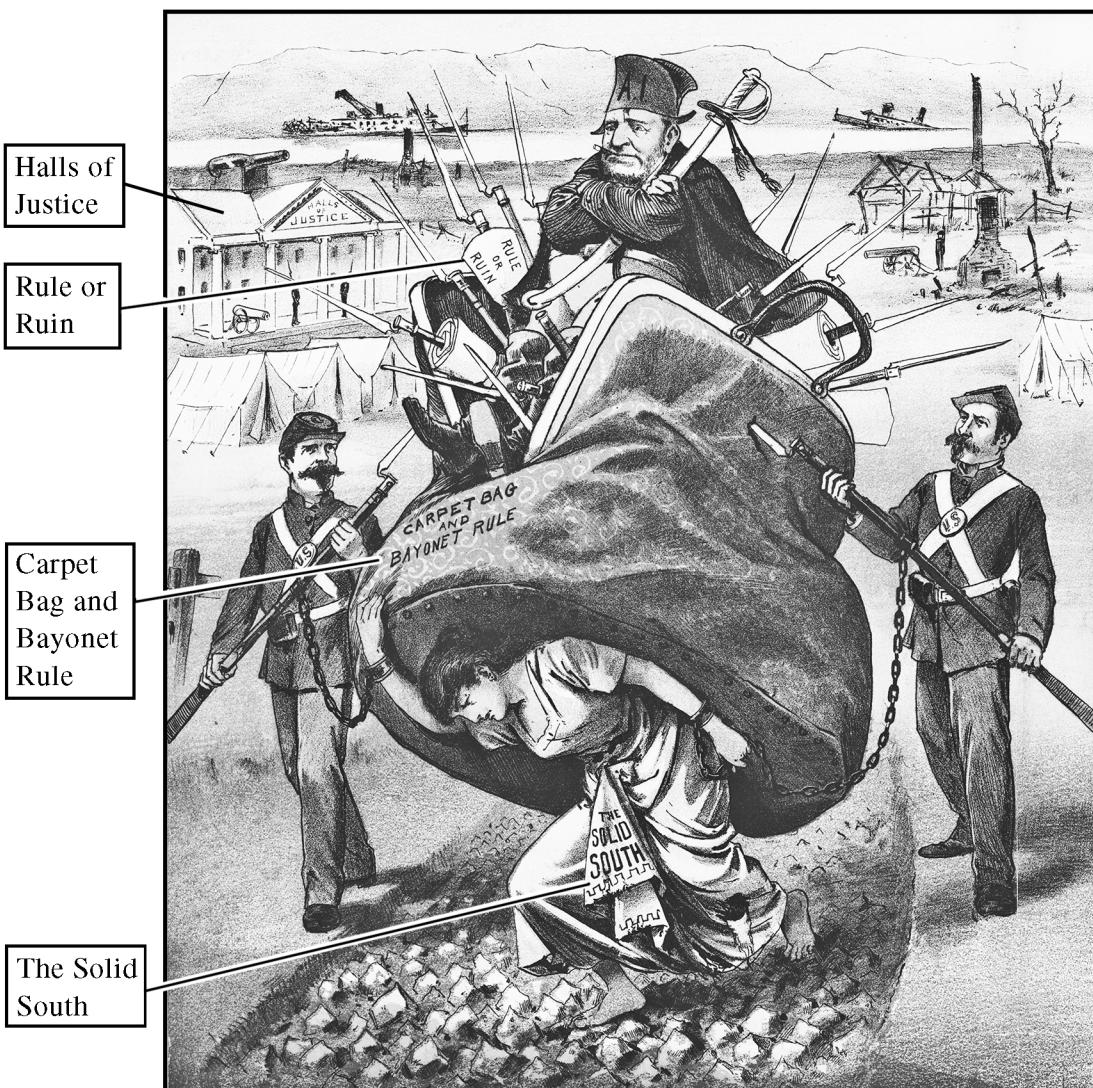


2017 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

2. Answer (a), (b), and (c).
- a) Briefly explain ONE important way in which the Second World War (1939–1945) transformed the relationship of the United States with the rest of the world.
 - b) Briefly explain ONE important way in which the Second World War transformed United States society.
 - c) Briefly explain ANOTHER important way in which the Second World War transformed United States society.

2017 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

Use the images to answer all parts of the question that follows.



The “Strong” Government, 1869–1877.

Courtesy of the Library of Congress

2017 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present 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.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - 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).

2. Evaluate the extent to which the market revolution marked a turning point in women’s lives in the United States.

In the development of your argument, explain what changed and what stayed the same for women as a result of the market revolution within the period 1800–1850. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women’s history.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940). (*Historical thinking skill: Periodization*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Short Answer Question 2

Answer (a), (b), and (c).

- a) Briefly explain ONE important way in which the Second World War (1939–1945) transformed the relationship of the United States with the rest of the world.
- b) Briefly explain ONE important way in which the Second World War transformed United States society.
- c) Briefly explain ANOTHER important way in which the Second World War transformed United States society.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

- a) Response briefly explains ONE important way in which the Second World War (1939–1945) transformed the relationship of the United States with the rest of the world.

Examples of responses to (a) that would earn the point:

- The United States emerged from the Second World War as a superpower as a result of military and technological advancements.
- The development and use of the atomic bomb, threat of atomic/nuclear war, start of atomic race.
- The United States became the “Arsenal of democracy.”
- The United States became the world’s leading industrial power at the time when the rest of the world had to rebuild infrastructure damaged during the Second World War.
- The Second World War led to economic, political, and military global dominance of the United States (“most powerful nation on earth” and advent of “American century”).
- The United States public accepted and/or supported an internationalist/interventionist foreign policy.
- The United States was no longer isolationist and became interventionist as a result of policy change.
- The United States lead role in the United Nations helped make it a new world power.

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Short Answer Question 2 (continued)

- Disagreements between the United States and the Soviet Union at Yalta and in the immediate postwar era led to the Cold War/bipolar world.
 - The United States came to the aid of democratic governments throughout the world (e.g., Truman Doctrine, Marshall Plan).
- b) and c) Response briefly explains TWO important ways in which the Second World War transformed United States society.

Examples of responses to (b) that would earn the point:

Scoring Note: The explanations in (b) and (c) need to be clearly connected to the war to earn the point.

- Wartime mobilization led to end of the Great Depression; scientific, technological and industrial advances; and an economic boom at home.
- The war led to a period of postwar economic growth and contributed to a Baby Boom generation.
- The G.I. Bill of Rights (Servicemen's Readjustment Act of 1944) contributed to the postwar economic growth.
- The war led to efforts to extend democratic values at home (e.g., demands for civil rights, Double V campaign, desegregation of the armed forces in 1948, women's rights — Rosie the Riveter).
- Nationalism/patriotism rose as a result of the war (e.g., victory bonds, victory gardens, Four Freedoms Speech).
- The war led to debates/conflicts over civil liberties (e.g., Japanese internment).
- The war led to debates/conflicts over workers' rights, unionization, and an antiunion movement.
- Improved positions for women and minorities in workforce during war.
- Women's work viewed in a new light during war, women recruited for war work, jobs previously held by men (e.g., Rosie the Riveter).
- Federal government created Federal Employment Practices Commission (FEPC) to lessen racial discrimination in wartime work/defense industry jobs; resulted from pressure by A. Philip Randolph's threatened March on Washington.

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Question 2

Evaluate the extent to which the market revolution marked a turning point in women's lives in the United States.

In the development of your argument explain what changed and what stayed the same for women as a result of the market revolution within the period 1800–1850. (*Historical thinking skill: Periodization*)

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a response could earn the point for synthesis without earning the point for thesis.
- Evidence credited for one point cannot be credited for another point.

Points	Rubric	Notes
A: Thesis (0–1)	Thesis: 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. (1 point) <i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i>	Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the market revolution marked a turning point in women's lives. <ul style="list-style-type: none">• “Although women continue to be labeled as economic, social, and political inferiors from before 1800 to after 1850, the market revolution does incite a change in women’s economic independence and social participation between 1800 and 1850.”• “To a certain extent, the market revolution marked a turning point in women’s lives in the United States due to labor opportunities for women and higher standard of living.”
B: Argument Development: Using the Targeted Historical Thinking Skill — Periodization (0–2)	Argument Development — Describes: Describes the ways in which the historical development specified in the prompt was different from or similar to developments that preceded AND followed. (1 point)	Responses earn one point by <u>describing</u> how women’s lives changed or remained the same as a result of the market revolution. <i>Common examples might include the following:</i> <ul style="list-style-type: none">• Describing gender ideals for women before and after the market revolution began• Describing women’s work before and after the market revolution began
	Argument Development — Explains: Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed. (1 point)	Responses earn one point by <u>explaining the extent to which</u> the women’s lives changed and remained the same as a result of the market revolution. <i>Common examples might include the following:</i> <ul style="list-style-type: none">• Explaining the extent of change in popular ideals about women’s roles• Explaining the extent of change in women’s work

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Question 2 (continued)

C: Argument Development: Using Evidence (0–2)	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<p>Responses can earn one point by <u>addressing</u> the topic of the question by referring to specific examples or relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Women worked in homes and on farms, with fathers, husbands, etc. or in family-owned business • Republican motherhood • Lowell Mills / Lowell girls / Waltham, MA • Cult of domesticity; separate spheres • Growth of middle-class ideals, consumer culture, and use of store-bought goods • Putting-out system • Seneca Falls Convention (1848)
D: Synthesis (0–1)	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> <p><i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	<p>This point is earned by clearly and consistently <u>linking significant evidence to the argument</u> and showing how the evidence demonstrates the <u>extent</u> to which the market revolution marked a major turning point in women's lives in the United States.</p>
	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is not awarded for merely a phrase or reference.</i></p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period or area: the 20th-century suffrage movement; women's work during the Second World War; the second-wave feminist movement of the 1960s and 1970s • Different theme: African American women's history or political history

If response is completely blank, enter -- for all four score categories A, B, C, and D.

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Question 2 (continued)

Scoring Notes

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

A. Thesis (1 point)

Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the market revolution marked a turning point in women’s lives in the United States (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:

- “Although women continue to be labeled as economic, social, and political inferiors from before 1800 to after 1850, the market revolution does incite a change in women’s economic independence and social participation between 1800 and 1850.”
- “Among the most effected by the revolution were women, who for the first time in almost all of history experienced opportunities beyond the household. However, though such opportunities came about, a large degree of continued repression came with it, which thus sparked the beginning of the century long advocation for female equality in society.”
- “To a certain extent, the market revolution marked a turning point in women’s lives in the United States due to labor opportunities for women and higher standard of living.”

Unacceptable example of theses:

- “The Market Revolution marked a major turning point in the daily life of an average woman in the United States.” (*Although the response acknowledges the market revolution as a “major turning point,” it does not identify the ways in which it was a turning point in the lives of women in particular and therefore does not address all parts of the question.*)

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by describing the way in which women’s lives in the United States changed or remained the same as a result of the market revolution within the period 1800–1850 (1 point).

Note: In evaluating a turning point, responses must discuss developments that preceded AND followed in order to earn either point.

Examples of acceptable descriptions of continuity or change:

- “Republican Motherhood, for example, with the advantage of women to become educated in order to teach future generations of men for society, was replaced with the Cult of Domesticity. This change encouraged women to simply stay home to be of service for men.”

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Question 2 (continued)

- “Prior to the mid-1800s, there was a great emphasis on women working in and running the household. Women raised children and cooked and did other labor around the house, such as cleaning. With the market revolution, women wanted to work in places outside of the home, in factories and mills. Following the Second Great Awakening in the 1830s, women began to publicly advocate for the right to vote and supported various reforms throughout the country.”
- “However, during this period of change, many ideals had stayed the same for women. Though the Cult of Domesticity changed from Republican motherhood, women were still seen as staying at the home. Women were still practically viewed as property of men almost as much as slaves, with all their own property belonging to said-husband.”

Example of unacceptable description of continuity or change:

- “The workforce during the market revolution drastically changed, more industrial work meant more factories and jobs which led to a greater involvement of women and children.” (*The response does not describe what women’s lives were like before the market revolution and fails to adequately explain the extent of change in women’s work or rights.*)

b) Argument Development — Explains

Responses earn one point by explaining the extent to which women’s lives in the United States changed and remained the same as a result of the market revolution within the period 1800–1850 (1 point).

Example of acceptable explanation of the extent of continuity and change:

- “Many manufacturers, such as textile mills, sought young women as a source of labor. For an example the Lowell System in Massachusetts provided benefits to young farm girls to entice them to work for the textile mills in Lowell. Thus, for the first time in American history, women began to leave the home and seek a paying job. Although women began to work, most women in this period still stayed at home as mothers and home makers because many still believed in the concept of separate spheres where a woman’s role was to be at home and a husband’s role was to gain money. Furthermore, the arrival of Irish and German immigrants in large numbers during this period also limited amount of labor opportunities for women as the immigrants worked in factories.”

Example of unacceptable explanation of the extent of continuity and change:

- “Providing for the family financially and being able to provide for themselves financially gave women a sense of freedom and helped them to start to see that they did not have to be completely reliant on men and start to see the unfair responsibilities between men and women.” (*The response does not receive the second argument development point because it fails to explain the extent of change; it only notes that there was a change.*)

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Question 2 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by addressing the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples might include the following:

- Women only worked in their homes, on their farms, with their fathers, husbands, etc.
- Single women had very few rights; married women were under the control of their husbands.
- American Revolution: Abigail Adams; “Remember the ladies”; Daughters of Liberty; Republican Motherhood.
- Farm families produced at home most of what they needed and/or bartered with neighbors or purchased from local stores and rural craftsmen.
 - Girls and women worked on family farms or in family-owned businesses / guilds.
- Market Revolution spawned distinct social classes: a small but wealthy business elite, a substantial middle class, and a mass of wage earners who did not own property.
 - Growth of middle-class ideals
 - Growth of consumer culture and store-bought goods in homes
- Textile mills after the War of 1812.
- Lowell Mills/Waltham system: girls in mills for a few years, then left for home, to marry, or move West.
 - Women of Lowell walked off job in 1834 to protest reduced wages.
 - Women’s activism in early labor movements.
- Putting-out system / cottage industry.
- Cult of domesticity; separate spheres.
- Second Great Awakening: cooperative associations / utopian societies; pervasiveness of drinking culture led to temperance movement.
- Reform movements led by Dorothea Dix; Grimke Sisters.
- Girls were allowed to attend elementary school, but discouraged from attending higher levels.
- Oberlin in Ohio accepted four female students in 1837.
- Mount Holyoke in Massachusetts founded by Mary Lyon in 1837.
- Catherine Beecher (education reform).
- Suffrage Movement.
 - Seneca Falls Convention, 1848; *Declaration of Sentiments*
 - Lucretia Mott; Elizabeth Cady Stanton; Susan B. Anthony
- Abolitionist movement.
 - Harriet Tubman; Sojourner Truth, “Ain’t I A Woman”
- Northern women had more education opportunities and more opportunities to work in factories.
- Southern women were more isolated; white women on plantations did very little work and had limited education outside of household concerns.

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Question 2 (continued)

- Western frontier women worked longer days beside their husbands.
 - Post-1812 migration westward: few lone pioneers, mostly in groups / with larger community.
 - Fewer women in the West so they gained some social and political power.
- Immigrant women had far worse working conditions.

Examples of using specific evidence to address the topic of the question:

- “With the mills came Lowell Mill girls. Lowell Mill girls worked in the mills that produced textiles. Lowell Mill girls tended to work long extensive hours in terrible conditions. They made money, but it wasn’t much.”
- “Women worked many different kinds of factory jobs, but they were most commonly seen working with textiles. The lives of women in these jobs were incredibly difficult. . . . Although the amount of responsibility for women changed, traditional gender roles remained constant.”

Example of unsuccessfully using evidence to address the topic of the question:

- Evidence that is factually incorrect, confused about chronology, or not directly connected to the topic.
 - “With more and more women in the work force, there came needs for efficiency. A great symbol of women’s work force involvement was Rosie the Riveter.” (*The response is too vague and does not have relevant examples in the correct time period.*)

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about the extent to which the market revolution marked a turning point in women’s lives in the United States (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the extent to which the market revolution marked a turning point in women’s lives in the United States.

Examples of utilizing evidence to substantiate an argument:

- “The market revolution was successful in exposing women to the workforce, pushing them away from the early idea of “cult of domesticity” in colonial days that claimed a woman’s job was to watch the household and take care of the their children and husband. However, injustice was prevalent as women got paid less, and still did not have the right to vote.”
- “The market revolution following the American Revolution established an increase in women’s participation in the work force. Many established jobs in textile mills and helped propel the Northern economy. Additionally due to the development of technologies such as the interchangeable parts by Eli Whitney, more women joined the work force to increase the production of goods in the North. The creation of the Lowell System gave women the opportunity to be housed while working and obtain some amount of currency as income, but this was exceptionally low compared to the wage earning men.”

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Question 2 (continued)

Example of unsuccessfully attempting to substantiate an argument with evidence:

- “The new manufacturing business, such as the Lowell Mills in Massachusetts, were predominantly staffed by young women … This was seen two ways — through advocacy groups of political equality at the Seneca Falls Convention in 1848 as well as the social reforms lead by women during this time.” (*Although the response utilizes specific examples, it does not fully and effectively substantiate an argument about the extent of change to merit the second point.*)

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 explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. These connections must consist of more than just a phrase or reference.

Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- “The fight for women’s rights will continue throughout American history. But the development in women’s rights will eventually lead to women’s suffrage in 1920 and the women’s rights movement in 1960s. The increase in women’s rights from 1800–1850 resembles the increase in women’s opportunities during World War I when job market opened to women as men left home to fight in Europe. These two time periods both observed a growing women’s role in society as a result of increase in job opportunities and the increase in women’s rights in WWI will eventually lead to 19th Amendment in 1920.”

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

- “During the time period, women’s roles in society became increasingly more important. As a result, the need for equality became imminent. However, the rights of African Americans were also being denied. The Market Revolution, thus, gave a platform for African Americans’ rights in plantations and other work places. With the rise of the movement for African Americans’ equality, the civil war would eventually define the outcome for their particular situation. Although African slaves were emancipated before women’s suffrage, the argument persists with both minority groups’ lives in society changing as a result of the market revolution.” (*The response incorrectly attempts to connect how the market revolution changed the lives of women and African Americans but does not articulate the synthesis effectively.*)
- b) Responses can extend their argument by explaining the connections between their argument and 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). These connections must consist of more than just a phrase or reference.

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Question 2 (continued)

Example of synthesis by connecting the argument to a different course theme or approach to history:

- “Similar to the women’s inability to achieve a voice in the 1800s despite their increased participation in the workforce, African Americans were also stagnant in the political voice and faced racial tensions even after they contributed greatly to the World Wars. They were segregated in their military regiments and many came back to the US with no added benefits, such as pensions, and racism prevailed in the US. Both groups the women and blacks, were suppressed due to either the dominance of their male counterparts or whites, respectively, despite their contributions and sacrifices to the country.” (*The response effectively makes a connection to the theme of Politics and Power by linking the effect of the market revolution on women’s lives to the effect service in World War I and World War II on the lives of African Americans.*)