

“History teaches us that those who forget to think about themselves will be forgotten by others! It is this principle that prompts me to publish a women’s newspaper.

My sisters, join me so that we shall not be left behind while everyone else around us is pushing forward. We demand the right to cultivate our human potential and the right to act independently in the state.

We want to spread the great ideas of liberty and humanity through every avenue open to us. To the wider world, we want to spread these ideas through the press. Within the narrower world of our families, we want to spread these ideas through example, instruction, and child-rearing.

We want to earn our liberty and humanity, not by striving individually—each one for herself—but rather by looking after those who languish forgotten and neglected in poverty, misery, and ignorance—each for all.”

Source: Louise Otto-Peters, German writer, first issue of the Women’s Newspaper, the first women’s newspaper published in Germany, 1849. The newspaper was banned by the government in Saxony, Germany.

2. Respond to parts A, B, and C.

- A.** Identify one likely audience for the claims that the author makes in the passage.
- B.** Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph.
- C.** Explain how one ideology or set of ideas likely influenced the author’s claims in the passage.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.
 - B.** Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires.
 - C.** Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires.
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4. Respond to parts A, B, and C.

- A.** Identify one factor that contributed to the outbreak of revolutions in the period circa 1750 to 1900.
- B.** Explain one way that revolutionary movements used ideologies in their attempts to change societies during the period circa 1750 to 1900.
- C.** Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900.

Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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

A Identify one likely audience for the claims that the author makes in the passage. **1 point**

Examples of acceptable responses may include the following:

- One likely audience is women.
- One likely audience is middle-class people of both genders.
- One likely audience could be both women and men who share her feminist ideas about the importance of promoting education and using the press.

B Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph. **1 point**

Examples of acceptable responses may include the following:

- Rapid urbanization during the nineteenth century led to increases in poverty among members of the working class.
- As more workers moved to cities during the Industrial Revolution period, numbers grew to such an extent that there was extreme overcrowding.
- During industrialization factory owners had a lot of power and workers did not have the ability to negotiate for better wages or better working conditions, which resulted in widespread poverty among workers.

C Explain how one ideology or set of ideas likely influenced the author's claims in the passage. **1 point**

Examples of acceptable responses may include the following:

- Feminism is an ideology that probably influenced the author because it emphasized the importance of education for women, which is consistent with her publishing the newspaper to uplift the condition of women.

- Liberalism likely influenced the author’s ideas about liberty because she discusses the right to “act independently in the state,” which is a key component of nineteenth century liberalism.
 - Enlightenment ideas about natural human rights likely influenced the author’s statements in the passage because she cites concepts related to freedoms and natural rights.
 - The author may have been influenced by the ideas of nationalism. In the context of the Revolutions of 1848 in Europe, her mention of the ideas of liberty and humanity and her demand that women be given the right to “act independently in the state” would likely have been associated with nationalism.
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