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1. Evaluate the extent to which the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

Source: Vera Karelina, Russian woman labor activist and revolutionary, describing her work as a political organizer among factory workers in St. Petersburg in the 1890s, memoir published in the Soviet Union in 1926

“I began the mass organization of women in the Factory Workers’ Society. Each branch of the Society elected its own chairwoman and secretary. The chairwoman of one of the branches was Maria Soldatova, who worked at a cigarette factory.

Maria was forty years old and illiterate. But she possessed inexhaustible energy and natural organizational ability and could understand and think quickly. Despite her illiteracy, Maria was unanimously elected chairwoman of her branch. She often complained about her illiteracy, and would always say, ‘If only I could read and write, I could do so much more for the factory and the Society.’ When someone offered to teach her to read and write, she began to study diligently.”

Document 2

Source: Ottoman postcard showing women and girls supervised by a male manager (the standing figure in the background) at a silk factory in the Ottoman city of Bursa, 1902



Chronicle / Alamy Stock Photo

Document 3

Source: He-Yin Zhen, Chinese woman political activist, “What Women Should Know About Communism,” essay published in a Chinese language journal in 1907, while she was living as a political exile in Japan

“Everywhere in Shanghai there are silk factories, cotton mills, weaving factories, and laundries, employing thousands of women. These women work all day into the evening.

Women suffer just to get hold of our meager bowl of rice. My fellow women: why don’t you have any money to buy food? It is because the rich have stolen our property. They have forced the majority of the people into poverty and starvation. Look at the wives and daughters of the elite. They live luxuriously with plenty of food.

Society has accepted this state of affairs because, people say, as long as a woman has a job she would not fear starvation.... So the families that are very poor are sending their daughters and daughters-in-law to work in factories. But factories are built by investors to make a profit and, if you work in a factory, you remain at the mercy of its capitalist owners.”

Document 4

Source: Report by the provincial governorate of the Vladimir District of the Russian Empire on the occupations of the rural population of the district, published as part of a comprehensive government survey of the occupational patterns of the Russian population, 1912

“According to a local census taken in 1897, 52.2% of the male population of the Vladimir District were involved in some type of manufacturing occupation rather than in farming. The fact that such a significant portion of men in the villages are working in non-farming jobs means that often it is the women in these households that must do the majority of farm field work, which has traditionally been a male task.

In these circumstances, in many areas of the district, women take the leading roles in the households. Not only do women plow, plant, rake, and gather the hay and grain, but they often execute the social obligations of men. Many women now serve as village council leaders or members, and even as village tax collectors, positions that were all previously reserved for men.”

Document 5

Source: Toshio Takai, Japanese woman labor activist, memoir describing events in the 1910s and 1920s, first published in 1980

“I was around twelve years old in 1913 when a recruiter for female textile workers came to our village. He stopped by our house and said, ‘How about it? Wouldn’t you like to send your daughter to work for the Ogaki Company? We have dormitories, the work is easy and pleasant. There’s silk spinning and you get paid thirteen sen [0.13 yen] per day. We feed you and clothe you, so it’s really a help to your parents.’ Once I heard all this, I made up my mind. I reckoned that with that kind of money I could buy my mother and sister something, so I said, ‘I will do it. I’ll work.’

What we had heard was paradise; the reality turned out to be hell. The thirteen sen we were supposed to earn per day was before deductions were made for the food we ate and the soap, toilet paper, and straw sandals we used, so in the end we were left with less than one sen per day.

My job was to clean up waste pieces of silk thread from the factory floor. For twelve hours a day I was standing or walking among the machines. My legs became stiff and my feet were always swollen.”

Document 6

Source: Johanna Cornelius, White South African labor activist, autobiographical statement prepared for press release when she was elected as a National Organizing Officer for a major labor union of South African garment industry workers, circa 1940

“I was born and raised on a farm, but my parents struggled to earn enough to support their family. So, by the time I turned 18 [in 1930], I had to abandon ideas of further studies and instead travelled to Johannesburg, to earn my own living in the clothing factories. How proud I was on receiving my first week’s wages! I wrote home, telling my father that he now had one mouth less to feed. I thought I would be able to save a sufficiently large sum to enable me to continue my studies. But to my sorrow and disappointment, after only a few months, the depression began to be felt in the clothing industry. Like many other workers, I was laid off. What could I do now? I had no money to take me home and could expect no financial help from my parents. So I stayed in the city, working a few hours here and there as I could, eating less food, and living on practically nothing....

Nonetheless, I could not then, and cannot now agree with the arguments of those that say that rural life is the basis of family life. I and thousands of my fellow working women in the factories are moved by everyday financial problems and cannot become sentimental about the beauties of the countryside. I am not afraid of the towns nor of the march of progress. I refuse to remain a servant in the kitchen.”

Document 7

Source: Ellen Kuzwayo, Black South African educator and women's rights activist, describing the history of Johannesburg, from her autobiography published in 1985

"After the discovery of gold in 1886, Black men from different communities streamed into Johannesburg which, at that time, was more or less a temporary mining camp. Men flowed to the mines from the rural areas leaving their families behind to be cared for by the senior woman in every home. Still, in those early decades most Black women lived on land which their communities owned and which they cultivated.

But things changed for the worse in the [early decades of the twentieth century], when communal land was removed from the control of Black people and communities were forced to move from one area to another.¹ So Black women were suddenly plunged into a situation of accepting numerous roles of responsibility. Without warning or training, they became not only mothers, but also family administrators, community counselors, and overall overseers of both home and neighborhood.

For many women, the burden proved too much. Their response came in the form of moving to cities themselves, often in search of their husbands or sons and despite stringent 'influx' regulations.² As they were usually not allowed to live with their husbands in company dormitories, they found a solution in domestic work, where they were provided with a room, usually somewhere at the back of their White employers' houses."

1: In the early twentieth century, the government of South Africa imposed limits on the total amount of agricultural land in the country that could be owned by Black farmers, effectively forcing most Black South Africans who lived in rural areas to become tenant farmers on lands owned by Whites.

2: government-imposed restrictions that were designed to prevent the permanent settlement of Black families into "Whites-only" urban areas of the country

Answer Question 2 or Question 3 or Question 4.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.
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2. In the period circa 1450 to 1750, new connections between world regions led to the movement or transfer of people, animals, plants, and pathogens.

Develop an argument that evaluates the extent to which such movements or transfers led to demographic, cultural, or social changes across the Atlantic region during this period.

3. During the eighteenth century, Enlightenment philosophers developed new ideas about individual rights and the role of governments.

Develop an argument that evaluates the extent to which Enlightenment ideas encouraged movements for political change and/or social reform during the period circa 1750 to 1900.

4. During the twentieth century, competing political and economic interests along with intense nationalism contributed to global conflicts.

Develop an argument that evaluates the extent to which nationalism was the most important factor contributing to global conflict during this period.

STOP
END OF EXAM

Question 1: Document-Based Question, Spread of Industrialization Impact on Women

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the extent to which the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“The spread of industrialization provided women with new opportunities and challenges between 1850 to 1950.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Industrialization spread beyond Europe to Asia and the Americas in the period 1850 to 1950.”</i> Does not establish a line of reasoning <ul style="list-style-type: none"> <i>“Women and children worked in factories.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“While some women were provided with new opportunities for education and local leadership as industrialization spread, most women faced challenges and hardship.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The global spread of industrialization created new opportunities for women to advance through literacy training and community leadership. It also presented challenges as women took on men’s roles in addition to their own housework and had to work to support their families.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Industrialization gave women new opportunities by creating jobs in the factories.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to the spread of industrialization or women’s roles during the period 1850 to 1950.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The Ottoman Empire was considered the ‘Sick Man of Europe’.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“The Great Depression led to economic problems around the world.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The social and economic effects of industrial capitalism Meiji Restoration Selective Westernization [Japan, Russia, Ottomans] Second Industrial Revolution Industrial Revolution in Britain Marxism and Socialism Women’s rights movements Urbanization The Great Depression Industrialization in Latin America Mass production of goods, assembly line production Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“During the first Industrial Revolution in England, lower class women and children worked in the factories to supplement their families’ income.”</i> <i>“The Second Industrial Revolution increased the production of consumer goods.”</i> [Minimally acceptable contextualization]
	Additional Notes: <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote the content of the documents without providing an accompanying description Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the spread of industrialization and its impact on women circa 1850–1950. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> [Document 2]: “The postcard shows women working in a factory.” [Document 7]: “In South Africa communal land was removed from Black people’s control which impacted the lives of Black women.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> [Document 1]: “The memoir recounts the story of Maria, a 40-year-old illiterate woman, and the advancement opportunities provided to her while working in a Russian cigarette factory, which included holding a leadership role as chairwoman and the chance to learn to read and write.” [Uses evidence from the document to support an argument about women having opportunities to improve themselves as a result of the spread of industrialization] [Document 2]: “The postcard shows women and girls being supervised by a male manager. This image reveals the reality that while women gained the opportunity to work, they remained in positions subservient to men.” [Uses evidence from the document to support an argument about women continuing to serve in roles beneath men despite new opportunities resulting from the spread of industrialization]
	Additional Notes: <ul style="list-style-type: none"> To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 		

Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
Decision Rules and Scoring Notes		
(0–1 points)	Responses that do not earn this point: <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to the extent to which industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • The increase in women’s participation in the workforce during the First and Second World Wars • The effect of more women joining the workforce on the women’s suffrage movement • The spread of Marxist and/or Socialist ideas following industrialization • Specific reform movements such as the Tanzimat reforms in the Ottoman Empire or Japanese selective Westernization in response to Matthew Perry’s intrusion • Specific events that led to new opportunities or challenges for women, such as the Taiping Rebellion in China • Soviet campaigns to eradicate illiteracy in the Soviet Union through workers’ schools and evening adult literacy classes • Despite the spread of industrialization, traditional ideas about women’s roles persisted, including the continued Influence of Confucian ideas on gender roles in China Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> • <i>“In the years after the Russian Revolution, Bolshevik campaigns to eradicate literacy, through workers’ schools and adult literacy classes, began to offer women educational opportunities.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“Discontent with established power structures encouraged Marxist ideas, including ideas of gender equality between male and female workers, to spread across Europe and parts of Asia.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
Additional Notes: <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response. 		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing (0–1 points)	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	<div data-bbox="961 331 1325 358" data-label="Section-Header"> Decision Rules and Scoring Notes </div> <div data-bbox="344 375 793 1326" data-label="Text"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for fewer than two of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“Document 3 was written for a Chinese audience and was published in a Chinese language journal while the author was living in exile in Japan.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>“In Document 6 Johanna Cornelius discusses the difficulties of working in a big city but also states that it is preferable to being a housewife in the country.”</i> </div> <div data-bbox="821 375 1940 1230" data-label="Text"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> [Document 5]: <i>“As a female labor activist, the author recounts the difficulty she experienced in the silk factories and is able to provide first-hand knowledge about the struggles women and children had in entering the workforce.”</i> [Connects the point of view of the document relevant to an argument that industrialization posed challenges for women] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> [Document 1]: <i>“Written during the first decade of the Soviet Union, this account was meant to highlight the success of the Russian Revolution and Communism’s role in improving women’s educational opportunities.”</i> [Connects the purpose of the document relevant to an argument that industrialization provided women with new opportunities] <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> [Document 2]: <i>“Following the Tanzimat reforms, elements of Westernization took place in the Ottoman Empire including industrialization, which resulted in an increase of women in the workplace.”</i> [Connects the historical situation of the document relevant to an argument that industrialization posed both opportunities and challenges for women] <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> [Document 4]: <i>“As an official report published as a part of a comprehensive government survey, the likely audience was the Russian government, who would have been interested in understanding the breakdown of male to female laborers and the percentage who were still focused on agriculture verses industry as this could impact revenue and taxation.”</i> [Connects the audience of the document relevant to an argument that industrialization posed both opportunities and challenges for women] </div>	

Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–1 points)	Decision Rules and Scoring Notes	
		<p>Responses that earn this point:</p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> Effectively using seven documents to support an argument that responds to the prompt; OR Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, for example how even though some women were elevated to positions of leadership [Documents 1, 4], the lower-class women typically suffered due to the nature of the work and poverty [Documents 3, 5, 6]. [Explains nuance] Using evidence from all seven documents effectively to support an argument that industrialization provided women with both challenges and opportunities; for example, using evidence from Documents 1 and 4 to illustrate the new social and political leadership roles women had access to during the period. Documents 2 and 7, however, highlight the continued inequality of gender relations at the time—both in the workplace and in domestic settings. Documents 3, 5, and 6 also illustrate the long hours and harsh working conditions women routinely faced in factory jobs. [Demonstrates complex understanding through effective use of evidence] Using the documents and evidence beyond the documents to compare the challenges faced by women workers [as described in Documents 2, 3, 5, 6] with challenges faced by women workers in the globalized economy of the late 20th and early 21st century. For example, noting the similarities/continuities in terms of women workers making less money than men, struggling to balance work and family life, having limited access to education because of their need to work, and dealing with difficult working conditions in the factories. [Demonstrates complex understanding through effective use of evidence]

Additional Notes:

- This complex understanding must be part of the argument and may be demonstrated in any part of the response.
- While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.
- To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Vera Karelina, memoir, 1926	<ul style="list-style-type: none"> The author writes about her time as an organizer of women in the Factory Worker's Society in the 1890s, explaining how each chapter of the society had a chairwoman and secretary with voting rights. She also describes the chairwoman, Maria Soldatova, as illiterate, but energetic and resourceful. The author recounts how Soldatova was elected chairwoman of the women's assemblies and was later given the opportunity to learn to read and write. 	<ul style="list-style-type: none"> As a female Russian labor activist and revolutionary living in the Soviet Union under communist rule, the author supports the rights of women to be educated. [POV, historical situation] Written during the first decade of the Soviet Union, this account was meant to document the contributions of female organizers in the workers' movement and to highlight the importance of education and literacy in workers' lives. [purpose, historical situation]
2. Ottoman postcard of women and girls working in a silk factory, Bursa, 1903	<ul style="list-style-type: none"> The postcard portrays women and girls working in a silk factory. The women sit in two rows and are wearing Western style dresses in front of the machines, while the girls also sit in two rows facing the women. They are supervised by a man standing in at the back of the factory floor, with more men looking on from behind him. 	<ul style="list-style-type: none"> Following the Tanzimat reforms, elements of Westernization took place in the Ottoman Empire including industrialization, which resulted in an increase of women in the workplace. [historical situation] The postcard may have been intended to show Ottoman progress in its industrialization reforms during the early twentieth century. [purpose]
3. He-Yin Zhen, "What Women Should Know About Communism," 1907	<ul style="list-style-type: none"> The author, a Chinese woman living in exile in Japan, wrote about the chronic exhaustion women faced while working long hours with no breaks in the factories of Shanghai. She blames the greed of capitalist factory owners for the plight of these women workers who can barely feed themselves with their meager wages. She concludes by criticizing capitalism and suggesting "practicing communism" as a solution. 	<ul style="list-style-type: none"> As a political exile living in Japan during the period of unrest in the Qing Dynasty, the author voices her support for poor women in China, implying that she is not only in political opposition to the Qing system but also opposes their capitalistic practices as she suggests the solution would be to practice communism. [POV, historical situation] As a female political activist, the author sought to influence revolutionaries and other women in the failing Qing Dynasty which saw increasing numbers of political opponents. [purpose, historical situation]
4. Russian Provincial Government Report, Vladimir District, 1912	<ul style="list-style-type: none"> The government report describes the percentage of men who were involved in manufacturing versus farming occupations. It also details the changes in women's roles because of more men working in manufacturing, namely that women were beginning to take over farm work previously 	<ul style="list-style-type: none"> The report emphasizes women taking on "traditionally male tasks" during a period when women around the world were beginning to seek the right to vote. This report creates an awareness to government leaders about the changing roles of women in the countryside. [historical situation, purpose] As an official report published as a part of a comprehensive government survey, the likely audience was the Russian government, who would have been interested

	done by men, as well as managing social obligations such as participating in and leading village councils.	in understanding the breakdown of male to female laborers and the percentage who were still focused on agriculture versus industry as this could impact revenue and taxation. [audience]
5. Toshio Takai, memoir describing events in the 1910s and 1920s, 1980	<ul style="list-style-type: none"> The author, a Japanese female labor activist, recounts being recruited to work in the silk factory at the age of twelve, where workers were told the work was easy and pleasant. The author states she volunteered to work in order to help out her parents financially. She also describes the reality of the work as difficult and the wages less than promised by management because she had to pay for food and basic necessities. She remembers spending twelve hours each day collecting leftover thread that fell from the machines and her legs hurt so much that she stumbled around. 	<ul style="list-style-type: none"> As a female labor activist who wants to increase awareness about the terrible factory conditions, the author recounts the difficulty she experienced in the silk factories and is able to provide first-hand knowledge about the struggles women and children faced when entering the workforce. [purpose, POV] Following WWI and the decline of the Qing Dynasty in China, Japan experienced growth in the production of silk necessitating women and children to join the workforce. [historical situation]
6. Johanna Cornelius, White South African labor activist, autobiographical statement, circa 1940	<ul style="list-style-type: none"> The author, a female White South African labor activist, recounts her experiences of growing up on a farm but having to move to a big city [Johannesburg] to work in a clothing factory to earn a living in the clothing factories. She hoped to earn enough money to continue her studies, but the depression in the clothing industry resulted in her being laid off. Nevertheless, she rejects the argument that rural life was preferable for a woman over factory work and states that she does not want to be a “servant in the kitchen.” 	<ul style="list-style-type: none"> The time period recounted by the author reflects the realities of the Great Depression and how women lost employment opportunities in the factories when those closed and the struggle to find work in the cities. [historical situation] The author, who was elected to a leadership role in a major South African labor union representing workers in the garment industry, likely wrote this autobiographical statement to show her fellow union members—most of whom were likely women—that she understood their struggles and shared their perspective on life. To that end, she argues that women cannot and would not go back to the countryside and traditional gender roles. [purpose, POV]

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the extent to which movements or transfers of people, animals, plants, and pathogens led to demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“The transfer of people and animals in this period prompted important changes in the Atlantic region.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The transfer of new foods had a dramatic impact on people’s nutrition.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Europeans used river-going steamships to explore and conquer the interior of the North and South American continents.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“New connections between the Eastern and Western Hemispheres shifted the economic center of the world from the Mediterranean to the Atlantic region which in turn profoundly affected cultural and social developments.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Transfers of people, animals, plants, and pathogens in the Columbian Exchange resulted in many consequences, including catastrophic reduction in the indigenous populations, accumulation of wealth by Europe, and the disruption of African demographics due to the slave trade.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The transfer of diseases from the Eastern to the Western hemisphere reduced the Indigenous populations in the Americas.”</i> [Minimally acceptable thesis/claim]
Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“The Protestant Reformation led to over 100 years of religious warfare in Europe.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> <i>“Many enslaved Africans were brought to the Americas.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to movements or transfers of people, animals, plants, and pathogens and/or demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Age of Discovery, Columbian voyages, state-sponsored exploration Development of maritime technology and navigational skills Pre-Columbian societies of the Americas Colonization and plantation economies Rivalry between maritime empires, mercantilism Religious justification for colonization Participation of African states in maritime trading networks, including through the trade in enslaved people New labor systems in the Americas, including chattel slavery, indentured servitude, and encomienda and hacienda systems Chartered European monopoly companies Global flow of silver from Spanish colonies <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“Knowledge and technology from Asia and the Islamic world facilitated trans-Atlantic travel and trade.”</i> <i>“Some European maritime empires aimed to spread Christianity to their subjects.”</i> [Minimally acceptable contextualization]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide information that is outside the time period <ul style="list-style-type: none"> <i>“Improved transportation technology like steamships enabled migration.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to movements or transfers of people, animals, plants, and pathogens and/or demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Columbian Exchange Introduction of new pathogens such as smallpox, measles, malaria Introduction of crops from the Americas into Eurasian diets Populations in Afro-Eurasia benefitting nutritionally from American food crops Introduction of European farming practices, crops, livestock in the Americas Development of plantation system and export crops including sugar and cotton Trade of enslaved peoples from Africa Syncretic religious practices Creole cultures Gender and family restructuring in African states as a result of the slave trade Casta system Use of both old [<i>mit’a</i>] and new [indentured servitude, chattel slavery, hacienda and encomienda] systems of labor in the Americas Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“In the Americas new labor systems such as chattel slavery coexisted alongside older labor systems such as the mi’ta.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the extent to which movements or transfers of people, animals, plants, and pathogens led to demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The transfer of pathogens like smallpox and measles to the Americas resulted in mass death among indigenous peoples; that demographic change enabled Europeans to establish their own populations more securely in their American colonies.”</i> [Uses evidence to support an argument about demographic changes in the Atlantic region] <i>“The transfer of cash crops including sugar and cotton to the Americas led to the development of the plantation system, which in turn came to rely on new forms of coerced labor systems, including indentured servitude and chattel slavery.”</i> [Uses evidence to support an argument about social changes]

	<p>Additional Notes:</p> <ul style="list-style-type: none">• Typically, statements credited as evidence will be more specific than statements credited as contextualization.• If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.
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Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which movements or transfers of people, animals, plants, and pathogens led to demographic, cultural, or social changes across the Atlantic region during the period 1450 to 1750. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.

	<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The plantation system relied on the slave trade.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Explaining the demographic changes caused in the Americas by the introduction of Afro-Eurasian pathogens, which decimated indigenous populations and enabled Europeans to establish themselves in settler colonies in the Americas. • Discussing the continued use of pre-Columbian labor systems, like the Incan <i>mit’a</i>, by Spanish colonial rulers who also introduced new labor systems like the <i>encomienda</i>. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“The transfer of Eurasian pathogens to American populations that had no immunity to them resulted in mass deaths that drastically altered the demographic balance in the Americas.”</i> [Indicates an effect of the transfer of pathogens as a result of the Columbian Exchange] 	<p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining that the Columbian Exchange caused demographic changes not only in the Americas, where new pathogens catastrophically reduced indigenous populations, but also in Africa, where some societies saw depopulation because of the slave trade that provided labor for European plantations in the Americas. [Explains nuance by exploring multiple effects] • Explaining that although Europeans brought their religious practices and beliefs to the Western Hemisphere, often with the intention of converting indigenous peoples, indigenous Americans reacted to those new cultures in various ways, sometimes accepting European religions, sometimes rejecting them, and sometimes mixing them with traditional practices to create syncretic religions. The same was true of Africans and descendants of enslaved Africans in the Americas, who often syncretized Christian beliefs and practices to create their own unique religious traditions. [Explains nuance by exploring multiple perspectives] • Explaining that the crucial role played by pathogens in changing demographics in the Americas during this period was replicated, albeit on a smaller scale, in the period 1750–1900, when European colonizers encountered populations that had been relatively isolated from Eurasian diseases—for example, the native populations of Australia and Polynesia were severely impacted by smallpox and other European diseases, just as Native American populations had been in the period 1450–1750. [Explains relevant and insightful connections between regions]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. 			