

2016 AP® US HISTORY FREE-RESPONSE QUESTIONS

UNITED STATES HISTORY

SECTION I, Part B

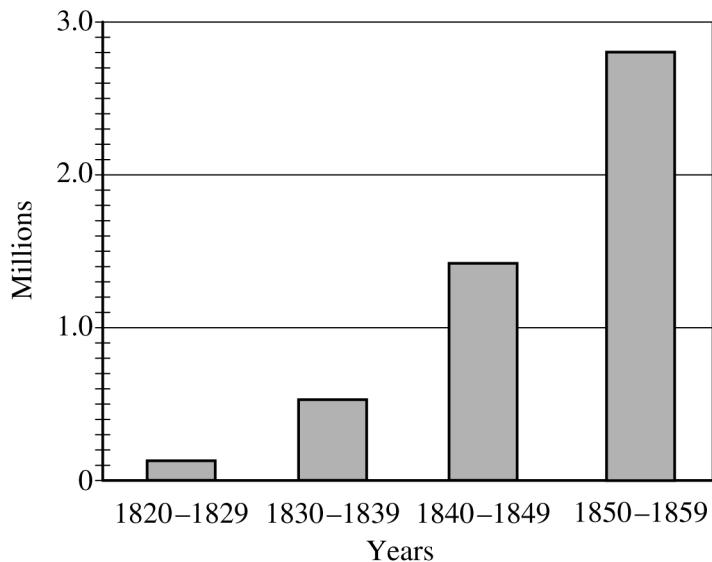
Time—50 minutes

4 Questions

Directions: Read each question carefully and write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for that question.

Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored.

**IMMIGRATION TO THE UNITED STATES
BY DECADE, 1820–1859**



1. Using the graph above, answer (a), (b), and (c).
 - a) Briefly explain how ONE major historical factor contributed to the change depicted on the graph.
 - b) Briefly explain ONE specific historical effect that resulted from the change depicted on the graph.
 - c) Briefly explain ANOTHER specific historical effect that resulted from the change depicted on the graph.

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2. Answer (a), (b), and (c).
- a) Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
 - b) Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
 - c) Briefly explain ONE way in which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

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UNITED STATES HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the 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).

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

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Document 1

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



Courtesy of the National Archives.

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Document 2

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

In advertisements across the land, industry glorifies the American woman—in her gleaming GE kitchen, at her Westinghouse laundromat, before her Sylvania television set. Nothing is too good for her—unless she works for GE, or Westinghouse, or Sylvania or thousands of other corporations throughout the U.S.A.

As an employee, regardless of her skill, she is rated lower than common labor (male). She is assigned to jobs which, according to government studies, involve greater physical strain and skill than many jobs done by men—but she is paid less than the underpaid sweeper, the least skilled men in the plant. She is speeded up until she may faint at her machine, to barely earn her daily bread.

Wage discrimination against women workers exists in every industry where women are employed. It exists because it pays off in billions of dollars in extra profits for the companies. According to the 1950 census, the average wage of women in factories was \$1,285 a year less than men. . . . In just one year, U.S. corporations made five billion four hundred million dollars in extra profits from their exploitation of women.

Document 3

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

Women we've talked to who work in the [peace and civil rights] movement seem to be caught up in a common-law caste system that operates, sometimes subtly, forcing them to work around or outside hierarchical structures of power which may exclude them. Women seem to be placed in the same position of assumed subordination in personal situations too. It is a caste system which, at its worst, uses and exploits women.

The caste system perspective dictates the roles assigned to women in the [peace and civil rights] movement, and certainly even more to women outside the movement. Within the movement, questions arise in situations ranging from relationships of women organizers to men in the community, to who cleans the freedom house, to who holds leadership positions, to who does secretarial work, and who acts as spokesman [spokesperson] for groups. Other problems arise between women with varying degrees of awareness of themselves as being as capable as men but held back from full participation, or between women who see themselves as needing more control of their work than other women demand.

Casey Hayden and Mary Elizabeth King. Excerpt edited by the publisher.

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Document 4

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

FOR IMMEDIATE RELEASE

On September 7th in Atlantic City, the Annual Miss America Pageant will again crown “your ideal.” But this year, reality will liberate the contest auction-block in the guise of “genyooine” de-plasticized, breathing women. . . . Women of every political persuasion—all are invited to join us in a day-long boardwalk-theater event. . . . We will protest the image of Miss America, an image that oppresses women in every area in which it purports to represent us. There will be: Picket Lines; Guerrilla Theater; Leafleting; Lobbying Visits to the contestants urging our sisters to reject the Pageant Farce and join us; a huge Freedom Trash Can (into which we will throw bras, girdles, curlers, false eyelashes, wigs, and representative issues of *Cosmopolitan*, *Ladies’ Home Journal*, *Family Circle*, etc.—bring any such woman-garbage you have around the house); we will also announce a Boycott of all those commercial products related to the Pageant. . . . It should be a groovy day on the Boardwalk in the sun with our sisters. In case of arrests, however, we plan to reject all male authority and demand to be busted by policewomen only.

Male chauvinist-reactionaries on this issue had best stay away, nor are male liberals welcome in the demonstrations. But sympathetic men can donate money as well as cars and drivers.

Male reporters will be refused interviews. We reject patronizing reportage. Only newswomen will be recognized.

“No More Miss America!” from *SISTERHOOD IS POWERFUL An Anthology of Writings from the Women’s Liberation Movement* © 1970 by Robin Morgan. By permission of Edite Kroll Literary Agency Inc.

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Document 5

Source: Mirta Vidal, "Women: New Voice of La Raza," 1971.

[The] awakening of Chicana consciousness has been prompted by the "machismo" she encounters in the movement. . . . This behavior . . . is a serious obstacle to women anxious to play a role in the struggle for Chicano liberation.

The oppression suffered by Chicanas is different from that suffered by most women in this country. Because Chicanas are part of an oppressed nationality, they are subjected to the racism practiced against La Raza. Since the overwhelming majority of Chicanos are workers, Chicanas are also victims of the exploitation of the working class. But in addition, Chicanas . . . are relegated to an inferior position because of their sex. Thus, Raza women suffer a triple form of oppression. . . . Because sexism and male chauvinism are so deeply rooted in this society, there is a strong tendency . . . to deny the basic right of Chicanas to organize around their own concrete issues. Instead they are told to stay away from the women's liberation movement because it is an "Anglo thing."

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Document 6

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

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Document 7

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



Barbara Freeman/Getty Images

END OF DOCUMENTS FOR QUESTION 1

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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 ratification of the Fourteenth and Fifteenth Amendments to the Constitution marked a turning point in the history of United States politics and society.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the amendments to the period immediately following them. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which United States participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the war to the period immediately following it. (*Historical thinking skill: Periodization*)

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

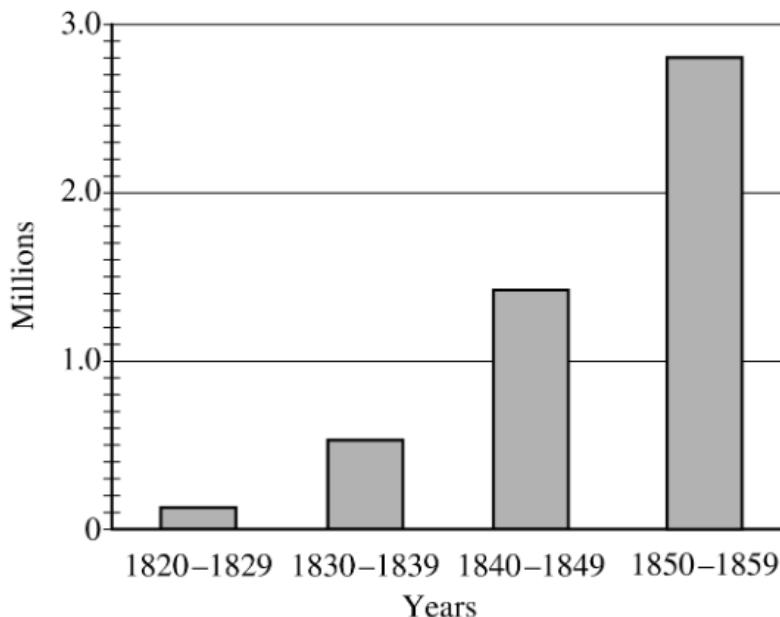
STOP

END OF EXAM

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Short Answer Question 1

**IMMIGRATION TO THE UNITED STATES
BY DECADE, 1820–1859**



Using the graph above, answer (a), (b), and (c).

- a) Briefly explain how ONE major historical factor contributed to the change depicted on the graph.
- b) Briefly explain ONE specific historical effect that resulted from the change depicted on the graph.
- c) Briefly explain ANOTHER specific historical effect that resulted from the change depicted on the graph.

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

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Short Answer Question 1 (continued)

Scoring Notes

a) Briefly explains how ONE major historical factor contributed to the change depicted on the graph.

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

- Expanding market economy in the United States in the antebellum period
- Opportunities for land
- Homesteading, farming, and pioneering in the West
- Domestic service and factory positions (textiles, shoes, etc.) in the East and Midwest
- Contract immigration labor also brought over in this period
- Attraction of religious freedom and/or economic opportunity for Irish and Germans
- Push factors from Europe (e.g., religious persecution, Irish potato famine, lack of opportunity)

b/c) Briefly explains ONE specific historical effect that resulted from the change depicted on the graph.

Examples of responses to (b) and (c) that would earn the points:

- Demographic concentration of immigrants in northeastern cities.
- Growing nativist (anti-immigration) movement in the United States.
- Anti-Catholic movement.
- Concerns about ethnic enclaves and political power of immigrants.
- Formation of political parties that had a nativist platform (e.g., Know-Nothings) while other parties sought to capitalize on immigrant vote, in particular urban Democrats in New York City and Boston.
- Immigrants became the labor force that built the canals and antebellum regional railroads, and they helped shape the infrastructure of the country.
- Immigration increased divisions between the North and the South: North and Upper Midwest characterized by free, immigrant labor while South and Southwest by enslaved labor.
- Immigration helped shape a new national culture.
- Immigrants created their own ethnic cultures within the United States.
- Irish and German consumption and production of beer and wine contributed to early temperance activism.

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Question 1 – Document-Based Question

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

Maximum Possible Points: 7

Please note:

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

A. Thesis and Argument Development (2 points)

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

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

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

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

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

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B. Document Analysis (2 points)

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

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

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

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

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Question 1 – Document-Based Question (continued)

C. Using Evidence Beyond the Documents (2 points)

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

Contextualization

1 point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

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

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

Evidence Beyond the Documents

1 point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

0 points Does not provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

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Scoring Notes:

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

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

1 point Extends the argument by explaining the connections between the argument and one of the following.

- a development in a different historical period, situation, era, or geographical area.
- b A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

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

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Question 1 – Document-Based Question (continued)

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

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

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Question 1 – Document-Based Question (continued)

Scoring Notes

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

A. Thesis and Argument Development (2 points)

a) Thesis

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

Examples of acceptable theses:

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

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

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

Examples of unacceptable theses:

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

b) Argument Development

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

Unacceptable argument development would include:

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

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Question 1 – Document-Based Question (continued)

Examples of acceptable argument development:

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

Examples of unacceptable argument development:

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

B. Document Analysis (2 points)

a) Document Content

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

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

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

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Question 1 – Document-Based Question (continued)

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

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

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

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

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

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

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

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

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

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

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Question 1 – Document-Based Question (continued)

Example of unacceptable explanation of the significance of the author's purpose:

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

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

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

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

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

Examples of acceptable explanation of the significance of the audience:

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

Example of unacceptable explanation of the significance of the audience:

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

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

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

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Question 1 – Document-Based Question (continued)

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

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

Example of acceptable contextualization:

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

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Question 1 – Document-Based Question (continued)

Example of unacceptable contextualization:

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

b) Evidence Beyond the Documents

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

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

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Question 1 – Document-Based Question (continued)

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

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

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

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

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

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Question 1 – Document-Based Question (continued)

D. Synthesis (1 point)

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

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

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

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

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

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

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Question 1 – Document-Based Question (continued)

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

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Question 1 – Document-Based Question (continued)

Document Summaries

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

Document 1

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

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

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

Examples of author's point of view:

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

Examples of author's purpose:

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

Examples of historical context:

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

Examples of audience:

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

Document 2

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

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

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

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Question 1 – Document-Based Question (continued)

Examples of author's point of view:

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

Examples of author's purpose:

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

Examples of historical context:

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

Examples of audience:

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

Document 3

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

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

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

Example of author's point of view:

- Radical feminist

Examples of author's purpose:

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

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Question 1 – Document-Based Question (continued)

Examples of historical context:

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

Examples of audience:

- Women in the Civil Rights movement and other social movements

Document 4

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

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

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

Example of author's point of view:

- Radical feminist

Example of author's purpose:

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

Examples of historical context:

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

Examples of audience:

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

Document 5

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

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Question 1 – Document-Based Question (continued)

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

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

Example of author's point of view:

- Chicana feminist

Examples of author's purpose:

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

Examples of historical context:

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

Examples of audience:

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

Document 6

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

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

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

Example of author's point of view:

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

Examples of author's purpose:

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

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Question 1 – Document-Based Question (continued)

Examples of historical context:

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

Examples of audience:

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

Document 7

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

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

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

Examples of author's point of view:

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

Examples of author's purpose:

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

Examples of historical context:

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

Examples of audience:

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