
AP United States History

Sample Student Responses and Scoring Commentary

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AP[®] UNITED STATES HISTORY

2017 SCORING GUIDELINES

Question 2

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

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

Maximum Possible Points: 6

Please note:

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

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

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Question 2 (continued)

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

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

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Question 2 (continued)

Scoring Notes

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

A. Thesis (1 point)

Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the market revolution marked a turning point in women's lives in the United States (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable theses:

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

Unacceptable example of theses:

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

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

a) Argument Development — Describes

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

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

Examples of acceptable descriptions of continuity or change:

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

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Question 2 (continued)

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

Example of unacceptable description of continuity or change:

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

b) Argument Development — Explains

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

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

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

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

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

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Question 2 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

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

Examples might include the following:

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

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Question 2 (continued)

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

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

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

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

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

b) Using Evidence — Effective Substantiation

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

Examples of utilizing evidence to substantiate an argument:

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

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Question 2 (continued)

Example of unsuccessfully attempting to substantiate an argument with evidence:

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

D. Synthesis (1 point)

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

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

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

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

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

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

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Question 2 (continued)

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

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

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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2A
1 of 2

while
✓ The market revolution during the 1820s to 1850s ~~was~~ did lead to a gradual increase of women in the ~~workforce~~ ~~work~~ workforce, but it did not change the general outlook of women, as they continued to have no political voice, and many continued to ~~work~~ ~~work~~ work in the household. However, many women began to realize their limitations and began to establish feminist ideals, but based. The market revolution following the American Revolution established an increase in women's participation in the workforce. Many established jobs in textile mills and helped ~~the~~ propel the Northern economy. However, Additionally, due to the development of technologies such as the interchangeable parts by Eli Whitney, more women joined the workforce to increase the production of ~~first~~ goods in the North. The creation of the Lowell System gave women the opportunity to be housed while working and obtain some amount of currency as income, but this was exceptionally low compared to the wage-earning men.

While the women in the North gained some freedom in the industrial sector for jobs, the South was slower in manufacturing and thus the backwardness of the agricultural economy ~~set~~ meant that women were deprived of new job opportunities. Women in the South continued to ~~have~~ ~~do~~ mend the household tasks and retained the idea of the cult of domesticity, that ~~was~~ women's roles in ~~the~~ families was to take care of the family. In regards to ~~these~~ women who were slaves, they also failed to benefit from any of the advancements in the market revolution because they were still enslaved at this point.

During the 1820s to the 1850s, the ~~period~~ women in the era had no political voice, although the rise of feminist movements instigated the ~~the~~ later achievement of the right to vote. At this

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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2A
2 of 2

time, despite women's role in the workforce, they were deprived of the right to vote and thus unable to make or influence any political decisions in the US. While many developed feminist movements, the results of these movements failed because ~~the~~ men ~~later~~ refused to accept it. For example, the Seneca Falls Convention in 1848, led by Elizabeth Cady Stanton and Susan B. Anthony, hoped to invigorate the feminine spirit and fight for their rights to be equal with men, but ultimately failed to do any major differences to the women in America. Thus, women were also paid less to do the same work, ~~and many were~~ ^{many schools} ~~also~~ banned women from getting an education because women were still seen as domestic housewives that reflected the time period.

Similar to the women's inability to achieve a voice in the 1800s despite their increased participation in the workforce, African Americans were also stagnant in their political voice and faced racial tensions even after they contributed greatly to the World War. They were segregated in their military regiments and many came back to the US with no added benefits, such as pensions, and racism prevailed in the US. Both groups, the women and blacks, were suppressed due to either ~~the~~ the demands of their male counterparts or whites, respectively, despite their contributions and sacrifices ~~in the American~~ to the country.

Circle the question number that you are answering on this page.

2 B
1 of 2

Mandatory 1	Circle one 2 or 3
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The Market Revolution was a watershed ~~time~~ time for women. America as a whole was becoming more industrialized. ~~Water and steam powered machinery was used in factories.~~ Women began to take on new roles ~~at~~ in the factories. The market Revolution was a turning point in women's lives in the United States because it was the first major opportunity for women to enter the workforce.

Prior to the market Revolution, most women were housewives and stayed at home. Women did not have the right to vote and didn't play a big role in society. The Market Revolution changed American industry and also the role of women.

~~Water~~ Factories that were created during the market Revolution target women because they were a cheap supply of labor. Young women began to work in textile mills, similar to the mill in Lowell, Massachusetts. The working conditions were harsh, but women were provided with food and a place to live.

Although many ^{young} women worked in the textile mills, many still stayed at home to manage a household. Many women who worked in the textile mills ended up moving back to assume their traditional role.

Circle the question number that you are answering on this page.

2.B
242

Mandatory 1	Circle one 2 or 3
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The Market Revolution was an opportunity for women to explore new opportunities working in textile mills.

This is similar to how women during WWII entered the workforce to aid in the war effort.

While most men were away fighting, women took the jobs in the factories to build weapons, planes, and industrial products. Similar to how

many women during the Market Revolution resumed their role as a housewife after working, many women in the 1940's-1950's resumed their ~~role~~

~~role~~ domestic role in the house when men came back and needed jobs.

The Market Revolution was one of the first opportunities for women to enter the workforce.

As the American economy was becoming more industrialized, women began working in textile

mills. This movement was similar to women

working in factories in WWII. In both time periods many women resumed their ~~role~~ traditional

role after working.

Circle the question number that you are answering on this page.

2C
1 of 2

Mandatory

1

Circle one

2 or 3

The Market Revolution provided a marked change in the role of women in American society. At first glance into the era that women were still not represented or liberated politically, and while this holds true it also worthy to ~~be~~ say that women still proved to be proponents of change through other means. This includes through labor and the rise of movements dedicated to reform and women's rights.

The new manufacturing businesses, such as the Lowell Mills in Massachusetts, were predominately staffed by young women. Though their personal lives were stifled by employers it was the first time women were able to make their own income. Frustrated with their working conditions and low wages compared to their male counterparts, these women then joined together in forming some of the first labor unions, dedicated to their welfare. Unfortunately, lower wages for women would continue through this time, but the early foundation is still significant.

Though technically not ~~represented~~ having political equality or representation through this time period, women still made efforts to have their voices heard. This was seen two ways - through the advocacy of political equality at the Seneca Falls Convention in 1848 ~~and~~ as well as the social reform movements led by women during this time. The Seneca Falls Convention may not have resulted in a vote for women until much later but it was still a significant turning point in that it seriously brought →

Circle the question number that you are answering on this page.

2 C
2 of 2

Mandatory 1	Circle one 2 or 3
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about the idea of change occurring for women.

Perhaps more successful and enduring was the work of women through social reform, particularly temperance movements. While the market revolution brought about economic growth it also brought in rampant alcoholism. As this issue seriously affected the family unit, women sought to lead these movements for their sake. This mobilization of women towards one cause was never seen before in American history. And this mobilization resulted in the passage of the 18th Amendment much later, proving the efficacy and influence of women despite the adversity of this era.

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Long Essay Question 2

Overview

This question asked students to evaluate the way the economic/technological development of the market revolution affected the lives of women, noting both continuities and changes in the experiences of women between 1800 and 1850. Part of this discussion naturally includes the changes and developments for women as they entered the waged or paid workforce and the ramifications of those developments on how women were viewed in society at large and how women viewed themselves. The evolving views of women are easily linked to the growing women's rights movement of the era. Part of this discussion can be extended to how economic classes developed as well as how gender and family roles evolved from the new working conditions and situations.

This question assessed the historical thinking skills of Periodization, Argumentation, Contextualization, and Synthesis.

This question focuses on the Learning Objectives of work, exchange, and technology (how different labor systems developed in the United States and their effect on workers' lives and United States society) and culture and society (how ideas about women's rights and gender roles have affected society and politics).

Sample: 2A

Score: 6

Score — Thesis: 1

The thesis presents a historically defensible claim that asserts that despite “a gradual increase of women in the workforce, it did not change the general outlook of women.” The thesis responds to all parts of the question with the following claims: that women “continued to have no political voice and many continued to work in the household” and that they “began to realize their limitations and began to establish feminist ideals, but failed.”

Score — Using the Targeted Historical Thinking Skill: 2

The response briefly addresses gradual changes in women's roles between the American Revolution and the beginning of the market revolution. It also notes that women in the South continued to tend to household tasks. It addresses changes after the market revolution began, when women gradually began to hold jobs in factories. These include women earning wages and a greater attempt at woman suffrage, even though it was not successful. The similarities include the continued struggle for education because of the ongoing belief that a woman's place was in the home. The response not only describes these developments, but it also explains the extent of change in women's lives, thus it earned both points.

Score — Using Evidence: 2

The response includes solid evidence with a unique approach to geographical differences by comparing the Northern industrial economy to the Southern agrarian economy. Furthermore the response addresses the “development of technologies” from “interchangeable parts by Eli Whitney” to the creation of “the Lowell System.” The response discusses political impacts on women through explaining women seeking voting rights and a political voice, “the Seneca Falls Convention 1848,” and “Elizabeth Cady Stanton and Susan B. Anthony.” This response earned both points because it consistently links the evidence to the argument and demonstrates the extent of change in women's lives.

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Long Essay Question 2 (continued)

Score — Synthesis: 1

The response effectively extends the argument to a different course theme: Politics and Power. It connects the early women's movement to the difficulties experienced by the African Americans in segregated military regiments as well as showing that both groups received lower wages and less benefits than white males.

Sample: 2B

Score: 4

Score — Thesis: 1

The thesis begins with the assertion that the market revolution was a “watershed time for women” and continues with a defensible claim that the market revolution was the “first major opportunity for women to enter the workforce.” It is subtle, but it meets the criteria by addressing all parts of the question and earned the thesis point

Score — Using the Targeted Historical Thinking Skill: 1

The response meets the minimum descriptive level in all four areas required by the prompt. The information before the market revolution includes how women were in the home with no right to vote and didn't play a major role in society. Information for the period afterward includes details such as the early factories targeted women as “a cheap supply of labor” and created a place for young, unmarried women to work. The response describes the similarity as that many women still remained at home, and the changes included new opportunities for women as well as the industrialization of the United States economy. This response lacks a thorough explanation of the extent of change, so it earned only 1 point.

Score — Using Evidence: 1

The response includes very limited outside evidence, such as textile mills and Lowell, Massachusetts, and furthers the argument somewhat by explaining that “working conditions were harsh, but women were provided with food and a place to live.” However, there is not a broad range of evidence paired with sufficient analysis to fully and effectively substantiate the thesis, so only 1 point was earned

Score — Synthesis: 1

The response meets the minimal criteria for synthesis because it extends the argument that women working in industry during the Second World War and resuming their role as housewives upon the war's end can be compared to women during the market revolution who went back home after working in textile factories.

Sample: 2C

Score: 2

Score — Thesis: 1

The thesis asserts that the market revolution led to a “marked change in the role of women in American society” as they became “proponents of change” in reform movements such as the labor movement.

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Long Essay Question 2 (continued)

Score — Using the Targeted Historical Thinking Skill: 0

Although the response addresses several changes following the market revolution (e.g., women being able to make their own income and being active in social reform movements), it does not provide any developments from the period before the market revolution nor does it discuss any similarities between the two periods.

Score — Using Evidence: 1

The response includes several relevant specific examples (e.g., Lowell Mills, working conditions and low wages, Seneca Falls Convention, temperance movement), but the explanation of the extent of change in women's lives is not developed enough to have earned the second point.

Score — Synthesis: 0

There is a limited reference to the passage of the Eighteenth Amendment, but it is in a discussion about alcohol use and mobilization of the temperance movement during the era of the market revolution. This is not fully explained and does not extend the argument.