Scoring Guidelines for Long-Essay Question – Period 7

0–6 points

Evaluate the extent to which the Progressive Era (1890–1920) marked a turning point in the history of women in the United States, analyzing what changed and what stayed the same from the period immediately before the Progressive Era to the period during and immediately after it.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Historical Thinking Skill</th>
<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century</td>
<td>Periodization</td>
<td>6.2.I, 6.2.II, 7.1.I</td>
</tr>
</tbody>
</table>

Scoring Notes

Thesis (1 point)

An acceptable thesis would evaluate the extent to which the Progressive Era represented a turning point, indicating the extent of change OR continuity. Note: Indicating explicitly the extent of change implies the extent of continuity, and vice versa.

Points arguing the Progressive Era marked a turning point for women:

- Women challenged their prescribed place and articulated new visions of social, political, and economic equality.
- Women’s increased participation in activist groups such as the Woman’s Christian Temperance Union (WCTU), the Anti-Saloon League, the National Consumer’s League, the Anti-Imperialist League, the North American Woman Suffrage Association, and the National Women’s Party gave them more engagement in public life.
- African American and Latina women often participated in activist groups (such as the National Association for the Advancement of Colored People [NAACP]), anti-lynching work (such as Ida B. Wells), and mutual aid societies.
- Women’s participation in settlement house work and increasingly-professionalized social work gave them greater civic engagement; this drew on ideas often termed maternalism and municipal housekeeping.
Women gained the right to vote through the Nineteenth Amendment.

Increasing numbers of young women found paid employment in factories and in white-collar occupations.

Election of first woman to Congress (Jeannette Rankin).

Modernism of 1920s and the emergence of flapper sub-culture.

Women driving and car clubs of the 1920s.

Greater legal access to information about and methods of birth control in the 1920s.

Legislation and court decisions such as *Mueller v. Oregon* (1908) place new restrictions on women’s opportunities to work.

Points arguing the Progressive Era did NOT mark a turning point for women:

- Women had advocated for suffrage and participated in activist groups such as the WCTU since at least the 1840s.
- The number of women involved in Progressive Era reform, as a percentage of the population, was actually quite small.
- Women did not gain access to significant political influence or social or economic equality.
- Prominent Progressive Era women were exceptions rather than the norm.
- Failure of an Equal Rights Amendment.
- Persistent gender division of employment, and lower wages for women.
- Women’s ongoing absence in professional fields, and management.
- Most women remained primarily responsible for homes and children.
- Persistence of racial segregation and discrimination affected African American and minority women.

**Support for Argument (2 points)**

Essays earn both points by supporting the stated thesis (or make a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument.

Possible evidence could include, but is not limited to, the following.

- Jane Addams
- Susan B. Anthony
- Anti-Saloon League
Application of Historical Thinking Skill: Periodization (2 points)

Essays earn one point by using the evidence offered in support of their argument to analyze the extent to which women’s experiences were different from OR similar to experiences that preceded and/or followed the Progressive Era, providing specific examples to illustrate the analysis. Essays earn two points by using the evidence offered in support of their argument to analyze the extent to which women’s experiences were different from AND similar to experiences that preceded and/or followed the Progressive Era, providing specific examples to illustrate the analysis.

Test-taker responses define what they mean by the period immediately before the Progressive Era and the period immediately after it; the focus of the response helps determine what information is considered appropriate.

Examples include but are not limited to the following:

- Discussion of work opportunities before and during/after the Progressive Era
- Discussion of political engagement of women before and during/after the Progressive Era
Discussion of social roles and cultural perceptions of women before and during/after the Progressive Era

Discussion of participation in social reform before and during/after the Progressive Era

**Synthesis (1 point)**

Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by extending or modifying the analysis in the essay, by introducing another category of historical analysis, or by making an appropriate connection to another historical period or context (what counts as being earlier or later depends how the test-taker defines what they mean by the period immediately before the Progressive Era and the period immediately after it).

Examples include but are not limited to the following.

- Explicitly calling out the international aspects of a largely domestic story.
- Explicitly comparing women’s experiences during the Progressive Era to earlier moments such as during the period of the American Revolution (for example, by calling out republican motherhood) or during the decades prior to the Civil War (for example, by calling out women’s social engagement during the Second Great Awakening or the Seneca Falls convention).
- Explicitly comparing women’s experiences during the Progressive Era to later moments such as during the women’s rights movement of the 1960s and 1970s (often termed Second Wave Feminism).