

AP[®] UNITED STATES HISTORY

2006 SCORING GUIDELINES

Question 1—Document-Based Question

Discuss the changing ideals of American womanhood between the American Revolution (1770's) and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class. Use the documents and your knowledge of the time period in constructing your response.

The 8–9 Essay

- Contains a well-developed thesis that examines the changing ideals of American womanhood between the American Revolution (1770's) and the Civil War and assesses the extent to which these ideals influenced the lives of women.
- Supports the thesis with an effective analysis of these ideals (republican motherhood, cult of domesticity), the reasons for their emergence, and the extent to which these ideals influenced the lives of women, considering issues of race and class. May be stronger on some aspects than others.
- Effectively uses a substantial number of documents.
- Supports thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

The 5–7 Essay

- Contains a thesis that addresses the changing ideals of American womanhood between the American Revolution and the Civil War and addresses the extent to which these ideals influenced the lives of women.
- Has limited or implicit analysis of these ideals, the reasons for their emergence, and the extent to which they influenced the lives of women. Some aspects may be imbalanced or omitted.
- Effectively uses some documents.
- Supports thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Lacks analysis; deals with the question in a general, simplistic, incomplete, or superficial manner.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information, or information that is inaccurate or irrelevant.
- May contain major errors.
- May be poorly organized and/or poorly written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- Contains no outside information.

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Question 1—Document-Based Question (continued)

- May contain substantial factual errors.
- Is poorly organized and/or poorly written.

The — Essay

- Is blank or completely off task.

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Question 1 Document Information and Inferences

Document A: Letter written by a Philadelphia woman, 1776

Document Information:

- The letter writer restrained spending.
- She relied on homemade products.
- Commitment to public good and freedom.

Document Inferences:

- Women boycotted English goods.
- Women supported nonimportation and nonconsumption agreements.
- Women participated in the American Revolution by manufacturing many of their own items.
- Women were committed to the cause of freedom.
- Boycotts may have been prevalent among affluent women.

Potential outside information triggered by document:

Deborah Sampson

“Remember the ladies . . .”

Votes for women in some states (briefly)

Daughters of Liberty

Abigail Adams

Molly Pitcher

Camp followers

Home manufacturing

Document B: Benjamin Rush, *Thoughts Upon Female Education*, 1787

Document Information:

- Every citizen has a stake in liberty.
- Women should be educated so they can instruct “their sons in the principles of liberty and government.”

Document Inferences:

- The American Revolution led to expanded support for women’s educational opportunities.
- The idea of republican motherhood began to emerge after the Revolution.
- Women shared a responsibility in educating citizens.
- Women served a limited but expanding political function.

Potential outside information triggered by document:

The academy movement

Oberlin College

Mary Wollstonecraft

Philadelphia Young Ladies Academy

Mary Lyon/Mount Holyoke

Emma Willard Troy/Female Seminary

Catharine Beecher/Hartford Female Seminary

Prudence Crandall

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Question 1 Document Information and Inferences (continued)

Document C: Occupations of Women Wage Earners in Massachusetts, 1837

Document Information:

- The leading occupations for women wage earners in Massachusetts were making hats, textiles, boots, and shoes.
- Women also worked in domestic service, teaching, and garment making.

Document Inferences:

- Women were part of the paid work force.
- Limited occupations were available for women.
- Women's occupations reflected traditional women's roles.

Potential outside information triggered by document:

Lowell (mill) girls

Cult of true womanhood

Lowell/Waltham factory system

Separate spheres

Document D: Letter written by a factory worker, 1839

Document Information:

- She initially thought she would not advise others to do it.
- She has come to have positive feelings toward factory work.
- Women comprise a portion of the industrial work force.
- She boarded with a family.
- Some women changed occupations to become factory workers.

Document Inferences:

- Some women viewed factory work as beneath their dignity.
- Some women viewed factory work as temporary.
- Previous occupations reflected traditional women's roles.
- Women recruited other women to work in factories.

Potential outside information triggered by document:

Lowell girls

Lowell/Waltham factory system

Cult of true womanhood

Worker-run newspapers (*Lowell Offering*)

Separate spheres

Putting-out system

"Turning out" (early strikes, 1830's)

Immigrant women

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Question 1 Document Information and Inferences (continued)

Document E: Margaret Fuller, *Woman in the Nineteenth Century*, 1845

Document Information:

- Calls for equal opportunities with men.
- Calls for increased freedom for women to promote personal growth.
- The education of women should go beyond making them better companions and mothers.
- A woman needs the freedom to develop fully.

Document Inferences:

- The notion of separate spheres constrained the potential of women.
- Some women challenged the notions of separate spheres and the cult of domesticity.
- Education of women should develop their full potential.
- Some women challenged traditional roles, which they saw as constraining.

Potential outside information triggered by document:

The Dial

Separate spheres

Lucretia Mott

Female seminaries

Transcendentalism

Elizabeth Cady Stanton

Harriet Beecher Stowe

Seneca Falls

Document F: Sarah Bagley, “The Ten Hour System and Its Advocates,” *Voice of Industry*, January 16, 1846

Document Information:

- Society tells women that free institutions depend on women forming and molding men and children into virtuous, intelligent beings.
- The expectation of society is that these same women will engage in long hours of factory work.

Document Inferences:

- Society’s expectations of motherhood were hypocritical for wage-earning women.
- Industry exploited women.
- Some women were frustrated by the gap between the ideals of womanhood and reality.

Potential outside information triggered by document:

Lowell girls

Cult of true womanhood

Separate spheres

“Turning out” (early strikes, 1830’s)

Lowell/Waltham factory system

Immigrant women

Putting-out system

Worker-run newspapers (*Lowell Offering*)

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Question 1 Document Information and Inferences (continued)

Document G: “Woman, and the ‘Woman’s Movement,’” *Putnam’s monthly magazine of American literature, science and art*, March 1853

Document Information:

- Women are the guardians of men’s humanity.
- Women are inferior to men in passion, intellect, and strength; a status that does not belittle women.
- Natural inequality is the basis of women’s blessing to men.

Document Inferences:

- Despite their intellectual inferiority, women played an exalted role as moral guardians.
- The ideal of American womanhood was subordination.
- Women’s roles were to protect and nurture men.
- There was opposition to the “woman’s movement” for equality.

Potential outside information triggered by document:

understands cult of domesticity
Seneca Falls Convention (1848)
Lucretia Mott
Susan B. Anthony
Women’s suffrage proposed

Separate spheres
Elizabeth Cady Stanton
Amelia Bloomer
Declaration of Sentiments
Godey’s Lady’s Book

Document H: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, published in 1861

Document Information:

- Owners thought of slaves as property.
- Jacobs’ owner abused her.
- The law did not protect slaves.
- Slave owners’ wives did not protect slave women.
- Slave owners’ wives felt jealousy and rage toward slave women.

Document Inferences:

- The ideals of American womanhood were not extended to slaves.
- Slave women were sexually abuse and felt helpless to prevent it.
- Slave owners’ wives had to endure the infidelity of their husbands.
- There was a major gap between the ideals of womanhood and the reality of a slave woman’s life.

Potential outside information triggered by document:

Abolitionist movement
American Anti-Slavery Society
Sojourner Truth
Elizabeth Cady Stanton
London Anti-Slavery Conference
Harriet Beecher Stowe/*Uncle Tom’s Cabin*

Grimké sisters
Harriet Tubman/Underground Railroad
Lucretia Mott
Catharine Beecher
Lydia Maria Child

William Lloyd Garrison’s acceptance of women in the abolition movement

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Question 1 Document Information and Inferences (continued)

Document I: Letters written by a frontier woman in Iowa to relatives, 1861

Document Information:

- Hired hands sometimes helped farmers.
- Women worked in the fields.
- She believed her work was acceptable as a man's.

Document Inferences:

- Women worked in the fields due to necessity and a shortage of labor.
- Necessity sometimes forced frontier women outside their traditional roles.
- Women sometimes did the same type of work as men on the frontier.
- Women on the frontier aspired to the cult of domesticity.
- There was a gap between the ideals of womanhood and life on the frontier.

Potential outside information triggered by document:

Separate spheres
Narcissa Whitman
Westward migration

Greater equality for women in the West
Wyoming vote (1869)

Document J: H. L. Stephens, *The Parting*, 1863

Document Information:

- Depicts sale of only part of a slave family.

Document Inferences:

- Slave families were often separated.
- Slave families did not have stability.
- There was a gap between the ideals of American womanhood and the experiences of slave women.
- The cult of domesticity did not apply to slave women.
- The slave system was brutal.

Potential outside information triggered by document:

Harriet Tubman
Sojourner Truth
Grimké sisters
Elizabeth Cady Stanton
Harriet Beecher Stowe/*Uncle Tom's Cabin*

Underground Railroad
"Ar'n't I a woman ..."
Lucretia Mott
Slave auctions
Lydia Maria Child

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Question 1 Document Information and Inferences (continued)

Potential Outside Information List: (alphabetical order):

“Ar’n’t I a woman ...”	Oberlin College
“Remember the ladies ...”	Oneida
“Turning out” (1830’s early strikes)	Phelps, Elizabeth
Abolitionist movement	Philadelphia Young Ladies Academy
Academy movement	Pitcher, Molly
Adams, Abigail	Polygamy
American Anti-Slavery Society	Putting-out system
Anthony, Susan B.	Sampson, Deborah
Beecher, Catharine/Hartford Female Seminary	Second Great Awakening
Bloomer, Amelia	Sedgewick, Catherine
Camp followers	Seneca Falls Convention
Chandler, Elizabeth	Separate spheres
Child, Lydia Maria	Shakers
Cold Water Army	Slave auctions
Crandall, Prudence	Sojourner Truth
Cult of true womanhood	Stanton, Elizabeth Cady
Daughters of Liberty	Stone, Lucy
Declaration of Sentiments	Stowe, Harriet Beecher/ <i>Uncle Tom’s Cabin</i>
Dix, Dorothea	Temperance movement
Douglass, Frederick	<i>The Dial</i>
Female missionary societies	Transcendentalism
Female Moral Reform Society	Troy Female Seminary/Emma Willard
Garrison, William Lloyd	Tubman, Harriet
<i>Godey’s Lady’s Book</i>	Underground Railroad
Greater equality on the frontier	Votes for women in some states (briefly after American Revolution)
Grimké sisters	Warner, Susan
Home manufacturing	Whitman, Narcissa
Immigrant women	Willard, Emma
Lee, Mother Ann	Wollstonecraft, Mary
London Anti-Slavery Conference	Women writers (Sedgwick, Phelps, Warner)
Lowell girls	Women’s suffrage proposed
Lowell/Waltham factory system	Worker-run newspapers (<i>Factory Girl</i> , <i>Lowell Offering</i>)
Lyon, Mary/Mount Holyoke	Wyoming vote (1869)
Martha Washington societies	
Mormons	
Mott, Lucretia	
Mount Holyoke	

Note: Demonstrated understanding of republican motherhood and/or cult of domesticity is outside information.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1A
1 of 4

The United States of America had gained a reputation for equality and social democracy. Religious tolerance, freedom of speech, and freedom of press were rights that Americans hailed as revolutionary. Indeed, compared to Old World Europe economic opportunity and social mobility were in great supply in the United States. However, an entire section of the population was excluded from these promises of social and economic improvement—women. After the American Revolution, "republican motherhood," the idea that women were responsible for guarding the nation's values and passing them on to the country's youth, had taken hold in American society. The "cult of domesticity" developed to relegate women to their specific sphere of influence in the home. While "republican motherhood" and the "cult of domesticity" were embraced by most people as the ideal of American womanhood, these goals were not achievable by all women. Lowerclass women and blacks were unable to achieve the objectives of "republican motherhood" and the "cult of domesticity" because of economic and social repression. However, these same ideals handicapped the efforts of educated, middle and upper class women to gain social, economic, and political equality. Poor women worked endlessly in factories while the institution of slavery in the South often separated women from their families. Reformers such as Margaret Fuller were unable to attain the social and economic equality they desired for their sex because of stigmas created by "republican motherhood and the "cult of domesticity."

~~The~~ The first Great Awakening and other religious movements often gave women a greater sense of equality within the church. However, because ~~women~~ women were some of the most faithful and dutiful of the religious movements, they were often regarded as morally superior to men. This moral supremacy led to society's view that women were responsible

Circle the Section II question number you are answering on this page.

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for safeguarding the country's values. However, at the same time Old World beliefs of men's intellectual and physical superiority, kept women out of government and economic enterprises. The "cult of domesticity" created an ideal forum for moral preservation and instruction. As a result, a woman's place was generally assumed to be in the home, educating the children. Similarly, the occupation of teaching came to be increasingly dominated by women. The gender homogeneity of the teaching profession, specifically by young, unmarried women, ~~led to the~~ caused the ideals of "republican motherhood" and the "cult of domesticity" to be further engrained in society.

Women, generally educated and from the middle-class, also played an important role in social reform. Women were some of the most fervent advocates of temperance and prohibition. Often organizing into anti-alcohol groups, women rallied the nation to the moral cause of temperance. Abolitionists also counted many women among their ranks. The Grimké sisters were leaders of the abolitionist movement. Uncle Tom's Cabin was also written by a woman and sparked international outrage over Southern slavery.

However, while women were often encouraged to participate in social reform, they were mocked and reprimanded when they attempted to advocate women's political rights. Suffragists were often looked down upon as women who had ceased being ladies but had yet to become a gentlemen. The Seneca Falls Convention initiated no immediate political change, and Susan B. Anthony often had garbage and curses thrown at her while

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1A
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she made her speeches. Margaret Fuller, a staunch feminist and editor of the Transcendental journal *The Dial*, was often frustrated by the lack of political and economic change she could make for women. The ideas of "republican motherhood" and the "cult of domesticity" were chains for women who advocated female rights.

While middle-class women were tied by the established ideas of women, lower class and black women were not even able to accomplish the objectives that society placed on them. Many young women, especially ~~to~~ in industrialized areas, were forced to work in factories to provide for their families. The Lowell girls worked in semi-acceptable conditions and were supervised. They were obligated to attend church. However, these girls did not have any hope of economic advancement because the higher levels of business were allotted to men. Norther Dix and Clara Barton worked to make nursing a respectable occupation, but women still had very few career options ~~outside the~~ aside from teaching, nursing, or working in factories.

~~to~~ White women were generally bound by "the cult of domesticity" but black women, freed and enslaved, were unable to practice the ideals of "republican motherhood." Black women were often torn apart from their families, and ~~to~~ her opportunity to instruct and preserve moral values was thus destroyed. Some black women were promised their freedom if they had a certain number of children. The black family was also destroyed by the legal rights of their masters. No white man could be punished for forcing

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1A
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himself on a female slave. Also, black slaves were forbidden to marry. The black woman was taught to admire and emulate "republican motherhood" and the "cult of domesticity", but most often she was denied the opportunity to do so.

Although United States society adulated "republican motherhood" and the "cult of domesticity", social and economic factors forced many young women to abandon the home for the workplace. Reformers and feminists who wanted to achieve political equality with men were tethered to the home. The entire population of enslaved black women were completely denied the opportunity to practice the ideals. The ideals of womanhood during this time would eventually lead to a stronger, more united women's rights movement that would gain suffrage for American women with the passage of the 19th Amendment.

Circle the Section II question number you are answering on this page.

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Throughout American History, the role of women and their specific rights have greatly changed. Starting in the time of the American Revolution, women were ideally and mostly would stay at home and housekeep. Husbands were the providers and would enlist in the army or typically farm. As described in Document 1, the woman states in her letter that she has learned to knit and makes stockings for her servants. She feels a bit like a slave she states, because she must stay at home with hardly any freedoms. Since the husband was the primary provider at this revolutionary time, there typically was not a lot of revenue and funds for purchase luxuries or items like a cap or gown just like this woman states. At this time, women even like Martha Washington were not highly influential or played a significant role and she was even the President's wife! Women at this time were mostly all uneducated and illiterate.

Over the course of a mere eleven years, the role of women was already changing slightly. From the previous document in 1776 to the Document of Benjamin Rush, "Thoughts Upon Female Education" in 1787 women began to be receiving a bit of education. Women were now acting as teachers in a way. The women would learn and be qualified of knowing many important things at the time like liberty and government. Women were beginning to learn about structures of government and ways of how a society was ran. They would of course have their own views on these topics, but would most importantly teach their sons about these ideas. Women were not able to be a part of the government, but they could however express their views to their sons who could in turn in the future participate in government and better it for the people and society.

Circle the Section II question number you are answering on this page.

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Within a time of about forty years, things in society and the role of women had greatly changed. Women were now being accepted into the work force. With the Industrial Revolution, many factories had generated in the North. The graph of Document C shows that there were 105,977 women employed in Massachusetts in 1837. Now from the Revolution, every one had freedom and equality among sex was raised a bit. There were still stay at home mothers, but women were now contributing to the American economy by working in these factories. Over the years between the Revolution and Pre Civil War many influential women had arose such as First Lady Abigail Adams who voiced many ideas about government and even guided her husband. Society was even greatly changing with women now in the workplace. Places like the Lowell Mills had young girls and women working in the factories and having a community of houses clustered together where the women could live near the factory.

By the time it was 1845-1853, women had begun to see themselves in a different role and would even speak out now and stand up to men. Margaret Fuller stated in Document E the traditional role of women and what they were expected of. Traditionally women had always been just a companion to the men and inferior. Stated in Document G, they had begun to be a "Woman's Right Movement." Women were unhappy with their small pay and being worked longer and harder than men. The women wanted to be treated fairly and began to speak out for equality in the workforce. Women were said to have been on just about the same social level as slaves and women were hurt by this. They began to start doing the same jobs of men all over such as farming and even artisan skills like carpentry.

Circle the Section II question number you are answering on this page.

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Slave women were treated the worst of all in America. As women's rights increased and they changed in society, racial changes and segregation occurred. Slave women such as Harriet Jacobs in Document H were forced to obey their master and were beaten and helpless victims when the master was enraged. Slaves were beaten and sometimes even killed. They could not voice their rights or views or else they would be punished. It made some women thankful they weren't in free shoes. Document I goes to describe how a woman's husband hired a man to do work for him over the summer. When the man had left, the woman took over and was able and capable of doing the same jobs as the man. When women were able to do the same as men and sometimes do it better, they then just all thought and agreed that they should be equal as men in society.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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The ideals of American womanhood during the times from the American Revolution to the Civil War greatly influenced the lives of women. Women were often thought of as servants or slaves and had few, if any, rights. They were not considered citizens and could not vote. By the Civil War, things had begun to change, thanks to the start of reform movements. However, there was still a long way to go for women's suffrage.

During the time of the American Revolution, women were seen as very inferior to men and only good for housework. Since men only saw women as wives or property, women often regarded themselves as slaves. In Document A, a Philadelphia woman emphasizes how she feels enslaved. This was true for many women of this time. This may not have been true for everyone, though. One example of this is Abigail Adams. While her husband, John Adams, was at the Constitutional Convention, she was constantly sending him letters to "Remember the Ladies." Other women also had this influence in their husbands' lives. It is people like Abigail Adams who could have started reform movements. Unfortunately, many men want to keep women domestic because they felt that women were weaker and could not do jobs that men did.

One of the biggest issues brought up in these documents, especially documents B and F, is that women are the main source of education for their sons but women

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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cannot do the same jobs as their sons. In order to teach their kids, mothers must be educated in the principles of liberty and government, since that is what they teach their sons. It is only logical then, that the mothers would also be capable of doing the jobs their sons do. However, in a government and society run by men, women would continue to remain inferior and domestic. However, there is one good thing about mothers educating their sons. These women can teach their sons good morals and the importance of women. If they could do this, it is possible that the next generation of women could gain these rights, with sympathetic men ~~in~~ in the government.

In the 1800's, as the Civil War approaches, women are starting to be more appreciated. In the mid to late 1800's women are taking advantage of opportunities to work in factories. Women are still inferior in the factories, with less pay and worse conditions, but it is an improvement. As more women start working in factories, they start to want more equal rights and better conditions. During the 1800's, the time of reform movements begin as women ~~so~~ step up and speak out against discrimination and injustice.

The ideals of women are also different based on race and class. Black women, at this time slaves, were treated badly and often taken advantage of. While

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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Some worked in the houses, others were forced to work long days in the fields. They also had little, if any, health care and education. Among white women, ideals were different among classes. Upper class women were the most domestic because they had slaves and could stay inside and do housework all day. Lower class women, particularly the wives of farmers, often had to work alongside their husbands and sons. These women tended to be more appreciated by men in their communities. Many of these families lived in the West and many women moved west hoping to gain rights. As a result, the ~~west~~ states in the west later became the first to give women full rights.

Although the women of this time period never had the rights they hoped for, their efforts helped future generations. Without their influence and perseverance, women may not have had ~~a~~ rights today. Their reform movements and suffering help bring about women's rights today.

AP[®] UNITED STATES HISTORY 2006 SCORING COMMENTARY

Question 1

Overview

Students were asked to assess the changing ideals of American womanhood from the Revolution to the Civil War and the influence that those ideals had on women's lives.

Sample: 1A

Score: 9

This essay contains an extremely well-developed and sophisticated thesis that effectively examines the changing ideals of American womanhood. It has an outstanding analysis of the ideals of republican motherhood and the cult of domesticity and the complex manner in which they impacted women's lives, especially in regards to race and class. Its use of outside information is particularly impressive and woven together with documents (most of which are not mentioned by name but are effectively integrated into the analysis).

Sample: 1B

Score: 6

This essay has a simplistic thesis that demonstrates an understanding of the ideals and addresses all parts of the question. It correctly identifies the concepts of republican motherhood and cult of domesticity. There is some level of analysis, but it is weak and not put in context. The essay is closely tied to the documents with very little outside information. There is an error in the use of Document E, but the essay uses Document C nicely.

Sample: 1C

Score: 3

This essay contains a confused and limited thesis. The student displays a lack of understanding of the ideals of American womanhood and focuses instead almost entirely on changing roles. Republican motherhood is addressed implicitly while the cult of domesticity is passed over without being identified. The essay paraphrases a limited number of documents and essentially lists them at the end. It contains two pieces of outside information—Abigail Adams and Lowell mills—and frequently overgeneralizes.