

WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 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.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

1. Evaluate the extent to which Muslim women in the Middle East challenged social norms in the period circa 1850–1950.

Document 1

Source: Aisha al-Taymuriyya, Egyptian woman poet and novelist, essay titled “Family Reform Comes Only Through the Education of Girls,” article published in *Al-Adab*, a conservative Egyptian newspaper, 1889

“It is the duty of the male establishment to concern itself with the education of girls and the refinement of families. Take the example of a man in the following situation—his educated wife loves him, comforts him, and expertly manages his household. Despite this, he works to hide her abilities from the rest of society, and fears that by announcing her worth it will be said that she is an educated woman, which will disrupt his peaceful life.

How astounding that our civilization is obsessed with decorating young women in jewelry, and exaggerating their beauty. But this practice casts these girls into a pit of evil; they have earned nothing from these trinkets but vanity. If male authorities strove for the improvement and progress of these girls’ behavior through their education, these women would then find themselves adorned with necklaces strung with pearls of wisdom.”

Document 2

Source: Zaynab Fawwaz, Lebanese woman writer, “Fair and Equal Treatment,” essay published in an Egyptian newspaper, 1891

“The fact is that we have not seen any law coming from Islam ruling that women are to be prohibited from involvement in the occupations of men. A woman is just as much a human being as a man is, with complete mental faculties and abilities. So many women have ruled over men, participated in government, determined statutes of law and behavior, recruited soldiers, gone forth into battle, and carried out wars—like the many queens who have preceded us and ran their kingdoms well.

Regarding the poor women in Cairo or Alexandria, most of them pursue work just like men. Among these women are merchants, craft workers, and those earning their livelihood with male laborers in construction and in other professions. We find the markets are full of women capable of competing with men in business and many other activities. The intelligent person who examines the world’s affairs finds the two sexes equal.”

Document 3

Source: Doria Shafik, Egyptian woman feminist, unpublished memoir written in 1960, describing an event from her childhood that occurred circa 1915

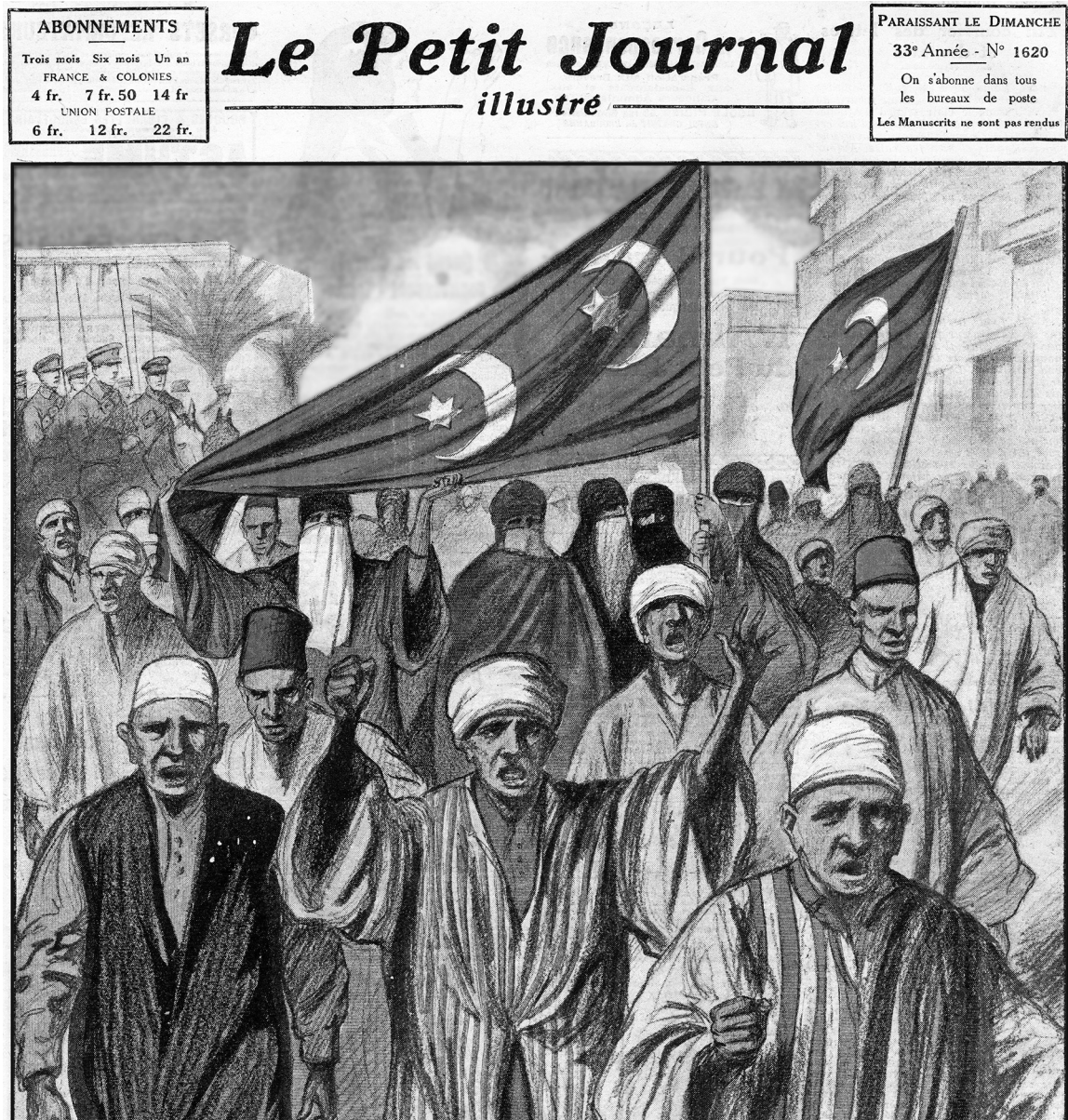
“An agitated atmosphere reigned in our house that Monday. The cause of this gloom was the news that a family friend had just learned that her husband had taken a second wife, because she had given birth to twin daughters but failed to produce a male heir. Now faced with a second wife in her household she shouted, ‘I want a divorce!’

With that shout an icy silence fell over the room. I was astonished both by the woman’s violent reaction as well as the energetic opposition to her decision by the women around her. Grandmother, whose attachment to the past could not be severed so easily, led the campaign. ‘I don’t understand you women of today insisting on exclusiveness. By taking a second wife the husband reduces the burden on the first woman. When my husband took another wife, I was pleased to have a new friend. And even when he took a third wife we all banded together against him, the common enemy. Never pronounce the word divorce! It brings dishonor for you and your daughters, who will never see a suitor if you act this way,’ concluded my grandmother.

My grandmother’s words seemed to act as a whip over the other women as the thought of their daughters being old maids sank in and they all rallied around her. ‘Forget this idea,’ my mother counseled, ‘you must fight to regain your husband’s love.’”

Document 4

Source: “A Feminist Demonstration against British rule in Egypt,” cover illustration of the French illustrated news magazine *Le Petit Journal*, 1922



Private Collection Stefano Bianchetti / Bridgeman Images

A caption in French below the image reads, “While in some streets of the city riots broke out, the women of Cairo organized in certain quarters into important processions.” A group of British soldiers on horseback is shown in the background (on the left).

Document 5

Source: Anonymous Turkish woman, interview on the popularity of ballroom dancing, published in the journal *Resimli Ay* (*The Illustrated Monthly*), Istanbul, Turkey, 1924

“When, a few years ago, the dance craze came through I was very hesitant to take it up. My friends would rave about dancing, but I couldn’t help thinking that dancing in a man’s arms was ridiculous, when just a few years earlier we would not have even been able to sit next to them.

But my social environment gradually led me to embrace dancing. Those who had already taken it up kept accusing me of stupidity for my refusal to join them. So, even though I was naturally inclined to be conservative, I decided that one must accept these new trends to be modern, or at least to avoid being labeled.

In order to be able to go to a party organized by one of my friends, I took dance lessons from a Greek lady for three months.

The dance party was amazing, but my husband’s behavior annoyed me to no end. His glances suggested that he did not like seeing me mingle with strange men. That night I danced until morning. I paid no attention to the clumsiness of my feet or to my shyness. I was just excited to be able to punish my husband for his rude behavior.”

Document 6

Source: Eastern Women’s Congress, an international summit of women from Muslim countries held in Tehran, Iran, under the direction of Princess Ashraf Pahlavi, daughter of the Shah of Iran, resolution, 1932

The Congress supports the following:

1. The right of Eastern women to vote and, when qualified, to be elected to office.
2. Compulsory education for girls and literacy courses for adult women.
3. Equal salaries to men and women in similar employment.
4. Kindergartens, playgrounds, and educational cinemas provided by the government.
5. Measures to improve the morals of Eastern men.
6. Polygamy must be forbidden.
7. Alcohol and narcotics should be prohibited.
8. Hiring female police officers to examine sanitary conditions and improve the lives of mothers and children.

Document 7

Source: Zaynab al-Ghazali, Egyptian woman political activist, leader of the Muslim Women's Association, a group affiliated with the Islamist organization The Muslim Brotherhood,¹ memoir published in 1986, recalling events in the 1940s

“This was the pact that I made with my husband before entering into our marriage:

‘There is something in my life that you need to know about before you become my husband. I have sworn an oath of loyalty to Hassan al-Banna [the founder of the Muslim Brotherhood] and have pledged to live my life in God's path and to call others to Islam. I cannot ask you today to share this calling with me, but it is my right to demand that you not block me from pursuing it. When the day comes that my calling leads me to join the ranks of the fighters for the establishment of the Islamic state, do not ask me what I am doing. And if ever the welfare of our marriage conflicts with God's calling, then know that the marriage will end and the calling will become my whole life. I know that, as husband, it is your right to command me and it is my duty to obey you, but know ahead of time that God is greater than us and our marriage and that His calling must be dearer to ourselves than we are to each other.’”

¹ a group founded in 1928 that advocated for greater influence of Islam in all aspects of Egyptian society

END OF DOCUMENTS FOR QUESTION 1

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

3. In the period circa 1750 to 1900, revolutions and independence movements such as the American Revolution, the French Revolution, the Haitian Revolution, and Latin American independence movements occurred around the world.

Develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.

4. In the twentieth century, revolutionary movements were inspired by a variety of ideologies, including communism, nationalism, and/or religious ideas.

Develop an argument that evaluates the extent to which a twentieth-century revolutionary movement was inspired by one of these ideologies.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

Question 1: Document-Based Question, Islamic Social Norms and Women

7 points

General Scoring Notes

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

Evaluate the extent to which Muslim women in the Middle East challenged social norms in the period circa 1850 to 1950.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim that establishes a position on the extent to which women in the Middle East challenged social norms in the period circa 1850 to 1950. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“Muslim women often questioned their position in society.”</i> Establish a line of reasoning, but do not provide a historically defensible claim <i>“Unlike feminists in the West, women in Muslim societies did not have opportunities to express their political views.”</i> Do not focus on the topic of the prompt <i>“Western imperialism often held back the progress of women in Muslim societies.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Many women tried to challenge Islamic social norms through appeals to religious scripture and authority.”</i> <i>“Even as some Muslim women fought for legal and political equality, many other women chose to live within the established patriarchal gender norms of their society.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Some Muslim women successfully challenged the many social norms that restricted their rights, including their access to education and employment, legal obstacles to equality with men, and political participation.”</i> Establish a line of reasoning <i>“Many Islamic women challenged male authority in the Middle East.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to women challenging social norms in the period circa 1850 to 1950.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt: <i>“During the 19th and early 20th centuries, Egypt was ruled by a dynasty established by Muhammad Ali, an Ottoman soldier of Albanian background.”</i> Provide a passing phrase or reference <i>“Sharia law was still applied in many parts of the Middle East.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Spread of Enlightenment ideas of natural rights - Spread of feminism and women’s suffrage - Collapse of the Ottoman Empire - The spread of the Industrial Revolution - Efforts to modernize by non-Western governments - European imperialism in North Africa and the Middle East - The First and Second World Wars - Onset of the Cold War Examples of acceptable contextualization: <i>“When governments in the Middle East launched reform programs in the nineteenth century this often raised the question of whether women’s roles in Muslim society should also be reformed and modernized.”</i> <i>“Like Western women, women in the Middle East had to overcome a lot of challenges in their struggle against patriarchal social norms.”</i> (Minimally acceptable contextualization)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote, without an accompanying description, of the content of the documents - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of women challenging social norms in the period circa 1850–1950. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument (Document 4): <i>“The magazine cover displays women protesting in the streets of Cairo holding up flags.”</i>	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 3): <i>“Doria Shafik’s account shows that many Egyptian women continued to observe the expected code of behavior because they believed that it was the only way for a woman to have a secure and honorable life. This reveals that some women did not want to change social norms.”</i> (Connects the contents of the document to an argument about the extent to which women challenged established social norms) (Document 4): <i>“The image demonstrates that conservative Muslim women were willing and able to organize politically and engage in political activism which provides a visual example of social norms being challenged as they are marching alongside the men as equals.”</i> (Connects the content of the document to an argument about the extent to which women challenged established social norms)
	Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C (Continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: Must use at least one specific piece of historical evidence relevant to an argument about the extent to which women in the Middle East challenged social norms in the period circa 1850 to 1950. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Specific examples of Enlightenment ideas advancing women’s rights or women’s equality, such as the writings of Condorcet, Olympe de Gouges, and Mary Wollstonecraft. - Specific examples of feminist movements and feminist-inspired political activism (e.g., the Seneca Falls Convention or the campaign of British suffragettes for giving women the right to vote). - The Ottoman <i>Tanzimat</i> or Hamidian reforms. - Atatürk’s reforms in Turkey after the collapse of the Ottoman Empire. - Specific reforms in Egypt under Muhammad Ali’s successors. - Events connected to the spread of Western economic imperialism in the Middle East (the Egyptian debt crisis, the construction of the Suez Canal, Ottoman capitulation treaties with Western powers). - The events leading to the establishment of effective British colonial control over Egypt in 1882. - Events leading to the establishment of League of Nation Mandates in the Middle East (Syria, Iraq, Lebanon, Jordan) after the First World War. - Dashed hopes for full independence in the Arab Middle East after the end of the First World War (the Urabi Revolt in Egypt, the French assumption of full control over Syria). - The establishment of the Pahlavi dynasty in Iran and the pro-Western reforms of Reza Shah and Mohammad Reza Shah. Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Mustafa Kemal Atatürk’s determination to eradicate all traces of the legacy of the Ottoman empire led to a number of radical changes for Turkish women, including the ban on women wearing the veil.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“The spread of Enlightenment or feminist ideas of gender equality, such as those expressed by Condorcet and Mary Wollstonecraft influenced some women in the Middle East to advocate for better access to education and legal equality.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
Responses that do not earn this point: - Explain sourcing for less than three of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument “Document 4 shows an image that was produced for a French audience.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience “Document 1 says that women’s real beauty comes from knowledge and education, not from decorations and jewelry.”		Responses that earn this point: Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. Example of acceptable explanation of the significance of the author’s point of view: (Document 5): “Although the author states that she comes from a conservative background, she comes to realize that challenging social norms by embracing dancing can be a liberating experience.” (Connects the point-of-view of the author to an argument about women’s attitudes toward the rapidly changing social and gender norms in Turkey during the 1920s.) Example of acceptable explanation of the significance of the author’s purpose: (Document 7): “Writing in her memoirs decades later, the author’s purpose may have been to emphasize her lifelong dedication to the Muslim Brotherhood and the “calling” of political Islam.” (Connects a possible purpose of the document to an argument about women challenging social norms by embracing political activism.) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 1): “Aisha al-Taymuriyya’s essay was written at a time when Egyptian society, like many other predominantly Muslim societies, was trying to balance social changes arising from modernization reforms against traditional values.” (Connects the historical situation of the document to an argument about social change in the nineteenth-century Middle East and how it affected women’s ability to challenge social norms.) Example of acceptable explanation of the relevance of the audience of a source: (Document 2): “Because her audience was mostly Muslim, she makes her case for economic equality using the teachings of Islam.” (Connects the intended audience of the document to an argument about how Middle Eastern women were able to challenge established social norms.)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence. For example, a response may explore the way in which variables other than gender (age, class, extent of religious devotion, marital status, etc.) affected Muslim Middle Eastern women’s ability or willingness to challenge established social norms during this period. A response may argue that Document 2 shows that class divisions made some women much more likely to challenge gender norms by engaging in economic activities usually seen as “male,” that Document 3 demonstrates a generational divide in women’s willingness to challenge gender norms, and that Documents 5 and 7 indicate that being married did not prevent Muslim Middle Eastern women from being able to challenge established social norms. (Explains nuance) - Explaining relevant and insightful connections across time and space. For example, a response may outline the similarities and differences between the issues that prompted women to challenge social norms in the period of the prompt with issues that drive women’s social and political activism in the Muslim Middle East today. (Explains relevant and insightful connections) - Corroborating multiple perspectives, such as explaining how Middle Eastern Muslim women’s challenges to established social norms during this period, as illustrated in the documents, do not follow neatly into dichotomous categories, such as religious vs. secular, conservative vs. liberal, or pro-Western vs. anti-Western. For example, while several documents argue for social change based on the belief in the equality between men and women, Document 7, Document 4, and, to a lesser extent, Document 5, demonstrate that conservative and religious women also embraced political activism and or/were willing to challenge social norms to advance their goals (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, historical situation, and/or audience by elaborating on examples such as:
1. Aisha al-Taymuriyya, “Family Reform Comes Only Through the Education of Girls,” 1889	States that male authorities should use education to further the “improvement and progress” of women. Criticizes society’s “obsession” with female beauty and the reluctance of some husbands to publicly admit that their wives are educated.	- The purpose of the article is to appeal to men in Egyptian society to be more accepting of education for women. (purpose) - Because the essay was published in a conservative newspaper, Aisha al-Taymuriyya frames her appeal for female education in terms that would appeal to a conservative audience—female education would benefit “the refinement of families,” the exemplary educated woman is nonetheless still a devoted wife and household manager, focusing on beauty and decorations “casts . . . girls into a pit of evil,” etc. (audience) - The essay was written at a time when Egyptian society, like many other predominantly Muslim societies, was trying to balance social changes arising from modernization reforms against traditional values. (historical situation)
2. Zaynab Fawwaz, “Fair and Equal Treatment,” 1891	Argues that there is nothing in Muslim religious or legal teachings or in the historical experiences of Muslim societies that would support or justify keeping women barred from any line of work or profession. Cites the example of poor women in Egyptian cities, who are forced to work in occupations usually considered male, yet the women excel in all these occupations, proving that they are the equals of men.	- The purpose of the essay is to argue for complete gender equality in the workplace through both historical and contemporary examples that show that women in Muslim society have been performing the same work as men. (purpose) - The specific reference in the second paragraph to “the poor women of Cairo and Alexandria” who are forced by economic need to work alongside men suggests that social class played an important part in the day-to-day experiences of Muslim women. (historical situation) - Because the author published her essay in an Egyptian newspaper, she was probably aware that her audience would mostly consist of people who firmly believe in the teachings of Islam. So she makes her case for economic equality by showing that there is no basis in Muslim law for denying women the right to work in any profession. (audience)
3. Doria Shafik, memoir describing events during her childhood, circa 1915	Describes an incident in which a female acquaintance of the author who learned that her husband was about to take a second wife declared that she wanted to divorce the husband. In response, other women in the room, and especially the author’s grandmother, defended polygamy and urged the woman to “forget” the idea of divorce and to, instead, “fight to retain [her] husband’s love.”	- As the author is described as an Egyptian feminist and as her memoir was written almost fifty years after the events she describes, it may be inferred that the author’s purpose in describing the scene was to recall how traditional and patriarchal Egyptian gender norms were in the early twentieth century. (POV, purpose) - The incident illustrates that Muslim women could legally ask for divorce under Islamic law but also that, in the context of Egyptian society circa 1915, to do so was seen as a major challenge to established social norms. (historical situation) - The incident illustrates the emergence of generational divides in the extent to which Muslim women were willing to challenge social norms in trying to assert their rights. (historical situation)

4. Women’s demonstration in Cairo, cover of a French magazine, 1922	The magazine cover shows a street procession led by Egyptian men, but with a group of Egyptian women (carrying Muslim star-and-crescent flags) following the men in the background. Both the men and women are wearing traditional Muslim dress, with the women’s faces covered. In the background, a group of British soldiers on horseback are observing the demonstration.	- The general context of the demonstration is the imposition of de facto British colonial control over Egypt. More specific context may include the 1919 Egyptian revolution against British rule and the subsequent political instability that led to the formal declaration of Egyptian independence but with continued heavy British presence in the country. (historical situation) - Since the image appears in a French magazine, addressed presumably to a largely European audience, the portrayal of the demonstrators (particularly the exaggerated angry expressions on the faces of the men) likely reflects contemporary European stereotypes of Muslims. (POV, audience) - Even though in the image the women are shown as marching behind men, their very presence at a political demonstration, as well as the magazine’s description of the event as being organized by “the women of Cairo” shows that Egyptian women were becoming involved in political activism at the time. (historical situation)
5. Anonymous Turkish woman, interview on the popularity of ballroom dancing, 1924	The author, a married woman self-described as “conservative,” narrates the events that led her to embrace the “dance craze” that took over the Istanbul social scene. The author took dance lessons and attended dance parties originally because of social pressure from her more “modern” friends. The author was put off by her husband’s “rude” behavior at the dance parties and by his displeasure at seeing her dance with other men.	- The popularity of dancing and the social pressure to adopt “modern” behaviors described in the document reflect the rapid Westernization and de-Islamicization of Turkish society in the 1920 as a result of Mustafa Kemal Atatürk’s policies. (historical situation) - Although the author states that she comes from a conservative background, she comes to realize that challenging social norms by embracing dancing can be a liberating experience. (POV) - Based on the subject of the article, the journal title, and the fact that the interviewee was a woman, it can be inferred that the <i>Illustrated Monthly</i> was an example of a publication that focused on social commentary and entertainment and targeted, at least in part, a female audience. (audience)
6. Eastern Women’s Congress, resolution, 1932	The resolution, adopted by an international congress of Muslim women held in Iran, includes demands for equality, such as support for women’s right to vote and hold political office, compulsory education for girls, the principle of equal pay for equal work, and welfare measures that would benefit women (government-run kindergartens, playgrounds, etc.). The resolution also includes calls for “improving the morals of Eastern men,” banning alcohol, narcotics, and polygamy, and hiring female police officers.	- The purpose of the resolution is to provide a concise summary of the policy positions adopted by the delegates of the Eastern Women’s Congress. (purpose) - While some of the provisions listed in the resolution show that Muslim women reformers shared the main goals of contemporary Western feminists (e.g., equal access to voting right and political office, access to education, equality in the workplace, childcare-targeted welfare measures), other provisions reflect challenges unique to women in Muslim society (e.g., the proposed ban on polygamy, alcohol, and drugs, and the support for measures to “improve the morals of Eastern men”). (POV, audience) - The convening of an international summit of Muslim women in Iran in early 1932, as well as the patronage of the event by an Iranian princess, likely reflects the extensive modernization program launched under Reza Shah Pahlavi, the first monarch of the new Pahlavi dynasty. (historical situation)

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: <i>"In some cases, cross-cultural interactions led to religious conflict."</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to cross-cultural interactions and/or trade or exploration during the period circa 1450 to 1750. Examples of evidence that are specific and relevant include the following (two examples required): - Specific information about existing trade routes, such as gold and salt trade across the Sahara - Navigational technologies, such as the compass, astrolabe, and cartography - Shipbuilding techniques and technologies, such as deep-water keels or lateen sails - Columbian Exchange - Atlantic slave trade - European explorers and conquerors, such as Columbus, Da Gama, or Cortez - Henry the Navigator and early Portuguese exploration - Christian-Muslim rivalries - European trading posts in the Indian Ocean - Europeans traded silver with China - Japan and China continued to trade with one another - Muslim religious tolerance - Religious enclaves in Europe and the Middle East Example of a statement that earns 1 point for evidence: <i>"European transoceanic exploration relied on technologies such as the compass and the astrolabe."</i>	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding whether ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. Examples that successfully support an argument with evidence: <i>"Cross-cultural interactions and conflicts were frequently the primary motivation for exploration. For example, Ottoman exploration in the Indian Ocean was driven primarily by conflicts and trade between the Ottomans and European states and merchants, which was similar to how European conflicts and interactions with West Africans led to exploration to the Americas."</i> (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were the primary motivation for exploration) <i>"Europeans used Muslim geographical knowledge to help navigate in the Indian Ocean. They also used the compass, which originated in China, to help navigate across oceans. These two developments demonstrate that cross-cultural interactions were critical to exploration."</i> (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were critical to exploration)
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, discussion of Christian-Muslim rivalries in the Mediterranean; the establishment of religious enclaves in Europe and the Middle East.)		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: <i>“European rulers such as Henry the Navigator of Portugal encouraged maritime trade and exploration.”</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining how the establishment of trading-post empires in Africa and Asia encouraged cross-cultural interactions and exploration - Explaining how interactions between Muslims and Christians in the Mediterranean region led to increased trade and contact between Europe and Africa - Explaining how the ongoing settlement of Chinese merchants in Southeast Asia facilitated cultural interactions and trade - Explaining how mercantilism led to European overseas expansion, which resulted in increased cross-cultural interactions Example of acceptable use of historical reasoning: <i>“Some states, such as the Ming dynasty, regulated cross-cultural interactions between merchant groups in order to control trade. These policies often led to a lower volume of overall trade than if such policies had not existed.”</i> (Provides a development that establishes a connection between cross-cultural interactions and trade)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by illustrating how cross-cultural interactions between Europe and the Muslim world facilitated early European exploration, but also how European exploration led to increasing cross-cultural interactions with other groups, including Amerindian, African, or Asian societies. (Explains nuance, considers both causes and effects, and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as demonstrating that cultural interactions between Christians and Muslims in the Mediterranean that began in earlier historical periods continued into later periods and would affect trade in the Indian Ocean and Atlantic regions. (Explains relevant and insightful connections) - Qualifying an argument by demonstrating that although cross-cultural interactions in the Indian Ocean region led to increased trade between various groups, it was trade that often brought these groups into contact with each other in the first place. (Qualifies an argument) - Corroborating an argument by demonstrating how Ottoman exploration in the Indian Ocean in the sixteenth century was made possible by ongoing interactions with Arab and Persian communities in the region and how exploration led to further interactions. (Corroborates an argument, considers both causes and effects)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which a twentieth-century revolutionary movement was inspired by communism, nationalism, and/or religious ideas. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <i>“The Cold War was the result of ideological tensions between communist and capitalist countries.”</i> Only restate or rephrase the prompt <i>“Many revolutionary movements in the 20th century were inspired by communism.”</i> Provide a claim that is not historically defensible <i>“Most 20th-century revolutionary movements were inspired by the desire to have a free-market economy.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Vietnam’s independence movement was inspired by communist ideas, because communist states such as the Soviet Union and China were vocal opponents of imperialism.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Protest movements against Soviet rule in Eastern Europe were motivated both by ideologies such as nationalism and anti-communism, and by non-ideological factors such as economic difficulties and lack of consumer goods.”</i> Establish a line of reasoning <i>“The Iranian Revolution of 1979 was primarily inspired by religion.”</i>(Minimally acceptable thesis/claim)
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference. Examples that do not earn this point: <i>“The Cold War lasted for most of the second half of the 20th century.”</i> <i>“The Second World War was the most destructive conflict in human history.”</i> Responses that earn this point: Accurately describe a context relevant to a 20th-century revolutionary movement and its ideological inspiration. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Western imperialism, including economic imperialism or neo-imperialism - Scramble for Africa - Decolonization - World War I and World War II - Great Depression - Marxism - Cold War - Cold War alliances, such as NATO or the Warsaw Pact - The growth of political Islam - The Non-Aligned Movement - Religiously inspired nationalism, such as Hindu nationalism or Zionism Example of acceptable contextualization: <i>“Although Marxism emerged in the 19th century, its revolutionary ideals inspired many revolutions in the 20th century.”</i> <i>“Revolutionary movements usually had to pick sides in the Cold War.”</i> (Minimally acceptable contextualization)	
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to a 20th-century revolutionary movement and its ideological inspiration.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding a 20th-century revolutionary movement and its ideological inspiration.
	Examples that do not earn points: <i>“The French Revolution was primarily motivated by Enlightenment ideas and nationalism and led to the development of the nation-state.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Specific communist leaders, such as Fidel Castro, Joseph Stalin, Mao Zedong, or Ho Chi Minh - Fascist movements in Italy and Nazism in Germany - The Korean War - The Vietnam Wars/ Indochina Wars - Indigenous resistance to European imperialism in Africa, such as the Mau Mau or Herero Revolt - Wars of independence in Africa, such as the Algerian War - Socialist-inspired decolonization movements, such as in the Belgian Congo - Anti-imperialist nationalism movements, such as the Gandhi salt marches - The Khmer Rouge - Specific information about major revolutions, such as the Iranian Revolution in 1979 - Nationalist-inspired terrorist activity, such as the IRA - Peaceful nationalist independence movements, such as in the Philippines Example of a statement that earns 1 point for evidence: <i>“In India, Gandhi challenged British rule, as seen in his salt marches and homespun cloth campaigns.”</i>	Examples that successfully support an argument with evidence: <i>“Although nationalism sparked revolutions in places like Northern Ireland, socialism was arguably the ideology that fostered the most revolutions, leading to wars in places like Vietnam, Korea, and Angola.”</i> (Uses multiple, specific pieces of evidence to support the argument that socialism was the ideology that led to the most revolutions in the twentieth century) <i>“Most revolutions in the twentieth century were informed by multiple ideologies. For example, Ho Chi Minh and his Vietnamese forces were inspired by both nationalism and communism, while Algeria’s independence movement was inspired by nationalism, communism, and Islam.”</i> (Uses multiple, specific pieces of evidence to support the argument that 20th-century revolutions were inspired by multiple ideologies)
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, discussion of Western support for the Shah of Iran; discussion of Soviet support for communist movements in East Asia.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how a 20th-century revolutionary movement was inspired by communism, nationalism, and/or religious ideas.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: <i>“The Iranian Revolution was led by the Ayatollah Khomeini.”</i>	Using a historical thinking skill to frame or structure an argument could include: - Explaining how ideologies such as socialism inspired decolonization movements in Africa and Asia - Explaining how ideological movements became popular in response to political and economic crises and led to revolutions, such as during the Russian Revolution - Explaining how and why ethnic and religious nationalism led to revolutionary movements after the conclusion of major conflicts, such as after the World Wars and following the end of the Cold War Example of acceptable use of historical reasoning: <i>“People were often attracted to socialist ideologies and supported socialist-inspired revolutionary movements in places like Peru and Angola because of poverty and a sense that their governments were unjust puppets of great powers.”</i> (Establishes a development that contributed to the emergence of socialist revolutionary movements)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - Explaining the nuance of an issue by showing that revolutions were often inspired by multiple ideological movements, as in Vietnam, Cambodia, etc. (Explains nuance, considers both causes and effects, and qualifies an argument) - Explaining relevant and insightful connections across time and space, such as by showing how ideologies became more important to inspiring revolutions in the 19th and 20th centuries than they were in previous historical periods (Explains relevant and insightful connections) - Qualifying an argument by demonstrating that although nationalism was a major source of revolutions in the 20th century, it often took different forms, such as ethnic nationalism or religious nationalism. (Qualifies an argument) - Corroborating an argument by illustrating how Western education helped prepare individuals like Ho Chi Minh and Gandhi to lead nationalist revolutions against Western powers through an emphasis on concepts of natural rights, consent by the governed, or national self-determination. (Corroborates an argument, considers both causes and effects)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			