



# Scoring Guidelines

## Part B: Short-Answer Question with Secondary Source

1. “Of all the amusements that bedazzled the single working woman, dancing proved to be her greatest passion. After a long day laboring in a factory or shop, young women dressed themselves in their fanciest finery, put on their dancing shoes, and hurried out to the neighborhood hall, ballroom, or saloon equipped with a dance floor. . . . By the 1910s, over five hundred public dance halls opened their doors each evening throughout greater New York. . . . “New ballrooms and dance palaces offered a novel kind of social space for their female patrons, enhancing and legitimizing their participation in a public social life. The commercial culture of the dance halls meshed with that of working-class youth in a symbiotic relationship, reinforcing emergent values and ‘modern’ attitudes.”

Kathy Peiss, historian, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*, 1986

“As strikers thronged the public streets of New York City [in 1909], demonstrated in parades and mass meetings, and picketed in front of factories, they challenged established assumptions about the identity and appearance of political actors and access to public space. These working-class, largely immigrant women comprised a subordinated group long denied an active voice in recognized political forums. By occupying the arena of labor politics through a mass strike, they demanded a voice.”

Nan Enstad, historian, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*, 1999

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

- (A) Briefly describe ONE important difference between Peiss’ and Enstad’s historical interpretations of women’s emergence in the public sphere at the turn of the twentieth century.
- (B) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss’ argument.
- (C) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad’s argument

## General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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 reasoning processes described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

## Scoring Guidelines for Part B: Short-Answer Question with Secondary Source

3 points

- (A) Describe one important difference between Peiss's and Enstad's historical interpretations of women's emergence in the public sphere at the turn of the twentieth century.

1 point

Examples that earn this point include the following:

- Peiss argues that pursuits of entertainment in dance halls by working class women created new, legitimate social spaces for women, however Enstad argues that working women's participation in labor politics gave them a new voice and place in the public sphere.
- Peiss links the growth of women in public social life to a commercial culture that provided opportunities for women to enter the public sphere while Enstad argues that women became political actors who demanded a public voice.

- (B) Explain how one historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss's argument.

1 point

Examples that earn this point include the following:

- Like the dance halls, department stores and amusement parks became aspects of the commercial culture that represented new opportunities for women to enjoy public places as legitimate participants.
- The concept of the New Woman became a cultural phenomenon, as the older idea of separate spheres diminished. The idea of the New Woman supported a more public role for women in the early 1900s.
- The growth of cities and urban America gave young women more opportunities to leave rural America and participate in the developments described by Peiss.
- New technologies such as electric lighting made possible new public spaces for personal freedom for women.

- (C) Explain how one specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad's argument.

1 point

Examples that earn this point include the following:

- Women's participation in the suffrage movement, settlement house work, temperance organizing, and the Progressive movement all contributed to modern attitudes about women and increased their roles in the public sphere.
- The ratification of the Nineteenth Amendment to the Constitution gave women the vote and a voice in politics.
- Women were the main participants in the New York shirtwaist strike of 1909. During this strike women made public demands like those described by Enstad.
- Women organized or participated in labor unions such as the International Ladies' Garment Workers' Union (ILGWU) which is an example of their growing voice in the public sphere.
- Working-class women had key public roles in the successful Lawrence (Massachusetts) textile strike of 1912, this demonstrates that women became active political voices through labor movements.

Total for Part B (Question 1)

3 points