

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

The women's rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Discuss why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

Within two months after the war, some 800,000 women had been fired from jobs in the aircraft industry; the same thing was happening in the auto industry and elsewhere. In the two years after the war, some two million women had lost their jobs.

In the post-war years, the sheer affluence [wealth] of the country meant that many families could now live in a middle-class existence on only one income. In addition, the migration to the suburbs physically separated women from the workplace. The new culture of consumerism told women they should be homemakers and saw them merely as potential buyers for all the new washers and dryers, freezers, floor waxers, pressure cookers, and blenders.

— David Halberstam, *The Fifties*

- 1a According to David Halberstam, when World War II ended, what happened to many of the women who had been employed during the war? [1]

Score

- b What does this passage indicate about the role women were expected to play in the 1950s? [1]

Score

Document 2

Each suburban wife struggled with it [a sense of dissatisfaction] alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night — she was afraid to ask even of herself the silent question—“Is this all [there is]?”

— Betty Friedan, *The Feminine Mystique*, 1963

- 2 According to this document, why were some American women dissatisfied with their lives during the 1950s and 1960s? [1]

Score

Document 3

Women comprise less than 1% of federal judges; less than 4% of all lawyers; 7% of doctors. Yet women represent 51% of the U.S. population. . . .

Discrimination in employment on the basis of sex is now prohibited by . . . the Civil Rights Act of 1964. But although nearly one-third of the cases brought before the Equal Employment Opportunity Commission during the first year dealt with sex discrimination, . . . the Commission has not made clear its intention to enforce the law with the same seriousness on behalf of women as of other victims of discrimination.

Join us in taking action to work toward these goals:

Ratification of the Equal Rights Amendment

Equal employment opportunities

Developmental child care

Paid maternity leave

Right to control our own reproductive lives

Improvement of the image of women in the mass media

— National Organization for Women, 1966

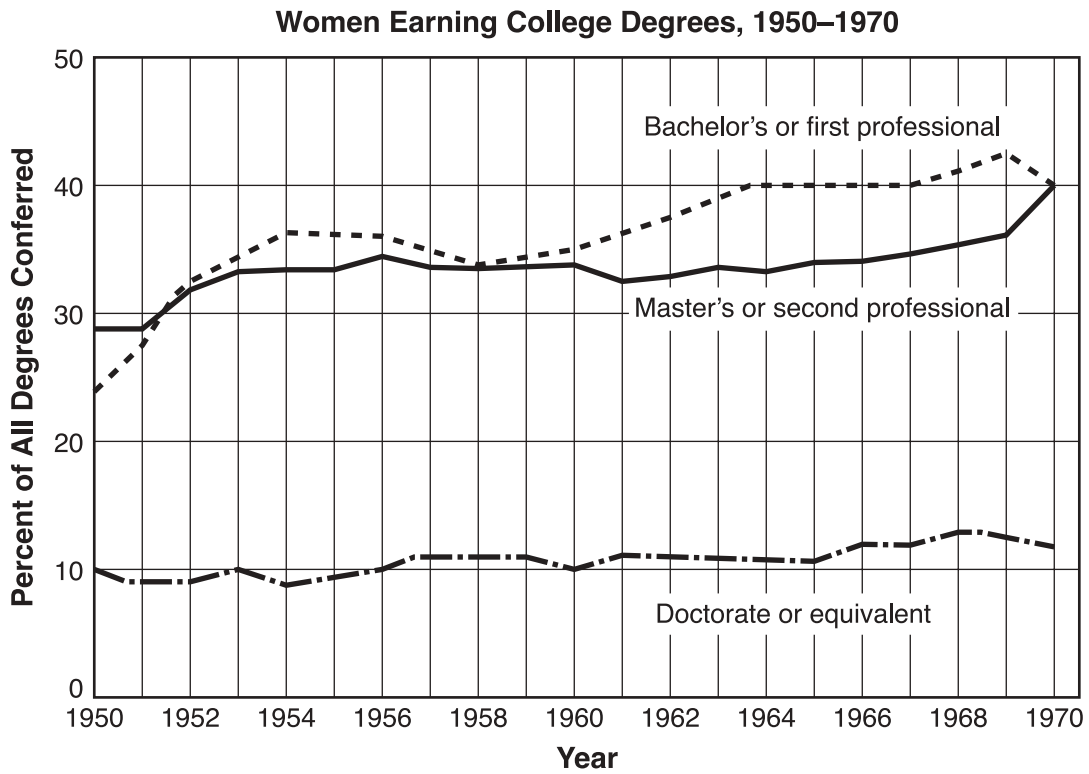
3a Why did the National Organization for Women (NOW) believe it had to continue to support equal opportunities for women after the passage of the Civil Rights Act of 1964? [1]

Score

b State **one** significant goal of the National Organization for Women. [1]

Score

Document 4



4 According to this graph, what generalization can be made about the levels of education attained by women between 1950 and 1970? [1]

Score

Document 5

Why is it acceptable for women to be secretaries, librarians and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and members of Congress? The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales and the classification of most of the better jobs as “for men only.” . . .

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last forty years and that sooner or later must become part of the basic law of the land—the equal rights amendment.

— Congresswoman Shirley Chisholm, 1969

5 Why did Congresswoman Chisholm support the passage of an equal rights amendment? [1]

Score

Document 6

	Women's Pay	Men's Pay
Clerical workers	\$220	\$328
Computer specialists	355	488
Editors, reporters	324	382
Engineers	371	547
Lawyers	407	574
Nurses	326	344
Physicians	401	495
Sales workers	190	366
Teachers (elementary)	311	379
Waiters	144	200

Source: *Time*, July 12, 1982

6 Based on this chart, what conclusion can be drawn from comparing the earnings of women with the earnings of men in 1981? [1]

Score

Document 7

The Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963, full-time female workers were earning on average 63% less than male workers. By 1971, the disparity had dropped to 57% and in 1998, the [wage] gap had closed to under 25%.

— Deborah G. Felder, *A Century of Women*

7 According to Deborah G. Felder, what effect did the Equal Pay Act have on the wage gap for women? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **four** documents to support your response.

Historical Context:

The women's rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you:

- Discuss why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme