

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This question is designed to test your ability to work with historical documents.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:

Throughout history, social and political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and in different places.

Task: Using information from the documents and your knowledge of global 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:

- Compare and contrast the role of women in different societies throughout history
- Discuss the impact of social *or* political factors on the status of women in those societies

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

Seven Feminine Virtues

As a woman, she should always be modest and respectful, should keep herself constantly in the background, whatever she does, should never speak of her own goodness or flinch [back away] from the performance of her assigned duties . . . and finally, should be able to endure all the humiliations and insults, from wherever they come. This is . . . the acknowledgement of her own inferiority — her inability to live up to it should be her constant worry and fear.

—Ban Zhao, a scholar and teacher
during the Han Dynasty, B.C. 202–220 A.D.

1 What were *two* rules women were expected to follow during the Han Dynasty? [2]

(1) _____

Score

(2) _____

Score

Document 2

You ask me how Mexican women are educated . . . When very young, they occasionally attend the schools, where boys and girls learn to read in common, or any other accomplishment that the old women can teach them; but at twelve they are already considered too old to attend these [schools] It frequently happens that the least well-informed girls are the children of the cleverest men, who, keeping to the customs . . . are content if (their daughters) confess regularly, attend church constantly . . .

— Madame Calderon de la Barca,
wife of the Spanish Ambassador to Mexico, 19th century

2a According to the document, what is the difference between the education of Mexican boys and of Mexican girls? [1]

Score

b State *one* reason for this difference. [1]

Score

Document 3

Women in the Labor Force, Great Britain, 1914–1918			
Number of Women Working	In July 1914	In July 1918	In July 1918, over (+) or under (–) Numbers in July 1914
On their own account or as employers	430,000	470,000	+40,000
In industry	2,178,600	2,970,000	+792,000
In domestic service	1,658,000	1,258,000	–400,000
In commerce, etc.	505,500	934,500	+429,000
In national and local government, including education	262,200	460,200	+198,000
In agriculture	190,000	228,000	+38,000
In employment of hotels, public houses, theaters, etc.	181,000	220,000	+39,000
In transport	18,200	117,200	+99,000
In other, including professional employment and as home workers	542,500	652,500	+110,000
Altogether in occupations	5,966,000	7,311,000	+1,345,000
Not in occupations but over 10	12,946,000	12,496,000	–450,000
Under 10	4,809,000	4,731,000	–78,000
Total females	23,721,000	24,538,000	+817,000

3a According to the chart, in which occupation did the number of women in the labor force in Great Britain increase the most between 1914 and 1918? [1]

Score

b Identify *one* reason for this change. [1]

Score

Document 4

Today's girl knows that there are no insurmountable obstacles [unreachable goals] to . . . her intelligence; that the question of whether her entire sex [gender] is intelligent will not be raised before she is permitted to engage in any intellectual activity; that in the eyes of the majority, her womanhood does not mark her with the stigma [label] of . . . inferiority, and that if she has talent she will be allowed to display it.

— Amanda LaBarca Hubertson, *A Donde Va la Mujer*, 1934

4 According to the document, what has changed for Latin American women? [1]

Score

Document 5

Sierra Leone: One Woman's Day	
Time	Activity
Morning	
4:00 to 5:30	Fish in local pond
5:00 to 6:00	Carry water and firewood
6:00 to 8:00	Light fire, heat washing water, cook breakfast, clean dishes, sweep compound
8:00 to 11:00	Work in rice fields with baby on back and with four-year-old son
11:00 to 12:00	Collect berries, leaves, and bark; carry water
Afternoon	
12:00 to 2:00	Process and prepare food, cook lunch, wash dishes
2:00 to 3:00	Wash clothes, carry water, clean and smoke fish
3:00 to 5:00	Work in the gardens
5:00 to 6:00	Fish in local pond
Evening	
6:00 to 8:00	Process and prepare food, cook dinner
8:00 to 9:00	Clean dishes, clean children
9:00 to 11:00	Converse around fire while shelling seeds and making fish nets

5 Based on the schedule, what *two* generalizations can be drawn about the role of women in rural Sierra Leone? [2]

(1) _____

Score

(2) _____

Score

Document 6

In this excerpt, Thema Khumalo describes her role in supporting the revolution against the Rhodesian Government and the renaming of the state as Zimbabwe (1979–1980).

We women, also fought the war and I still feel proud of this . . . It was only after the war that we started to hear discussions about women . . . We women fought together and even now we do things together. Some men ran away and went to towns. They only came back after the war was over. . . . If our affairs were now to be decided on how each of us fought, I can tell you that all the homes would now belong to the women. . . . Some [men] sent parcels [packages] and money at weekends but still they never came home because they were afraid of being killed. The women stayed, whether it meant death or life, because we wanted our country.

6 State *one* reason the women of Zimbabwe feel they should be appreciated by the new state. [1]

Score

Document 7

In this excerpt, Liu Tao responds to a letter asking for advice concerning conflict in a household between the wife and the mother-in-law in the *Zhong-guo Ginnian Bao*.

What was the main cause of this conflict? In the old society, the mother-in-law ruled the family. People believed that “the daughter-in-law is like a purchased horse.” But things are different now. The daughter-in-law has an independent income; she is literate and articulate [well spoken]. When there is conflict, the daughter-in-law is the main cause of it.

— *China Youth News*, 1980

7 How has the role of the daughter-in-law in the family changed in China? [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 in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, social and political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and in different places.

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

- Compare and contrast the role of women in different societies throughout history
- Discuss the impact of social *or* political factors on the status of women in those societies

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
- 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