

## Debating the DOCUMENTS

Interpreting Alternative Viewpoints  
in Primary Source Documents

# Women in the Modern World

*The emancipation of women was a major theme of the past century in many parts of the world.*



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Interpreting Alternative Viewpoints  
in Primary Source Documents

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The 2017 World History Course and Exam Description of the College Board Advanced Placement Program\* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

### *The Five Themes*

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

### *This Booklet's Main Theme:*

**2** Development and interaction of cultures.

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# Teacher Introduction

## ★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,  
conflicting  
perspectives are  
among the truths  
of history.  
No single  
objective or  
universal account  
could ever put an  
end to this endless  
creative dialogue  
within and  
between the past  
and the present.”*

From the 2011 Statement on Standards  
of Professional Conduct of the Council of  
the American Historical Association.



## ★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

### **Each *Debating the Documents* Booklet Includes**

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

## ★ *How to Use This Booklet*

### **1. Have students read “Suggestions for the Student” and the Introductory Essay.**

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

### **2. Have students do the worksheets.**

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

### **3. “Debate the documents” as a class.**

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

### **4. Have students do the final DBQ.**

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

#### **The DBQ for this Booklet (see page 20):**

Using these sources, explain how the lives of women changed in the twentieth century, and explain what problems women face today because of—or in spite of—these changes.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.



## ★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

### **Excellent Essay**

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

### **Good Essay**

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

### **Fair Essay**

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

### **Poor Essay**

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

# Suggestions to the Student

## ★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

## ★ *How to Use This Booklet*

### 1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



### 2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

### 3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

### 4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

### 5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

## *Women in the Modern World*

Throughout history, women have faced challenges, made choices, and lived their lives in ways vastly different from the men around them. While remarkable women as individuals might occasionally have a noticeable impact on public life, most women through the ages and in nearly all societies were confined to domestic duties. They often had little recourse against abusive husbands. Activities, dress, even gestures and interactions outside the home were often closely guarded and restricted. Women had only limited property rights. They had less access to education. They were kept out of high-status occupations, even when they had the skills required. They usually lacked the civil or political rights available to the men with whom they lived.

Historians still debate the causes of this subordinate position for women. Some stress the role of patriarchal attitudes and institutions, which treated women as inferior, weak, dependent on male protection, overly emotional, or sexually impulsive in ways that could threaten family cohesion and honor. Other historians stress natural and biological factors: before the modern era, they say, men in general were more fit to be warriors or to perform hard physical labor, whereas women had to remain close to home to bear and raise the many children families usually needed.

In any case, this subordinate status for women might not have seemed particularly harsh or unfair. Kings or tiny groups of authoritarian ruling elites usually controlled social life. Female subjection may have seemed normal, given that everyone was in subjection in one way or another.

Among the many ways in which the twentieth century was unique was in how it disrupted this pattern. Its upheavals in fact completely transformed the lives of millions of women, and began to change the lives of nearly all. In the industrialized nations of Europe and North America, this metamorphosis began in the eighteenth and nineteenth centuries. Individuals such as Mary Wollstonecraft, Hannah More, Susan B. Anthony, Elizabeth Cady Stanton,

Frances Willard, and Emmeline Pankhurst kicked off a long struggle for greater female opportunity, respect, basic property rights, and the most fundamental civil right of all in a democracy: the right to vote.

The struggle was especially bitter in the United States and Great Britain. Suffragists there fought fiercely for the right to vote, winning it only in the early 1900s. In the meantime, vast cultural and economic changes helped give women increasing freedom in their personal lives and choices. From the 1920s on, women have increasingly challenged every aspect of the traditional norms that had limited them.

As a result, women in modern industrial nations today sit in parliaments, rule as heads of state, and participate in society as corporate leaders, professionals, scholars, celebrities, athletes, and in many other ways. Moreover, since the 1960s, a “second wave” of feminism has challenged discrimination in every aspect of life, including the intimate realms of family and sexuality.

In the poorer nations of Africa, the Middle East, parts of Asia, and South and Central America, the story is more mixed. Among elites especially, women do often assume leadership roles. Yet for many ordinary women, access to education and political rights is still limited. In many areas, extreme practices persist, such as female genital mutilation, female infanticide, “honor killings” by relatives offended by female assertiveness, harsh sweatshop labor, and trafficking in girls exploited by the commercial sex trade.

Within more tradition-bound societies, is modern-day feminism the solution to such challenges? What form will the transformation of women’s lives take? As the sources for this lesson show, the answers are not at all clear. These sources will, however, give you a chance to debate these issues and think more about the impact of the changing status of women in the modern world.

# Women in the Modern World Time Line

1903

- • • Emmeline Pankhurst, her daughters, and others form the militant Women's Social and Political Union (WSPU) in Britain.

1913

- • • In Washington, several thousand march for women's right to vote.

1918

- • • Women over 30 are granted the right to vote in Britain. The Indian National Congress endorses giving women the right to vote.

1920

- • • The Nineteenth Amendment to the U.S. Constitution grants women the right to vote.

1923

- • • Ataturk helps found the Turkish Republic, which in time grants women many civil rights, including the right to vote.

1947

- • • The new Japanese constitution guarantees women's equality.

1949

- • • In France, Simone de Beauvoir publishes *The Second Sex*, a feminist classic.

1963

- • • American feminist Betty Friedan publishes *The Feminine Mystique*, another important classic setting the agenda for "second-wave" feminism.

1964

- • • The U.S. Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, creed, national origin, or sex.

1966

- • • Indira Gandhi becomes the first female prime minister of India.

1969

- • • Golda Meir becomes the first female prime minister of Israel.

1970

- • • The Boston Women's Health Book Collective publishes *Our Bodies, Ourselves*, a classic feminist work on women's health and sexuality that reflects the focus of second-wave feminism.

1973

- • • Jordanian women are granted the right to vote. The U.S. Supreme Court rules in *Roe v. Wade* that women have a constitutional right to abortion.

1977

- • • Nigerian women are granted the right to vote. In that same year, in Saudi Arabia, Princess Misha'al is accused of adultery and executed.

1979

- • • Margaret Thatcher becomes the first female prime minister of Great Britain.

1983

- • • Iran orders women to wear the *chador*, a long, black cloak that covers the head.

1988

- • • Benazir Bhutto becomes prime minister of Pakistan.

1990

- • • A group of Saudi Arabian women drive cars in Riyadh to protest laws forbidding them to drive. They are briefly imprisoned.

1996

- • • In Afghanistan, the Taliban government proclaims that women may not receive an education or work outside the home.

2003

- • • In the adultery case of Amina Lawal, a Nigerian appeals court overturns a lower court's sentence of death by stoning.

2005

- • • Kuwaiti women win the right to vote.



## Visual Primary Source Documents 1–3

*Document 1*



Olga Kolos, Shutterstock Inc.

*Document 2*



Anyka, Shutterstock Inc.

*Document 3*



Luisa Fernanda Gonzalez,  
Shutterstock Inc.

### *Information on Documents 1–3*

**Document 1** shows a group of Muslim women on the streets of Damascus, Syria. Many of them are covered almost completely. This dress style is often criticized by women in other nations as a sign of how subordinated and devalued women are in Islamic cultures. Some modern Muslim women also criticize the practice. However, many Muslim women defend it as dignified and as expressive of a respectful view of women.

**Document 2.** As this photo suggests, Muslim headscarves and other coverings

are not a barrier to working efficiently in a modern office, and Muslim women work outside the home in many places.

**Document 3.** Some women's groups regard working outside the home as the key to greater freedom for women. It's probably true that this Chinese factory worker is better off, but how much better off may depend on the nature of the work, her level of pay, and the quality of life of the family she helps to support.

## Visual Primary Source Documents 4 & 5

*Document 4*



János Gehring, Shutterstock Inc.

*Document 5*



Losevsky Pavel, Shutterstock Inc.

### *Information on Documents 4 & 5*

**Document 4.** Here, a young businesswoman in a modern office building checks the time as she waits for a meeting to begin. The photo suggests the great strides women have made, especially in modern industrialized nations, in finding higher-paying and higher-status jobs. It also hints at the pressures women face in such settings.

**Document 5.** Women still usually do the bulk of the housework, even in societies where opportunities for women to work outside the home have grown enormously. In some cases this is due to resistance from men to taking up such chores. Yet it may also be due to a greater interest in such duties on the part of women. Many women choose full-time work as homemakers over other opportunities even when they are available. The two photos together may suggest also the difficulty for women to balance both roles when they attempt to take them on.



## Study the Documents: Visual Sources 1–3

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Background—Docs. 1 & 2** \_\_\_\_\_

Battles over headscarves and other special clothing for Muslim women have made news in the Muslim world, Europe, and elsewhere. What do you know about such battles, and why do you think this issue has been so controversial in many places?

### **2 Interpreting Meanings** \_\_\_\_\_

Think about your response to Visual Source Documents 2 & 3. What do you think these images show about women and work in non-Western cultures? What questions do the images not help you answer? In other words, how do you interpret the significance of these images?

### **3 Compare & Contrast** \_\_\_\_\_

Taken together, what do these three images (Visual Source Documents 1–3) suggest about the interaction of traditional and modern lifestyles of women in poorer nations around the world?

## **Study the Documents: Visual Sources 4 & 5**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea or Topic**

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Sum up the view of the lives of women offered by Visual Source Documents 4 & 5 by writing a one-line caption for each image that begins this way: "Life for today's modern woman..."

### **2 Compare & Contrast 1**

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Many speak of the pressures today's more independent women face by speaking of a "constant juggling act" and by referring to fears about a "ticking biological clock." Explain these phrases using Visual Source Documents 4 & 5?

### **3 Compare & Contrast 2**

---

Using all five visual sources, describe what you see as the main similarities and differences in the experiences and challenges of women in modern industrial societies, as compared with those of women in more traditional or in poorer societies around the world.

# Comparing the Documents

## ★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

**Which of these primary source documents would be most useful to a historian trying to understand the changing lives of women in the modern world?**

**Document 1**



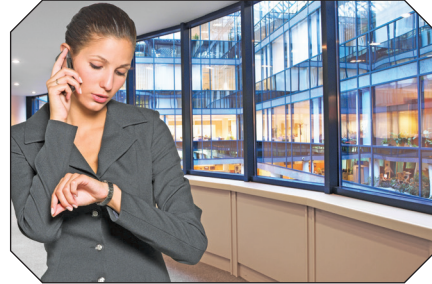
Olga Kolos, Shutterstock Inc.

**Document 3**



Luisa Fernanda Gonzalez,  
Shutterstock Inc.

**Document 4**



János Gehring, Shutterstock Inc.

**Document 2**



Anyka, Shutterstock Inc.

**Document 5**



Losevsky Pavel, Shutterstock Inc.

*Documents 1–3* ☐

*Documents 4 & 5* ☐

## Comparison Essay

*I chose Documents \_\_\_\_\_ because:*

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*I did **not** choose Documents \_\_\_\_\_.*

*However, a historian still might use the documents in the following way:*

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**Keep this in mind:** Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

## Written Primary Source Documents 1 & 2

### Information on Documents 1 & 2

**Document 1** is part of a speech given by militant British suffragist Emmeline Pankhurst in Hartford, Connecticut, on November 13, 1913.

**Document 2** is from an article titled “Flapper Jane” by Bruce Bliven from the *New Republic*, a magazine published in the United States, September 9, 1925.

#### Document 1

*They have said to us, government rests upon force, the women haven't force, so they must submit. Well, we are showing them that government does not rest upon force at all: it rests upon consent. As long as women consent to be unjustly governed, they can be, but directly women say: "We withhold our consent, we will not be governed any longer so long as that government is unjust." Not by the forces of civil war can you govern the very weakest woman. You*

*can kill that woman, but she escapes you then; you cannot govern her. No power on earth can govern a human being, however feeble, who withholds his or her consent . . .*

*Now, I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative: either women are to be killed or women are to have the vote.*

#### Document 2

*That fact is, as Jane says, that women today are shaking off the shreds and patches of their age-old servitude. "Feminism" has won a victory so nearly complete that we have even forgotten the fierce challenge which once inhered in the very word. Women have highly resolved that they are just as good as men, and intend to be treated so. They don't mean to have any more unwanted children. They don't intend to be debarred from any profession or occupation which they choose to enter. They clearly mean (even though not all of them yet realize it) that*

*in the great game of sexual selection they shall no longer be forced to play the role, simulated or real, of helpless quarry. If they want to wear their heads shaven, as a symbol of defiance against the former fate which for three millennia forced them to dress their heavy locks according to male decrees, they will have their way. If they should elect to go naked, nothing is more certain than that naked they will go, while from the sidelines to which he has been relegated mere man is vouchsafed permission only to pipe a feeble Hurrah! Hurrah!*

## Written Primary Source Documents 3 & 4

### Information on Documents 3 & 4

**Document 3** is a brief passage from the United Nations' "Population Fund Report: State of World Population 2005."

**Document 4** is part of a 1998 article titled "Women in Africa's Development," by Takyiwaa Manuh in *Africa Recovery*, a United Nations publication.

### Document 3

*Gender-based violence takes many forms, from the domestic confrontations that leave millions of women living in fear to sexual abuse and rape, to harmful practices ranging from female genital mutilation/cutting to "honour killings" and dowry-related violence. In Asia, at*

*least 60 million girls are "missing" due to prenatal sex selection, infanticide or neglect. Each year, up to 800,000 people are trafficked across borders—as many as 80 percent of them women and girls, mostly exploited in the commercial sex trade.*

### Document 4

*African women's fundamental contributions in their households, food production systems and national economies are increasingly acknowledged, within Africa and by the international community. This is due, in no small part, to African women's own energetic efforts to organize, articulate their concerns and make their voices heard. At both grassroots and national levels, more women's associations have been formed during the 1990s, taking advantage of the new political openings to assert their leadership roles...*

*But women in Africa continue to face enormous obstacles. The growing recognition of their contributions has not translated into significantly improved access to resources or increased*

*decision-making powers. Neither has the dynamism that women display in the economic, cultural and social lives of their communities through their associations and informal networks been channeled into creating new models of participation and leadership.*

*"Africa is overflowing with women leaders," notes Ms. Soukeyna Ndiaye Ba, President of Women's Development Enterprise in Africa, a Dakar-based non-governmental organization (NGO). "They lack only the training and the means to bloom." This highlights the next big step needed for advancing the position of women in Africa: strengthening their capacities and skills and expanding the opportunities for women to more fully develop their leadership roles.*



## Study the Documents: Written Sources 1 & 2

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea—Doc. 1** \_\_\_\_\_

Emmeline Pankhurst describes women as “weak” or “feeble,” but as having found a way to overcome that weakness. According to what she says in this passage, what is it about women or about England itself that enabled them to overcome their weakness?

### **2 Compare & Contrast** \_\_\_\_\_

Using just these two sources (Written Source Documents 1 & 2), describe how the goals of the women’s rights movement seem to have shifted between 1913 and 1925 in the modern industrialized societies of the West?

### **3 What Else Can You Infer?** \_\_\_\_\_

What is implied or suggested by these passages? For example, from Written Source Document 2, what can you infer about the attitudes of many men toward the changes in women’s lives taking place around them? What can you infer about the way women’s lives had changed even since Emmeline Pankhurst’s day?

## **Study the Documents: Written Sources 3 & 4**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea or Topic**

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In a brief paragraph, sum up what you see as the main problems facing women in Africa, Asia, and the Middle East as described by Written Source Documents 3 & 4.

### **2 Interpreting Meanings**

---

Takiwaa Manuh speaks of the “dynamism that women display in the economic, cultural, and social lives of their communities through their associations and informal networks.” What specifically do you think she means? What does she mean by saying this dynamism must be channeled into “new models of participation and leadership”?

### **3 Compare & Contrast**

---

What do you think Emmeline Pankhurst might say about the women referred to in Written Source Documents 3 & 4? Are the problems of these women similar to the ones she faced, or are they different in some ways? What do you think Takiwaa Manuh would say to Bruce Bliven (Written Source Document 2) about his views of feminism in modern life?

# Comparing the Documents

## ★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

**Which of these primary source documents would be most useful to a historian trying to understand the changing lives of women in the modern world?**

*Part of a 1913 speech  
by suffragist  
Emmeline Pankhurst, and  
part of a 1925 article titled  
“Flapper Jane”  
by Bruce Bliven*

*Documents 1 & 2* ☐

*A passage from a 2005  
UN Population Fund  
Report, and part of a  
1998 article on  
African women  
by Takyiwaa Manuh*

*Documents 3 & 4* ☐

## Comparison Essay

*I chose Documents \_\_\_\_\_ because:*

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*I did **not** choose Documents \_\_\_\_\_.*

*However, a historian still might use the documents in the following way:*

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**Keep this in mind:** Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

# Document-Based Question

Your task is to answer a document-based question (DBQ) on women in the modern world. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

## Document-Based Question

**1**

**Using these sources, explain how the lives of women changed in the twentieth century, and explain what problems women face today because of—or in spite of—these changes.**

**OR**

**2**

**“Feminism in Western industrialized democracies may have won important battles. But it is of no use whatsoever to women in the poorer nations of the non-Western world.”  
Explain why you do or do not agree with this statement.**

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- ***Introductory Paragraph***  
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- ***The Internal Paragraphs—1***  
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- ***The Internal Paragraphs—2***  
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- ***Use of Primary Source Documents***  
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- ***Concluding Paragraph***  
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

# Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

## Worksheet 1

### *Visual Sources 1–3*

1. Women in Muslim lands have argued among themselves about this, and authorities in France, Great Britain, and other European nations have expressed concern about the divisiveness of such cultural distinctions, etc.
2. Answers will vary, perhaps mainly regarding how much fulfillment or freedom such forms of work offer women.
3. Answers will vary and should be discussed in class.

## Worksheet 2

### *Visual Sources 4 & 5*

1. Answers will vary and should be discussed in class.
2. The phrases refer to the challenges of combining work outside the home, especially professional careers, with family life and child-rearing activities that many women value so highly.
3. Answers will vary and should be discussed in class.

## Worksheet 3

### *Written Sources 1 & 2*

1. Interpretations will vary, but should focus on the nature of the women's rights movement and its actions, as well as the nature of the government it sought to change.
2. Answers may vary, but may mention a greater emphasis on personal lifestyle choices, since suffrage had largely been achieved.
3. Answers will vary. Bliven seems supportive, but may be somewhat ambivalent. He may not speak for all men, etc.

## Worksheet 4

### *Written Sources 3 & 4*

1. As suggested by Document 3 especially, the problems have to do with a lack of power or legal protections of basic human rights. Answers will vary.
2. Interpretations will vary and should be discussed in class.
3. Answers will vary and should be discussed in class. Perhaps students can construct imaginary dialogues to answer these questions.





# **Visual Primary Sources**



## First Group—Documents 1-3

Document 1



Olga Kolos, Shutterstock Inc.

Document 2



Anyka, Shutterstock Inc.

Document 3



Luisa Fernanda Gonzalez, Shutterstock Inc.

## First Group—Documents 4 & 5

*Document 4*



János Gehring, Shutterstock Inc.

*Document 5*



Losevsky Pavel, Shutterstock Inc.



