

AP World History
Unit 5 Multiple Choice Questions

Questions 1-3 refer to the passage below:

"Rousseau declares that a woman should never, for a moment, feel herself independent, that she should be governed by fear to exercise her natural cunning, and made a coquettish slave in order to render her a more alluring object of desire, a *sweeter* companion to man, whenever he chooses to relax himself. What nonsense!...

Women might certainly study the art of healing, and be physicians as well as nurses. And midwifery, decency seems to allot to them, though I am afraid to the word midwife in our dictionaries will soon give place to *accoucheur* [male midwife], and see proof of the former delicacy of the sex be effaced from the language.

They might, also, study politics . . .

Business of various kinds they might likewise pursue, if they were educated in a more orderly manner, which might save many from common and legal prostitution. Women would not then marry for a support, as men accept of places under government, and neglect the implied duties; nor would an attempt to earn their own subsistence—a most laudable one!—sink them almost to the level of those poor abandoned creatures who live by prostitution. For are not milliners and mantua-makers* reckoned the next class? The few employments open to women, so far from being liberal, are menial; and when a superior education enables them to take charge of the education of children as governesses, they are not treated like the tutors of sons... [Thus] these situations are considered in the light of a degradation; and they know little of the human heart, who need to be told that nothing so painfully sharpens sensibility as such a fall in life."

Source: Mary Wollstonecraft, *Vindication of the Rights of Woman*
(1792), England/ United Kingdom.

**milliners and mantua-makers are seamstresses who make hats and other garments*

1. Which of the following developments of the period c. 1750 to c. 1900 are best supported by the passage above?
 - (A) Nationalism became a major force shaping the historical development of states and empires
 - (B) In response to social changes brought about by industrial capitalism some governments promoted various types of social and educational reform
 - (C) Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies
 - (D) Women and children in working class families typically held wage-earning jobs to supplement their families' income

2. Wollstonecraft's use of the phrase "natural cunning" in the first paragraph was most likely connected to which development of the Enlightenment?
 - (A) The preservation of Greek moral and natural philosophy
 - (B) Philosophers developed new political ideas about the individual, natural rights, and the social contract
 - (C) The growth of export economies focused on the extraction of natural resources
 - (D) Debates about the nature and cause of climate change.

Answers For A Ls World History

Robert Watt



Answers For A Ls World History:

Journal of Education and School World ,1886 **The Educational Times, and Journal of the College of Preceptors** ,1893 **The Spectator** ,1854 A weekly review of politics literature theology and art *The Publishers' Circular and Booksellers' Record of British and Foreign Literature* ,1892 **The Saturday Review of Politics, Literature, Science, Art, and Finance** ,1861 *Educational Times* ,1890 *Doing History* Linda S. Levstik,Keith C. Barton,2015-01-30 Now in its fifth edition *Doing History* offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The premise is that children can engage in valid forms of historical inquiry collecting and analyzing data examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature art writing discussion and debate The authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory *Doing History* emphasizes diversity of perspectives in two ways readers encounter students from a variety of backgrounds and students themselves look at history from multiple perspectives It provides clear guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning **Education Outlook** ,1892 **Leo Strauss on Hegel** Leo Strauss,2019-08-19 In the winter of 1965 Leo Strauss taught a seminar on Hegel at the University of Chicago While Strauss neither considered himself a Hegelian nor wrote about Hegel at any length his writings contain intriguing references to the philosopher particularly in connection with his studies of Hobbes in his debate in *On Tyranny* with Alexandre Kojève and in his account of the three waves of modern political philosophy Leo Strauss on Hegel reconstructs Strauss s seminar on Hegel supplemented by passages from an earlier version of the seminar from which only fragments of a transcript remain Strauss focused his seminar on the lectures collected in *The Philosophy of History* which he considered more accessible than Hegel s written works In his own lectures on Hegel Strauss continues his project of demonstrating how modern philosophers related to ancient thought and explores the development and weaknesses of modern political theory Strauss is especially concerned with the relationship in Hegel between empirical history and his philosophy of history and he argues for the primacy of religion in Hegel s understanding of history and society In addition to a relatively complete transcript Leo Strauss on Hegel also includes annotations which bring context and clarity to the text **The English Catalogue of Books** ,1892 **The Types of Genesis Briefly Considered as Revealing the Development of Human Nature in the World Within, and Without, and in the Dispensations** Andrew John Jukes,1858 *The Athenaeum* ,1858 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1957 Includes

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