Attached are three documents, labeled A, B, and C. First, you will identify the concept presented in the individual document. Then, you will identify the *Enduring Issue* nest/an encompassing theme for the concepts/behaviors that are collectively represented across all three documents (A, B, and C).

**Document A**

*The Declaration of the Rights of Women and the Female Citizens was written in 1791 by Olympe de Gouges in response to the Declaration of the Rights of Man and of the Citizen written at the start of the French Revolution in 1789.*

**Preamble**

Mothers, daughters, sisters, female representatives of the nation ask to be constituted as a national assembly. Considering that ignorance, neglect, or contempt for the rights of woman are the sole causes of public misfortunes and governmental corruption, they have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman:

**Article I**

1. Woman is born free and remains equal to man in rights.

**Article II**

2. The purpose of all political association is the preservation of the natural rights of woman and man. These rights are liberty, property, security and especially resistance to oppression.

**Document B**

The educated woman will be truly dedicated to the home; she will be a companion and collaborator of man in the formation of the family. That is what we want. I do not want to see you pursue your feminism to the extreme of wishing to convert yourselves into men; that is not what we desire; for then all of life’s enchantment would be lost. No; let men fight over political questions, let them form laws; you ought to fight the good fight, that of feeling, and form souls, which is better than forming laws.

Source: Justo Sierra, male Mexican minister of public education, letter to the editors of *La Mujer Mexicana (The Mexican Woman)*, Mexico, 1904.
1. [Refer to figure 1]

Which choice would best serve as an *Enduring Issue nest/an encompassing theme* for the three *concepts* presented in documents A, B, and C?
1. Impact of Inequity  
2. Impact of Modernization  
3. Impact of Globalization  
4. Impact of Decolonization

2. [Refer to figure 1]

Based on the information in Document A, we can assume all have been denied to French women *except*  
1. Representation  
2. Property  
3. Childbirth  
4. Liberty

3. [Refer to figure 1]

The French Revolution was a reaction to the  
1. defeat in and humiliation of the Franco-Prussian War  
2. influence of and privileges granted to the First and Second Estates  
3. increasing confrontations between Catholics and Protestants  
4. conflict between competing branches of the French royal family

4. [Refer to figure 1]

- What is the purpose of government?  
- How is citizenship defined?  
- Who holds power?

Which area of study focuses on the way societies answer these questions?  
1. cartography  
2. political science  
3. physical anthropology  
4. economics
5. Which issue is raised in a study of Robespierre’s Reign of Terror within France and King Leopold’s rule of the Congo?

   1. urbanization  
   2. environmental degradation  
   3. human rights  
   4. colonial resistance

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**Figure 2**

Base your answer to the question on the documents below and on your knowledge of social studies.

**Document 1**

…Finally, gather together all that we have said, so great and so august [important], about royal authority. You have seen a great nation united under one man: you have seen his sacred power, paternal and absolute: you have seen that secret reason which directs the body politic, enclosed in one head: you have seen the image of God in kings, and you will have the idea of majesty of kingship.

God is holiness itself, goodness itself, power itself, reason itself. In these things consists the divine majesty. In their reflection consists the majesty of the prince….

—Jacques-Benigne Bossuet

**Document 2**

…The document so frantically cobbled together was stunning in its sweep and simplicity. Never once mentioning king, nobility, or church, it declared the “natural, inalienable and sacred rights of man” to be the foundation of any and all government. It assigned sovereignty to the nation, not the king, and pronounced everyone equal before the law, thus opening positions to talent and merit and implicitly eliminating all privilege based on birth. More striking than any particular guarantee, however, was the universality of the claims made. References to “men,” “man,” “every man,” “all men,” “all citizens,” “each citizen,” “society,” and “every society” dwarfed the single reference to the French people….


6. Refer to figure 2

While Jacques-Benigne Bossuet cites ____________ as the source of political power, Lynn Hunt’s writing recognizes ____________ as the source instead.

Which pairs of words would accurately complete the above sentence?

   1. the people, a monarch  
   2. a monarch, God  
   3. a monarch, the people  
   4. God, a monarch

7. In a traditional economy, habits, customs, and rituals function as

   1. territorial boundaries  
   2. incentives to change  
   3. independent theories  
   4. primary considerations in decision making

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**Figure 3**

Base your answer to the question on the excerpt and on your knowledge of social studies. The excerpt describes an ancient manuscript.

**Treatise on Cats**

This manuscript containing fine paintings of cats is in the format of a samut khoi (Thai folding book) with 12 folios, which open from top to bottom. It was produced in the 19th century in central Thailand. Folding books were usually made from the bark of mulberry trees; minerals, plant liquids, and occasionally materials imported from China and Europe were used as paints. Sometimes the paper was blackened with lampblack or lacquer to make the paper stronger and more resistant to damage by insects or humidity. Such books were mainly used for the production of non-religious manuscripts in central Thailand. The rather short captions give descriptions of the features of different types of cats that were known in Siam (present-day Thailand). For each type of cat there is also a note explaining what effect keeping this cat might have on its owner. Unfortunately, as is often the case with Thai manuscripts, no author name, illustrator name, or date is given in the manuscript. In 19th century Siam, there was a tradition of producing treatises on animals that played important roles at the royal court and in monasteries. Among such were, first of all, elephants, particularly albinos, but also horses and cats. The breeding of the famous Siamese cats was originally reserved for the royal family. Certain cats also were believed to be the “keepers” of Buddhist temples, which resulted in these cats being closely guarded and highly revered. There was a strong belief that certain types of cats could bring good luck, prosperity, or health to the owner, whereas other types of cats were regarded as unlucky and to be avoided. For example, a white cat with nine black spots, auspicious green eyes, and a strong and beautiful voice was regarded as a lucky cat. It was said that however poor the owner of this cat might be, he or she would become a
respected person and gain a high social status. The manuscript was brought to the British Library in February 2011 by the wife of an elderly manuscripts collector in the United Kingdom. The manuscript could easily be identified as a treatise on cats, similar to a manuscript already in the library’s Thai collections (Or 16008). The significant difference between the two manuscripts is that the illustrations in this item are watercolor paintings on cream-colored paper, whereas the other manuscript contains drawings in white chalk on blackened paper.


8. [Refer to figure 3]

It is obvious from this passage that cats were highly regarded in Siam. Which of the following seems to be the cause of their being held in such high esteem?

1. Siam’s artists used available materials to produce illustrations of the cats.
2. The illustrators who drew the picture were not well known in Siam.
3. Cats were used in religious rites and were the center of superstitions.
4. European and Chinese imported materials that helped produce the samut khoi.

9. Which statement best describes a consequence of Napoleon’s failure to understand Russian geography?

1. Rough waters in the Baltic Sea destroyed his fleet.
2. A harsh winter cut off his army from needed supplies.
3. His armies could not cross the high Ural Mountains.
4. A long period of high temperatures and lack of water overcame his troops.

10. People do not often create records for the benefit of historians. They produce them for other reasons...

— Chris Hinton, 1998

Based on this statement, historical sources often contain

1. evidence that can be biased
2. facts that are completely balanced and reliable
3. accounts that represent all points of view
4. summaries that detail research about the distant past

11. Which sequence places these laws in the correct chronological order?


12. One way in which the Justinian Code and the Napoleonic Code are similar is that both

1. made slavery unacceptable
2. gave people a set of rules to follow
3. treated all equally under the law
4. provided for religious freedom
13. Which geographic condition contributed to the defeat of Napoleon’s troops during the invasion of Russia?

1. drought
2. typhoons
3. severe flooding
4. harsh winter
14. __3__
“Angry Mob Destroys Bastille”
“Robespierre’s Execution Ends Reign of Terror”
“Napoleon Seizes Power”

Which country’s revolution is referred to in these headlines?

1. Spain  2. Austria
3. France  4. Russia

15. __2__
One way in which Robespierre and Napoleon are similar is that they both

1. played an important role at the Congress of Vienna
2. increased their power during the French Revolution
3. were executed for treason by French monarchs
4. led armies against the Haitians