

EUROPEAN HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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1. Evaluate whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.

Document 1

Source: Decision by Judge Henry Russell in the case of an English soldier accused of arson and murder, Calcutta, India, 1808

The hut of the poor man is equally entitled to the protection of the law as the mansion of the rich, and it stands in much more need of it. The natives are entitled to have their characters, property, and lives protected, and as long as they enjoy that protection from us, they give their affection and allegiance in return; but should the day ever arrive, God forbid, that they should be denied that protection, then I fear that as we should no longer deserve, so we should no longer enjoy their allegiance and attachment.

GO ON TO THE NEXT PAGE.

Document 2

Source: William Cobbett, British essayist and political commentator, London, 1808

The recent news from India, or, “our Empire in the East,” is of a gloomy complexion, in my sight, only because it gives an account of the loss of a great number of English officers and soldiers. It may serve to make men reflect justly on the nature of the wars we carry on in India; and may lead them to the conclusion, so much to be desired, namely, that the possession of that country is a terrible evil. . . .

There is a constant, never-ceasing war in India. There is not always actual fighting; but, there are always preparations for fighting going on. What right, in God’s name, what right have we to do this? How is it possible to justify our conduct upon any principle of morality? Conquests in India are not at all necessary to either our safety or our comfort. There is no glory attending such conquests and their accompanying butcheries. We must be motivated by a sheer love of gain; a sheer love of plunder. I really believe that the history of the whole world does not afford an instance of a series of aggressions so completely unjustifiable and inexcusable.

Document 3

Source: Hyde Clark, British economist, “Railways in India,” newspaper article, Britain, 1845

Improved facilities of communication will bring these unfortunate people and their ways under the observation and influence of the civilized world. . . . Any measures that would promote the sale and transmission of the raw productions, particularly the staples of wool, silk, dyes, rice, sugar, etc., to the steam manufactories of England, would at once improve the condition of India in the most legitimate way, namely, by encouraging to the fullest extent the cultivation of the soil, now so direfully neglected. Once this is accomplished, it would be no hardship to the Hindus to be compelled to receive their cottons in a manufactured shape, at a less exchangeable cost of labour than they could make themselves.

GO ON TO THE NEXT PAGE.

Document 4

Source: Ram Ghopal Ghose, Indian businessman and leader of the Young Bengal reform group, political pamphlet, 1850

Is it just? Is it fair? Is it honest? – that a hundred million of Her Majesty’s native subjects should be taxed so that the European lawbreaker from the most distant corners of the empire has the benefit of being judged by English laws? . . .

To tell the Hindu peasant that if you want any redress for the Englishman having broken your backbone, you must go down to Calcutta and present yourself before the Great Court where the language in use is English, where the laws administered are unknown . . . is to tell the Hindu that he must bear and be content that the Englishman is a superior being, that cannot be touched—and cannot be polluted by the contamination of the same laws which govern animals such as you . . . the Englishman is a privileged being.

Document 5

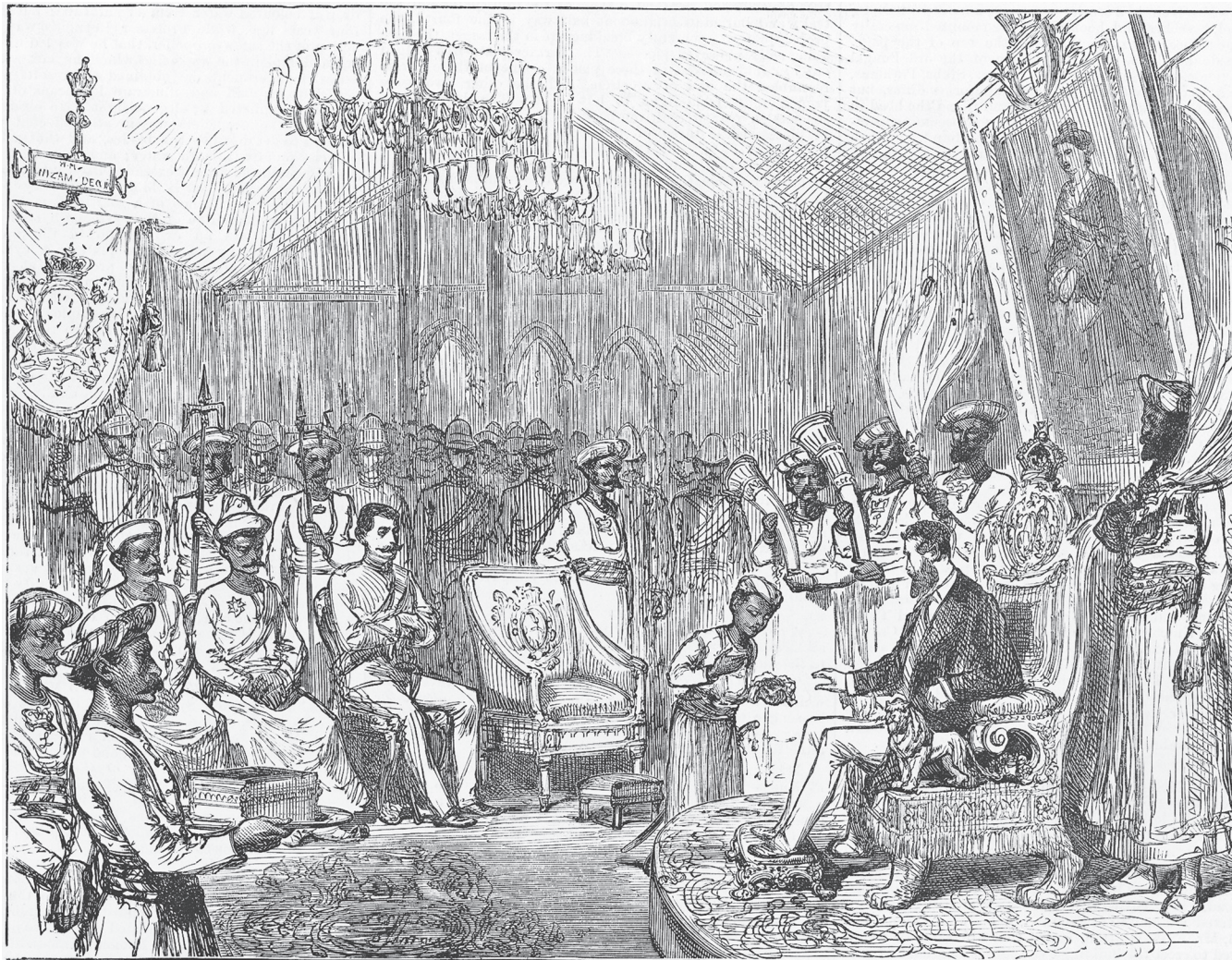
Source: Queen Victoria of Great Britain, proclamation replacing British East India Company rule with direct British rule in India, following a major rebellion in 1857–1858

Firmly relying ourselves on the truth of Christianity . . . we reject the right and the desire to impose our convictions on any of our subjects. We declare it to be our royal will and pleasure that none be in any way favored, none molested or disquieted by reason of their religious faith or observances; but that all shall alike enjoy the equal and impartial protection of the law. . . . And it is our further will that our subjects, of whatever race or creed, be freely and impartially admitted to offices in our service, the duties of which they may be qualified, by their education, ability, and integrity, duly to discharge.

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Document 6

Source: Lieutenant C. Pulley, British officer in the Indian Army, “The Nizam [prince] of Hyderabad presenting his ‘Nuzzar’ [ceremonial gift],” *Illustrated London News*, 1877



Private Collection Look and Learn / Illustrated Papers Collection / Bridgeman Images

The Nizam is shown presenting his gift to the British governor of India, seated underneath a portrait of Queen Victoria. This ceremonial gathering, known as the Delhi Durbar, was held to honor Queen Victoria's assumption of the title of Empress of India.

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Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the most significant effect of the printing press during the period 1450 to 1650.
3. Evaluate the most significant effect of the Enlightenment on European society during the period 1688 to 1815.
4. Evaluate the most significant cultural effect of the First World War during the period 1918 to 1939.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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Question 1: Document-Based Question, British Imperialism in India

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism.

| Reporting Category | Scoring Criteria | |
|----------------------------|--|--|
| Row B Contextualization | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| (0–1 points) | Decision Rules and Scoring Notes | |
| | <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>References to “God, Gold, and Glory” that don’t connect to Imperialism in India. “God, Gold, and Glory were motives for exploration with the sugar islands being a significant part of triangular trade.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>“During the Liberalist movement many people were thinking ahead to the future of their respective countries.”</i> <i>“Women were gaining more rights and the class lines were beginning to blur.”</i> <i>“During the time of the Liberalist movement, England colonized India.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> <i>“Liberalism was important in European politics in the 1800s.”</i> <i>“The revolution is near after the spread of the ideals of John Locke and other members of the Glorious Revolution of 1688.”</i> | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Industrialization in Britain Geopolitical rivalries among European imperial powers Liberal political reforms in Britain Laissez-faire and free-trade economic policies Social Darwinism and other racist beliefs Columbian exchange if connected to British imperialism <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“In the early 19th century, New Imperialism played a large role in nation’s economies and governments as countries raced to Africa and Asia in order to colonize land for industrial and social purposes. Among these countries, Britain colonized India in order to control trade and production in the area.”</i> <i>“At the same time that many Europeans were starting to believe in political and legal equality for all citizens, many also began to see non-Europeans as inferior races that needed to be ruled.”</i> |
| | <p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. | |

| Reporting Category | Scoring Criteria | | |
|------------------------------------|--|--|---|
| Row C Evidence (0–3 points) | Evidence from the Documents | | |
| | 0 points Does not meet the criteria for one point. | 1 point Uses the content of at least three documents to address the topic of the prompt. | 2 points Supports an argument in response to the prompt using at least six documents. |
| | Decision Rules and Scoring Notes | | |
| | Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents. Misinterpret the content of the document. Quote, without an accompanying description, the content of the documents. Address documents collectively rather than considering separately the content of each document. | Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the influence of liberalism on British rule in India during the 1800s. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> (Document 2) <i>“Cobbett paints an unfavorable picture of British rule in India, emphasizing its violence and greed.”</i> (Document 6) <i>“The illustration shows an Indian prince acting submissively towards the representative of the British rule and the picture of the empress.”</i> | Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 5): <i>“Queen Victoria’s grant of religious freedom to her Indian subjects is an expression of a major belief of European liberals.”</i> (Connects the contents of Document 5 to an argument) (Document 4): <i>“Ghose’s complaint about how British courts actually work in India shows a tension between the liberal theory of British rule and the oppressive reality for Indians.”</i> (Describes and connects the content of the Document 4 to an argument) |
| | Additional Notes: <ul style="list-style-type: none"> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. | | |

| Row C (continued) | Evidence beyond the Documents: | |
|----------------------|---|---|
| | 0 points Does not meet the criteria for one point. | 1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt or in any of the documents. Provide a passing phrase or reference. | Responses that earn this point: <ul style="list-style-type: none"> Must use at least one specific piece of historical evidence relevant to an argument about British rule in India or liberalism. Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> <i>“When the British government dissolved the East India Company and ended its trade monopoly, they were acting in accordance with liberal ideas about the value of free trade.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“In the early 1800s, Britain placed high tariffs on Indian cloth exports, a move that protected their own industry but went against liberal ideas of free trade.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“Social Darwinism was one of the beliefs that caused the English to believe their superiority over the Indians. This doctrine said that white Anglo-Saxons were superior to other races, clearly contradicting some liberals’ belief in racial equality.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) |
| | Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. To earn this point, the evidence provided must be more than a phrase or reference. | |

| Reporting Category | Scoring Criteria | |
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| Row D Analysis and Reasoning (0–2 points) | Sourcing | |
| | 0 points Does not meet the criteria for one point. | 1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. |
| | Decision Rules and Scoring Notes | |
| | <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“The ceremony recorded by Pulley in Document 6 occurred at a time when Britain had effectively taken control of all of India.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>“The purpose of Queen Victoria’s declaration is to grant religious freedom to all Indians.”</i> | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. <p>Example of acceptable explanation of the significance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 3): <i>“As an economist, Clark is primarily interested in maximizing the efficiency of the empire and describes the changes to Indians’ way of life as a fair application of free-market principles.”</i> (Connects the point of view of the document to an argument about the influence of liberalism on British rule in India) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 5): <i>“The rebellion of 1857–1858 was in part a religious uprising against British rule in India, so it is not surprising that Victoria is supporting the liberal idea of religious freedom in this document.”</i> (Connects information about the historical situation of the quote with an argument about the influence of liberalism on British rule in India) <p>Example of acceptable explanation of the significance of the audience:</p> <ul style="list-style-type: none"> (Document 4): <i>“Ghose’s pamphlet would likely have been read by British critics of rule in India, suggesting that he might be trying to appeal to British policymakers who wanted India to be ruled in a more liberal way.”</i> (Provides information about the audience of the source relevant to an argument about the influence of liberalism on British rule in India) <p>Example of acceptable explanation of the significance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 6) <i>“This was drawn by an Englishman. It promotes the idea of a British savior and was likely used to glorify their imperialism.”</i> (Identifies the artist’s purpose to promote Queen Victoria’s imperial rule) |

Document Summaries

| Document | Summary of Content | |
|---|---|--|
| 1. Judge Russell on murder and arson case | <ul style="list-style-type: none"> Russell declares that poor people and native Indians should receive equal protection of British law and says that this will ensure Indians' allegiance to Britain. | <ul style="list-style-type: none"> Legal decisions such as Russell's need to explain the principles that they are based on, so he is laying out broad ideas. Russell's reference to protection of property and lives follows liberal and Enlightenment principals established by John Locke, while the closing reference to the allegiance of the governed similarly follows the liberal principal of the social contract. |
| 2. Cobbett | <ul style="list-style-type: none"> Cobbett criticizes British rule in India for its violence and greed. | <ul style="list-style-type: none"> Cobbett is writing when the East India Company was acting as an autonomous governing body in India. Cobbett is writing when the main aim of European overseas colonization was to gain access to luxury products to import to Europe. |
| 3. Clark on railways | <ul style="list-style-type: none"> Clark claims that improved communications will allow British factories to get more raw materials out of India; he also claims that this would benefit India by increasing agriculture and giving Indians access to cheaper manufactured goods from Britain. | <ul style="list-style-type: none"> Clark is writing just as railroads are expanding in Britain and leading to economic growth. Clark is influenced by liberal arguments that free trade is the best and fairest way to improve peoples' standards of living. |
| 4. Ghose pamphlet | <ul style="list-style-type: none"> Ghose criticizes the British legal system in India, claiming it is biased against Indians who often can't access the courts, understand the language of the proceedings, or follow the legal arguments. | <ul style="list-style-type: none"> Ghose, as a member of a reform group, is trying to state his case as strongly as possible, using the most emotional examples. Ghose, as a reformer, is interested in articulating a critique of British government and legal institutions in India in an effort to establish, for his readers, the importance of political and social change. |
| 5. Victoria proclamation | <ul style="list-style-type: none"> Victoria declares freedom of religion in her domains in India and declares that official positions are open to all regardless of race or religion. | <ul style="list-style-type: none"> Victoria issued the proclamation after a major rebellion (the Sepoy Rebellion or Indian Mutiny) that was caused in part by religious concerns, so she is attempting to pacify India. The end of rule by the profit-seeking East India Company is an occasion for Victoria to create a new basis for British government in India. |

| | | |
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| 6. Illustration of the Nizam presenting a gift to the British governor of India | <ul style="list-style-type: none"> As part of the establishment of Victoria as Empress of India, a native ruler kneels before the British governor and the image of Victoria and presents a gift. | <ul style="list-style-type: none"> The drawing, by a British officer, is intended to convey a harmonious picture of British rule, with native rulers, native troops and British leaders all playing their appointed roles. The image appeals to the British audience's feelings of national or racial pride and superiority by showing the power of British rule over India. |
| 7. Indian journalists' editorial | <ul style="list-style-type: none"> The journalists argue that the application of laws in India discriminates against Indian victims and works in favor of British lawbreakers. | <ul style="list-style-type: none"> The journalists' education in England probably sharpened their perception of the differences between the legal systems in England and in India. The journalists are reacting to the failure to realize in practice pronouncements of equality like Victoria's. |

| Reporting Category | Scoring Criteria | |
|----------------------------|--|---|
| Row B Contextualization | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| (0–1 points) | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. | Responses that earn this point: <ul style="list-style-type: none"> • Accurately describe a context relevant to the effects of the printing press in the period 1450–1650. |
| | Examples that do not earn this point: Provide an overly generalized attempt at contextualization <ul style="list-style-type: none"> • <i>“There were numerous reasons why Europeans needed more written material and books in the 1400s.”</i> • <i>“Before the printing press, ideas didn’t spread easily.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> • <i>“Gutenberg invented the printing press in the 1400s.”</i> | Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • Increased commercial activity and urbanization • Medieval church’s effective control of most book production • Growing interest in classical texts during the Renaissance • Discontent with the Catholic Church • Only elites were literate and educated • Protestant Reformation • Hand copying of books before the printing press Examples of acceptable contextualization: <ul style="list-style-type: none"> • <i>“Prior to the invention of the printing press, most books were produced by members of the Catholic Church, which could largely control the spread of ideas.”</i> • <i>“At the same time the printing press was being developed, there was mounting criticism against many aspects of the Catholic Church.”</i> |
| | Additional Notes: <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. | |

| Reporting Category | Scoring Criteria | |
|----------------------------|--|--|
| Row B Contextualization | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| (0–1 points) | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. | Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to the effects of the Enlightenment on European society. |
| | Examples that do not earn this point: Provide overly generalized attempts at contextualization <ul style="list-style-type: none"> <i>“Europe was undergoing many cultural changes in the period 1688 to 1815.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“The Enlightenment was a significant intellectual movement in the 1700s.”</i> | Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Scientific Revolution Divine-right monarchies Rise of new social classes such as professionals and merchants Increased literacy and access to education in Europe Public discussion of new philosophies (Locke/Rousseau) Absolutist regimes in Europe Protestant Reformation and Catholic Counter-Reformation Joseph II and emancipatory thought Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“The advances of the Scientific Revolution established a new way of looking at the natural world, which Enlightenment thinkers began to apply to human society.”</i> <i>“The rise of commerce and the money economy in Europe created influential new groups that sought to challenge established aristocracies for political power.”</i> |
| | Additional Notes: <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. | |

| Reporting Category | Scoring Criteria | | |
|--|--|--|--|
| Row D Analysis and Reasoning (0–2 points) | 0 points Does not meet the criteria for one point. | 1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt. | 2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. |
| Decision Rules and Scoring Notes | | | |
| | Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. | Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the cultural effects of the First World War in the period 1918 to 1939, although the reasoning may be uneven, limited or imbalanced. | Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. |
| | Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“The massive casualties of the war shocked Europeans.”</i> | Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Using causal reasoning to explain significant psychological effects of the war and how those contributed to post-war cultural changes Structuring an argument thematically to consider different subcategories of the cultural effects of the war (e.g., negative/rejectionist vs. positive) Structuring an argument logically to consider the merits of alternative possibilities as the most important effect Arranging an argument as a chronological narrative of developments over the course of the period showing change over time Examples of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“The war led some artists to simply reject earlier cultural forms, while it led others to create new cultural forms better suited to the postwar world.”</i> (Establishes two categories of effects. This statement would need to be followed with at least minimal elaboration of this reasoning.) <i>“While antiwar themes remained important throughout the interwar period, as the immediate shock of the war faded, more positive views of the war began to be expressed.”</i> (Identifies both causation and references change over time in the discussion of significant effects of the war. This statement would need to be followed with at least minimal elaboration of this reasoning.) | Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Evaluating whether the reactive or rejectionist cultural tendencies coming out of the war were more or less significant than the reconstructive tendencies. (Qualifies or modifies an argument) Explaining different effects of the war in different regions of Europe (e.g., contrasting the war’s effects on artists in France and Britain, the Western allies, vs. Germany or discussing how cultural responses in Russia were shaped by communism).(Explains nuance, multiple variables) Explaining the changing influence of the war over the course of the period or considering its continued influence into the later 20th century (Provides insightful connections within and across periods. Note that discussion of the period after 1939 would need to be more than a passing reference to count as complexity.) Considering the interrelationship between political developments and cultural changes in response to the war. (Confirms the validity of an argument by corroborating multiple perspectives across themes) |
| Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | | |