

2004 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question is based on the accompanying Documents 1-11. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Addresses all parts of the question.
- Analyzes the documents by organizing them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze attitudes toward and responses to “the poor” in Europe between approximately 1450 and 1700.

Historical Background: Between approximately 1450 and 1700, almost 50 percent of Europe’s population lived at a subsistence level, that is, having the minimum food and shelter to sustain life. In times of famine, wars, and economic dislocation, poverty increased, and up to 80 percent of a region’s population faced possible starvation.

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Document 1

Source: Catholic priest, sermon, France, fifteenth century.

Whoever gives a penny to the poor for God while in good health, it will be worth 240 pennies after [his or her] death. To give a penny in sickness is worth 20 pennies. To bequeath money after death, that is worth a leaden penny, because there is no great value in giving what one cannot hold on to.

Document 2

Source: Town council, resolution, Dijon, France, 1482.

In order to care for the poor begging creatures and the poor children who go shrieking at night throughout this city, we will rent at the city's cost a barn or other place to put them for the night and to care for them as well as possible.

Document 3

Source: Juan Luis Vives, Spanish humanist, *On Assistance to the Poor*, Bruges, Spanish Netherlands, 1526.

When the general funds have been expended, those without means of subsistence are driven to robbery in the city and on the highways; others commit theft stealthily. Women of eligible years put modesty aside and, no longer holding to chastity, put it on sale. Old women run brothels and then take up sorcery. Children of the needy receive a deplorable upbringing. Together with their offspring, the poor are shut out of the churches and wander over the land. We do not know by what law the poor live, nor what their practices or beliefs are.

Some know that they have a duty of charity to the poor, yet they do not perform what has been commanded. Others are repelled by the unworthiness of the applicants. Still others withdraw because their good intention is embarrassed by the great number, and they are uncertain where first or most effectively to bestow their money.

Document 4

Source: Emperor Charles V, imperial decree for the Netherlands, 1531.

Experience shows that if begging for alms* is permitted to everyone indiscriminately, many errors and abuses will result, for they will fall into idleness, which is the beginning of all evils. They and their children will abandon their trade or occupation for a wicked and contemptible life and condemn their daughters to poverty, unhappiness, and all manner of wickedness and vice. Above all, those who are poor and sick, and other indigents unable to earn a living, should receive food and sustenance, to the glory of God, our Savior, and according to His will.

*Charitable gifts of food or money

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Document 5

Source: Town council, meeting minutes, Rouen, France, 1542.

- Those who are unwilling to work should indeed be expelled from the city, but those who are simply unable to find work should not be treated thus. Instead, they should be put to work on sites in the city in exchange for food until such time as they succeed in finding work in their trades.
- Idleness is harmful to the public good and should not be tolerated. Idlers should not be considered as poor.
- Before expelling the poor from the city we must consider whether our defensive capacity would not suffer from such a measure. After all, it is the people, and not the judges and the councillors, who will fight if the need arises.

Document 6

Source: William Turner, English doctor, *New Booke of Spiritual Physick*, London, England, 1555.

When I practiced medicine in my lord the Earl of Somerset's house, many sick beggars came to me, and not knowing I was a physician, asked me for alms. Instead, I offered to heal them, for God's sake. But they would have none of that, for they would much rather be sick and live with ease and idleness than to be well and to honestly earn their living with great pain and labor.

Document 7

Source: Poorhouse regulations, Suffolk County, England, 1588.

Every strong rogue, at his or her first entrance into the house, shall have 12 stripes with the whip on the bare skin and every young rogue or idle loiterer shall have 6 stripes in the same manner. All unruly and stubborn persons shall be corrected oftener and given heavier shackles, a thinner diet, and harder labor until they are brought to reasonable obedience and submission to the master of the poorhouse.

Document 8

Source: Cardinal Richelieu, royal councillor, unofficial statement on poverty, France, 1625.

Instead of working as they should to earn a living, vagabonds and good-for-nothings have turned to begging, taking the bread from the sick and deserving poor to whom it is due. We desire that in every town in our kingdom rules and regulations for the poor should be established, so that not only all those of the said town but also of the neighboring areas should be confined and fed, and those who are able to do so should be employed on public works.

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Document 9

Source: Rembrandt van Rijn, *Beggars Receiving Alms at the Door of a House*, Netherlands, 1648.



National Gallery of Art, Rosenwald Collection.

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EUROPEAN HISTORY SECTION II

Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
- Addresses all parts of the question.
- Supports thesis with specific evidence.
- Is well organized.

2. Compare and contrast the extent to which the French Revolution (1789–1799) and the Russian Revolution (1917–1924) changed the status of women.
3. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920's and 1930's.
4. Analyze the factors working for and against European unity from 1945 to 2001.

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Question 1

“Analyze attitudes toward and responses to the “the poor” in Europe between approximately 1450 and 1700.”

BASIC CORE: 1 point each to a total of 6 points

1. Has an acceptable thesis.

Thesis must be explicit, responsive to the question, and based on one or more documents. It may not be a simple rewording of the question or of the historical background. Thesis need not appear in the first paragraph.

2. Uses a majority of documents.

Uses at least 6 documents by reference to anything in the box, even if used incorrectly. They need not be cited by number or name.

3. Addresses all parts of the question.

Must discuss both attitudes towards and responses to poverty. May be, and usually are, conflated or only implicitly distinguished.

4. Understands the basic meaning of the documents cited in the essay.

Significantly misinterprets no more than one document; a major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion. Two “almost major errors” = one major error. Errors in attempts to provide POV should be judged less severely.

5. Analyzes bias or point of view in at least three documents.

Relates authorial point of view to author’s place (position, status, etc.) OR

Evaluates the reliability of the source OR

Recognizes that different kinds of documents serve different purposes OR

Analyzes tone of documents – three weak attempts of this sort equal one POV.

POV can be achieved collectively through analysis of motives of a group or explanations of reasons for group’s attitudes; counts as one POV.

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Question 1 (cont'd.)

- 6. Analyzes documents by grouping them in at least three groups. A group must have at least 2 docs.** A fallacious grouping receives no credit. Examples of possible groups [not exhaustive]:

Catholic clergy	1, 8, 10
Protestants	6[?], 7, 9
Catholic countries	1, 2, 3, 4, 5, 8, 10, 11 [+6?]
France	1, 2, 5, 8, 10, 11
Netherlands:	3 [Bruges], 4, 9
England	6, 7
Dangers of begging	2, 4, 5, 6, 8
Knowing the poor	3 [little], 6, 11 [a lot]
Poor should be punished	5, 7 + 4, and 8 implicitly
Poor should be regulated	2, 4, 5, 7, 8
Poor need treatment/help	2, 5, 8, 10
Poor seen sympathetically	3, 4, 9, 11
Undeserving vs. deserving poor	4, 5, 8, 9
Poor are idle	4, 5, 6, 8, 11
Towns	2, 5, 8
Politics/government	2, 4, 5, 8
Private individuals	3, 6, 9, 11
Family/women/children	3, 4, 9
Poor relief benefits donor	[1, 10 religious; 2, 5, 8 secular]
Poverty leads to immorality	3, 4

By century [change over time] **15th** 1, 2; **16th** 3, 4, 5, 6, 7; **17th** 8, 9, 10, 11

EXPANDED CORE: 0-3 points to a total of 9 points

Must earn all 6 points in the basic core before earning points in the expanded core. A student earns points to the degree to which he or she does one or more of the following:

- * has a clear, analytical and comprehensive thesis
- * uses all or almost all documents (using 8 or 9 documents is not unusual this year)
- * uses documents persuasively as evidence
- * shows careful and insightful analysis of the documents
- * analyzes bias or point of view in at least four documents cited in the essay
- * analyzes the documents in additional ways; e.g. has additional groupings or other forms of analysis, *accurately* discusses change over time
- * brings in relevant “outside” historical content