

## 2002 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. (Some of 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This question is designed to test your ability to work with and understand historical documents.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.
- Analyzes the documents by grouping 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. Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the nineteenth century.

Historical Background: Manchester, England, became a leading textile manufacturing center soon after its first large mechanized cotton mill was built in 1780. Its population increased from 18,000 in 1750 to over 300,000 by the census of 1851, much of this made up of the working class and immigrants. In the 1832 Reform Bill, Manchester was granted representation in Parliament and middle-class men received the vote. After Queen Victoria's visit in 1851, Manchester was granted a royal charter.

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### Document 1

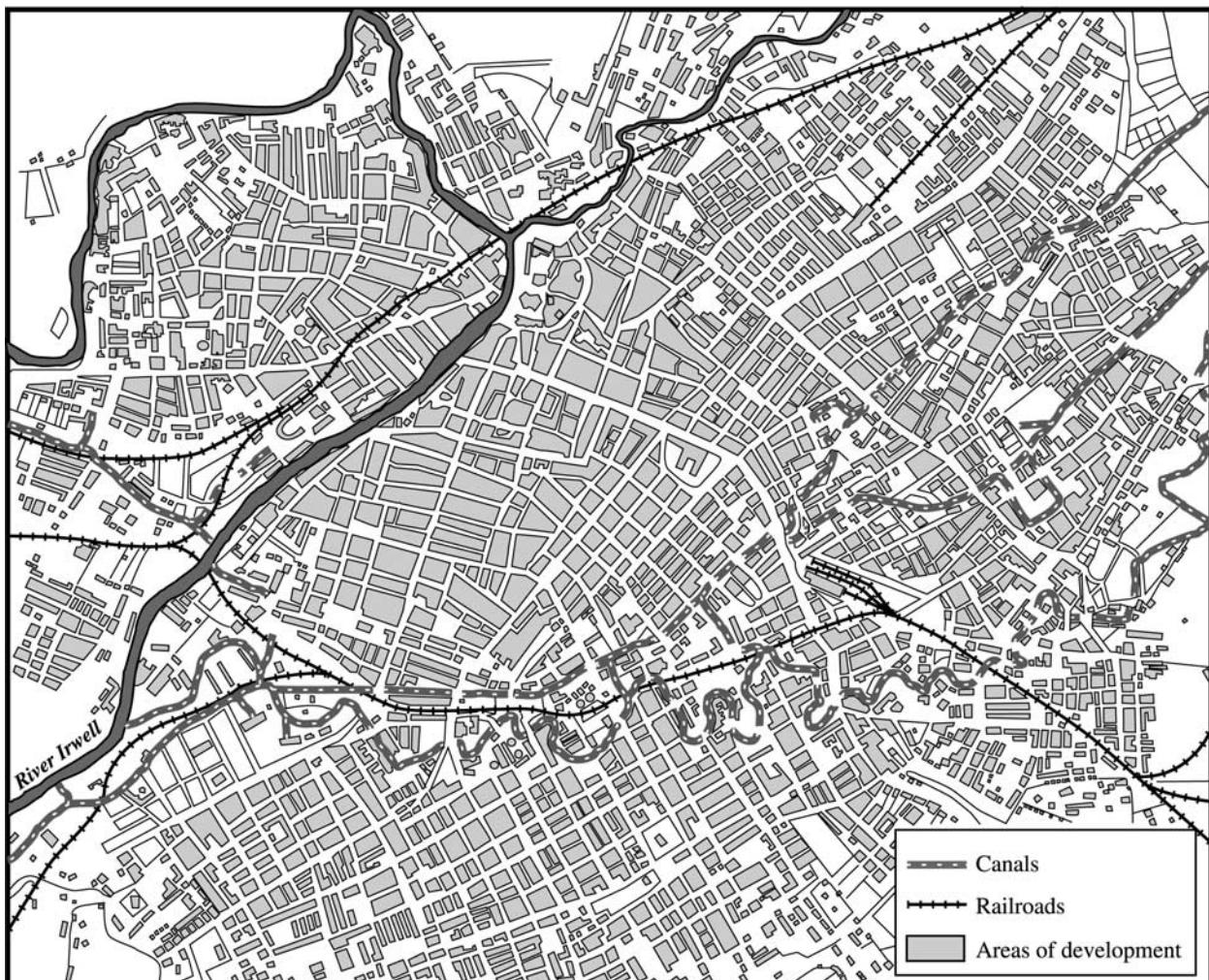
Source: The 1750 map: W. H. Thomson, *History of Manchester to 1852*, 1850's.

The 1850 map: Adapted from Ashley Baynton-Williams, *Town and City Maps of the British Isles, 1800-1855*, late 1850's.

Manchester c. 1750



Manchester c. 1850



The maps are on the same scale.

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### Document 2

Source: Robert Southey, English Romantic poet, after visiting Manchester in 1807, *Colloquies on the Progress and Prospects of Society*, 1829.

A place more destitute than Manchester is not easy to conceive. In size and population it is the second city of the kingdom. Imagine this multitude crowded together in narrow streets, the houses all built of brick and blackened with smoke: frequent buildings among them as large as convents, without their antiquity, without their beauty, without their holiness, where you hear from within, the everlasting din of machinery; and where, when the bell rings, it is to call the wretches to their work instead of their prayers.

### Document 3

Source: Thomas B. Macaulay, liberal Member of Parliament and historian, essay, “Southey’s Colloquies,” 1830’s.

People live longer because they are better fed, better lodged, better clothed, and better attended in sickness, and these improvements are owing to the increase in national wealth which the manufacturing system has produced. Mr. [Robert] Southey has found a way, he tells us, in which the effects of manufactures and agriculture may be compared. And what is this way? To stand on a hill, to look at a cottage and a factory, and to see which is prettier. Does Mr. Southey think that the English peasantry live, or ever lived, in substantial and ornamented cottages, with box-hedges, flower-gardens, beehives, and orchards?

### Document 4

Source: Frances Anne Kemble, actress, poet, and dramatist, account of the inaugural journey of the Liverpool and Manchester Railway, 1830.

Shouting “No Corn Laws,”\* the vast Manchester crowd was the lowest order of artisans and mechanics, among whom a dangerous spirit of discontent with the Government prevailed. Groans and hisses greeted the carriage, full of influential personages, in which the Prime Minister sat. High above the grim and grimy crowd of scowling faces a loom had been erected, at which sat a tattered, starved-looking weaver, evidently set there as a *representative man*, to protest against the triumphs of machinery and the gain and glory which wealthy Liverpool and Manchester men were likely to derive from it.

\*The Corn Laws were tariffs on imported grain.

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### Document 5

Source: Alexis de Tocqueville, French visitor to Manchester, *Journeys to England and Ireland*, 1835.

Everything in the outward appearance of the city attests to the individual powers of man; nothing to the directing power of society. Nowhere do you see happy ease taking his leisurely walk in the streets of the city or going to seek simple enjoyment in the surrounding country. A multitude passes along without stopping; it looks abstracted, its aspect somber and uncouth.

From this foul drain the greatest stream of human industry flows out to fertilize the whole world. From this filthy sewer pure gold flows. Here humanity attains its most complete development and its most brutish; here civilization works its miracles, and civilized man is turned back into a savage.

### Document 6

Source: Edwin Chadwick, public health reformer, *Report on the Sanitary Conditions of the Laboring Population of Great Britain*, 1842.

Diseases caused or aggravated by atmospheric impurities produced by decomposing animal and vegetable substances, by damp and filth, and close and overcrowded dwellings, prevail among the laboring classes. The annual loss of life from filth and bad ventilation is greater than the loss from death or wounds in modern wars. The exposed population is less susceptible to moral influences, and the effects of education are more temporary than with a healthy population. These circumstances tend to produce an adult population short-lived, reckless, and intemperate, and with habits of sensual gratification.

### Document 7

Source: Flora Tristan, French socialist and women's rights advocate, her published journal, 1842.

Unless you have visited the manufacturing towns and seen the workers of Manchester, you cannot appreciate the physical suffering and moral degradation of this class of the population. Most workers lack clothing, bed, furniture, fuel, wholesome food—even potatoes! They spend from twelve to fourteen hours each day shut up in low-ceilinged rooms where with every breath of foul air they absorb fibers of cotton, wool or flax, or particles of copper, lead or iron. They live suspended between an insufficiency of food and an excess of strong drink; they are all wizened, sickly and emaciated, their bodies thin and frail, their limbs feeble, their complexions pale, their eyes dead. If you visit a factory, it is easy to see that the comfort and welfare of the workers have never entered the builder's head.

O God! Can progress be bought only at the cost of men's lives?

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### Document 8

Source: *The Lancet*, British medical journal, founded and edited by Thomas Wakley, medical reformer, 1843.

Average Age at Death			
	Gentry/Professional	Farmer/Trader	Laborer/Artisan
<b>Rural Districts</b>			
Rutland	52	41	38
Bath	55	37	25
<b>Industrial Districts</b>			
Leeds	44	27	19
Manchester	38	20	17

### Document 9

Source: Wheelan and Co., preface to a business directory, on Manchester being granted a royal charter as a city, 1852.

Perhaps no part of England, not even London, presents such remarkable and attractive features as Manchester, the Workshop of the World. It is to the energetic exertions and enterprising spirit of its population that Manchester is mainly indebted to its elevation as a seat of commerce and manufacture, which it has recently attained and for which it is distinguished beyond any other town in the British Dominions or indeed the world. There is scarcely a country on the face of the habitable globe into which the fruits of its industry have not penetrated.

### Document 10

Source: William Alexander Abram, journalist and historian, journal article, 1868.

The condition of the factory laborers has been vastly improved within the last quarter of a century. The Hours of Labor in Factories Act, passed in 1844, worked a thorough reform. The excessive hours of labor have been legally reduced to ten hours per day. Wages—thanks mainly to accelerated machinery and improved working conditions—have largely increased. A new cotton mill of the first class is a model of spaciousness and convenience. The lavish provision of public parks, baths, and free libraries promotes the health, happiness and culture of the industrial orders. Far seldom than before do we hear the murmur of popular discontent. Sickness and mortality have been reduced to an extent that is almost incredible.

## **2002 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

### **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. In writing your essay, use specific examples to support your answer. Write your answer to the question on the lined pages of the Section II free-response booklet. Be certain to number your answer as the question is numbered below.

2. Compare and contrast the religious policies of TWO of the following:

Elizabeth I of England  
Catherine de Médicis of France  
Isabella I of Spain

3. Analyze at least TWO factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.
4. Analyze the impact of the First World War on European culture and society in the interwar period (1919–1939).

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**Question 1**

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

**1. Has an acceptable thesis.**

Thesis must be explicit, 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. [The maps are a document]; The documents need not be cited by number or name.

**3. Supports thesis or answers question with appropriate evidence from at least one document.**

Even when there is no thesis, the essay can still offer evidence from the documents relating to growth of Manchester and reactions to it, earning a point.

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

Must use at least four documents correctly. May make a major misinterpretation of no more than one document; a major misinterpretation is one that leads to an inaccurate grouping or a false analysis. Two “almost major errors” = one major error. Errors in attempts to use POV should not be judged as severely.

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

Relates authorial point of view to author's place OR

Evaluates the reliability of the source OR

Recognizes that different kinds of documents serve different purposes OR

Analyzes tone or intent of documents

**OR analyzes POV or bias in one document well and gives consistent attribution.**

**6. Analyzes documents by grouping them in at least two groups. A group must have at least 2 docs. A fallacious grouping receives no credit. Examples of possible groups:**

Con 2, 4, 5, 6, 7, 8, 11

Pro 3, 4, 5, 9, 10, 11

Reformers 6, 7, 8

Foreign observers 5, 7

Poets 2, 4

Economic concerns 3, 4, 5, 9, 10, 11

Political concerns 4, 10

Health concerns 1, 3, 4, 5, 6, 7, 8, 10, 11

Moral concerns 2, 6, 7

Working conditions 1, 2, 4, 7, 8, 10, 11

Aesthetic concerns 1, 2, 3, 5, 9, 10, 11

Living conditions 1, 2, 4, 5, 6, 7, 11

POV: government and business observers, reformers, foreigners

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**Question 1 (cont'd.)**

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

**Must earn 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 some or all of the following:**

- has a clear, analytical and comprehensive thesis
- uses all or almost all documents (using 9 or 10 documents is not that 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 three documents cited in the essay
- analyzes the documents in additional ways; i.e., has additional groupings or other forms of analysis, discusses change over time
- brings in relevant “outside” historical content