

2001 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This question is designed to test your ability to work with and understand historical documents.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. Analyze the ways in which various people viewed the character and condition of Greeks in the Ottoman Empire during the Greek movement for independence in the eighteenth and early nineteenth centuries.

Historical Background: During the eighteenth century, Greeks living in exile began to appeal to their fellow Greeks to free themselves from Ottoman rule. Greek nationalists urged Greeks living throughout the Balkans and Asia Minor to revolt against their Turkish Muslim rulers. An uprising in March 1821 began a nine-year war for independence. Several thousand European volunteers fought on the Greek side, while many more (known collectively as Philhellenes—"lovers of Greece") raised money and spread pro-Greek views in Europe. Intervention by Russian, French and English forces in 1827 and 1828 ultimately forced the Turks to grant Greek independence, which was formally established by a multipower treaty in 1830.

GREECE AND THE OTTOMAN EMPIRE IN 1821



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Document 1

Source: Sneyd Davis, English writer, poem “To His Friend and Neighbor Dr. Thomas Taylor,” 1744.

Go, search for Athens; her deserted ports,
Enter—a noiseless, solitary shore,
Where commerce once crowded the Athenian strand.
Trace her dark streets, her ruined shrines;
And wonder, where her glories shined.
Where are her orators, her sages, now?
Shattered her mouldering arches, her towers in dust,
But far less ruin’d, than her soul decayed.
Upon the mount where once the muses sung,
Sits the gruff Turkish captain, and exacts
Harsh tribute! In the grove where Plato* taught
A stupid Turk is preaching ignorance.

*Philosopher of ancient Greece

Document 2

Source: Mustapha III, the Turkish sultan, orders his governor in northern Greece to repress raids by Greeks, 1765.

Most excellent general and governor of Thessalonika: With the arrival of my imperial decree be it known that robbers continually incite the district of Larissa to rebellion. Impose order and report on the measures taken. Take care that affronts or arbitrary acts do not take place against those who are innocent of this robbery, but arrest and imprison these brigands and take back the stolen goods and animals, as well as any ransom money, cleansing the place of evildoers. Report on this to my capital.

Document 3

Source: Claude Etienne Savary, French scholar of Greek and Arabic, letter, 1788.

Let me not be accused of painting the Turks in darker colors than they deserve, but I have traveled through their empire and have seen the injuries of every kind which they have done to the sciences, the arts, and the human race. At the sight of these melancholy spectacles my heart groans, my blood boils in my veins and I would wish to excite all Europe to combine against these Turks who have crushed the Greek nation.

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Document 4

Source: Alexandros Kalphoglou, a conservative Greek Christian, poem, 1794.

Greeks love every foreigner,
They love a German for his company
And an enlightened Frenchman, an impious libertine.
In conversation not a word about the commandments of God.
The young, the educated,
Do not go to Church, for they have got French enlightenment.
They say, "We have books and French romances,
All the other books are so melancholy!
We are enlightened, And the old writers were all hypocrites!"
They boast of being the pupils of Rousseau,
And Voltaire even if they do not understand them, neither
Have they ever read them.
They say "I speak French and I will wear clothes in the European style."

Document 5

Source: James Dallaway, chaplain to the English community in Constantinople, letter to an English friend, 1797.

In the present age, in some respects, the Greeks experience greater toleration than the conquered subjects of any other nation, but they have in no degree recovered their former energy. The richer Greeks are very devious and intriguing, and with very limited exception, only less ignorant than their Turkish masters. The lower ranks are the merriest creatures imaginable, but are untrustworthy, and awake to every advantage.

Document 6

Source: Greek exiles, *The Greek Monarchy or A Word about Freedom*, pamphlet published in Italy, 1806.

The Ottoman state today finds itself in its death throes. O Greeks, learn forever that the weapons of justice are unconquerable, and that the Ottomans will flee from the armed Greeks. Remember, finally, that the beginning of victory is resistance, and that the Greeks are neither savage nor of worthless spirit, as are their enemies. Freedom has approached her ancient home. The echo of the trumpet of Ares* has awakened the heroes of our ancestors from their tombs.

The hour has approached, O Greeks, for the liberation of our motherland!

*God of war in Greek mythology

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Document 7

Source: Percy Bysshe Shelley, English poet, preface to his poem “Hellas” (“Greece”), 1821.

We are all Greeks. Our laws, our literature, our religion, our arts have their roots in Greece. The modern Greek is the descendant of those glorious beings whom the mind almost refuses to imagine as belonging to our kind, and he inherits much of their sensibility, and their courage. Russia desires to possess, not to liberate, Greece; and the wise and generous policy of England would consist in establishing the independence of Greece, and in maintaining it against both Russia and the Turks.

Document 8

Source: Edward Blaquiére, English organizer and fundraiser for the London Greek Committee, *Greek Revolution*, 1824.

The fortress of Navarino, which surrendered soon after the uprising began in 1821, was the scene of another tragedy, to which only wars between slaves and their masters ever give rise. During the siege, news of the murder of the head of the Greek Orthodox Church by the sultan’s government spread throughout Greece. The fury of the Greek troops, worked up to madness, was therefore vented on the Turkish garrison, of whom a considerable number were massacred.

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Document 9

Source: Vahid Pasha*, Turkish provincial governor, letter, 1822.

The revolution of the Greeks was at bottom the result of satanical causes and diabolical designs, but on the surface had the pretext of restoring the religion of Jesus, which was, according to their groundless pretense, threatened. Persuaded by certain very old and mythical prophecies of theirs that the time for the liberation of the Greek nation and for its freedom had arrived, this revolution was none other than drunkards (O the blasphemy of it!) shamelessly roaming about and cheering.

*Pasha is a government title.

Document 10

Source: Alexander Mavrocordato, president of the Greek revolutionary government, *Declaration to the Christian Powers*, April 15, 1822.

For the last thirteen months, God has aided the work of the righteous. Her cities sacked, her villages burnt, her population decimated, bear witness to Greece's proud determination. Crushed by numbers, she will yet wash out her defeats in her blood. What will be the feelings of Europe towards her? Assembled Greece has solemnly proclaimed her independence and has given herself a government. The Greeks aim at peace combined with independence and civilization. In a word, humanity, religion, interest all plead in their favor.

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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. 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. Analyze how and why western European attitudes toward children and child-rearing changed in the period from 1750 to 1900.
3. Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.
4. Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century

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Question 1 (DBQ)

BASIC CORE (1 point each to a total of 6 points)		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. Students may conflate the two terms used in the question, <i>character</i> and <i>condition</i> , or use them implicitly. Thesis may appear at the end.	1																		
2. Uses a majority of documents	Uses at least <i>six</i> documents by reference to anything in the box, even if used incorrectly. (The map is not a document.) They need not be cited by number or name.	1																		
3. Supports thesis or answers question with appropriate evidence from the documents	<p><i>NOTE: Even when there is no thesis, the essay can still offer evidence from the documents relating to issues of Greek conditions and character, earning a point.</i></p> <p>Only one document need be used to discuss a view.</p> <p>Must discuss <i>three</i> views of character and condition of the Greeks. May discuss character and condition implicitly or explicitly, separately or together. Discussions of views of Turks are relevant only if they reveal views about Greeks.</p> <table><tr><td>Some general categories of views:</td><td>Documents</td></tr><tr><td>• Greeks are decayed, in ruins, weak</td><td>1, 4, 5</td></tr><tr><td>• Greeks are brigands, drunkards, hooligans, devious</td><td>2, 5, 9</td></tr><tr><td>• Greeks are heroes or potentially heroic</td><td>7, 8, 10, 11</td></tr><tr><td>• Greeks' main problem is the Turks</td><td>1, 3, 5, 6, 7, 8, 10, 11</td></tr><tr><td>• Greeks are defenders of Christianity</td><td>8, 10, 11</td></tr><tr><td>• Pro-Greek</td><td>1, 3, 6, 7, 8, 10, 11</td></tr><tr><td>• Critical of Greeks</td><td>4, 5, 9</td></tr><tr><td>• Ambivalent or neutral</td><td>2, 8</td></tr></table>	Some general categories of views:	Documents	• Greeks are decayed, in ruins, weak	1, 4, 5	• Greeks are brigands, drunkards, hooligans, devious	2, 5, 9	• Greeks are heroes or potentially heroic	7, 8, 10, 11	• Greeks' main problem is the Turks	1, 3, 5, 6, 7, 8, 10, 11	• Greeks are defenders of Christianity	8, 10, 11	• Pro-Greek	1, 3, 6, 7, 8, 10, 11	• Critical of Greeks	4, 5, 9	• Ambivalent or neutral	2, 8	1
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4. Understands the basic meaning of the documents cited in the essay	Must use at least <i>four</i> documents correctly. May misinterpret the content of <i>no more</i> than one document; a major misinterpretation is one that leads to an inaccurate grouping or a false conclusion.	1																		
5. Analyzes bias or point of view in at least <i>three</i> documents (or POV/ bias in <i>one</i> document with consistent attribution)	<ul style="list-style-type: none">• Relates authorial point of view to author's place politically and/or by nationality OR• Evaluates the reliability of the source OR• Recognizes that different kinds of documents serve different purposes OR• Analyzes tone or intent of documents <p>OR analyzes POV or bias in <i>one</i> document and gives consistent attribution</p>	1																		

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Question 1 (cont'd.)

- 6. Analyzes documents by grouping them in at least three groups. A group must have two documents. A fallacious grouping (e.g., by gender or class) receives no credit.** **1**

Examples of possible groups

Documents

- | | |
|---------------------------------|---|
| • Nationality | Greek (4, 6, 10); English (1, 5, 7, 8); French (3, 11), Turkish (2, 9) |
| • Religion | 4, 5, 7, 8, 9, 10, 11 |
| • Chronology | before revolution (1-6/7); after revolution (6/7, 11) |
| • Pro/anti Greek | Pro-Greek (1, 3, 6, 7, 10, and 11); critical of Greeks (4, 5, 9); ambivalent (2, 8) |
| • Role of antiquity | 1, 3, 6, 7, 11 |
| • Connections to Western Europe | 1, 3, 4, 5, 6, 7, 8, 10, 11 |
| • Violence and armed revolt | 2, 3, 6, 8, 9, 10, 11 |
| • Occupation of author | artists/poets (1, 4, 7, 11); government officials (2, 9, 10) |
| • Views on independence | Pro (3, 6, 7, 10, 11); Con (2, 5, 9); doesn't mention it/ambivalent (1, 4, 5, 8) |
| • Character/condition | Character (1, 2, 4, 5, 6, 7, 8, 9, 10, 11); Condition (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) |

EXPANDED CORE (1 – 3 points to a total of 9 points)
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Must earn 6 points in the basic core before earning points in the expanded core. Additional points are earned for excellence in ONE, SOME, or ALL of the following:

- a clear, analytical and comprehensive thesis
- persuasive use of documents as evidence
- additional groupings or others forms of analysis
- analysis of bias or point of view in at least four documents cited in the essay
- relevant outside historical content woven into the analysis of documents
- use of all or almost all of the documents
- careful and insightful analysis of the documents