

**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.

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**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.**

- Evaluate whether the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.

**Document 1**

**Source:** Society of the Friends of the Blacks,<sup>1</sup> address to the French National Assembly in favor of the abolition of the trade in enslaved persons, February 1790

If some motive might push enslaved people to insurrection, might it not be the indifference of the National Assembly to their circumstances? Might it not be the insistence on weighing them down with chains, when one proclaims everywhere this eternal truth: that all men are born free and equal in rights. So therefore there would only be chains and gallows for Black people while good fortune glimmers only for the White people? Have no doubt, our happy revolution must re-electrify Black people whom vengeance and resentment have electrified for so long. It is not with punishments that the upheaval will be repressed.

<sup>1</sup> An abolitionist group founded in France

**Document 2**

**Source:** Louise Larchevesque-Thibaud, letter to her husband, a deputy in the French National Assembly representing Haiti, November 1790

The [free people of mixed race] are still camped at Grande Rivière. They fired on our armed men on the first day, after which they placed themselves on a high crest. The troops still hope to capture them. It is the young [Vincent] Ogé,<sup>1</sup> who recently arrived in the colony [from France], who is at the head of the armed rebels. Ogé has written a letter to the [Colonial] Assembly and another to the commander [governor]. He has told them that he has come from Paris to tell the people of mixed race about the decrees passed by the National Assembly and sanctioned by the king, and to ask the [Colonial] Assembly and the commander to carry out these decrees of March 8 and 28 [ 1790] that concern equality for people of mixed race. He says that he, Ogé, and all his men are going to unite to defend their rights and that they are determined to give their last drop of blood to uphold the decrees and defend the rights of mixed-race people.

<sup>1</sup> A wealthy Haitian-born man of mixed race

**Document 3**

**Source:** Dutty Boukman, a Vodun<sup>1</sup> priest and leader of a group that escaped enslavement, sermon delivered at a planning meeting of rebels, Haiti, 1791

The god who created the sun which gives us light, who rouses the waves and rules the storm, though hidden in the clouds, he watches us. He sees all that the White man does. But the god of the White man inspires the White man with crime, while our god calls upon us to do good works. Our god who is good to us orders us to revenge our wrongs. Our god will direct our arms and aid us. Throw away the symbol of the god of the White man [the cross worn by Catholics around their necks] who has so often caused us to weep, and listen to the voice of freedom, which speaks in the hearts of us all.

<sup>1</sup> A faith that combines African and Christian religious beliefs

**Document 4**

**Source:** Jean-François Papillon and Georges Biassou, rebel leaders, letter to representatives of the French government, December 1791

Most masters torture their slaves by mistreating them in all sorts of ways, taking away their two hours [of midday rest], their holidays and Sundays, leaving them naked, without any help even when they are sick, and letting them die of misery. Yes, sirs, how many barbarous masters there are who enjoy being cruel to these miserable slaves, or else managers or administrators who, to stay in their employers' good graces, inflict a thousand of the same cruelties on the slaves as they pretend to carry out their responsibilities. Oh, sirs, in the name of humanity, look favorably on these unfortunates by clearly outlawing such harsh mistreatment, abolishing the terrible plantation prisons, where the conditions are miserable, and trying to improve the condition of this class of men so necessary to the colony, and we dare assure you that they will take up their work once again and will return to order.

**Document 5**

**Source:** Thomas Clarkson, British abolitionist, *The True State of the Case, Respecting the Insurrection at St. Domingo* [Haiti], pamphlet, 1792

To what cause then may we attribute the insurrection in the islands? Undoubtedly to the slave trade, in consequence of which thousands are annually poured into the islands, who have been fraudulently and forcibly deprived of [their freedom]. All these people come into the islands, of course, with dissatisfied and exasperated minds, and this discontent and feeling of resentment must be further heightened by the treatment which people coming into them under such a situation must unavoidably receive. We cannot keep people in a state of subjection to us . . . except by breaking their spirits and treating them as creatures of another species.

**Document 6**

**Source:** F. Bonneville, French artist, *In Freedom Like You*, engraving, 1793



Source gallica.bnf.fr

*A caption below the engraving reads: “In freedom like you. The French Republic in accord with Nature has desired it; am I not your sister?”*

**Document 7**

**Source:** Toussaint L’Ouverture, rebel leader, “Address to Soldiers for the Universal Destruction of Slavery,” 1797

Let the sacred flame of liberty that we have won lead all our acts. . . . Let us go forth to plant the tree of liberty, breaking the chains of our brothers still held captive under the shameful yoke of slavery. Let us bring them under the compass of our rights, the inalienable rights of free men. [Let us overcome] the barriers that separate nations and unite the human species into a single brotherhood. We seek only to bring to men the liberty that [God] has given them and that other men have taken from them only by transgressing His unchanging will.

**END OF DOCUMENTS FOR QUESTION 1**

**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 difference between the Protestant Reformation and the subsequent Catholic Reformation.
3. Evaluate the most significant difference between the first Industrial Revolution and the second Industrial Revolution.
4. Evaluate the most significant difference between the economic effects of the First World War and the economic effects of the Second World War.

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**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.**

## Question 1: Document-Based Question, Haitian Revolution

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 the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.

Reporting Category	Scoring Criteria	
Row B Contextualization  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b> References to enslavement in the United States that do not connect to the topic of the prompt</p> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“During the time of the Enlightenment movement, many new ideas developed.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“The Enlightenment was a big part of the French Revolution”</i></li> </ul>	<p><b>Responses that earn this point:</b> Accurately describe a context relevant to whether or not the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement.</p> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The French Revolution</li> <li>Enlightenment ideas of human rights or equality</li> <li>Transatlantic slave trade</li> <li>The growing number of freed people in plantation colonies</li> <li>The Columbian Exchange</li> <li>Abolitionist movements</li> <li>Plantation agriculture/particularly harsh treatment of enslaved people on sugar plantations</li> <li>Colonial rivalries in the Caribbean</li> <li>American Revolution</li> <li>Napoleon’s imperial ambitions</li> <li>The increasing participation in the public sphere by women, minorities, and marginalized groups</li> <li>Other examples of resistance or rebellions by enslaved people</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“In the 18<sup>th</sup> century, abolitionist movements began to develop in England and other parts of Europe, inspired by the Enlightenment and by evangelical Protestant religious beliefs.”</i></li> <li><i>“Haiti was a highly profitable sugar colony of France.”</i> (Minimally acceptable contextualization)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
Row C Evidence  (0–3 points)	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of factors that motivated the Haitian Revolution. <p><b>Examples of describing the content of a document:</b>  <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 2) <i>"The letter recounts a revolt by free people of color."</i></li> <li>(Document 6) <i>"The engraving shows a beautiful, smiling African woman who should be able to live 'in liberty like you.'"</i></li> </ul> </p>	<b>Responses that earn 2 points:</b> Support an argument in response to the prompt by accurately using the content of at least six documents. <p><b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>"Clarkson describes the anger and fear caused by the slave trade and treatment of slaves on plantations as the main reason for the revolt."</i> (Describes and connects the contents of the document to an argument regarding the conditions of enslavement)</li> <li>(Document 4): <i>"The rebel leaders provide details of how plantation slaves are mistreated by the owners and operators of the plantation"</i> (Describes and connects the content of the document to an argument regarding the conditions of enslavement)</li> <li>(Document 2) <i>"Madame L-T states that Ogé's rebels are seeking the rights granted by them by the French Revolutionary government, which was inspired by Enlightenment ideas."</i> (Describes and connects the contents of the document to an argument regarding the importance of Enlightenment ideas)</li> </ul> </p>

**Additional Notes:**

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)	<b>Evidence beyond the Documents:</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <p><b>Must use at least one specific piece of historical evidence relevant to an argument about whether the Haitian Revolution was caused primarily by the spread of Enlightenment ideas or by the conditions of enslavement, for example:</b></p> <ul style="list-style-type: none"> <li>Specifics about the conditions of enslavement in the Caribbean/high mortality, constant influx of newly enslaved people from Africa</li> <li>Enlightenment ideas or thinkers supporting equality and/or attacking slavery</li> <li>French Revolutionary ideas and or principles relevant to slavery</li> <li>Napoleon's attempts to re-impose slavery, subdue the Haitian revolt</li> <li>Declaration of the Rights of Man and Citizen</li> <li>Examples of specific abolitionist figures or ideas</li> <li>Ideas and documents associated with the American Revolution</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li><i>"When Europe's demand for sugar increased, the plantations of the Caribbean imported increasing numbers of enslaved peoples from Africa to produce the crop."</i> (Provides a piece of evidence not in the documents relevant to an argument for the greater importance of the conditions of enslavement)</li> <li><i>"Many members of the abolitionist movement in Europe were inspired by their religious faith, but others appealed to Enlightenment principles of liberty and human equality."</i> (Provides a piece of evidence not in the documents relevant to an argument for the greater importance of Enlightenment ideas)</li> </ul>	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  (0–2 points)	Sourcing	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> 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.
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>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.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“In Doc 4, the rebel leaders are obviously hostile to slaveowners.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“L’Overture (doc 7) tells his troops that the purpose of the rebellion is to establish liberty.”</i></li> </ul>	<p><b>Decision Rules and Scoring Notes</b></p> <p><b>Responses that earn this point:</b> 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> <p><b>Example of acceptable explanation of the significance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 4): <i>“As leaders of the revolt, Papillon and Biassou have direct knowledge of the horrible conditions experienced by people forced to work on sugar plantations.”</i> (Connects the point of view of the document to an argument about the importance of the conditions of enslavement in the Haitian Revolution)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>(Document 2): <i>“The letter-writer’s husband is part of the government that granted legal equality to free people of color, and she is trying to inform him of the failure of local authorities to carry out this decision.”</i> (Connects information about the historical situation of the quote with an argument about the influence of the Enlightenment on the Haitian Revolution)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 1): <i>“The Society is addressing a French audience dedicated to Enlightenment ideas of natural liberty and equality for all.”</i> (Provides information about the audience of the source relevant to an argument about the influence of the Enlightenment on the Haitian Revolution)</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 7) <i>“L’Overture is rallying his troops by expanding their aim from local liberation to the universal struggle for freedom.”</i> (Provides information about the author’s purpose relevant to an argument about the influence of the Enlightenment on the Haitian Revolution)</li> </ul>

Row D (continued)	Complexity	
	0 points	1 point
	Does not meet the criteria for one point.	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	
	<p><b>Responses that earn this point:</b></p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Analyzing multiple variables, such as how rebel leaders seeking to end the abuses of slavery used Enlightenment ideas to appeal to sympathetic Europeans. (Explains nuance)</li> <li>• Analyzing multiple variables by constructing an argument that explores the potential conflict between Enlightenment ideas about political equality and ideas about the supposed inferiority of non-European races. (Explains nuance.)</li> <li>• Explaining insightful connections across periods by constructing an argument that explains how the isolation of Haiti after the Revolution challenges the ideas of the Enlightenment. (Explains relevant and insightful connections)</li> <li>• Corroborating multiple perspectives, such as exploring how religious beliefs motivated both European abolitionists and Haitian revolutionaries or how Enlightenment ideas were more accessible to some people of African or mixed-race descent than they were to others. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>	
	<p><b>Additional Notes:</b></p> <p>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>	

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, historical situation, and/or audience by elaborating on examples such as:
1. Society of the Friends of Blacks, address to National Assembly	<ul style="list-style-type: none"> <li>Failure of the new French government to address grievances of enslaved people is making things worse</li> <li>Inconsistency between principles of liberty announced by the new government and the continuation of slavery</li> </ul>	<ul style="list-style-type: none"> <li>The National Assembly had only been created a few months before and enthusiasm for Revolutionary ideas was still high, strengthening the Society's appeal. (historical situation)</li> <li>Resistance to the Old Regime/Bourbon monarchy in France was often described as resistance to slavery, and the Society's assertion of hypocrisy is intended to remind Assembly members of this. (audience)</li> </ul>
2. Larcheveque-Thibaud, letter to her husband about Ogé's revolt	<ul style="list-style-type: none"> <li>A group of free people of color, led by Ogé, have mounted a rebellion</li> <li>The rebels are demanding the enforcement of the French government decrees about equality for free people of color</li> </ul>	<ul style="list-style-type: none"> <li>Larcheveque-Thibaud's husband is in the French government, so she is trying to give him a clear account of events. (purpose)</li> <li>As a member of the White minority on the island, Larcheveque-Thibaud is concerned about the possibility of the revolt spreading to the much more numerous enslaved people. (point of view)</li> </ul>
3. Dutty Boukman, sermon	<ul style="list-style-type: none"> <li>The god of the white people, who encourages crime and oppression, is different from the god of enslaved people, who protects his followers</li> <li>Enslaved people should abandon Catholic religious symbols</li> </ul>	<ul style="list-style-type: none"> <li>As a religious leader, Boukman expresses resistance to enslavement in religious terms. (point of view)</li> <li>The rebels are on the point of launching a violent attack, so Boukman uses stark imagery of good vs. evil to inspire the participants. (purpose/historical situation)</li> </ul>
4. Papillon and Biassou, letter to French commissioners	<ul style="list-style-type: none"> <li>Many slaveholders severely mistreat enslaved workers, even depriving them of customary rest periods</li> <li>Commissioners should intervene to end abuses by slaveholders</li> </ul>	<ul style="list-style-type: none"> <li>Papillon and Biassou are addressing commissioners from the French government who may not be aware of the extreme conditions on sugar plantations. (audience)</li> <li>Papillon and Biassou are attempting to justify a violent rebellion, so they emphasize the abuses that triggered the uprising. (purpose/historical situation)</li> </ul>
5. Thomas Clarkson, pamphlet on Haiti	<ul style="list-style-type: none"> <li>Kidnapping and mistreatment of Africans is the main cause of the revolt</li> <li>Violence and suppression will not be effective in ending the rebellion</li> </ul>	<ul style="list-style-type: none"> <li>As a member of the abolitionist movement, Clarkson sees slavery as inherently wrong. (point of view)</li> <li>Clarkson is using the Haitian revolt as an example/warning about the inevitability of the collapse of slavery in general. (purpose)</li> </ul>

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6. Bonneville, engraving of African woman	<ul style="list-style-type: none"><li>African woman is portrayed sympathetically</li><li>Caption reminds readers that the National Assembly has abolished slavery</li></ul>	<ul style="list-style-type: none"><li>As an artist, Bonneville uses the visual medium to humanize his subject and challenge the racial justification for enslavement. (point of view/purpose)</li><li>The French Revolutionaries were debating the rights of women in government and in private life. (situation)</li></ul>
7. L’Ouverture, address to soldiers	<ul style="list-style-type: none"><li>Exhorts his troops to fight to liberate enslaved people in Haiti</li><li>Portrays the rebellion as an effort to create a universal human brotherhood</li></ul>	<ul style="list-style-type: none"><li>As leader of a rebel army, L’Ouverture is seeking to remind his troops of the highest motives for their actions. (historical situation/audience)</li><li>L’Ouverture is probably aware that his words will be spread to a European audience, so he employs imagery from the French Revolution to garner support. (audience)</li></ul>

Reporting Category	Scoring Criteria	
Row B Contextualization  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li><i>"There were numerous religious issues in the 1500s."</i></li> <li><i>"Before the printing press, ideas didn't spread easily."</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>"The Catholic Church was seen as corrupt."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Accurately describe a context relevant to the difference between the Protestant Reformation and the Catholic Reformation.</p> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Discontent with the Catholic Church</li> <li>Medieval church's growing corruption</li> <li>Development of the printing press</li> <li>Increased commercial activity and urbanization</li> <li>Growing interest in classical texts during the Renaissance</li> <li>Economic and cultural power of the Catholic Church before the Reformation</li> <li>Peasant revolts</li> <li>Christian humanism</li> <li>Hand copying of books before the printing press</li> <li>Religious wars</li> <li>Prior challenges to the Catholic Church (e.g., Hus, Wycliffe, Lollards)</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"Christian humanists such as Erasmus criticized the corruption of the Catholic Church but did not break with it the way Protestants did."</i></li> <li><i>"Even before the Reformation, the printing press was beginning to challenge the authority of the Catholic Church."</i> (Minimally acceptable contextualization)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		