

# 2007 AP<sup>®</sup> 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 1-12. 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This question is designed to test your ability to work with and understand historical documents.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:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.
- 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 various assumptions about children in early modern Europe, and analyze how these assumptions affected child-rearing practices.

Historical Background: In early modern Europe, children were generally raised by parents and/or extended family members, often with the help of others. Families were generally larger than modern families, and rates of childhood mortality were much higher.

## 2007 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

### Document 1

Source: Christoph Scheurl, Nuremberg jurist and diplomat, annual notes to himself on his son Georg's growth and progress, Nuremberg, Germany, 1538.

My dear son Georg Scheurl will by the grace of God be six years old on April 19. He is now growing so fast that he has become completely awkward. He likes to learn, delights in it. He is now learning the Donat\* and can already cite it from memory. He says grace at the table and keeps his hands clasped so that he is not looked on as a child. Although he still cannot pronounce "r" or speak perfectly, he chatters away. He knows where everything he puts between his teeth comes from. Crabs, calf brains, and berries are his favorite foods. He likes to drink new wine and takes good, deep swallows. He goes about the house in leaps. He now holds his father dearer than his mother and his brother Christoph.

\*The Latin grammar of Donatus.

### Document 2

Source: Martin Luther, Protestant reformer, letter to a friend on the death of Luther's thirteen-year-old daughter Magdalene, Wittenberg, Germany, 1542.

The force of our natural love is so great that we are unable to refrain from crying and grieving in our hearts and experiencing death ourselves. The features, the words, and the movements of our living and dying daughter, who was so very obedient and respectful, remain engraved in our hearts; even the death of Christ is unable to take all this away as it should. You, therefore, please give thanks to God in our stead.

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### Document 3

Source: *The Domostroi*, a Russian manual on household management, Moscow, 1550s.

A man who loves his son will whip him often so that when he grows up he may be a joy to him. He who disciplines his son will find profit in him and take pride in him among his acquaintances. He who gives his son a good education will make his enemy jealous and will boast of him among his friends.

### Document 4

Source: Benvenuto Cellini, metal crafter and sculptor, autobiography, Florence, Italy, 1550s.

On one occasion, when I was in that mood, I mounted my handsome little horse, and with a hundred crowns in my pocket rode off to Fiesole to see a natural son\* of mine, whom I was keeping at nurse with the wife of one of my workmen. When I arrived I found the boy in very good health. Sad at heart, I kissed him; and then when I wanted to leave he refused to let me go, holding me fast with his little hands and breaking into a storm of crying and screaming. Seeing he was only somewhere around two years old, this was beyond belief. I detached myself from my little boy and left him crying his eyes out.

\*Born out of wedlock.

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**Document 5**

Source: Pieter Brueghel, the Elder, detail from *Children's Games*, Spanish Netherlands, 1560.



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### Document 6

Source: Michel de Montaigne, published essay, Bordeaux, France, 1580.

I cannot abide that passion for caressing newborn children, which have neither mental activities nor recognizable bodily shape by which to make themselves lovable, and I have never willingly suffered them to be fed in my presence.

### Document 7

Source: Jean Benedicti, Franciscan preacher, moralist, and professor of theology, *A Summary of Sins*, Lyon, France, 1584.

It must be noted that the command of the father obligates the child to obey under pain of mortal sin, except in matters that are against his conscience and the honor of God. In such matters, the child is not obliged to obey him. For example, if the father commands the child to go to hear the preaching of heretics, to steal, to kill, to traffic at festivals, to lend money with usury, to leave the religious state, to fornicate, to swear, to lie, to bear false witness, etc., he is not to be obeyed. Likewise, if the father or the mother, wishing to sell the honor of their daughter, commands her to submit to intercourse in order to earn them something, the daughter must definitely not obey them, but rather suffer death, however poor her parents may be.

### Document 8

Source: King Henry IV, letter to Madame de Montglat, governess to the king's six-year-old son, Louis, Paris, 1607.

I have a complaint to make: you do not send word that you have whipped my son. I wish and command you to whip him every time that he is obstinate or misbehaves, knowing well for myself that there is nothing in the world which will be better for him than that. I know it from experience, having myself profited, for when I was his age I was often whipped. That is why I want you to whip him and to make him understand why.

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### Document 9

Source: Margaret Cavendish, Duchess of Newcastle, letter describing her upbringing, Colchester, England, 1620s.

We were bred tenderly, for my mother naturally did strive to please and delight her children, not to cross and torment them, terrifying them with threats, or lashing them with slavish whips; but instead of threats, reason was used to persuade us, and instead of lashes, the deformities of vice were discovered, and the graces and virtues were presented unto us.

### Document 10

Source: William Blundell, English Catholic gentleman, “An Exercise for the Children to Embolden Them in Speaking,” a dialogue performed by Blundell and his nine-year-old daughter, Lancashire, England, 1663.

*Daughter:* Sir, I will amend all.

*Father:* Aye, aye, you will amend all. You used to promise the rod so, but how oft have you broke your promise? I am now resolved to take another course.

*Daughter:* When I confess my sins to God I am sure of pardon, if sorrow be not wanting and a true purpose to mend.

*Father:* If I were sure you had such a sorrow and such a purpose I could often more easily forgive you. And commonly when God forgiveth our sins, nevertheless He scourgeth us roundly.

*Daughter:* Dear Father, I have heard you say that an act of perfect sorrow doth gain a general pardon and freedom.

*Father:* It is my duty to you not to cast you off while any hope remains, but to correct you as occasion requires, and this correction I am bound under sin to give you, though now at this present I hope that you and I may be dispensed with as to that particular. Go. Remember what I tell you. Become a good girl; pray and mend. [Father goeth out.]

*Daughter:* Pray and mend—yes, by the grace of God will I pray and mend. I never came off thus in all my life when my father was so angry. I expected no less than to have been shut up in a dark room for a week or a fortnight and to have dined and supped upon birchen rods. Well, this praying and mending will do the deed, and now I'll pray and mend.

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### Document 11

Source: John Locke, English philosopher and physician, “Some Thoughts Concerning Education,” London, 1693.

But when I talk of reasoning with children, I do not intend any other but such as is suited to the child’s capacity and apprehension. Nobody can think a boy of three or seven years old should be argued with as a grown man. When I say, therefore, that they must be treated as rational creatures, I mean that you should make them sensible by the mildness of your carriage, and the composure, even in your correction of them, that what you do is reasonable in you, and useful and necessary for them; and that it is not out of caprice, passion, or fancy that you command or forbid them anything.

### Document 12

Source: Jean-Jacques Rousseau, philosophe, *Émile or On Education*, Amsterdam, 1762.

An excess of rigor and an excess of indulgence are both to be avoided. If you let children suffer, you expose their health, their lives. You make them miserable in the present. If by too much care you spare them every kind of discomfort, you are preparing great miseries for them; you make them delicate, sensitive. I see little rascals playing in the snow, blue and numb with cold, hardly able to move their fingers. Nothing prevents them from going to get warm; they will have none of it. If they were forced to do so, they would feel the rigors of constraint a hundred times more than they feel those of the cold.

**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. Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930 to 1950.
3. Considering the period 1953 to 1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet system.
4. Analyze the problems and opportunities associated with the rapid urbanization of western Europe in the nineteenth century.



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## Question 1—Document-Based Question

Identify the various assumptions about children in early modern Europe, and analyze how these assumptions affected child-rearing practices.

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

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis may not simply restate the question.**

The thesis must make some effort to address both assumptions and practices (with examples), though it may do so unevenly. The thesis must suggest a minimal level of analysis or context (drawn from the documents). It need not appear in the first paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced together in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest ...”). Documents need not be cited by number or by name.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

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

The student must make a reasonable effort to explain why a particular source expresses the stated view by

- Relating authorial point of view to author’s place in society (motive, position, status, etc.) OR
- Evaluating the reliability of the source OR
- Recognizing that different kinds of documents serve different purposes OR
- Analyzing the tone of the documents; must be well developed

**Note:** (1) Attribution alone is not sufficient to earn credit for point of view. (2) It is possible for students to discuss point of view collectively (e.g., Locke and Rousseau taken together), but this counts for only one point of view.

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### Question 1—Document-Based Question (continued)

**6. Analyzes documents by explicitly organizing them into at least three appropriate groups.**

A group must contain at least two documents that are used correctly. Groupings and corresponding documents *may* include the following (not exclusive):

Treasure and worthy of love	1, 2
Insufferable and annoying	4, 6
Traditional/harsh	3, 4, 6, 8
Corporal punishment	3, 8
Reason	9, 10, 11, 12
Religious/spiritual	2, 7, 10
Obey their parents	2, 7, 10
Gentle	1, 2, 9, 10, 11, 12
Progressive	10, 11, 12
Education	1, 3, 8, 9, 10, 11, 12
Parents	1, 2, 4, 8, 10
Patriarchal	1, 7, 8, 10
Philosophers	6, 11, 12
Detached	4, 6, 12
Inferior	4, 6

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

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider may include the following:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all of the documents (11–12 documents)
- Uses the documents persuasively as evidence
- Shows understanding of nuances of the documents
- Analyzes point of view or bias in at least four documents cited in the essay
- Analyzes the documents in additional ways (e.g., develops more groupings)
- Recognizes and develops change over time
- Brings in relevant “outside” information

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## Question 1—Document-Based Question (continued)

### A CLOSER LOOK AT POINT OF VIEW IN THE 2007 DBQ

Students must make a reasonable effort to address point of view in at least three documents, and there were many means by which they could demonstrate point of view in the 2007 DBQ. However, readers did not award credit for “canned” or formulaic attempts at point of view that did not show some degree of analysis as required in the core scoring guidelines.

#### Examples of ACCEPTABLE point-of-view analysis

##### Relating authorial point of view to author’s place in society

“As a preacher and moralist, the advice that Jean Benedicti gives in his *A Summary of Sins* seems fairly predictable, since it is likely important to him as a moralist that children learn obedience and respect while it is important to him as a preacher that children learn to honor God (doc 7).”

“Cavendish, as both a woman and a member of the nobility, would likely hold this view since she may have been raised in privileged circumstances (doc 9).”

##### Evaluating the reliability of the source

“John Locke can speak authoritatively on the subject of child-rearing since presumably, as both a philosopher and physician in the Enlightenment, he would have spent some time studying the issue before publishing an essay on education (doc 11).”

“Although Scheurl’s notes may be biased because they are of his own son, he is a perfect example of a parent who has pride in his son (doc 1).”

##### Recognizing that different kinds of documents serve different purposes

“Since Martin Luther is expressing his grief and even his failure to find comfort in his religion in a letter to a friend, it is reasonable to assume that this document contains more heartfelt and honest sentiments than a more official public document (doc 2).”

#### Examples of UNACCEPTABLE point-of-view analysis

“Margaret Cavendish, Duchess of Newcastle, in a letter from the 1620s that describes her upbringing, explains that her mother avoided terrifying her children with threats (doc 9).”

Why is this unacceptable? This is merely attribution with no attempt at further analysis beyond the stated information from the document itself.

“Margaret Cavendish, Duchess of Newcastle, recalls fond memories of the times when she was a child. She reminisces about past memories and views her mother with care and love for she was a devoted parent. Cavendish’s letter is truly reliable, for it is a primary source and thus her comments are factual.”

Why is this unacceptable? It restates the document’s content and does not explain why Cavendish held these views; the comment about reliability is simply formulaic.

“Because this statement was made by a philosopher and physician, it reflects the attitudes of this time period.”

Why is this unacceptable? Again, it is really just attribution, as the student makes no effort to explain how or why Locke’s position as a philosopher and physician reflects the attitudes of the period.

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## **2007 SCORING GUIDELINES**

### **Question 1—Document-Based Question (continued)**

“Michel de Montaigne’s essay from 1580 is biased when he says that newborn children have neither mental activities nor recognizable body shape by which to make themselves lovable (doc 6).”

Why is this unacceptable? This statement merely asserts that Montaigne is biased, with no attempt to explain why he may be inclined toward bias; the second part of the statement is simply a reference to the content of the document.

“Christoph Scheurl wrote annual notes on the progress of his son, and he claimed that his son delighted in learning. These were personal notes to himself.”

Why is this unacceptable? Although it may be relevant that these were notes Scheurl wrote for himself, this statement makes no attempt to explain why this may be significant in the interpretation of the document.

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## Question 1 Document Summary

### **Document 1: Christoph Scheurl, Nuremberg jurist and diplomat, annual notes to himself on his son Georg's growth and progress, Nuremberg, Germany 1538**

Scheurl reports that his six-year-old son is growing fast, likes to learn, and is reciting the Donat from memory. He says grace and “keeps his hands clasped so that he is not looked on as a child.” He chatters away, drinks new wine, and leaps about the house. “He holds his father dearer than his mother and his brother. . . .”

### **Document 2: Martin Luther, Protestant reformer, letter to a friend on the death of Luther's thirteen-year-old daughter Magdalene, Wittenberg, Germany, 1542**

“ . . . [W]e are unable to refrain from . . . grieving. The features, the words, and the movements of our . . . obedient and respectful [daughter] remain engraved in our hearts; even the death of Christ is unable to take all this away as it should. You, therefore, please give thanks to God in our stead.”

### **Document 3: *The Domostroi*, a Russian manual on household management, Moscow, 1550s**

“A man who loves his son will whip him often so that . . . he may be a joy to him. He who disciplines his son will . . . take pride in him. . . . He who gives his son a good education will make his enemy jealous and will boast of him among his friends.”

### **Document 4: Benvenuto Cellini, metal crafter and sculptor, autobiography, Florence, Italy, 1550s**

Cellini went to see his two-year-old natural son, who was being nursed by the wife of one of his workmen, and he comments: “I found the boy in very good health. Sad at heart, I kissed him; . . . [the boy] refused to let me go, . . . breaking into a storm of crying and screaming. . . . [T]his was beyond belief. I detached myself . . . and left him crying his eyes out.”

### **Document 5: Pieter Brueghel, the Elder, detail from *Children's Games*, Spanish Netherlands, 1560**

The painting depicts children engaged in games and activities.

### **Document 6: Michel de Montaigne, published essay, Bordeaux, France, 1580**

“I cannot abide that passion for caressing newborn children, which have neither mental activities nor recognizable bodily shape by which to make themselves lovable, and have I never willingly suffered them to be fed in my presence.”

### **Document 7: Jean Benedicti, Franciscan preacher, moralist, and professor of theology, *A Summary of Sins*, Lyon, France, 1584**

The child is obligated to obey the command of the father “except in matters that are against his conscience and the honor of God. . . . Likewise, if the father or the mother . . . [sells] the honor of their daughter, [and] commands her to submit to intercourse . . . , [she] must definitely not obey them, but rather suffer death, however poor her parents may be.”

### **Document 8: King Henry IV, letter to Madame de Montglat, governess to the king's six-year-old son, Louis, Paris, 1607**

“I have a complaint to make. . . . I . . . command you to whip [my son when] . . . he is obstinate or misbehaves, knowing . . . that there is nothing in the world which will be better for him than that. I know this from [my own] experience, . . . for when I was his age I was often whipped. That is why I want you to whip him and make him understand why.”

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## 2007 SCORING GUIDELINES

### Question 1 Document Summary (continued)

**Document 9: Margaret Cavendish, Duchess of Newcastle, letter describing her upbringing, Colchester, England, 1620s**

"We were bred tenderly, for my mother . . . did strive to please and delight her children" rather than to terrify them with "threats, or lashing them with slavish whips. . . . [I]nstead . . . , reason was used to persuade us, and . . . deformities of vice were discovered, and the graces and virtues were presented unto us."

**Document 10: William Blundell, English Catholic gentleman, "An Exercise for the Children to Embolden Them in Speaking," a dialogue performed by Blundell and his nine-year-old daughter, Lancashire, England, 1663**

This is a conversation between a father and daughter about the father's obligation to correct his daughter through God by praying and mending, rather than by using the rod. The daughter is grateful, because she expected much worse.

**Document 11: John Locke, English philosopher and physician, "Some Thoughts Concerning Education," London, 1693**

Even though children are rational creatures, "I talk of reasoning with children . . . as is suited to . . . [their] capacity and apprehension. Nobody can think a boy of three or seven years should be argued with as a grown man. . . . [Y]ou should make them sensible by the mildness of your carriage" and show that what you do is reasonable and not done "out of caprice, passion, or fancy. . . ."

**Document 12: Jean-Jacques Rousseau, philosophe, *Émile or On Education*, Amsterdam, 1762**

"An excess of rigor and an excess of indulgence are both to be avoided. If you let children suffer, you expose their health . . . [and] make them miserable. . . . If by too much care you spare them every kind of discomfort, you are preparing great miseries for them; you make them delicate, sensitive."