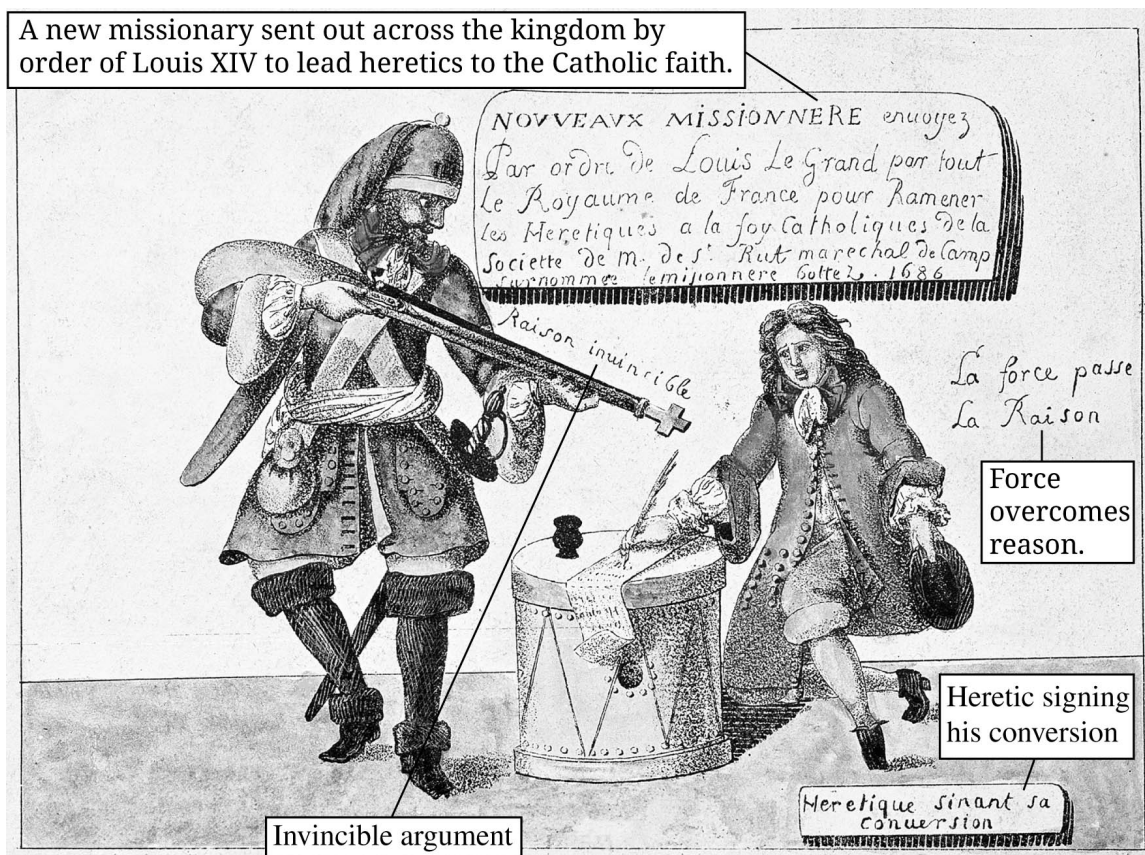


**“The Missionary Soldier,” French Protestant Cartoon, 1686**



Bridgeman Images

**2. Respond to parts A, B, and C.**

- A.** Describe a likely purpose of the cartoon.
- B.** Describe a relevant religious context for the cartoon.
- C.** Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

**Answer either Question 3 or Question 4.**

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**3. Respond to parts A, B, and C.**

- A.** Describe one significant cultural characteristic of the Italian Renaissance.
  - B.** Describe one political or economic factor that facilitated the Italian Renaissance.
  - C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.
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**4. Respond to parts A, B, and C.**

- A.** Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.
- B.** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.
- C.** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.

**Question 2: Short Answer Primary Source****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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**A** Describe a likely purpose of the cartoon. **1 point**

**Examples of acceptable responses may include the following:**

- To show how Protestants were being persecuted by the Catholic government in France.
- To argue that forced conversion of Protestants to Catholicism was wrong.
- To attack Louis XIV's religious policies that persecuted Protestants.
- To warn French Protestants about the actions of Louis XIV.
- To show religious intolerance and/or inequality in France.

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**B** Describe a relevant religious context for the cartoon. **1 point**

**Examples of acceptable responses may include the following:**

- Hostilities between Catholics and Protestants continued even after the end of the Wars of Religion in France.
  - France had a large Protestant minority as a result of the Edict of Nantes.
  - France was a majority Catholic country with a Catholic monarchy.
  - Most European monarchs considered it their right to promote an official national church.
  - Consequences of the revocation of the Edict of Nantes on France.
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- C** Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon. **1 point**

**Examples of acceptable responses may include the following:**

- Louis XIV sought to strengthen and centralize the French monarchy and saw Protestants as a threat to his absolute rule over France.
  - The theory of absolutism and divine right of kings, which flourished under Louis XIV, held that the king had the right to govern his subjects' religious affairs.
  - Louis XIV was engaged in a series of wars with Protestant powers [e.g., England, the Netherlands] and saw French Protestants as potentially disloyal, and this led him to oppress the Huguenots through forced conversion or exile.
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