



**AP<sup>®</sup> European History  
2004 Free-Response Questions  
Form B**

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# 2004 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

## 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. (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This question is designed to test your ability to work with and understand historical documents.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.
- Addresses all parts of the question.
- Analyzes the documents by organizing 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.

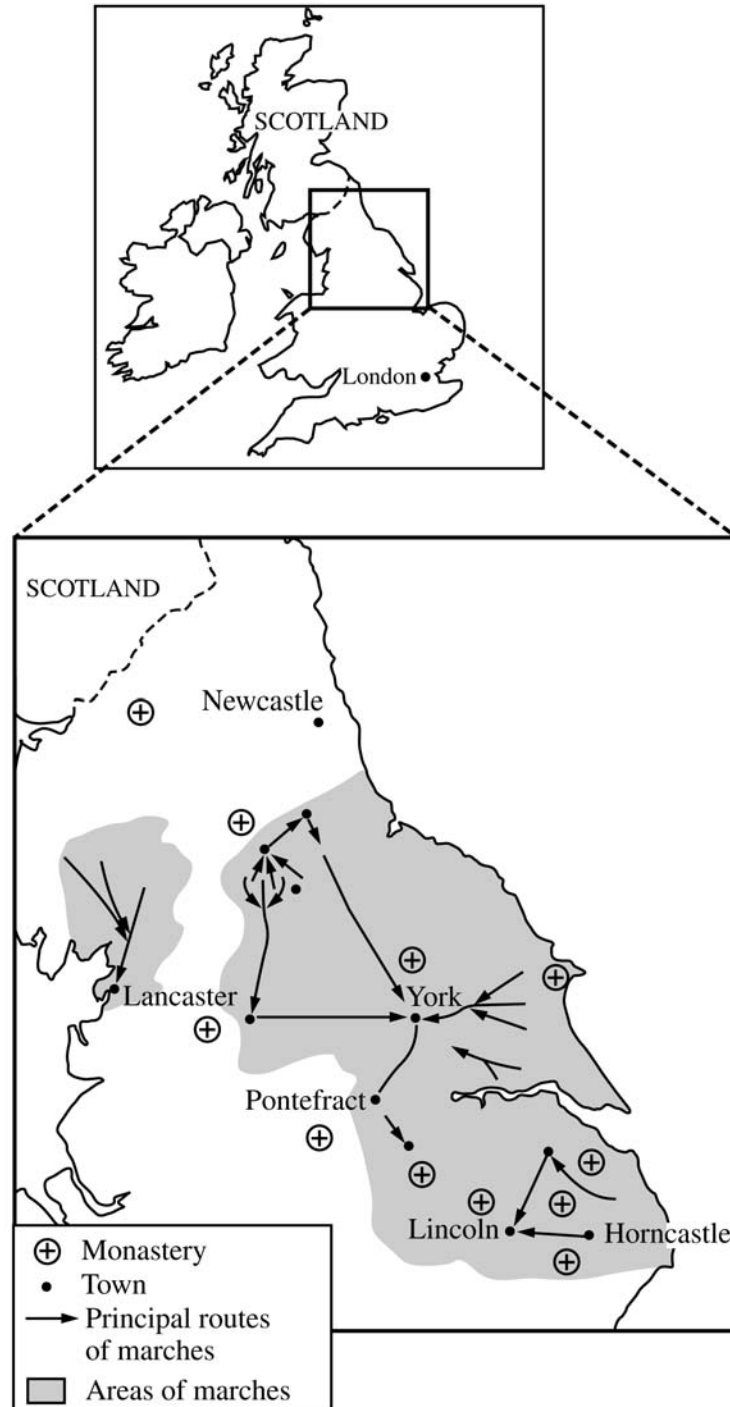
You may refer to relevant historical information not mentioned in the documents.

1. Analyze the concerns and goals of participants in the Pilgrimage of Grace and of those who opposed the movement.

Historical Background: In 1534, the Act of Supremacy made Henry VIII head of the Anglican Church, marking the beginning of the Protestant Reformation in England. Thomas Cromwell, Henry VIII's Lord High Chancellor and head of the King's Council, subsequently implemented a series of governmental policies including new taxes, the expansion of royal power in the north of England, the dissolution of monasteries, and the confiscation of Catholic church lands. In reaction to these measures, marchers staged protests and armed demonstrations known collectively as the Pilgrimage of Grace from October 1536 to February 1537.

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### THE BRITISH ISLES AND AREAS INVOLVED IN THE PILGRIMAGE OF GRACE



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### Document 1

Source: “Oath of Honorable Men,” taken by marchers at York, October 1536.

You shall not enter into our Pilgrimage of Grace for worldly gain. Do so only for your love of God, for the Holy Catholic Church militant, for the preservation of the King and his heirs, for the purification of the nobility, and to expel all evil counselors. Take before you the Cross of Christ, and in your hearts His faith.

### Document 2

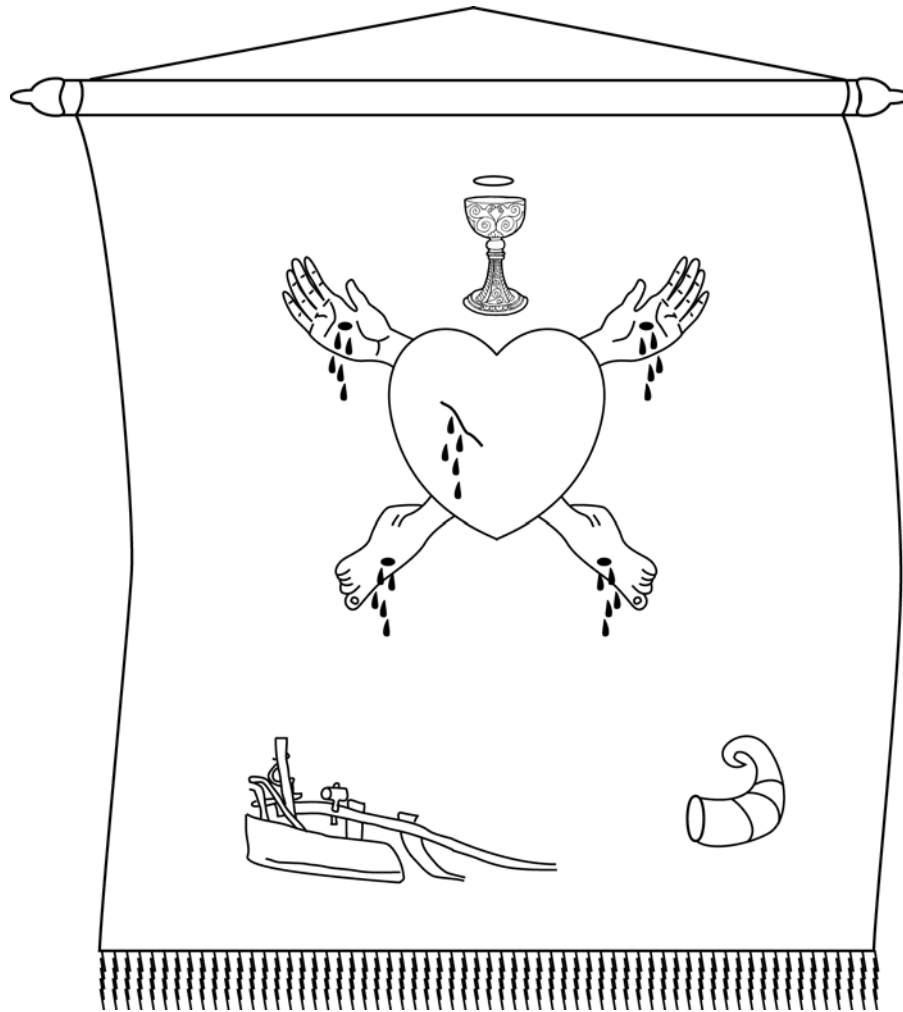
Source: Marchers’ Proclamation, delivered at several gatherings in northern England, October 1536.

Because the rulers of this country do not defend us from being robbed by thieves and Scots, we have to rely on charity, faith, poverty and pity. We must be ready to help one another when thieves or Scots would rob or invade us either by night or day.

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Document 3

Source: Re-creation of a banner, carried by peasant marchers at Horncastle, depicting the “Wounds of Christ,” a communion chalice, a plow, and a cattle horn, October 1536.



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### Document 4

Source: Marchers' ballad composed by Catholic monks from an abbey near Lancaster, December 1536.

Great God's fame  
Does the Church proclaim  
Now to be lame  
And held in bonds.  
Robbed, spoiled and shorn  
Of cattle and corn,  
Houses and lands.

### Document 5

Source: Selected articles from a petition presented to members of the King's Council, written by Robert Aske, gentleman, Pontefract Castle, December 1536.

We humbly beseech our most Sovereign King:

To have the heresies of Luther, Wycliffe, Hus, and Tyndale annulled and destroyed.  
To have the supreme head of the Church be the pope in Rome as before.  
To have the monasteries' houses, lands and goods restored to them.  
To have the heretics consigned to punishment by fire.  
To have Thomas Cromwell, the Lord Chancellor, punished as a subverter of the good laws of this realm.  
To restore tenant rights by an act of Parliament.  
To repeal statutes against handguns and crossbows.  
To pull down all recent enclosures.  
To have Parliament convene in York or some other nearby place as in the past.  
To repeal the statute for treason for the spoken word alone.

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### Document 6

Source: Anonymous pamphlet attributed to Sir Thomas Tempest, former member of Parliament for Newcastle, December 1536.

The King should grant our petition against the traitor Thomas Cromwell and his adherents, or at least exile them from the realm.

The current Parliament has no authority or virtue. It is little more than a council of the King's appointees. Counties and towns ought to elect knights and burgesses who would speak on their behalf. Instead we have a Parliament where men may not speak of the King's vices but only say what Cromwell says is right.

### Document 7

Source: Richard Morrison, writer hired by Thomas Cromwell, "A Remedy for Sedition," pamphlet, published by the Royal printer, December 1536.

When every man rules, who shall obey? Those that are of the worsor sort must be content that the wiser rule and govern them. An order must be had and a way found so that the better rule the rest. This arrangement is not only expedient, but also most necessary in a commonwealth.

### Document 8

Source: Nicholas Leche, Catholic parish priest, testimony given while imprisoned in the Tower of London 1536.

During the whole insurrection, not one gentleman tried to warn the commoners of Lincoln that it was treason. The gentlemen could have stopped the rebellion then, but did not, never believing their actions to be offensive to the King. In fact, they had waged the rebellion against the Privy Council in the name of the King.

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### Document 9

Source: Henry VIII, pardon granted to marchers, London, December 1536.

Let it be confessed that you, the King's subjects and commoners, have recently committed rebellion that might have ruined your country. You have given comfort to your enemies the Scots, to the high displeasure of God who commands you to obey your sovereign in all things.

Nevertheless, the royal majesty, duly informed that your offenses proceeded from ignorance and false tales, is inclined to extend his most gracious pity and mercy towards you and to grant to you his free pardon provided that you heartily repent your offenses and make humble submission to his highness.

### Document 10

Source: Statistics collected from court records, *Letters and Papers of Henry VIII*.

#### **Results of the First Treason Trials of Participants in the Pilgrimage of Grace, January to March 1537**

<u>Status of Accused</u>	<u>Number Tried</u>	<u>Number Convicted</u>	<u>Percentage Convicted</u>
Gentlemen	21	14	67%
Clergy	25	20	80%
Commoners	177	110	62%
<b>Total</b>	<b>223</b>	<b>144</b>	<b>65%</b>

### Document 11

Source: Robert Aske, gentleman, Lincoln, testimony given shortly before his execution, April 1537.

Once the monasteries in the north gave great help to poor men and laudable service to God. Now no hospitality is shown to travelers. Instead, farmers rent out farms and taverns for profit. Any monies earned from abbey lands are now going to the King. Also, many tenants who were fed and aided by abbeys now can barely live. Traveling strangers and beggars have no help on the roads. Sea walls, dikes, bridges and high walls that were once maintained by the monasteries for the good of the Commonwealth are now left untended.

## END OF PART A



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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. 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 shifts in the European balance of power in the period between 1763 and 1848.

3. To what extent did Romanticism challenge Enlightenment views of human beings and of the natural world?

Question 4 appears on pages 10 and 11.

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Raphael, *School of Athens*, 1509-1511.



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Picasso, *Les Femmes d'Alger (O Version O)*, 1907.

4. Contrast the ways in which the paintings shown express the artistic and intellectual concerns of the eras in which the works were created.

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### Part C

(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.

5. Analyze the participation of European women in the economy and in politics from 1914 to 1939. Use examples from at least TWO countries.
6. Compare and contrast the ways that seventeenth-century absolute monarchs and twentieth-century dictators gained and maintained their power.
7. Explain the reasons for the rise of the Netherlands as a leading commercial power in the period 1550-1650.

**END OF EXAMINATION**