

**AP European History: Semester 1 Exam
Answer Section**

MULTIPLE CHOICE

1. ANS: B

Correct answer	<i>The Reformation raised debates about female roles in the family, society, and the church:</i> In this document, Argula von Grumbach recognizes the traditional justification for women’s enforced silence in theological affairs, but uses biblical sources to counter this claim. In this regard, the Protestant Reformation, with its emphasis on textual rather than ecclesiastical authority, created an opportunity for Argula von Grumbach to make textually based arguments for redefining the role of women in theological debates.
Incorrect answer(s)	<p><i>New arguments for the exclusion of women from political life did not go unchallenged:</i> Arguments for the exclusion of women from political life did not first develop during this time period.</p> <p><i>Feminists staged public protests to press their demands for rights for women:</i> Feminists did not stage public protests during this time period.</p> <p><i>Women increased their representation in legislative bodies in many nations:</i> Women did not increase their representation in government during this time period.</p>

PTS: 1

OBJ: IS-9

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.5. IV B (p. 53)

Name: _____

ID: A

- a) Briefly explain ONE difference in the points of view about the English Civil War and overthrow of Charles I expressed through each of the images above.
- b) Explain ONE piece of historical evidence from 1600 to 1660 that could be used to support the point of view expressed in “The Royall Oake of Brittainne.”
- c) Explain ONE piece of historical evidence from 1600 to 1660 that could be used to support the point of view expressed in the engraving of Westminster Hall at the trial of Charles I.

Essay

1.

Long Essay Question: DO ONE OF THE FOLLOWING

Directions: You are advised to spend **35 minutes** writing your answer. In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
 - Support your argument with evidence, using specific examples.
 - Apply historical thinking skills as directed by the question.
 - Synthesize the elements above into a persuasive essay.
1. Evaluate the extent to which 1648 can be considered a turning point in European political, economic, and social history.
 2. Analyze the extent to which the Scientific Revolution (ca. 1540-1690) contributed to political, social, and economic change in seventeenth- and eighteenth-century Europe.

2. ANS: D

Correct answer	<i>Though Christianity fragmented in Europe, religious uniformity remained the ideal:</i> Though Protestant reformers challenged Catholic theological hegemony, they still sought a single Christian doctrine and practice.
Incorrect answer(s)	<p><i>Secular authorities attempted to assert complete control over religious institutions:</i> This is an inaccurate description of Reformation theology.</p> <p><i>Martin Luther established new interpretations of Christian doctrine and practice:</i> While it's true that Martin Luther established new interpretations of Christian doctrine, von Grumbach's claim more clearly reflects the desire for a unified Christian church.</p> <p><i>Some Protestants refused to recognize the subordination of the church to the state:</i> It is true that some Protestants did not believe the church should be subordinate to the state. However, von Grumbach's letter focuses on her suitability to mount a defense of Luther based on scriptural evidence rather than on any aspect of the relationship between church and state.</p>

PTS: 1

OBJ: OS-2

TOP: Historical Thinking Skill: Interpretation

MSC: Key Concept: 1.3 (p. 44)

3. ANS: A

Correct answer	<i>The Reformation placed new emphasis on the individual's direct relationship to God:</i> Luther's translation of the Bible was grounded in the belief that an individual could interpret scripture without an ecclesiastical intermediary, and von Grumbach bases her argument in his defense on those grounds.
Incorrect answer(s)	<p><i>Social dislocation during the Reformation left city governments with the task of regulating public morals:</i> While this option represents elements of the Reformation, von Grumbach's letter does not address government's role in religion.</p> <p><i>The growth of secular power played a critical role in the success of the Protestant Reformation:</i> Argula von Grumbach's letter does not focus on the role of secular powers in church reform.</p> <p><i>Protestant denominations clashed with the Catholic Church and with each other to establish new religious practices and social values:</i> While it's true that the Catholic church and Protestant denominations vied for control over the establishment of new religious practices, von Grumbach's letter does not address Catholic doctrine or its relationship to the beliefs she expresses in her argument.</p>

PTS: 1

OBJ: OS-2

TOP: Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.3. I B (p. 44)

4. ANS: D

Correct answer	<i>The Catholic Church in Europe was permanently fragmented:</i> Both intellectual and physical conflicts continued to escalate in the years after Martin Luther published the <i>95 Theses</i> , leading to a permanent schism in the European Catholic Church.
Incorrect answer(s)	All other answer choices are historically inaccurate.

PTS: 1

OBJ: OS-2

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 1.3 (p. 44)

5. ANS: A

Correct answer	<i>the study of literature and ancient texts:</i> The study of classical literature and ancient texts supported humanist learning.
Incorrect answer(s)	<p><i>the application of scientific understanding to society and institutions:</i> The application of scientific understanding to society and institutions was part of the Enlightenment, not the Renaissance.</p> <p><i>the study of nature, emotions, and individuality:</i> The study of nature, emotions, and individuality was part of Romanticism, not the Renaissance.</p> <p><i>the application of psychology in understanding human behavior:</i> The application of psychology in understanding human behavior was part of modernist thought, not the Renaissance.</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.1. I A (p. 38)

6. ANS: C

Correct answer	<i>the Scientific Revolution:</i> The Scientific Revolution was a result of various scientists reading and challenging classical texts.
Incorrect answer(s)	<p><i>the Enlightenment:</i> Though the Enlightenment emphasized reason, it was more directly influenced by the Scientific Revolution.</p> <p><i>the Industrial Revolution:</i> The Scientific Revolution more directly contributed to the Industrial Revolution.</p> <p><i>the Thirty Years' War:</i> The Reformation was more of a contributor to the Thirty Years' War.</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.1. IV A (p. 40)

7. ANS: C

Correct answer	<i>inventions such as the printing press:</i> Inventions such as the printing press led to an increase in the dissemination of vernacular literature, which was part of humanist learning.
Incorrect answer(s)	<p><i>innovations in banking and finance:</i> Though banking and finance existed during this time, they didn't influence humanist learning as directly as inventions such as the printing press.</p> <p><i>advances in navigation and cartography:</i> Advances in navigation and cartography also occurred during this time period, but they influenced exploration more than education.</p> <p><i>new ideas and methods in astronomy:</i> New ideas in astronomy influenced the Scientific Revolution.</p>

PTS: 1

OBJ: OS-5 | SP-10 | IS-3

TOP: Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.1. II A (p. 39)

8. ANS: D

Correct answer	<i>an emphasis on drama, illusion, and distortion:</i> An emphasis on drama, illusion, and distortion are key characteristics of Baroque art.
Incorrect answer(s)	<p><i>an emphasis on irrationality, impulse, and abstraction:</i> Emphases on irrationality and impulse were nineteenth-century worldviews in the realm of philosophy, as was that expressed through abstract art.</p> <p><i>an emphasis on emotion, nature, individuality, and intuition:</i> An emphasis on emotion, nature, individuality and intuition are characteristics of nineteenth-century Romantic art.</p> <p><i>an emphasis on subjectivity, the subconscious, and satire:</i> An emphasis on subjectivity, the subconscious, and satire are characteristic of twentieth-century art.</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 1.1. III C (p. 39)

9. ANS: C

Correct answer	<i>a reflection of religious themes and goals:</i> Baroque art, such as this painting, often reflected religious themes and goals.
Incorrect answer(s)	<p><i>a focus on experimentation and self-expression:</i> The visual arts primarily focused on experimentation and self-expression during the twentieth century.</p> <p><i>a representation of rational views and objectivity:</i> The visual arts primarily represented rational views and objectivity during the Enlightenment.</p> <p><i>an emphasis on private life and public good:</i> The visual arts emphasized private life and public good during the Enlightenment.</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 1.1. III (p. 39)

10. ANS: B

Correct answer	<i>the French Wars of Religion:</i> The Edict of Nantes brought relative religious peace to France after the French Wars of Religion between the Catholics and Huguenots.
Incorrect answer(s)	<p><i>the Thirty Years' War:</i> The Peace of Westphalia, not the Edict of Nantes, was a response to the Thirty Years' War.</p> <p><i>the Catholic Reformation:</i> The Catholic Reformation did not impact France, a predominantly Catholic country, as the French Wars of Religion did, so the Edict of Nantes was not a direct response to the Catholic Reformation.</p> <p><i>the Peace of Augsburg:</i> The Peace of Augsburg was a response to the Habsburg-Valois Wars.</p>

PTS: 1

OBJ: SP-3

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 1.3. III A (p. 46) | Key Concept: 1.3. III C (p. 46)

11. ANS: D

Correct answer	<i>monarchs' tolerance of religious pluralism in order to maintain domestic peace:</i> Monarchs, such as Henri IV, tolerated religious pluralism in order to maintain domestic peace through the Edict of Nantes, which allowed Huguenots to practice their faith without fear of persecution in Catholic-dominated France.
Incorrect answer(s)	<p><i>religious conflicts that challenged European monarchs' control of religious institutions:</i> Because Henri IV issued the Edict of Nantes, he was able to assert control over religion, so the idea that religious conflicts challenged European monarchs' control of religious institutions is not correct.</p> <p><i>Christian motivations for exploration, as governments sought to spread the faith:</i> While Christianity did prompt exploration, as governments sought to spread the faith during this time period, this is not reflected in this excerpt.</p> <p><i>some Protestants' refusal to recognize the subordination of the church to the state:</i> It's true that some Protestants refused to recognize the subordination of the church to the state; however, Huguenots accepted the terms of the Edict of Nantes.</p>

PTS: 1 OBJ: SP-2 | SP-3 TOP: Historical Thinking Skill: Contextualization
 MSC: Key Concept: 1.3. III D (p. 46)

12. ANS: A

Correct answer	<i>Europe's expansion led to the exchange of plants and animals, creating economic opportunities:</i> Europe's expansion led to the exchange of plants and animals, creating economic opportunities, and this is shown in the animals and plants at the bottom of the image.
Incorrect answer(s)	<p><i>New communication and transportation technologies allowed for the creation of European empires:</i> The development of communication and transportation technologies allowed for the creation of European empires, but the image reflects what happened more immediately after Europeans arrived.</p> <p><i>As non-Europeans became familiar with Western values, they modernized their economy and society:</i> As non-Europeans became familiar with Western values, they modernized their economies and societies during the nineteenth and twentieth centuries.</p> <p><i>Europeans expanded the slave trade in response to the establishment of a plantation economy:</i> Europeans expanded the slave trade in response to the establishment of a plantation economy, but this is not depicted in the image.</p>

PTS: 1 OBJ: INT-5 | INT-6 | INT-11

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 1.4. IV B (p. 49)

13. ANS: A

Correct answer	<i>disease, subjugation, and destruction of indigenous populations:</i> European conquest spread diseases indigenous populations hadn't encountered, such as smallpox. This resulted in the enslavement and destruction of huge swaths of indigenous populations.
Incorrect answer(s)	<p><i>the establishment of Native American trade networks throughout Europe:</i> Native Americans were not able to create trade networks in the face of increasing competition among European nations for trade.</p> <p><i>widespread revolts across European colonies:</i> Though there were revolts across European colonies, they were not widespread.</p> <p><i>indigenous nationalist movements in European colonies:</i> Indigenous nationalist movements in European colonies occurred during the twentieth century.</p>

PTS: 1 OBJ: INT-5 | INT-9

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 1.4. IV B (p. 49)

14. ANS: B

PTS: 1

15. ANS: D

PTS: 1

16. ANS: C

PTS: 1

17. ANS: B

PTS: 1

18. ANS: B

Correct answer	<i>the erosion of traditional values in larger urban areas:</i> Scenes of public disorder, including crime, prostitution, family dissolution, poverty, and death, are all linked to a decline in morality as evidenced by the excessive consumption of alcohol depicted in the image.
Incorrect answer(s)	<i>an increase in wealth in the expanding urban Europe:</i> Increased wealth is evident in the new urban areas, but the artist focuses on the moral rather than the economic consequences of urbanization. <i>increased migration from rural areas to urban areas:</i> Increased migration to urban areas did happen, but it is not highlighted in this print.

PTS: 1

OBJ: PP-6

TOP: Historical Thinking Skill: Interpretation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 2.4. IV B (p. 69) | Key Concept: 2.4. IV C (p. 69)

19. ANS: A

Correct answer	<i>the increase in the rate of illegitimate births in eighteenth-century Europe:</i> Rates of illegitimacy increased dramatically in European cities in the eighteenth century as jobs brought in many rural immigrants, which in turn led to a decline in traditional communities and their role in regulating marriage and family.
Incorrect answer(s)	<i>the transformation of unhealthy and overcrowded cities caused by government reform:</i> Government did increase attempts to regulate social behavior, but governmental efforts to deal with the underlying issues that cause such problems occurred more in the late nineteenth and twentieth centuries.

PTS: 1

OBJ: IS-2

TOP: Historical Thinking Skill: Interpretation | Historical Thinking Skill: Contextualization | Historical Thinking Skill: Periodization

MSC: Key Concept: 2.4. III A (p. 68) | Key Concept: 2.4. IV B (p. 69)

20. ANS: C

Correct answer	<i>increased migration from rural areas:</i> Since urban mortality rates were quite high, population growth occurred because of increased migration from rural areas due to more efficient agricultural practices, which pushed workers out of rural areas, and more job opportunities, which drew rural labor into urban areas.
Incorrect answer(s)	<p><i>advances in medical knowledge that led to declining urban mortality rates:</i> Urban mortality rates were higher than rural ones, and did not decline until the mid to late part of nineteenth century with the advent of better public health practices.</p> <p><i>increased birthrates in urban areas:</i> Birthrates tended to decline in urban areas when compared to rural Europe.</p>

PTS: 1

OBJ: PP-6

TOP: Historical Thinking Skill: Periodization | Historical Thinking Skill: Patterns of Continuity and Change Over Time

MSC: Key Concept: 2.4. IV A (p. 68)

21. ANS: B

Correct answer	<i>new arguments proposed by Enlightenment philosophes like Rousseau promoting the continued exclusion of women from political life:</i> In this excerpt, Olympe de Gouges borrows terminology from the Declaration of the Rights of Man and Citizen, as well as Rousseau's philosophy, but includes the rights of women in each article. In doing so, she is making the statement that women should be allowed access to political life as equal citizens.
Incorrect answer(s)	<p><i>romantic and nationalist challenges to the Enlightenment's overemphasis on reason:</i> Her responses reflect Enlightenment rationalism more than the romanticism and nationalism prevalent during the French Revolution.</p> <p><i>universal demands for greater religious tolerance:</i> These are demands for political equality, not religious tolerance.</p> <p><i>the works of Diderot that applied the principles of the scientific revolution to society:</i> Though Diderot did apply scientific revolution principles to society, de Gouges is not directly responding to Diderot's work.</p>

PTS: 1

OBJ: OS-4

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 2.3. I C (p. 63)

22. ANS: C

Correct answer	<i>Women participated enthusiastically in the early phases of the French Revolution:</i> In the excerpt, de Gouges is calling for equal access to political life for both men and women. The fact that women had already participated in a significant political movement would support her argument that women should obtain citizenship.
Incorrect answer(s)	<p><i>Men and women in urban and rural households generally worked at separate but complementary tasks:</i> The idea that men and women in both rural and urban households worked at separate tasks would more than likely undermine rather than support de Gouges' argument, since it suggests that women should occupy a different place in society than men.</p> <p><i>Citizenship in the first French republic was restricted to men:</i> The restriction of citizenship to men predates the creation of the First Republic in 1792, and while de Gouges argues against this restriction, this fact alone does not lend support to her argument.</p> <p><i>The 1700s saw an increasing focus on gender roles defined by the "cult of domesticity":</i> The "Cult of Domesticity" post-dates this time period.</p>

PTS: 1

OBJ: OS-4

TOP: Historical Thinking Skill: Historical Argumentation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 2.3. I C (p. 63) | Key Concept: 2.1. IV E (p. 58)

23. ANS: C

Correct answer	<i>A constitutional monarchy was established to increase popular participation in the government:</i> A constitutional monarchy was established to increase popular participation in the government after members of the Third Estate met on a tennis court and pledged to create a constitution.
Incorrect answer(s)	<p><i>A radical republic was created that challenged the pre-existing political and social order:</i> A radical republic that challenged the political and social order was created in 1792, not 1789.</p> <p><i>Revolutions developed to challenge the conservative order and the Concert of Europe:</i> Revolutions developed to challenge the conservative order and the Concert of Europe during the nineteenth century.</p> <p><i>Napoleon Bonaparte claimed to defend the ideals of the French Revolution and took control of Europe:</i> Napoleon Bonaparte claimed to defend the ideals of the French Revolution and took control of Europe during the nineteenth century.</p>

PTS: 1

OBJ: SP-1 | SP-4

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 2.1. IV B (p. 58)

24. ANS: B

Correct answer	<i>a nobility based on hierarchy and status:</i> The Third Estate challenged a nobility based on hierarchy and status by creating the National Assembly and abolishing the estates.
Incorrect answer(s)	<p><i>an economic elite based on the growth of commerce:</i> The merchants in the Third Estate were an economic elite whose wealth stemmed from commerce, and they were part of the Tennis Court Oath.</p> <p><i>a bourgeois class focused on consumerism:</i> A bourgeois class focused on consumerism comprised part of the Third Estate, which participated in the Tennis Court Oath.</p> <p><i>liberals whose ideals emphasized popular sovereignty:</i> Liberals whose ideals emphasized popular sovereignty were part of the Third Estate, which participated in the Tennis Court Oath.</p>

PTS: 1

OBJ: PP-10

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 2.1. IV B (p. 58)

25. ANS: C

Correct answer	<i>Napoleon's defense of the ideals of the French Revolution:</i> As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.
Incorrect answer(s)	<p><i>Napoleon's new military tactics:</i> Napoleon's new military tactics had little effect on the "government of the family."</p> <p><i>the increasing role of religion in people's public lives:</i> Because the Enlightenment brought about increased religious toleration, religion was increasingly becoming private, rather than public.</p> <p><i>the increasing role of nationalism in people's lives:</i> The increasing role of nationalism in people's lives developed as a result of Napoleon's conquests, but neither national identity nor Napoleon's military campaigns are directly referenced in the passage.</p>

PTS: 1 OBJ: OS-4 | IS-6 | IS-9 | PP-10

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 2.1. V A (p. 59)

26. ANS: B

Correct answer	<i>Jean-Jacques Rousseau:</i> Jean-Jacques Rousseau argued that women should be excluded from political life, and this passage discusses the "government of the family" and the distinct differences between men and women, thus implying that men should govern women.
Incorrect answer(s)	<p><i>Charles Darwin:</i> Darwin's writings primarily dealt with evolutionary biology, not prescribed roles for men and women.</p> <p><i>Voltaire:</i> Voltaire's writings focused on criticizing and satirizing religion rather than gender roles.</p> <p><i>Karl Marx:</i> Marx's socialism called for a fair distribution of society's resources and wealth, and was thus primarily concerned with economics.</p>

PTS: 1 OBJ: OS-4 | IS-6 | IS-9

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 2.3. I C (p. 63)

27. ANS: B

Correct answer	<i>mercantilism</i> : Colbert's description of possessing islands to control commerce, keep out other countries, and control the inhabitants reflects mercantilist economic strategies used in the seventeenth century.
Incorrect answer(s)	<p><i>capitalism</i>: Capitalism does not emphasize the monarch's control of the economy, but rather individual control.</p> <p><i>serfdom</i>: Serfdom developed during Eastern Europe during this time, but Western Europe moved toward a free peasantry.</p> <p><i>subsistence agriculture</i>: Though subsistence agriculture existed during this time period, Colbert is focused on establishing colonies.</p>

PTS: 1

OBJ: INT-3 | INT-5 | INT-6 | INT-9

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 2.2. II A (p. 61)

28. ANS: A

Correct answer	<i>Europeans, driven by nationalist rivalries, sought direct political control of colonies</i> : Europeans, driven by nationalist rivalries, sought direct political control of colonies during the nineteenth century as part of imperialism.
Incorrect answer(s)	<p><i>Overseas products and influences contributed to the development of a consumer culture in Europe</i>: Overseas products and influences contributed to the development of a consumer culture in Europe at this time, as people wanted to buy products introduced in the Columbian Exchange.</p> <p><i>The transatlantic slave-labor system expanded as demand for new products increased</i>: The transatlantic slave-labor system expanded during the seventeenth century as demand for new products increased, particularly in French and English colonies.</p> <p><i>Foreign lands provided raw materials, finished goods, laborers, and markets for Europe</i>: During the seventeenth century, foreign lands provided raw materials, finished goods, laborers, and new markets for Europe such as enslaved people in the West Indies, sugar, and trade routes.</p>

PTS: 1

OBJ: INT-3 | INT-6

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 2.2. II B (p. 61) | Key Concept: 2.2. II C (p. 62) | Key Concept: 2.2. II D (p. 62)

29. ANS: C

Correct answer	<i>Non-Europeans, inspired by revolutionary ideas, led revolts in French colonies, with some becoming independent:</i> Non-Europeans like Toussaint L'Ouverture, inspired by revolutionary ideas, led revolts in Haiti and became independent.
Incorrect answer(s)	<p><i>Non-Europeans published writing and created art widely shared in France, provoking debate about the acquisition of colonies:</i> Widely-shared writing and art provoked debate about European acquisition of colonies primarily during the nineteenth century.</p> <p><i>Non-Europeans quickly embraced French values and sought to modernize their own economies and societies:</i> Non-Europeans embraced French values and sought to modernize their own economies and societies during the nineteenth and twentieth centuries.</p> <p><i>Non-Europeans migrated to France, causing debate and conflict over the role of religion in social and political life:</i> Non-Europeans migrated to France, causing debate and conflict over the role of religion in social and political life, primarily during the twentieth and twenty-first centuries.</p>

PTS: 1

OBJ: INT-7 | INT-10 | INT-11

TOP: Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 2.1. IV F (p. 58)

30. ANS: B

Correct answer	<i>an increasing Humanist focus on Greek and Roman texts as opposed to Christian texts:</i> In <i>The Prince</i> , Machiavelli addresses politics and diplomacy from a distinctly secular perspective, drawing on Roman history to justify his claims. Many humanists, including Leonardo Bruni and Leon Battista Alberti, promoted the revival of classical texts, thus beginning to shift the focus away from theology.
Incorrect answer(s)	<p><i>a general desire in Italians to revive the political structure of the Roman Republic:</i> A general desire in Italians to revive the political structure of Rome is incorrect because humanism and classicism were cultural movements, not political ones.</p> <p><i>Renaissance-era challenges to classical views of the cosmos and nature:</i> As Machiavelli was not a scientist, his writing does not present a challenge to classical views of the cosmos and nature.</p> <p><i>the use of deductive reasoning promoted by Francis Bacon and René Descartes:</i> Deductive reasoning involves the use of multiple pieces of evidence to reach a scientific conclusion—a different process from the political argument Machiavelli is making here.</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.1. I B (p. 38)

31. ANS: A

Correct answer	<i>Machiavelli was a writer and humanist during a time of conflict among Italian city-states, whereas Frederick II was an emperor at a time when the sovereign state had been consolidated as the principal form of political organization across Europe:</i> The political tumult of Machiavelli's era encouraged a more harsh and rigid view of political authority, as well as a more pessimistic view of human nature. Enlightenment ideas popular in the mid-1700s saw humans as rational creatures who should be managed by appealing to their reason rather than using cruelty.
Incorrect answer(s)	<i>Machiavelli was primarily interested in secular models for individual and political behavior, whereas Frederick II was interested in experimenting with enlightened absolutism:</i> Differences in political strategy between the two figures were not primarily responsible for their differences of opinion, as Frederick II still found other aspects of Machiavelli's political advice relevant to his particular situation. <i>Frederick II had more support from his subjects than did Italian princes during Machiavelli's time:</i> There is no evidence to support the claim that Frederick II had more support than the Italian princes.

PTS: 1

OBJ: SP-1 | SP-2

TOP: Historical Thinking Skill: Comparison | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence | Historical Thinking Skill: Patterns of Continuity and Change Over Time

MSC: Key Concept: 1.2. I C (p. 42) | Key Concept: 2.1. I C (p. 56)

32. ANS: C

Correct answer	<i>a building based on classical styles emphasizing ideals of perfection and balance:</i> The Villa Capra was modeled on the Pantheon of ancient Rome. The papal official who commissioned this villa was seeking to enhance his prestige using architectural designs based on humanist ideals.
Incorrect answer(s)	<i>a building commissioned by a Russian czar to enhance his prestige by imitating Western styles:</i> This is an Italian building, not a Russian one. <i>new movements in architecture satirizing Western society and its values:</i> Renaissance architecture reflected Western society's humanist values rather than satirized them. <i>a romantic design emphasizing nature and emotion:</i> Romantic design actually rejected neo-classical architecture's focus on symmetry and balance.

PTS: 1

OBJ: SP-1

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 1.1. III A (p. 39)

33. ANS: A

Correct answer	<i>the Renaissance:</i> The Renaissance was the era best known for using classical Greek and Roman styles in art and architecture.
Incorrect answer(s)	<p><i>the Baroque era:</i> Baroque architecture reflected religious, not secular, themes, so this answer is incorrect.</p> <p><i>the Napoleonic era:</i> Though Napoleonic Era architecture also reflected classical architecture, it post-dates this time period.</p> <p><i>the interwar period:</i> The interwar period also post-dates this time period.</p>

PTS: 1 OBJ: SP-1 TOP: Historical Thinking Skill: Periodization
 MSC: Key Concept: 1.1. III A (p. 39)

34. ANS: A

Correct answer	<i>prestige and power:</i> Renaissance architecture was constructed using classical architecture and humanist ideals to enhance the prestige of officials and monarchs.
Incorrect answer(s)	<p><i>an emphasis on emotion:</i> This architecture has rational qualities, such as symmetry.</p> <p><i>subjectivity and subconscious ideas:</i> Subjectivity and subconscious ideas are characteristics of modern and postmodern architecture, which are outside of this time period.</p> <p><i>bourgeois values:</i> This building was not made for bourgeois society, so this option is incorrect.</p>

PTS: 1 OBJ: SP-1 TOP: Historical Thinking Skill: Periodization
 MSC: Key Concept: 1.1. III A (p. 39) | Key Concept: 2.3. V A (p. 65)

35. ANS: C

Correct answer	<i>Religious reform both increased state control of religious institutions and provided challenges to state authority:</i> Religious reform both increased state control of religious institutions and provided challenges to state authority, which in turn led to princes, monarchs, and emperors challenging each other for authority and allowing principalities and countries to become Protestant.
Incorrect answer(s)	<p><i>Secular political theories promoted by Machiavelli established a new concept of the state and challenged church authority:</i> Though political theories challenged church authority, Machiavelli did not discuss religious reform.</p> <p><i>Religious reformers like Martin Luther, John Calvin, and the Anabaptists introduced new interpretations of Christian doctrine:</i> Even though reformers' espousal of new religious doctrine created significant conflict in Europe, the divisions on the map were caused more directly by conflicts over political power, as German princes converted to Protestantism in order to challenge the authority of the Holy Roman Emperor.</p> <p><i>The Catholic Reformation sought to revive the Catholic Church:</i> The Catholic Reformation was primarily a response to the divisions depicted in the map, not a cause of the divisions.</p>

PTS: 1

OBJ: SP-3 | SP-11

TOP: Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.3. II C (p. 45)

36. ANS: A

Correct answer	<i>an increased demand for religious toleration during the Enlightenment:</i> Because of the ongoing religious conflict, philosophes called for an increased demand for religious toleration during the Enlightenment.
Incorrect answer(s)	<p><i>conservative movements in the nineteenth century, which supported religious authorities:</i> Conservative movements in the nineteenth century, which supported religious authorities, were a reaction against Enlightenment religious reforms.</p> <p><i>relativism that emphasized irrationality and impulse over objectivity of knowledge:</i> Relativism that emphasized irrationality and impulse over objectivity of knowledge was a reaction to the Enlightenment.</p> <p><i>the Habsburg rulers' success in restoring religious unity in this region under Catholicism:</i> The Habsburg rulers were not successful in restoring religious unity in this region under Catholicism. The Church remained divided.</p>

PTS: 1

OBJ: SP-3 | OS-11

TOP: Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 2.3. IV B (p. 65)

37. ANS: A

Correct answer	<i>New astronomical ideas led individuals to question church authorities and ancient texts:</i> New ideas and methods in astronomy led individuals such as Galileo to question the authorities and the ancients through his use of the telescope, and he challenged the geocentric view of the universe, advocating for a heliocentric view.
Incorrect answer(s)	<p><i>Alchemy and astrology continued to appeal to elites and to most natural philosophers:</i> Galileo challenged the notions of alchemy and astrology, which continued to appeal to elites and to most natural philosophers.</p> <p><i>Europeans increasingly believed that divine and demonic forces controlled the cosmos:</i> Europeans increasingly rejected the idea that the cosmos was controlled by divine and demonic forces.</p> <p><i>Developments in the natural sciences undermined an objective description of nature:</i> Developments in the natural sciences undermined an objective description of nature during the twentieth century, not the seventeenth century.</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 1.1. IV A (p. 40)

38. ANS: B

Correct answer	<i>Intellectuals began to apply the principles of the scientific revolution to society and human institutions:</i> Intellectuals such as Voltaire and Diderot began to apply the principles of the scientific revolution to society and human institutions during the Enlightenment.
Incorrect answer(s)	<p><i>Secular political theories, such as those described in Machiavelli's The Prince, provided a new concept of the state:</i> Secular political theories, such as those described in Machiavelli's <i>The Prince</i>, provided a new concept of the state during this time period, but were not directly influenced by Galileo's scientific discoveries.</p> <p><i>Philosophy and science moved from rational interpretations of nature and human society to irrationality:</i> Philosophy and science moved from rational interpretations of nature and human society to irrationality in the twentieth century, so this is not a direct result of Galileo's discoveries.</p> <p><i>The challenge to the uncertainties of the Newtonian universe in physics opened the door to uncertainty in other fields:</i> Challenges to the physics theories of the Newtonian universe, while they opened the door to uncertainty in other fields, did not occur until the twentieth century.</p>

PTS: 1 OBJ: OS-5 | OS-7 TOP: Historical Thinking Skill: Contextualization
 MSC: Key Concept: 2.3. I A (p. 63)

39. ANS: C

Correct answer	<i>Martin Luther:</i> Martin Luther believed in a literal interpretation of the Bible, which Galileo challenged through his observations and assertion that the universe was heliocentric.
Incorrect answer(s)	<p><i>Isaac Newton:</i> Isaac Newton supported scientific observation.</p> <p><i>René Descartes:</i> Descartes supported scientific thinking such as Galileo's.</p> <p><i>William Harvey:</i> William Harvey, who studied anatomy and also challenged earlier scientific thought, would likely have supported Galileo.</p>

PTS: 1 OBJ: OS-5 TOP: Historical Thinking Skill: Contextualization
 MSC: Key Concept: 1.3. I B (p. 44)

40. ANS: A

Correct answer	<i>anatomical and medical discoveries presenting the body as an integrated system:</i> Physicians such as William Harvey conducted research that challenged traditional medical theories in existence since the Roman Empire.
Incorrect answer(s)	<p><i>the emergence of Romanticism as a challenge to Enlightenment rationality:</i> The emergence of Romanticism post-dates the fifteenth through seventeenth centuries.</p> <p><i>positivism, or the idea that science alone provides knowledge:</i> Positivism post-dates the fifteenth through seventeenth centuries.</p> <p><i>the emergence of alchemy and astrology as challenges to classical views of the universe:</i> While alchemy and astrology continued to appeal to elites and to some natural philosophers, scientists like Harvey would have rejected alchemy and astrology as a kind of “magical thinking.”</p>

PTS: 1

OBJ: OS-5

TOP: Historical Thinking Skill: Periodization

MSC: Key Concept: 1.1. IV B (p. 40)

41. ANS: A

Correct answer	<p><i>conflicts between the British monarchy, Parliament, and other elites over their respective roles in the political structure:</i> The English Civil War and Glorious Revolutions were conflicts between the monarchy, Parliament, and other elites over their respective roles in the political structure. Hobbes wrote <i>Leviathan</i> in 1651, during the English Civil Wars, to point out that civil war could be avoided by having a monarch. Locke wrote <i>Second Treatise of Civil Government</i> in 1690 to justify the Glorious Revolution, in which William and Mary seized the English throne from James II.</p>
Incorrect answer(s)	<p><i>conflicts between monarchs and elites over control of religious life, morality, and religious reform:</i> Reformation struggles under Henry VIII of England could better be described as conflicts between monarchs and elites over control of religious life, morality, and religious reform.</p> <p><i>conflicts resulting from controversial Enlightenment ideas, exacerbated by short-term fiscal and economic crises:</i> The French Revolution was a conflict resulting from Enlightenment ideas, exacerbated by short-term fiscal and economic crises. The English Civil Wars predate the Enlightenment, so the Enlightenment could not have influenced the authors or the events to which they respond.</p> <p><i>conflicts stemming from the development of mass politics and nationalism:</i> Conflicts stemming from the development of mass politics and nationalism did not begin to occur until the nineteenth century.</p>

PTS: 1 OBJ: SP-2 | SP-7 TOP: Historical Thinking Skill: Contextualization
 MSC: Key Concept: 1.2. III A (p. 43)

42. ANS: B

Correct answer	<i>Governments originate from the consent of the governed:</i> Hobbes believed people give up their power to the monarch in exchange for stability, and Locke believed governments create a social contract with the governed, so they both believe governments originate from the consent of the governed.
Incorrect answer(s)	<p><i>Enlightened absolutism is an ideal form of government:</i> While Hobbes might agree that Enlightened absolutism is an ideal form of government, Locke's writings demonstrate his belief that a single ruler could not adequately protect people's natural rights.</p> <p><i>Divine right authorizes the rule of absolute monarchs:</i> Both Hobbes and Locke rejected the idea that divine right authorizes the rule of absolute monarchs.</p> <p><i>A republic is an ideal form of government:</i> While Locke believed a republic is an ideal form of government, Hobbes preferred a monarch.</p>

PTS: 1

OBJ: OS-9 | SP-1 | SP-7

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 2.3. III A (p. 64)

43. ANS: A

Correct answer	<i>an absolute monarch:</i> Absolute monarchs, who believed in their divine right to govern, would agree they ought to rule by the consent of the governed.
Incorrect answer(s)	<p><i>the aristocracy:</i> The aristocracy might favor either, or both, because they would retain power in governments favored by both Hobbes's and Locke's views.</p> <p><i>mass political parties:</i> Mass political parties focused on representative government, and both Hobbes and Locke believed that governments derive power through the consent of the governed.</p> <p><i>the bourgeoisie:</i> The bourgeoisie supported both Hobbes and Locke, because the bourgeoisie wanted representation in government.</p>

PTS: 1

OBJ: SP-2 | SP-7

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 2.3. III A (p. 64)

44. ANS: D

Correct answer	<i>The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas:</i> The map clearly indicates territories colonized by Spain and Portugal, evidence that the rise of mercantilism gave the state a new role in the acquisitions of overseas colonies.
Incorrect answer(s)	<p><i>Christianity served as a stimulus for exploration as governments sought to spread the faith:</i> The map does not provide any indication of religious motives for colonization.</p> <p><i>European states sought direct access to spices and luxury goods to enhance state power:</i> The search for direct access to the spice trade and luxury goods markets in India and the Far East was a motivating factor; however, this map does not indicate state sponsorship of explorers and it also reveals exploration and trade that occurred for other objectives.</p>

PTS: 1 OBJ: INT-1 TOP: Historical Thinking Skill: Historical Causation
 MSC: Key Concept: 1.4. I B (p. 48)

45. ANS: C

Correct answer	<i>England, France, and the Netherlands established their own colonies and trading networks to compete with Spain and Portugal:</i> The map best serves to identify competition between major European powers overseas during the sixteenth century.
Incorrect answer(s)	<p><i>Christianity served as a justification for the subjugation of indigenous civilizations:</i> Christianity was used in different ways by missionaries and monarchs. Some, like Bartolomé de las Casas, defended the rights of Native Americans and called for an end to their enslavement.</p> <p><i>The Spanish established colonies across the Americas, the Caribbean, and the Pacific:</i> The map locates Spanish territories, but their colonization was not provoked by the events illustrated on the map.</p>

PTS: 1 OBJ: INT-6
 TOP: Historical Thinking Skill: Comparison | Historical Thinking Skill: Historical Causation
 MSC: Key Concept: 1.4. III C (p. 48)

46. ANS: A

Correct answer	<i>The Columbian Exchange widely disseminated new plants, animals, and diseases:</i> Exploration and colonization intensified the exchange of plants, animals, and diseases, thereby generating economic opportunity for Europeans and contributing to the subjugation and destruction of indigenous populations.
Incorrect answer(s)	<p><i>Europeans disengaged from the African slave trade:</i> In fact, the African slave trade became more prevalent as Native Americans fell victim to diseases from Europe.</p> <p><i>The Americas, Africa, and Asia became the sites of plantation economies:</i> Plantation economies developed primarily in the Americas and somewhat in Asia, but not yet in Africa.</p>

PTS: 1

OBJ: INT-5

TOP: Historical Thinking Skill: Periodization | Historical Thinking Skill: Patterns of Continuity and Change Over Time

MSC: Key Concept: 1.4. IV B (p. 49)

47. ANS: B

Correct answer	<i>Napoleon's expanding empire throughout Europe:</i> Goya's painting from 1814 represents the execution of Spanish rebels by Napoleon's military forces in 1808, and it reflects the despair and anger felt by Europeans as Napoleon expanded his empire.
Incorrect answer(s)	<p><i>the rise of autocratic rulers:</i> Autocratic rulers actually arose in Russia at this time.</p> <p><i>revolutionary uprisings of enslaved people in French colonies:</i> Goya was Spanish, not Haitian, and focused on Spanish nationalism, not slave independence.</p> <p><i>Francisco Franco's use of military force to assert his authority:</i> Francisco Franco's revolutionary fascist movement occurred in 1935, which post-dates this time period.</p>

PTS: 1

OBJ: SP-17

TOP: Historical Thinking Skill: Contextualization

MSC: Key Concept: 2.1. V (p. 59)

48. ANS: C

Correct answer	<i>Romanticism:</i> Goya was an artist of the Romantic era, often emphasizing emotion and a connection to nationalism in his work.
Incorrect answer(s)	<p><i>Impressionism:</i> Although Impressionism is subjective and expressive, it is outside of the time period.</p> <p><i>Baroque:</i> Although the painting contains religious symbolism, it does not celebrate religious themes, a key characteristic of Baroque art.</p> <p><i>Neoclassicism:</i> Romantic art such as Goya's broke with neoclassical, rationalist art.</p>

PTS: 1

OBJ: OS-12

TOP: Historical Thinking Skill: Periodization | Historical Thinking Skill: Contextualization

MSC: Key Concept: 3.6. I A (p. 88)

49. ANS: A

PTS: 1

50. ANS: A

PTS: 1

51. ANS: C

PTS: 1

SHORT ANSWER

1. ANS:

Scoring Guidelines for Short-Answer Question

Use the image above to answer parts a, b, and c.

- a) Briefly explain the point of view expressed through the image about ONE of the following:
 - The Papacy
 - Indulgences
 - Social class
- b) Briefly explain ONE way in which a specific Protestant reform movement sought to reform Catholic practices.
- c) Briefly explain ONE way in which the Catholic (or Counter-) Reformation sought to oppose the spread of Protestantism.

SCORING GUIDE

0-3 Points

- A. The response identifies one point of view expressed through the image.
0-1 point(s)
- B. The response identifies one Protestant reform movement and one of its ideas.
0-1 point(s)
- C. The response identifies one policy enacted by the Counter-Reformation to curb Protestantism.
0-1 point(s)

SCORING NOTES

- A. Points of view suggested by the image could include the following.
 - Gerung's broadsheet is a Lutheran poster that divides the image into Protestant practices on top and Catholic practices/clergy on the bottom, clearly associating the Protestant practices with heaven and the Catholic ones with hell.
 - Protestant images depict more soberly dressed people (particularly urban artisan/bourgeois), preaching, order, and people attentive to messages and practices of faith.
 - The bottom image depicts the Pope and other clerical figures in elaborate attire mixing with soldiers, more elaborately and provocatively dressed aristocrats, thereby portraying the Catholic Church as chaotic, materialistic, and dissolute.
 - Devils and the flames of hell are also present, with money and indulgences taking front and center of the bottom part of the image, thus emphasizing a very critical view of the Catholic practice of indulgences.
- B. Examples of Protestant reformers and their ideas could include the following.

- Lutheran ideas (and also Zwingli) could include the primacy of the authority of scriptures, fewer sacraments, a different conception of the clergy, emphasis on a direct relationship with God, and local control of churches.
- Calvinist ideas could include the idea of predestination, the primacy of the authority of scriptures, strict moral codes of conduct, little separation of church and state, and local control of churches.
- Anabaptist ideas could include decentralized worship, pacifism, adult baptism, varying degrees of equality among worshipers, lay ministers, and emphasis on the authority of the Bible.

C. Examples of ways in which the Catholic Reformation sought to oppose the spread of Protestantism could include the following.

- The creation of new religious orders such as the Jesuits and Ursulines
- The creation of the Council of Trent and the subsequent reform of church practices
- The use of repression such as the Inquisition, including the Index of Prohibited Books
- The use of new artistic styles such as the Baroque
- The limited tolerance of Protestantism as evidenced by the Peace of Augsburg and the Edict of Nantes

PTS: 3

OBJ: OS-2

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Appropriate Use of Relevant Historical Evidence

MSC: Key Concept: 1.3. I B (p. 44) | Key Concept: 1.3. I C (p. 45)

2. ANS:

Scoring Guidelines for Short-Answer Question

Use the images above to answer parts a, b, and c.

- a) Briefly explain ONE difference in the points of view about the English Civil War and overthrow of Charles I expressed through each of the images above.
- b) Explain ONE piece of historical evidence from 1600 to 1660 that could be used to support the point of view expressed in “The Royall Oake of Brittainne.”
- c) Explain ONE piece of historical evidence from 1600 to 1660 that could be used to support the point of view expressed in the engraving of Westminster Hall at the trial of Charles I.

SCORING GUIDE

0-3 Points

- A. The response identifies the differences between the points of view expressed in the two images.
0-1 point(s)
- B. The response identifies historical evidence to support the royalist perspective of the English Civil War.
0-1 point(s)
- C. The response identifies historical evidence to support the parliamentary perspective of the English Civil War.
0-1 point(s)

SCORING NOTES

A. Major differences in perspectives could include the following.

- Image 1 presents a royalist perspective that deplores the execution of King Charles I, as evidenced by the cutting down of the “Royall Oake.”
- Image 1 portrays Oliver Cromwell, the leader of the parliamentarians, in his armor ordering the roundheads to “kill and take possession” in a negative light, with thunder bolts striking his head from heaven. He is also standing above hell, portending a judgment on his actions.
- Image 2 presents a parliamentary perspective of the trial of King Charles. His trial is portrayed in an orderly, republican manner that implicitly justifies the conviction and execution of the king as a reasonable, legal outcome in response to his crimes.
- While King Charles I is the focal point of image 2, he is depicted surrounded by Puritan parliamentarians (top half of the cartoon) and roundhead soldiers (bottom half of the cartoon). The public in the galleries is present so that the trial will be perceived as fair, impartial, and transparent; thus, the audience legitimizes the judgment of the Parliament against Charles’s attempted absolutism.

B. Evidence from 1600-1660 supporting the royalist perspective on the English Civil War and overthrow of Charles I could include the following.

- The execution of King Charles I was not widely supported by the English public, which favored a more moderate approach, such as a constitutional monarchy. This argument is supported by the restoration of King Charles II in 1660.
- The trial and execution of Charles I brought chaos to England, as revolts in Scotland and Ireland ensued.
- The respect for the Magna Carta (depicted as hanging from the “Royall Oake” in image 1) was immediately violated, as Cromwell opened a dictatorship from 1649-58 in the role of “Lord Protector.” He even attempted to hand power down to his son.
- The Rump Parliament that tried Charles I did not represent all the English subjects who were accustomed to having a voice in Parliament, as Cromwell had dismissed any members of Parliament who opposed his arrest of the king in 1647.

C. Evidence from 1600-1660 supporting the parliamentary perspective on the English Civil War and overthrow of Charles I could include the following.

- Charles I had ruled from 1629-40 without Parliament, even levying extraordinary taxes to finance his government. Most subjects considered these taxes illegal, and members of Parliament considered this taxation evidence of despotism.
- Charles I and Archbishop Laud attempted to impose religious reforms on the Church of Scotland (such as the *Book of Common Prayer* and bishoprics); such reforms were vehemently opposed by Scots as well as Puritans.
- Parliament passed the Triennial Act in 1641, compelling the king to summon Parliament every 3 years, thus limiting his monarchical power.
- When the Irish landed gentry revolted, Charles I attempted to arrest parliamentary leaders because he feared they would resist his calls to finance an army to put down the revolts.

PTS: 3

OBJ: SP-2 | SP-7 | SP-11

TOP: Historical Thinking Skill: Contextualization | Historical Thinking Skill: Periodization | Historical Thinking Skill: Historical Causation | Historical Thinking Skill: Comparison

MSC: Key Concept: 1.2. III A (p. 43)

ESSAY

1. ANS:

Scoring Guidelines for Long Essay Question

Evaluate the extent to which 1648 can be considered a turning point in European political, economic, and social history.

Maximum Possible Points: 6**A. Thesis: 0-1 point**

Skills assessed: Argumentation + Continuity and Change Over Time

1 POINT

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

B. Support for argument: 0-2 points

Skills assessed: Argumentation, Use of Evidence

1 POINT

Supports the stated thesis (or makes a relevant argument) using specific evidence.

OR**2 POINTS**

Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument

C. Application of targeted historical thinking skill: 0-2 points

Skill assessed: Continuity and Change Over Time

1 POINT

Describes historical continuity AND change over time

OR**2 POINTS**

Describes continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time

D. Synthesis: 0-1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.						
1 POINT		1 POINT		1 POINT		1 POINT
Appropriately extends or modifies the stated thesis or argument	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt	OR	The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances	OR	Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument

SCORING NOTES

Thesis: Possible thesis statements addressing continuity and change include the following.

- 1648 was a transformative moment for Europe, ushering in a new era of European internal politics and diplomacy while also marking the start of economic transformations such as the Agricultural and Commercial revolutions that would change Europe.
- 1648 was an important moment in changing European politics and diplomacy. With the rise of the nation-state, social and economic change lagged behind the political change and would develop more in the eighteenth century.
- While 1648 prompted political change in Europe, European society retained many of its older economic and social structures that preceded 1648.
- 1648 was important for accelerating political, social, and economic change in Europe, but the change was very unevenly spread, with a deepening division between Western and Eastern Europe.

Support for Argument: Possible evidence that could be used for an argument stressing change over time includes the following.

- The sovereign nation-state achieved primacy over religious-based state in countries such as France, Austria, and England.
- The Treaty of Westphalia established a new diplomatic system based on balance of power.
- Absolutist states emerged throughout Europe as evidenced by monarchies in France, Prussia, Russia, Spain, and Austria.
- Constitutional states emerged in places such as Great Britain and the Dutch Republic.

- The Agricultural Revolution developed in some parts of Western Europe (especially the Netherlands and England) in the latter part of the seventeenth century.
- Economic change accelerated in the Commercial Revolution and was spurred by the rise of early capitalism.
- Growth in urbanization and the rise of merchant classes had significant impacts on social and family structure.
- The rise of nation-states and more centralized governments spurred economic ideas such as mercantilism.
- This period also saw the expansion of the Atlantic economy and a greater European role in international trade.

Support for Argument: Possible evidence that could be used for an argument stressing continuity over time includes the following.

- The agricultural world was static in many places, particularly Eastern and Central Europe, and population growth was uneven and still subject to demographic declines.
- Serfdom persisted and was even strengthened in parts of Eastern and Central Europe (Russia, Prussia, Austria).
- States still sought religious unity as evidenced in the revocation of the Edict of Nantes in France and the Russian monarchy's support of the Russian Orthodox Church.
- The structure of the rural family underwent limited change in its economic and social functions as well as continuing traditional gender roles and methods of child-rearing.
- Women's roles and rights were still limited.
- The role of religion in society was still powerful, as evidenced by the continued role of religion in calendars and holidays, popular culture, marriage, and education.

Application of Historical Thinking Skills

- Essays earn points by using the evidence offered in support of their argument to identify and illustrate continuity and change over time. Examples include, but are not limited to, the following.
 - The Agricultural Revolution and its impact on population and wealth, particularly in Western Europe, is identified as a factor of change, and the traditional feudalistic agricultural structures and low yields identified as elements of continuity, particularly in Eastern Europe.
 - The rises of increasingly powerful nation-states like France, England, and Prussia are identified as examples of change, and less nationally based states such as Russia and Austria are identified as elements of continuity.
 - The emergence of constitutional states such as England and the Netherlands is identified as an element of political change, and the continuation of traditional monarchies in countries such as Russia, Austria, and Spain is identified as an element of political continuity.

- Changes brought by early capitalism such as cottage industry, enclosure, market-driven wages and prices, and increased international trade are recognized as elements of change, while peasant riots, the continuation of feudalism, and limited trade in Eastern Europe are identified as elements of continuity.

Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical context or period. Examples include, but are not limited to, the following.
 - Explaining how change in Europe led to the rise of European colonialism, which disrupted development in Asia and Africa
 - Connecting the time period to the dramatic transformations that began with the French Revolution and the Industrial Revolution
 - Explaining how continuity or change amounted to a boon to parts of Europe, but long-term losses to other parts of Europe, focusing on the continuing East-West divide
 - Explaining how the strength of the nation-state that emerged after 1648 is being challenged in the post-1989 world

PTS: 6

OBJ: PP-7 | OS-3 | OS-9 | SP-2 | SP-15

TOP: Historical Thinking Skill: Patterns of Continuity and Change Over Time

MSC: Key Concept: 1.2. I B (p. 42) | Key Concept: 1.2. II A (p. 42) | Key Concept: 1.2. II B (p. 42) | Key Concept: 1.2. III A (p. 43) | Key Concept: 1.2. III B (p. 44) | Key Concept: 2.1. I A (p. 55) | Key Concept: 2.1. I B (p. 56) | Key Concept: 2.1. III A (p. 57) | Key Concept: 2.2. I A (pp. 60-61) | Key Concept: 2.2. I B (p. 61)

2. ANS:

Scoring Guidelines for Long Essay Question

Analyze the extent to which the Scientific Revolution (ca. 1540-1690) contributed to political, social, and economic change in seventeenth- and eighteenth-century Europe.

Maximum Possible Points: 6**A. Thesis: 0-1 point**

Skills assessed: Argumentation + Causation

1 POINT

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

B. Support for argument: 0-2 points

Skills assessed: Argumentation, Use of Evidence

1 POINT

Supports the stated thesis (or makes a relevant argument) using specific evidence.

2 POINTS

OR Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument.

C. Application of targeted historical thinking skill: 0-2 points

Skill assessed: Causation

1 POINT

Describes causes AND/OR effects of a historical development

2 POINTS

OR Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development

D. Synthesis: 0-1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.						
1 POINT		1 POINT		1 POINT		1 POINT
Appropriately extends or modifies the stated thesis or argument	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt	OR	The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances	OR	Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument

SCORING NOTES

Thesis: Possible thesis statements addressing causation include the following.

- The discoveries in astronomy, physics, and anatomy during the Scientific Revolution broadened intellectual horizons, inspired a new method for practitioners of science, and contributed to medical breakthroughs, which saved lives.
- The Scientific Revolution transformed the understanding of humanity’s place in the universe through empirical observations that cast doubt on knowledge passed down from antiquity. In response, religious authorities attempted to impose biblical orthodoxy, whereas sovereigns sponsored scientific academies in their kingdoms.
- During the sixteenth and seventeenth centuries, scientists promoted the study of nature through experimentation and observation in order to deduce the laws of the universe. This in turn inspired philosophers to undertake a similar study of society, politics, and cultures with the aim of rationally understanding the workings of human societies and conceiving alternative socio-political organizations.
- The Scientific Revolution’s rational, scientific, and empirical approach to the natural world contributed to an Agricultural Revolution in the Low Countries and England, which boosted crop yields, led to demographic growth, and reduced the laboring population in agriculture, thus permitting urbanization.

Support for Argument: Possible evidence that could be used to explain the causal relationship between the Scientific Revolution and subsequent events includes the following.

- Nicolaus Copernicus's (1473-1543) argument for a heliocentric solar system inspired astronomers and natural philosophers to conduct observations of the stars, planets, moon, etc. in order to gather data that could support his theory, thus refuting the Ptolemaic and biblical explanations of the cosmos as geocentric.
- Tycho Brahe (1546-1601), Johannes Kepler (1571-1630), and Galileo Galilei's (1564-1642) observations helped prove Copernicus's theory of a heliocentric solar system.
- Sovereigns supported scientific research to demonstrate the greatness of their kingdoms and/or to sustain colonial explorations.
 - The Danish king provided grants to build an elaborate observatory in the late fifteenth century.
 - Holy Roman Emperor Rudolf II (r. 1576-1612) built an observatory in Prague in 1580 to permit astronomers to study planetary motion.
- Scientists increasingly shared their work in academic societies or in scientific journals, which helped spread their research to a wider audience and inspired further research.
- The works of Francis Bacon (1561-1626) and René Descartes (1596-1650) were synthesized into the scientific method, which created a framework for scientists to follow when conducting their experiments and generating new knowledge.
- Galileo and Isaac Newton's (1643-1727) discovery of laws governing matter in the natural universe revolutionized the field of physics until it was transformed by scientists, including Albert Einstein (1879-1955), in the twentieth century.
- The Scientific Revolution inspired the philosophes of the eighteenth century to observe society in order to distill its invisible laws with the objectives of ultimately improving it.
- Farmers in England and the Low Countries applied a scientific and rational approach to farming as they modernized the practices of crop rotation, enclosed their fields, and rationalized seed to crop yield ratios. This boosted farm workers' productivity, thus feeding more people with fewer farmers.
- Religious authorities committed to a literal interpretation of the Bible rejected the new knowledge generated by scientists.
 - Martin Luther (1483-1546) and John Calvin (1509-1564) both condemned the suggestion that the earth revolved around the sun, since this hypothesis violated the version of God's creation of the universe in the Bible.
 - The Roman Inquisition of the papacy interrogated Galileo in 1633 in an attempt to intimidate him into silence.
- Women were still not welcome on a larger scale into the scientific community despite some notable exceptions, such as Margaret Cavendish (1623-1673) and Mary Astell (1666-1731). Professional scientific academies rejected women from joining their ranks.
- The Scientific Revolution had few practical applications that would make a difference in the lives of ordinary Europeans.
- Scientists remained employed by wealthy patrons, thus maintaining their dependence on the patronage system.

Application of Historical Thinking Skills

- Essays earn points by using the evidence offered in support of their argument to identify and illustrate causation. Examples include, but are not limited to, the following.
 - The Scientific Revolution transformed how scientists understood humanity's place in the world through a new method of apprehending the immutable laws of nature, but scientists maintained historic notions of male superiority and thus justified the exclusion of women from scientific academies.
 - Religious authorities banned scientific works in order to contest challenges to biblical understandings about the nature of the universe and God's relationship with mankind; however, the privatization of religion encouraged further scientific research as well as Enlightenment theories critical of religion and open to alternative explanations of social organization.
 - The empiricism of the Scientific Revolution encouraged rationalism among Enlightenment thinkers as they challenged the authority of political and religious institutions; however, many sovereigns and religious leaders successfully adapted to the new intellectual and scientific currents in order to maintain their privileged positions in European society.

Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay by introducing another category of historical analysis, or by making a connection to another historical context or period. Examples include, but are not limited to, the following.
 - Although Enlightenment figures drew inspiration from the Scientific Revolution by pursuing rationalism in their analysis of society, many (like Voltaire) were not all that revolutionary since they continued to support monarchies and doubted whether all citizens truly deserved equality.
 - The intellectual rupture of the Scientific Revolution and its echoes in the Enlightenment were in fact quite limited owing to the low literacy rates and lack of mass education in Europe in the seventeenth and eighteenth centuries. The impact of scientific theories and discoveries had limited effects for these reasons.
 - The anatomical discoveries of the Scientific Revolution added to the basic knowledge about the human body and its functions; however, without the development of a notion of "public health" or germ theory, the benefits of these findings were limited in scope, since states did little to promote health, hygiene, and combat sickness in their territories.
 - The relationship between religion and science has frequently been characterized as inimical; however, it was much more complex as even Catholic countries supported important scientific communities, while Protestant states also persecuted those who espoused scientific ideas that contradicted biblically derived knowledge. In this case, the historical contingency of the dominant religious faith in a territory was not consistently correlated with support for or repression of scientific research.

PTS: 6 OBJ: OS-4 | OS-5 | SP-10 | IS-3

TOP: Historical Thinking Skill: Historical Causation

MSC: Key Concept: 1.1. IV A (p. 40) | Key Concept: 1.1. IV B (p. 40) | Key Concept: 1.1. IV C (p. 40) |

Key Concept: 2.2. I B (p. 61) | Key Concept: 2.3. I A (p. 63) | Key Concept: 2.4. I A (p. 67) | Key

Concept: 2.4. I B (p. 67)

