

**EUROPEAN HISTORY**  
**SECTION II**  
**Total Time – 1 hour, 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 60 minutes**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**  
**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Use of the Documents:** Accurately describe the content of at least three documents to address the topic of the prompt.
- **Sourcing the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Explaining the Documents:** For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Complex Understanding:** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

1. Analyze how views of gender influenced the use of political power during the reign of Elizabeth I (r. 1558-1603).

### Document 1

Source: John Knox, Scottish religious reformer, *First Blast of the Trumpet Against the Monstrous Regiment of Women*, 1558.

To promote a Woman to bear rule, superiority, dominion, or empire above any Realm, Nation, or City, is against all Nature . . . it is the subversion of good order, of all equity and justice. . . . And that the Holy Ghost does manifestly express, saying: “I suffer not a woman to usurp authority above the man.” . . . So both by God’s law and the interpretation of the Holy Ghost, women are utterly forbidden to occupy the place of God in the offices aforesaid . . . .

### Document 2

Source: Nicholas Heath, archbishop of York, in a debate before the House of Lords, 1558.

To preach or minister the holy sacraments, a woman may not. . . . A woman in the degrees of Christ’s church is not called to be an apostle, nor evangelist, nor to be a shepherd, neither a doctor or preacher. Therefore her Highness [Elizabeth I] cannot be supreme head of Christ’s militant church, nor yet of any part thereof.

### Document 3

Source: *The Second Book of Homilies*, produced by bishops of the Church of England, authorized by Elizabeth I, 1562.

The husband ought to be the leader and author of love in cherishing and increasing concord. . . . But as for wives, they must obey their husbands, and cease from commanding, and perform subjection. For this surely doth nourish concord very much, when the wife is ready at hand at her husband’s commandment . . . .

#### Document 4

Source: Jacques Bochetel de La Forest, French ambassador to England, report on Elizabeth I's response to a proposed Parliamentary petition on the succession question, 1566.

What they asked was nothing less than wishing her to dig her grave before she was dead . . . . [Then], addressing herself to the Lords, she said: "My Lords, do what you will. As for myself, I shall do nothing but according to my pleasure. All the resolutions which you may make have no force without my consent and authority; besides what you desire is an affair of much too great importance to be declared to a knot of harebrains. I will take counsel with men who understand justice and the laws, as I am deliberating to do: I will choose half a dozen of the most able I can find in my kingdom for consultation, and after having their advice, I will then discover to you my will." On this she dismissed them in great anger.

#### Document 5

Source: Edward Rishton, Roman Catholic priest, *On the Origin and Growth of the English Schism*, 1585.

And to show the greater contempt for our Blessed lady [the Virgin Mary], they keep the birthday of Queen Elizabeth in the most solemn way on the seventh day of September, which is the eve of the feast of the Mother of God, whose nativity they mark in their calendar in small and black letters, while that of Elizabeth is marked in letters both large and red. And what is hardly credible, in the church of Saint Paul, the chief church of London . . . the praises of Elizabeth are said to be sung at the end of the public prayers, as the [hymn] of our lady was sung in former days.

#### Document 6

Source: William Clowes, personal surgeon of Elizabeth I, treatise, 1602.

Let us all (according to our bounden duties) continually pray unto the Almighty God to grant [Elizabeth] long life, much happiness, peace and tranquillity; that he will bless, keep and defend her Sacred person from the malice of her known and unknown enemies, so that she may forever reign over us (if it please the Lord God) even unto the end of the world, still to cure and heal many thousands more, than ever she hath yet done.

## Document 7

Source: Elizabeth I, speech to English troops delivered in 1588, before the attempted invasion of the Spanish Armada, recorded in a letter by an eyewitness, 1623.

I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. And therefore I am come amongst you at this time, not as for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all: to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even the dust. I know I have but the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England, too; and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realms: to which, rather than any dishonor should grow by me, I myself will take up arms. I myself will be your general, judge, and rewarder of every one of your virtues in the field.

**END OF DOCUMENTS FOR QUESTION 1**

# AP EURO DBQ RUBRIC

Updated July 2017

Name: \_\_\_\_\_

DBQ: \_\_\_\_\_

## CONTEXTUALIZATION

**Describes a broader historical context relevant to the prompt.**

*The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*

## THESIS / CLAIM

**Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.**

*The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*

## DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			

Accurately **DESCRIBES** the content of **at least THREE** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

**SUPPORTS** an argument in response to the prompt using **at least SIX** documents. These documents should meet (and exceed) the standard set for the description point.

For **at least THREE** documents, **EXPLAINS HOW** or **WHY** the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

**Uses at least one additional piece of specific historical evidence** (beyond that found in the documents) relevant to an argument about the prompt.

*The response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*

**Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.**

*The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:*

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

**TOTAL POINTS:**

**/7**