

**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.

**NOTE:** *This prompt, by necessity, includes some pre-1450 documents. While the AP European History exam DBQ topics will be limited to topics after 1600 and the course technically starts at 1450, there are a few exceptions (e.g., Petrarch). This DBQ can serve as an excellent teaching tool to illustrate the impact of the printing press in Europe, a full understanding of which can't be reached without understanding what Europe was like before the invention of the printing press.*

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1. Evaluate the extent to which the invention of the printing press altered the lives of Europeans.

### Document 1

Source: Petrarch, Italian poet and man of letters, letter to Boccaccio, 1366

To be sure, the Latin, in both prose and poetry, is undoubtedly the nobler language, but for that very reason it has been so thoroughly developed by earlier writers that neither we nor anyone else may expect to add very much to it. The vernacular, on the other hand, has but recently been discovered, and, though it has been ravaged by many, it still remains uncultivated, in spite of a few earnest labourers, and still shows itself capable of much improvement and enrichment. Stimulated by this thought, and by the enterprise of youth, I began an extensive work in that language. I laid the foundations of the structure... And then I began to consider a little more carefully the times in which we live, the fact that our age is the mother of pride and indolence, and that the ability of the vainglorious fellows who would be my judges, and their peculiar grace of delivery is such that they can hardly be said to recite the writings of others, but rather to mangle them. Hearing their performances again and again, and turning the matter over in my mind, I concluded at length that I was building upon unstable earth and shifting sand, and should simply waste my labours and see the work of my hands levelled by the common herd.

### Document 2

Source: Sentence against Jan Hus, Council of Constance, 1415

The most holy general Council of Constance, divinely assembled and representing the Catholic church, for an everlasting record. Since a bad tree is wont to bear bad fruit, as truth itself testifies, so it is that John Wyclif\*, of cursed memory, by his deadly teaching, like a poisonous root, has brought forth many noxious sons, not in Christ Jesus through the gospel... but rather contrary to the saving faith of Christ, and he has left these sons as successors to his perverse teaching.

This holy synod of Constance is compelled to act against these men as against spurious and illegitimate sons, and to cut away their errors from the Lord's field as if they were harmful briars, by means of vigilant care and the knife of ecclesiastical authority, lest they spread as a cancer to destroy others. Although, therefore, it was decreed at the sacred general council recently held at Rome that the teaching of John Wyclif, of cursed memory, should be condemned and the books of his containing this teaching should be burnt as heretical; although his teaching was in fact condemned and his books burnt as containing false and dangerous doctrine; and although a decree of this kind was approved by the authority of this present sacred council; nevertheless a certain Jan Hus, here present in person at this sacred council, who is a disciple not of Christ but rather of the heresiarch John Wyclif, boldly and rashly contravening the condemnation and the decree after their enactment, has taught, asserted and preached many errors and heresies of John Wyclif which have been condemned both by God's church and by other reverend fathers in Christ...

\* 14<sup>th</sup> century English priest and theologian who criticized many Catholic doctrines and practices

### Document 3

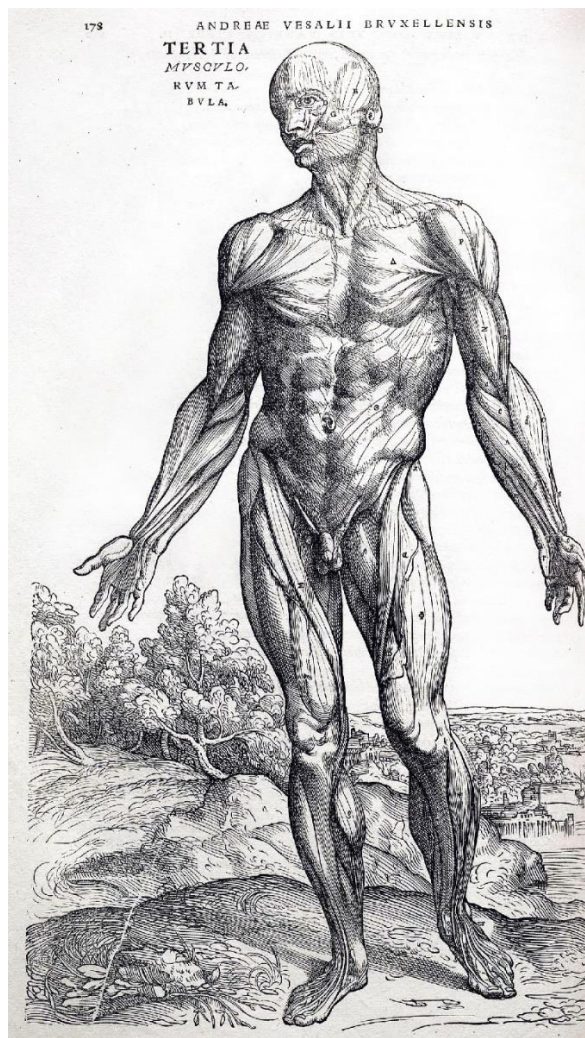
Source: William Tyndale, English theologian and reformer, *The Practice of Prelates*, 1530

They say that Peter was chief of the apostles, verily, as Apelles was called chief of painters, for his excellent cunning above others, even so Peter may be called chief of the apostles, for his activity and boldness above the others: but that Peter had any authority or rule over his brethren and fellow apostles, is false, and contrary to the Scripture. Christ forbade it the last, even before his passion, and in diverse times before, and taught always the contrary...

Thou wilt say: thou canst not see how there should be any good order in that kingdom, where none were better than other, and where the superior had not a law and authority to compel the inferior with violence. The world, truly, can see no other way to rule than with violence... But in the kingdom of God it is contrary.

### Document 4

Source: Andreas Vesalius, Flemish anatomist and physician, *De humani corporis fabrica*, 1543



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### Document 5

Source: The Council of Trent, Rules concerning prohibited books drawn up by the fathers chosen by the Council and approved by Pope Pius, c. 1564

The books of those heresiarchs, who after the aforesaid year originated or revived heresies, as well as of those who are or have been the heads or leaders of heretics... whatever may be their name, title or nature of their heresy, are absolutely forbidden. The books of other heretics, however, which deal professedly with religion are absolutely condemned. Those on the other hand, which do not deal with religion and have by order of the bishops and inquisitors been examined by Catholic theologians and approved by them, are permitted. Likewise, Catholic books written by those who afterward fell into heresy, as well as by those who after their fall returned to the bosom of the Church, may be permitted if they have been approved by the theological faculty of a Catholic university or by the general inquisition.

### Document 6

Source: Sir Francis Bacon, English scientist and philosopher, preface to *Novum Organum*, 1620

Those who have taken upon them to lay down the law of nature as a thing already searched out and understood, whether they have spoken in simple assurance or professional affectation, have therein done philosophy and the sciences great injury. For as they have been successful in inducing belief, so they have been effective in quenching and stopping inquiry; and have done more harm by spoiling and putting an end to other men's efforts than good by their own. Those on the other hand who have taken a contrary course, and asserted that absolutely nothing can be known — whether it were from hatred of the ancient sophists, or from uncertainty and fluctuation of mind, or even from a kind of fullness of learning, that they fell upon this opinion — have certainly advanced reasons for it that are not to be despised; but yet they have neither started from true principles nor rested in the just conclusion, zeal and affectation having carried them much too far. The more ancient of the Greeks (whose writings are lost) took up with better judgment a position between these two extremes — between the presumption of pronouncing on everything, and the despair of comprehending anything.

## Document 7

Source: William Harvey, English physician, Preface to *On the Motion of the Heart and Blood*, 1628

To The Most Illustrious And Indomitable Prince Charles King Of Great Britain, France, And Ireland Defender Of The Faith

Most Illustrious Prince!

The heart of animals is the foundation of their life, the sovereign of everything within them, the sun of their microcosm, that upon which all growth depends, from which all power proceeds. The King, in like manner, is the foundation of his kingdom, the sun of the world around him, the heart of the republic, the fountain whence all power, all grace doth flow. What I have here written of the motions of the heart I am the more emboldened to present to your Majesty, according to the custom of the present age, because almost all things human are done after human examples, and many things in a King are after the pattern of the heart. The knowledge of his heart, therefore, will not be useless to a Prince, as embracing a kind of Divine example of his functions, - and it has still been usual with men to compare small things with great. Here, at all events, best of Princes, placed as you are on the pinnacle of human affairs, you may at once contemplate the prime mover in the body of man, and the emblem of your own sovereign power.

**END OF DOCUMENTS FOR QUESTION 1**

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# 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**

Based on DBQ guidelines released by the College Board July 2017.

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