

# French and Spanish Colonization LEQ

Sample Responses – AP United States History



Evaluate the extent to which Spanish and French colonizers differed in their interactions with native populations in the period from 1492 to 1754.

## SAMPLE RESPONSE A (6/6)

SPANISH	FRENCH
Columbian Exchange (Context) Latin America and the American Southwest Conquistadors Encomienda System – economic subjugation De Las Casas Missions	Canada and Louisiana Few Colonists / Trading Posts Fur Trade – economic exchanges Friendly Relations and Inter-marriage Jesuits lived among natives and learned languages
<b>SIMILARITIES</b>  Both led by Catholic monarchs who supported state-sponsored programs of evangelism Both relationships were based on economic motives that were affected by the environment and natural resources	

<p>When Columbus and his crew reached the Caribbean, a permanent exchange of goods, people, and ideas known as the Columbian Exchange developed. New sources of wealth were available to Europeans and each nation sought to take advantage of these new resources by establishing colonies. Cortes and other Spanish conquistadors conquered Latin America and the Southwest, creating an empire in the New World, while French explorers, like Marquette explored Canada, the Great Lakes, and Louisiana. <b>Although New France and New Spain both existed for the purpose of imperial conquest and economic dominance, their relationship with native populations differed significantly because of environmental factors that caused the French relationship with the Indians to be much friendlier and on more equal terms.</b></p>	<p><b>CONTEXTUALIZATION</b> presents useful background, supported by specific details, such as the Columbian Exchange, European economic motives, and French and Spanish explorers.</p> <p>Contextualization is relevant and leads the reader to the thesis.</p> <p>A <b>THESIS</b> is present that makes multiple historically defensible claims that are supported by a line of reasoning. This thesis presents a complex argument by providing a <b>reason</b> for the differences and making a historical judgment about the relative significance of the differences compared to the similarities.</p>
<p>The Spanish relationship with Native Americans was based on conquest and economic dominance by European settlers. After conquering what became New Spain, the Spanish set up the encomienda system, which involved the use of forced labor and tribute. Bartolome de las Casas wrote a book condemning the encomienda system as abusive to the natives and urged the Spanish government to stop supporting the system and adopt a more humane policy (which they eventually did). Las Casas wrote on behalf of the</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will address the unique elements of Spanish colonization.</p> <p>The argument in this paragraph is presented by several pieces of specific <b>SUPPORTING EVIDENCE</b>, with references to the encomienda system, Bartolome de las Casas, and Spanish missions. All evidence is described and not simply mentioned.</p>

<p>natives because he was a priest seeking to convert them to Christianity – something that was hard to do to a people who are being treated like conquered foes. The Spanish sought dominance in religion as well, building missions where priests taught the natives Spanish and converted them to Catholicism.</p>	
<p>The French, who settled in Canada, the Great Lakes, and Louisiana, pursued a friendlier and less hierarchical relationship with the natives compared to the Spanish. The French sent very few colonists and those colonists settled in trading posts where they would trade Indian furs for European finished goods. Because the fur trade depended on the voluntary cooperation of the natives, the French approached them more as equal partners. The French would help their Indian allies in their wars against rival tribes and sometimes, they even intermarried with native women, which strengthened their economic relationships. Even French evangelism was cooperative compared to the Spanish, with French Jesuit priests living among the native tribes and learning to speak native languages.</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will address French colonization. Note that this includes a <b>COMPARISON</b> with the Spanish.</p> <p>The argument in this paragraph is presented by several pieces of specific <b>SUPPORTING EVIDENCE</b>, with references to the fur trade, military alliances, and intermarriage in support of the argument that the French had a friendlier relationship with native populations than the Spanish.</p> <p>Note the presence of direct <b>COMPARISON</b> that specifically notes a key <b>DIFFERENCE</b> between French and Spanish colonizers.</p>
<p>Although the French and Spanish colonizers had very different relationships with the natives they encountered, their motives were very similar. Both the French and the Spanish sought to gain wealth and bring goods back to Europe. The environment in French Canada supported an exchange-based economic relationship and it would not have made sense for the French to pursue a program of conquest – especially since they were sending so few colonists. Furthermore, both nations were led by Catholic monarchs that sponsored organized programs of evangelism with the goal of converting natives to Christianity. Although they did this in different ways, the French and the Spanish desired the same end result.</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will focus on comparing the <b>SIMILARITIES</b> between the motives of French and Spanish colonies.</p> <p>Discussing environmental factors reflects a <b>COMPLEX UNDERSTANDING</b> of the topic, analyzing multiple variables.</p> <p>The thoughtful and nuanced explanation of common goals and similarities reflects a <b>COMPLEX UNDERSTANDING</b> of this topic.</p>
<p>So although the French and the Spanish both sought to gain wealth and convert natives to Christianity, their approaches were very different because the Spanish pursued a program of conquest and economic dominance while the French focused on voluntary exchanges.</p>	<p>The <b>THESIS</b> is restated in different language than the first paragraph (without looking back at the first paragraph) in case the Reader was not convinced by the first attempt at a thesis.</p>

## **SCORING SUMMARY** (Sample Response A)

<b>Contextualization</b>	<b>1</b>	<i>The explanations of the Columbian Exchange, Spanish conquistadors, and French explorers provide useful background information.</i>
<b>Thesis</b>	<b>1</b>	<i>The thesis includes a valid and defensible line of reasoning, includes comparisons of similarities and differences, and evaluates their relative importance.</i>
<b>Specific Examples</b>	<b>1</b>	<i>Multiple examples are specific, accurate, and relevant.</i>
<b>Supporting Evidence</b>	<b>1</b>	<i>Several pieces of evidence support the argument.</i>
<b>Historical Reasoning</b>	<b>1</b>	<i>Explicit comparisons are present in the essay.</i>
<b>Complex Understanding</b>	<b>1</b>	<i>Both similarities and differences are thoughtfully compared and multiple variables (e.g., environment) are considered.</i>
<b>TOTAL</b>	<b>6</b>	

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Evaluate the extent to which Spanish and French colonizers differed in their interactions with native populations in the period from 1492 to 1754.

### SAMPLE RESPONSE B (4/6)

SPANISH	FRENCH
Conquistadors Encomienda System – economic subjugation De Las Casas Missions	Few Colonists / Trading Posts Fur Trade – economic exchanges Friendly Relations and Inter marriage Priests lived among natives and learned languages

<p>The Spanish colonizers, who used Indian labor to generate wealth for themselves, did not have nearly as good of a relationship with the French, who had a much friendlier relationship with the Indians based on the fur trade.</p>	<p>A <b>THESIS</b> is present that makes multiple historically defensible claims that are supported by a line of reasoning.</p>
<p>Spanish conquistadors conquered the Indians and forced them to work for them in order to turn a profit. The forced labor system set up by the Spanish was known as the encomienda system and the Indians had to pay taxes to the Spanish. The encomienda system was criticized by Bartolome de las Casas as unjust and he wrote about its horrible abuses. The Spanish also sought to convert Indians to Christianity by creating missions where the Indians would go to learn about the Spanish language of Christianity.</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will address the unique elements of Spanish colonization.</p> <p>The argument in this paragraph is presented by several pieces of specific <b>SUPPORTING EVIDENCE</b>, with references to the encomienda system, Bartolome de las Casas, and Spanish missions. All evidence is described and not simply mentioned.</p>
<p>French colonizers had a better relationship with the Indians than the Spanish did because they did not make the Indians work for them. Instead, they traded furs with the Indians and made money exchanging goods rather than making Indians pay taxes. Even in their efforts to convert Indians to Christianity, the French were different from the Spanish because they sent their priests to live with the Indians and speak to them in their own native languages instead of making them learn French. Part of the reason the French did this is because they sent very few colonists to the New World and they never sent military forces to conquer the Indians in the lands they claimed</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will address French colonization. Note that this includes a <b>COMPARISON</b> with the Spanish, focusing on <b>DIFFERENCES</b>.</p> <p>The argument in this paragraph is presented by several pieces of specific <b>SUPPORTING EVIDENCE</b>, with references to the fur trade, economic cooperation, priests living among the natives, and the presence of very few French colonists in the New World.</p>
<p>Compared to the Spanish, the French had a better relationship with the Indians because they used the fur trade to make money instead of treating the Indians like conquered people.</p>	<p>The <b>THESIS</b> is restated in different language than the first paragraph (without looking back at the first paragraph) in case the Reader was not convinced by the first attempt at a thesis.</p>

## **SCORING SUMMARY** (Sample Response B)

<b>Contextualization</b>	<b>0</b>	<i>Not Attempted</i>
<b>Thesis</b>	<b>1</b>	<i>The thesis makes a defensible argument that is supported by a line of reasoning.</i>
<b>Specific Examples</b>	<b>1</b>	<i>Multiple relevant and specific examples are present.</i>
<b>Supporting Evidence</b>	<b>1</b>	<i>Several pieces of supporting evidence are present.</i>
<b>Historical Reasoning</b>	<b>1</b>	<i>The differences between French and Spanish colonizers are clearly compared.</i>
<b>Complex Understanding</b>	<b>0</b>	<i>The essay reflects a passable understanding of this topic but is not especially complex.</i>
<b>TOTAL</b>	<b>4</b>	

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## SAMPLE RESPONSE C (3/6)

<p><b>SPANISH AND FRENCH</b></p> <p>Both desired to make money and strengthen their economies Both sought to convert natives to Christianity</p>	
<p>Spanish and French colonizers were overall very similar to each other because they both wanted to make money and convert the natives to Christianity.</p>	<p>A <b>THESIS</b> is present that makes a historically defensible claim that is supported by a line of reasoning.</p>
<p>When it came to the economy, the Spanish and the French both wanted to make money. The Spanish did this through the encomienda system – a system of forced labor – and the French did it through the fur trade, but both the French and the Spanish used their relationship with the natives for economic gain.</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will address the <b>ECONOMIC SIMILARITIES</b> between the French and the Spanish.</p> <p>The encomienda and the fur trade are clearly identified (not just mentioned) as <b>SPECIFIC EXAMPLES</b> that are relevant to the topic.</p>
<p>The French and the Spanish both sought to convert the natives to Christianity – specifically to the Catholic Church since they were both Catholic. The Spanish set up missions - villages with churches led by priests - to do this and the French sent priests to live among the natives and teach them the Christian religion. Even though they did it differently, they both desired the same end result.</p>	<p>A <b>TOPIC SENTENCE</b> makes it clear that this paragraph will address the <b>RELIGIOUS SIMILARITIES</b> between the French and the Spanish.</p> <p>Catholicism, Spanish missions and French priests are clearly identified (not just mentioned) as <b>SPECIFIC EXAMPLES</b> that are relevant to the topic.</p>
<p>Spanish and French colonizers were similar in their dealings with Native Americans because they shared the same goals of making money and to spread the Catholic religion.</p>	<p>The <b>THESIS</b> is restated in different language than the first paragraph (without looking back at the first paragraph) in case the Reader was not convinced by the first attempt at a thesis.</p>

## **SCORING SUMMARY** (Sample Response C)

<b>Contextualization</b>	<b>0</b>	Not Attempted
<b>Thesis</b>	<b>1</b>	The thesis makes a defensible argument that is supported by a line of reasoning.
<b>Specific Examples</b>	<b>1</b>	Multiple relevant and specific examples are present.
<b>Supporting Evidence</b>	<b>0</b>	Although the evidence technically supports arguments, it lacks sufficient depth for me to award this point. <i>I am open to discussion about this if anyone disagrees with me here, but I feel it's best for this point to be more difficult to earn in a classroom setting.</i>
<b>Historical Reasoning</b>	<b>1</b>	The similarities between French and Spanish colonizers are clearly compared.
<b>Complex Understanding</b>	<b>0</b>	The essay reflects a basic understanding of this topic but there is nothing complex about this essay.
<b>TOTAL</b>	<b>3</b>	

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