

EUROPEAN HISTORY

2020 Exam

Total Time – 45 Minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend 15 minutes reading the documents and 30 minutes writing your response.

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:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two documents, with an additional point being earned for using four documents.
- Use one or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For one or two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. Evaluate whether the Renaissance was influenced primarily by Christian or by secular ideals.

Document 1

Source: Francesco Petrarch, *Il Canzoniere*, a collection of original vernacular poetry, 1374

Virgin, so lovely, clothed in the sun's light
and crowned with stars, so pleased the highest Sun
that inside you He chose to hide his light:
love urges me to speak to you in verse. . . .

Virgin so pure and perfect in all ways,
mother and the daughter both of your own child,
who brighten this life and adorn the other;
through you your Son, Son of the highest Father
(O shining, lofty window of the Heavens)
came down to save us in the final days,
and you among all earthly dwelling places
He chose – and only you.

Translated by Mark Musa and published by the University of Indiana Press, 1996

Document 2

Source: Giovanni Pico della Mirandola, *Oration on the Dignity of Man*, a public philosophical discourse, 1486

God the Father, the Mightiest Architect, had already raised, according to the precepts of His hidden wisdom, this world we see, the cosmic dwelling of divinity, a temple most august. He had already adorned the supercelestial region with Intelligences, infused the heavenly globes with the life of immortal souls and set the fermenting dung-heap of the inferior world teeming with every form of animal life. But when this work was done, the Divine Artificer still longed for some creature which might comprehend the meaning of so vast an achievement, which might be moved with love at its beauty and smitten with awe at its grandeur. When, consequently, all else had been completed (as both Moses and Timaeus* testify), in the very last place, He bethought Himself of bringing forth man. . . .

At last, the Supreme Maker decreed that this creature, to whom He could give nothing wholly his own, should have a share in the particular endowment of every other creature. Taking man, therefore, this creature of indeterminate image, He set him in the middle of the world. . .

* Moses was generally believed to have been the author of the Torah, the first five books of the Bible, and *Timaeus* was a work by Plato that addressed the creation of the earth.

Document 3

Source: Sir Thomas More, English humanist and Lord Chancellor under Henry VIII, *Utopia*, a fictional account of a traveler's experience on an undiscovered island, 1516

Those among them that have not received [the Christian] religion do not fright any from it, and do not hold anything against those who have converted to it, so that all the while I was there one man was only punished on the basis of religion. This man, being newly baptised. . . debated others publicly concerning the Christian religion, with more zeal than discretion, and with so much heat, that he not only preferred our worship to theirs, but condemned all other religious practices as profane, and cried out against all that adhered to them as impious and sacrilegious persons, that were to be damned to everlasting burnings. Upon his having frequently preached in this manner he was seized, and after trial he was condemned to banishment, not for having disparaged their religion, but for his inflaming the people to sedition; for this is one of their most ancient laws, that no man ought to be punished for his religion.

Document 4

Source: Niccolò Machiavelli, Florentine humanist and political theorist, *The Prince*, 1532

Everyone admits how praiseworthy it is in a prince to keep faith, and to live with integrity and not to be crafty or deceptive. Nevertheless, our experience has been that those princes who have done great things have broken their promises and have known how to outsmart people by being crafty, and in the end have overcome those who have relied on their word. . . it is necessary for a prince to understand how to behave like both a beast and a man. This has been figuratively taught to princes by ancient writers, who describe how Achilles and many other princes of old were given to the Centaur Chiron to nurse, who brought them up in his discipline; which means solely that, as they had for a teacher one who was half beast and half man, so it is necessary for a prince to know how to make use of both natures, and that one without the other is not durable. A prince, therefore, being compelled knowingly to adopt the beast, ought to choose the fox and the lion; because the lion cannot defend himself against snares and the fox cannot defend himself against wolves. Therefore, it is necessary to be a fox to discover the snares and a lion to terrify the wolves. Those who rely simply on the lion do not understand what they are about.

Document 5

Source: Benedictine Church of San Giorgio Maggiore, Venice, designed by Andrea Palladio, constructed between 1566 and 1610



END OF DOCUMENTS FOR QUESTION 1

This DBQ was created by Tom Richey in accordance with the 2020 DBQ guidelines for AP European History. Visit tomrichey.net for more instructional materials.

AP EURO DBQ RUBRIC

FOR 2020 EXAM ONLY

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 __			
TOTAL			

Accurately **DESCRIBES** the content of *at least TWO* 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 TWO (1 Pt) or FOUR (2 Pts)* documents. These documents should meet (and exceed) the standard set for the description point.

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

Uses specific historical evidence beyond what is found in the documents relevant to an argument about the prompt. (**one per example – up to TWO points**)

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: