DOCUMENT BASED QUESTION 1

**Directions:** The following question is based on the accompanying Documents 1–5. This question is designed to test your ability to apply several historical-thinking skills simultaneously—i.e., patterns of continuity and change over time, historical argumentation, and Interpretation. Your response should be based on your analysis of the documents and your knowledge of the topic.

Write a well-integrated essay that does the following:

* States an appropriate thesis that directly addresses all parts of the question.
* Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND your knowledge of European history beyond/outside the documents.
* Analyzes a majority of the documents in terms of such features as their intended audience, purpose, point of view, format, argument, limitations, and/or social context as appropriate to the argument.
* Places the arguments in the context of broader, regional, national, or global processes.

**1. Evaluate the extent to which the ideals of the Enlightenment and the French Revolution included or excluded women from political life and how women responded to those ideals.**

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| **Learning Objective** | **Main Historical Thinking Skills** | **Key Concepts in the** **Curriculum Framework** |
| **SP-9** Analyze how various movements for political and social equality—such as feminism, anticolonialism, and campaigns for immigrants’ rights—pressured governments and redefined citizenship.**IS-6** Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere.**IS-9** Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onwards.**IS-10** Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history. | Patterns of Continuity and Change over TimeHistorical ArgumentationInterpretation  | **2.3.I.C****2.1.IV.E**  |

**ANSWER**

**Thesis**

Possible thesis statements could include the following:

* The Enlightenment and French Revolution fully included women in the ideals of freedom and liberty which they endorsed.
* The Enlightenment and French Revolution excluded women from the ideals they engendered and advocated.
* The Enlightenment and French Revolution included women in some aspects of the political and social ideals which they espoused but women were not recognized as fully equal in these concepts.
* Some thinkers and writers from the Enlightenment and French Revolution included women fully in their concepts while other leaders excluded women from their ideals.

**Analysis of Documents**

To earn full credit for analysis of documents, responses must offer at least one of the following for *all* or *all but one* of the documents: intended audience, purpose, historical context, author’s point of view. The analyses must also support the stated thesis or a relevant argument.

**Document 1**

Source: Rousseau, *Émile*, 1762 discussing the education of women

Thus the whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, to console them, and to make life agreeable and sweet to them—these are the duties of women at all times, and what should be taught them from their infancy. . . .. . . . A woman of wit is the scourge of her husband, her children, her friends, her servants, of everybody. In the sublime elevation of her fine genius she disdains all the duties of woman, and always begins by making a man of herself. . . Were she the possessor of real talents, her pretension would abase them.

Components of document analysis may include the following.

* Audience: Generally intended for the literate elite of eighteenth century Europe and Enlightenment philosophes in particular.
* Purpose: To argue against education for women within the context of discussing the ideal for an enlightened education.
* Historical context: Written in the earlier stages of the Enlightenment, Emile argued for revision of the prevailing education while discussing the nature of man.
* Author’s point of view: Rousseau felt that women were not capable of independent education beyond that of caring for their families and that those women who did pursue such endeavors were an affront to society.

**Document 2**

Source: Mary Wollstonecraft, *A Vindication of the Rights of Woman*, 1792

The power of generalizing ideas, of drawing comprehensive conclusions from individual observations, is the only acquirement, for an immortal being, that really deserves the name of knowledge. Merely to observe, without endeavoring to account for anything, may (in a very incomplete manner) serve as the common sense of life; but where is the store laid up that is to clothe the soul when it leaves the body?

This power has not only been denied to women; but writers have insisted that it is inconsistent, with a few exceptions, with their sexual character. Let men prove this, and I shall grant that woman only exists for man. I must, however, previously remark, that the power of generalizing ideas, to any great extent is not very common amongst men or women. But this exercise is the true cultivation of the understanding; and everything conspires to render the cultivation of the understanding more difficult in the female than the male world.

I am naturally led by this assertion to the main subject of the present chapter, and shall now attempt to point out some of the causes that degrade the sex, and prevent women from generalizing their observations.

I shall not go back to the remote annals of antiquity to trace the history of woman; it is sufficient to allow that she has always been either a slave, or a despot, and to remark, that each of these situations equally retards the progress of reason. The grand source of female folly and vice has ever appeared to me to arise from narrowness of mind; and the very constitution of civil governments has put almost insuperable obstacles in the way to prevent the cultivation of the female understanding.

Components of document analysis may include the following:

* Audience: Written for the educated elite of the time
* Purpose: Partly a response to Rousseau’s views in Emile, intended to prove that women’s unsuitability for higher education is a product of oppression and social stigma, not inherent short-comings by gender
* Historical context: Written in the wake of the French Revolution, Wollstonecraft sought to advance the rights of women and their claim to greater autonomy and opportunity.
* Author’s point of view: Wollstonecraft argues that women are capable of higher level understanding and thought just as men, but that society has conspired to prevent the development of such ability among women.

**Document 3**

Source: Declaration of the Rights of Man and the Citizen, August 1789

The representatives of the French people, organized as a national assembly, considering that ignorance, neglect, and scorn of the rights of man are the sole causes of public misfortunes and of corruption of governments, have resolved to display in a solemn declaration the natural, inalienable, and sacred rights of man, so that this declaration, constantly in the presence of all members of society, will continually remind them of their rights and their duties; so that the acts of the legislative power and those of the executive power, being subject at any time to comparison with the purpose of any political institution, will be better respected; so that the demands of the citizens, based henceforth on simple and incontestable principles, will always contribute to the maintenance of the constitution and the happiness of all.

Consequently, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and citizen:

1. Men are born and remain free and equal in rights; social distinctions can be established only for the common benefit.

2. The aim of every political association is the conservation of the natural and imprescriptible rights of man; these rights are liberty, property, security, and resistance to oppression.

Components of document analysis may include the following:

* Audience: Intended as a statement of the political ideals of the French Revolution for French citizens and the world as a whole
* Purpose: To spell out the rights of all men as they will be protected in the French Republic
* Historical context: Written in the early months of the French Revolution, this document was intended to serve as the guiding principles of the Revolution and the creation of a new French government. Although referring to the rights of “man” it can be argued that this document is using the term to refer to all mankind, including women, but does not explicitly mention women.
* Author’s point of view: Man possesses natural rights that it is the duty of elected officials to respect and protect.

**Document 4**

Source: Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen,* 1791

Mothers, daughters, sisters, female representatives of the nation ask to be constituted as a national assembly. Considering that ignorance, neglect, or contempt for the rights of woman are the sole causes of public misfortunes and governmental corruption, they have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman: so that by being constantly present to all the members of the social body this declaration may always remind them of their rights and duties; so that by being liable at every moment to comparison with the aim of any and all political institutions the acts of women's and men's powers may be the more fully respected; and so that by being founded henceforward on simple and incontestable principles the demands of the citizenesses may always tend toward maintaining the constitution, good morals, and the general welfare.

In consequence, the sex that is superior in beauty as in courage, needed in maternal sufferings, recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of woman and the citizeness.

1. Woman is born free and remains equal to man in rights. Social distinctions may be based only on common utility.

2. The purpose of all political association is the preservation of the natural and imprescriptible rights of woman and man. These rights are liberty, property, security, and especially resistance to oppression.

Components of document analysis may include the following:

* Audience: The literate elite and politically active in the French Revolution but also for future generations considering political rights
* Purpose: To illustrate the rights of women by imitating the Declaration of the Rights of Man and Citizen which omits the declaration of equal rights for women
* Historical context: Written during the early years after the French Revolution, the document attempted to call attention to the omission of women from the protections and rights enumerated in the Declaration of the Rights of Man
* Author’s point of view: de Gouges feels that women are equal to men and worthy of all the same rights and protections

**Document 5**

Source: Marquis de Condorcet, On Admission of Women to the Rights of Citizenship, 1790

I now demand that opponents should condescend to refute these propositions by other methods than by pleasantries and declamations; above all, that they should show me any natural difference between men and women which may legitimately serve as foundation for the deprivation of a right.

The equality of rights established between men by our new constitution has brought down upon us eloquent declamations and never-ending pleasantries; but up till now no one has been able to oppose to it one single reason, and this is certainly neither from lack of talent nor lack of zeal. I venture to believe that it will be the same with regard to equality of rights between the two sexes. It is sufficiently curious that, in a great number of countries, women have been judged incapable of all public functions yet worthy of royalty; that in France a woman has been able to be regent, and yet that up to 1776 she could not be a milliner or dressmaker (“marchande des modes”) in Paris, except under cover of her husband’s name;[\*](http://oll.libertyfund.org/titles/1013#lf0569_footnote_nt003) and that, lastly, in our elective assemblies they have accorded to rights of property what they have refused to natural right. Many of our noble deputies owe to ladies the honour of sitting among the representatives of the nation. Why, instead of depriving of this right women who were owners of landed estates, was it not extended to all those who possessed property or were heads of households? Why, if it be found absurd to exercise the right of citizenship by proxy, deprive women of this right, rather than leave them the liberty of exercising it in person?

Components of document analysis may include the following:

* Audience: intended for the educated elite and the political active during the French Revolution
* Purpose: to argue for the granting of legal rights and citizenship to women
* Historical context: Written in the aftermath of the initial steps of the French Revolution, Condorcet’s treatise weighed in on the debate of rights for women.
* Author’s point of view: Condorcet felt that all men and women were equal regardless of race and that there was no justification for depriving women of equal rights.

**Analysis of outside examples to support thesis/argument**

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include the following:

* The March on Versailles in 1789 was led by Parisian women, seen by many as a sign of the political significance that women could wield when given a chance to do so.
	+ Many people viewed the women’s march on Versailles as a sign of degeneration and feared the corruption of society that it might signal.
* The Revolutionary governments increased women’s opportunities for divorce, inheritance and education.
	+ These actions increased many women’s hopes for equal rights and led to increased agitation and organization of women to gain rights.
	+ Most political leaders, even in the revolutionary governments, sought to restrict women’s participation in politics and sought to reinforce the traditional role of women in the home.
* Napoleon’s Civil Code of 1804 revoked many of the gains made by women under the Revolution.
	+ The Napoleonic Code restricted divorce and again made women legally subservient to the men of their family (fathers or husbands).

**Contextualization**

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following:

* The increase in rights for women accompanied the larger movement for greater rights for commoners.

**Synthesis**

Students can earn the point for synthesis 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 using disparate and sometimes contradictory evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include, but are not limited to, the following:

* The push for women’s rights in the wake of the Enlightenment and French Revolution can be compared to similar attempts during the nineteenth and twentieth century.

DOCUMENT BASED QUESTION 2

**Directions:** The following question is based on the accompanying Documents 1–6. This question is designed to test your ability to apply several historical-thinking skills simultaneously—i.e., patterns of continuity and change over time, historical argumentation, and comparison. Your response should be based on your analysis of the documents and your knowledge of the topic.

Write a well-integrated essay that does the following:

* States an appropriate thesis that directly addresses all parts of the question.
* Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND your knowledge of European history beyond/outside the documents.
* Analyzes a majority of the documents in terms of such features as their intended audience, purpose, point of view, format, argument, limitations, and/or social context as appropriate to the argument.
* Places the arguments in the context of broader, regional, national, or global processes.

**2. Analyze the extent to which the views of opponents of absolutism and mercantilism represented change or continuity from earlier models of governance and economics.**

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| **Learning Objective** | **Main Historical Thinking Skills** | **Key Concepts in the** **Curriculum Framework** |
| **PP-1** Explain how and why wealth generated from new trading, financial, and manufacturing practices and institutions created a market and then a consumer economy.**OS-7** Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity and politics as governed by natural laws.**OS-9** Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered or diverged from traditional explanations based on religious beliefs.**SP-4** Analyze how new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.**SP-11** Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism, and by taking political action. | Patterns of Continuity and Change over TimeHistorical ArgumentationComparison | **2.3.III.A****2.3.III.B**  |

**ANSWER**

**Thesis**

Possible thesis statements could include the following:

* Opponents of absolutism and mercantilism sought a complete break from the political and economic policies of earlier periods.
* Opponents of absolutism and mercantilism sought a refinement of what they perceived as traditional political and economic policies.
* Opponents of absolutism and mercantilism sought to install simply a new set of terms and structures over the same edifice of power and greed which had always existed.

**Analysis of Documents**

To earn full credit for analysis of documents, responses must offer at least one of the following for *all* or *all but one* of the documents: intended audience, purpose, historical context, author’s point of view. The analyses must also support the stated thesis or a relevant argument.

**Document 1**

Source: Jacques-Bénigne Bossuet, *Politics Drawn from the Very Words of the Holy Scripture* (1709). Bossuet was a French bishop and tutor to the son of Louis XIV.

**Article I**

There are four characters or qualities essential to royal authority: First, royal authority is sacred; second, it is paternal; third, it is absolute; fourth, it is ruled by reason. . . .

**Article III**

*The royal authority is absolute.*

. . . The prince is by his office the father of his people; he is placed by his grandeur above all petty interests; even more: all his grandeur and his natural interests are that the people shall be conserved, for once the people fail him he is no longer prince/ There is thus nothing better than to give all the power of the state to him who has the greatest interest in the conservation and greatness of the state itself. . . .

Components of document analysis may include the following:

* Audience: Bossuet’s work was partly intended for his royal pupil and patron but also for the larger political audience of the educated elite of Europe.
* Purpose: Bossuet sought to justify absolute monarchy as the most rational form of governance and as divinely inspired.
* Historical context: Bossuet’s work was written in the context of the consolidation of power in the hands of monarchs throughout western Europe in the late 17th and early 18th century.
* Author’s point of view: Bossuet views the monarch as the sole person in society who is above the self-interest that corrupts the ability to rule in the best interest of the state and people.

**Document 2**

Source: Thomas Hobbes, *Leviathan* 1651.

**CHAPTER XIX**

**OF THE SEVERAL KINDS OF COMMONWEALTH BY INSTITUTION, AND OF SUCCESSION TO THE SOVEREIGN POWER**

. . . When the representative is one man, then is the Commonwealth a monarchy; when an assembly of all that will come together, then it is a democracy, or popular Commonwealth; when an assembly of a part only, then it is called an aristocracy. Other kind of Commonwealth there can be none: for either one, or more, or all, must have the sovereign power (which I have shown to be indivisible) entire.

There be other names of government in the histories and books of policy; as tyranny and oligarchy; but they are not the names of other forms of government, but of the same forms misliked. For they that are discontented under monarchy call it tyranny; and they that are displeased with aristocracy call it oligarchy: so also, they which find themselves grieved under a democracy call it anarchy, which signifies want of government; and yet I think no man believes that want of government is any new kind of government: nor by the same reason ought they to believe that the government is of one kind when they like it, and another when they mislike it or are oppressed by the governors.

It is manifest that men who are in absolute liberty may, if they please, give authority to one man to represent them every one, as well as give such authority to any assembly of men whatsoever; and consequently may subject themselves, if they think good, to a monarch as absolutely as to other representative. Therefore, where there is already erected a sovereign power, there can be no other representative of the same people, but only to certain particular ends, by the sovereign limited. . . .

The difference between these three kinds of Commonwealth consisteth, not in the difference of power, but in the difference of convenience or aptitude to produce the peace and security of the people; for which end they were instituted. And to compare monarchy with the other two, we may observe: first, that whosoever beareth the person of the people, or is one of that assembly that bears it, beareth also his own natural person. And though he be careful in his politic person to procure the common interest, yet he is more, or no less, careful to procure the private good of himself, his family, kindred and friends; and for the most part, if the public interest chance to cross the private, he prefers the private: for the passions of men are commonly more potent than their reason. From whence it follows that where the public and private interest are most closely united, there is the public most advanced. Now in monarchy the private interest is the same with the public. The riches, power, and honour of a monarch arise only from the riches, strength, and reputation of his subjects. For no king can be rich, nor glorious, nor secure, whose subjects are either poor, or contemptible, or too weak through want, or dissension, to maintain a war against their enemies; whereas in a democracy, or aristocracy, the public prosperity confers not so much to the private fortune of one that is corrupt, or ambitious, as doth many times a perfidious advice, a treacherous action, or a civil war.

Components of document analysis may include the following:

* Audience: Written for the cultural, educated elite of Europe, particularly for those in England.
* Purpose: Hobbes attempts to clarify the best and most stable form of government.
* Historical context: Written against the backdrop of the English Civil War and all the turmoil involved in the execution of the King and the rise of the Commonwealth government, Hobbes’ main goal is simply stability in governance.
* Author’s point of view: Hobbes views monarchy as the safest form of government because the monarch is reliant upon the wealth and prosperity of his subjects to guarantee his own prosperity, and it avoids the rivalry between factions which he saw in the Civil War. However, Hobbes does introduce the idea of this rule as being part of a social contract between the government and the governed.

**Document 3**

Source: John Locke, *Second Treatise of Government*, 1690.

Hence it is evident that absolute monarchy, which by some men is counted the only government in the world, is indeed inconsistent with civil society, and so can be no form of civil government at all; for the end of civil society being to avoid and remedy those inconveniences of the state of nature which necessarily follow from every man being judge in his own case, by setting up a known authority, to which everyone of that society may appeal upon any injury received or controversy that may arise, and which everyone of the society ought to obey. . . .

Men, being, as has been said, by nature all free, equal, and independent, no one can be put out of this estate and subjected to the political power of another without his own consent. The only way whereby anyone divests himself of his natural liberty and puts on the bonds of civil society is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one among another, in a secure enjoyment of their properties and greater security against any that are not of it.

Components of document analysis may include the following:

* Audience: intended for the educated elite and political theorists of the time period
* Purpose: to illustrate Locke’s conception of the social contract and ideal of government
* Historical context: Writing in the aftermath of the Glorious Revolution in England, Locke sanctioned the ability of the governed to choose their rulers.
* Author’s point of view: Locke viewed absolute monarchy as inconsistent with his ideas of a social contract. If all men are equal, then no man can be elevated to absolute power. No one can rule without the consent of the ruled.

**Document 4**

Source: Leveller tract by John Lilburne, "Regall Tyrannie Discovered" (London, 1647)

Regall Tyrannie discovered:

Or,

A Discourse, shewing that all lawfull (approbational) instituted power by God amongst men, is by common agreement, and mutual consent. Which power (in the hands of whomsoever) ought alwayes to be exercised for the good, benefit, and welfare of the Trusters, and never ought other wise to be administered: Which, whensoever it is, it is justly resistable and revokeable; It being against the light of Nature and reason, and the end wherefore God endowed Man with understanding, for any sort or generation of men to give so much power into the hands of any man or men whatsoever, as to enable them to destroy them, or to suffer such a kind of power to be exercised over them, by any man or men, that shall assume it unto himself, either by the sword, or any other kind of way.

Components of document analysis may include the following:

* Audience: intended primarily for revolutionary minded individuals who sought a complete restructuring of society and as a political tract to be read by the political theorists of the day
* Purpose: intended to convince the reader of the validity of the “leveller” concept of stripping society of the privilege that set some men higher than commoners
* Historical context: written in the midst of the turmoil of the English Civil War and as a response to the economic distress of the period in England
* Author’s point of view: Lilburne argues that government is by common agreement of the governed and any government acting in violation of the interests of the governed can and should be resisted.

**Document 5**

Source: Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (*The Wealth of Nations),* 1776.This chapter on the conclusion of the mercantile system was added in the 3rd edition.

**Chapter VIII**

. . . Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer. The maxim is so perfectly self-evident, that it would be absurd to attempt to prove it. But in the mercantile system, the interest of the consumer is almost constantly sacrificed to that of the producer; and it seems to consider production, and not consumption, as the ultimate end and object of all industry and commerce. . . .

It cannot be very difficult to determine who have been the contrivers of this whole mercantile system; not the consumers, we may believe, whose interest has been entirely neglected, but the producers, whose interest has been so carefully attended to; and among this latter class our merchants and manufacturers have been by far the principal architects. . . .

Components of document analysis may include the following:

* Audience: addressed to the educated elite of Europe, as well as the governments and economic policy-makers of European states
* Purpose: to address the short-comings of the, then, current economic policies
* Historical context: written against the increasingly enlightened atmosphere of Europe and in response to the various economic struggles of the preceding century
* Author’s point of view: Smith points to the flaws of mercantilism as a result of its being designed by merchants and governments for the exclusive benefit of merchants.

**Document 6**

Source: Anne Robert Jacques Turgot, *Reflections on the Formation and Distribution of Wealth,* 1770

**Section 49**

***Of the excesses of annual produce accumulated to form capitals.***

As soon as men are found, whose property in land assures them an annual revenue more than sufficient to satisfy all their wants, among them there are some, who, either uneasy respecting the future, or perhaps, only provident, lay by a portion of what they gather every year, either with a view to guard against possible accidents, or to augment their enjoyments. When the commodities they have gathered are difficult to preserve, they ought to procure themselves in exchange, such objects of a more durable nature, and such as will not decrease in their value by time, or those that may be employed in such a manner, as to procure such profits as will make good the decrease with advantage.

**Section 50**

***Personal property, accumulation of money.***

This species of possession, resulting from the accumulation of annual produce, not consumed, is known by the name of personal property. Household goods, houses, merchandise in store, utensils of trade, and cattle are under this denomination. It is evident men must have toiled hard to procure themselves as much as they could of this kind of wealth, before they became acquainted, but it is not less evident that. As with the use of money, soon as it was known, that it was the least liable to alternation of all the objects of commerce and the most easy to preserve without trouble, it would be principally sought after by whoever wished to accumulate. . . .

Components of document analysis may include the following:

* Audience: the educated elite, enlightened thinkers, and political leaders
* Purpose: Turgot sought to explain the accumulation of wealth or capital.
* Historical context: written as an attempt to address economic issues in the same rational manner as enlightenment thinkers were applying to other fields
* Author’s point of view: Turgot views the accumulation of wealth (capital) as a natural progression in society.

**Analysis of outside examples to support thesis/argument**

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include the following:

* Arguments in favor of absolutism
	+ James I of England and the belief in the “Divine Right of Kings”
	+ Hobbes’ stance of monarchy as the most efficient and stable system of government
	+ The works of Jean Bodin which in many ways justified absolute monarchy as the best form of government
* Arguments in favor of mercantilism
	+ The marked growth of European finances, exploration, and conquest were carried out under the auspices of mercantilism, showing the value of mercantilism as an economic policy.
	+ Various writers outlined the ideas of mercantilism, stressing the importance of state control of commerce to encourage domestic production for export and the minimization of imports.
* Arguments opposed to absolutism
	+ Locke argued for limited sovereignty for a monarch, in essence the concept of a constitutional monarchy.
	+ Montesquieu argued for a separation of powers as a means to keep power from becoming centralized in the hands of one person or political entity.
	+ Rousseau argued that the general will of the people was the only source of political power and law.
* Arguments opposed to mercantilism
	+ Physiocrats argued in favor of natural laws such as supply and demand as the basis for all economics; thus, if the government limited interference in economics, the natural laws would guarantee prosperity.
	+ Adam Smith argued that the physiocrat concept of *laissez-faire* economic policy was a prerequisite to growth and economic success while stressing that commerce was the key to this system.

**Contextualization**

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following:

* Modern debates of how to run the economy parallel the earlier debates of mercantilism versus capitalism.
	+ Disputes over socialist or communist policies versus capitalist doctrine
	+ Keynesian economics and its focus upon government spending to stimulate the economy in times of crisis versus traditional capitalist policy
* Modern debates over the broadening of the franchise and democracy grow directly out of the political discourse of the seventeenth century.
	+ The extension of the vote to women and Jews is a natural extension of the idea to expand political rights to the people as a whole.

**Synthesis**

Students can earn the point for synthesis 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 using disparate and sometimes contradictory evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include, but are not limited to, the following:

* Government control of the economy and political influence can be compared to similar attempts in the 20th century by totalitarian regimes to control production and the economy for the needs of the state as seen in Nazi Germany and Stalinist Russia.