

Document-Based Question 1

EUROPEAN HISTORY

SECTION II

Total Time — 1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing time: 40 minutes

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.

- State a relevant thesis that directly addresses all parts of the question.
 - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
 - Incorporate analysis of all, or all but one, of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents.
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.
1. Analyze how European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760s to the 1910s.

GO ON TO THE NEXT PAGE.

Document 1

Source: William Smith, British soldier, eyewitness account of a 1764 British punitive expedition against rebellious Native American groups in the Ohio country, 1766.

Since [the terms of the truce] demanded that the Indians release all White prisoners in their possession . . . most of these prisoners arrived in our camp, amounting to 206. . . .

There were to be seen fathers and mothers recognizing and clasping their once-lost babes; husbands hanging around the necks of their newly-recovered wives; sisters and brothers unexpectedly meeting together after long separation, scarce able to speak the same language.

The Indians too, as if wholly forgetting their usual savageness, bore an important part in heightening this most affecting scene. They delivered up their beloved captives with the utmost reluctance; shed torrents of tears over them, recommending them to the care and protection of the commanding officer. They visited them from day to day; and brought them what corn, skins, horses, and other matters they had bestowed on them, while in their families. . . .

Those qualities in savages challenge our just esteem. They should make us charitably consider their barbarities as the effects of wrong education, and false notions of bravery and heroism; while we should look on their virtues as sure marks that nature has made them fit subjects of cultivation as well as us. Cruel and unmerciful as they are, by habit and long example in war, yet whenever they come to give way to the native dictates of humanity, they exercise virtues which Christians need not blush to imitate.

GO ON TO THE NEXT PAGE.

Document 2

Source: Josiah Wedgwood, early British industrialist, *Am I not a Man and a Brother?*, ceramic medallion created for the Society for Effecting the Abolition of the Slave Trade, 1787.



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Document 3

Source: Chactaw, a fictional Native American character in *Atala*, a novel by the French writer François-René de Chateaubriand, published in 1801.

[After my father was killed] . . . an old Spaniard in the town of St. Augustine [in Florida], named Lopez, touched with my youth and simplicity, offered me an asylum. He took the greatest care of my education; and procured me the best instructors in the various branches of science.

But after passing thirty moons in this manner, I began to be disgusted with social life. I grew pale and emaciated. Sometimes I stood for whole hours immovable, contemplating the far distant forests, rising into mountains to the clouds. Sometimes they found me seated on the banks of a river, regarding its gentle current in melancholy silence.

Being unable any longer to resist the desire of returning to the wilderness, I appeared one morning before Lopez, in my savage dress, holding in one hand my bow and arrows, and in the other my European garments. These I returned to my generous benefactor, at whose feet I fell, shedding a torrent of tears, accusing myself of ingratitude. At length, I cried: "Oh my father, thou thyself knowest that, unless I enter again upon my wandering life after the Indian manner, I certainly shall die."

Lopez, . . . seeing I was resolved to encounter every danger, clasped me in his arms, and, with tears in his eyes, exclaimed: "Go, magnanimous child of nature! Enjoy this invaluable independence of man! Were I a few years younger, I would myself accompany thee to the wilderness."

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Document 4

Source: Jules Ferry, French prime minister, speech to the Chamber of Deputies, July 1885.

The superior races have a duty to civilize the inferior races. In the history of earlier centuries these duties have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race. But, in our time, I maintain that European nations acquit themselves with generosity, and with sincerity of this civilizing duty. Could anyone deny that there is more justice, more order, more equity, more social virtue in North Africa now that France has conquered it? . . . Is it possible to deny that it would be a great fortune for the hapless inhabitants of equatorial Africa to fall under the protection of the French or the English nation? Hasn't it been our first priority in these places to combat the human trafficking of Africans, and the infamy of slavery? . . .

Gentlemen, in Europe such as it is today, in this competition of the many rivals we see rising up around us, . . . a policy of withdrawal or abstention [from imperial expansion] is simply the high road to ruin! . . . Spreading our light without acting, without taking part in the affairs of the world, seeing all expansion into Africa or the Orient either as a trap or as a mere adventure: for a great nation to live in this way, believe me, is to abdicate its responsibilities. . . . One cannot suggest that France should conform to the same political ideals as a free Belgium or a republican Switzerland. There is something else about France—she cannot afford to be just a free country, she must also be a great country. She must spread her influence over the world and export wherever she can her language, her ways, her flag, her force of arms, her genius!

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Document 5

Source: Paul Gauguin, *Barbaric Tales*, painting showing two Polynesian women and a European man, painted during Gauguin's residence in Tahiti, 1902.

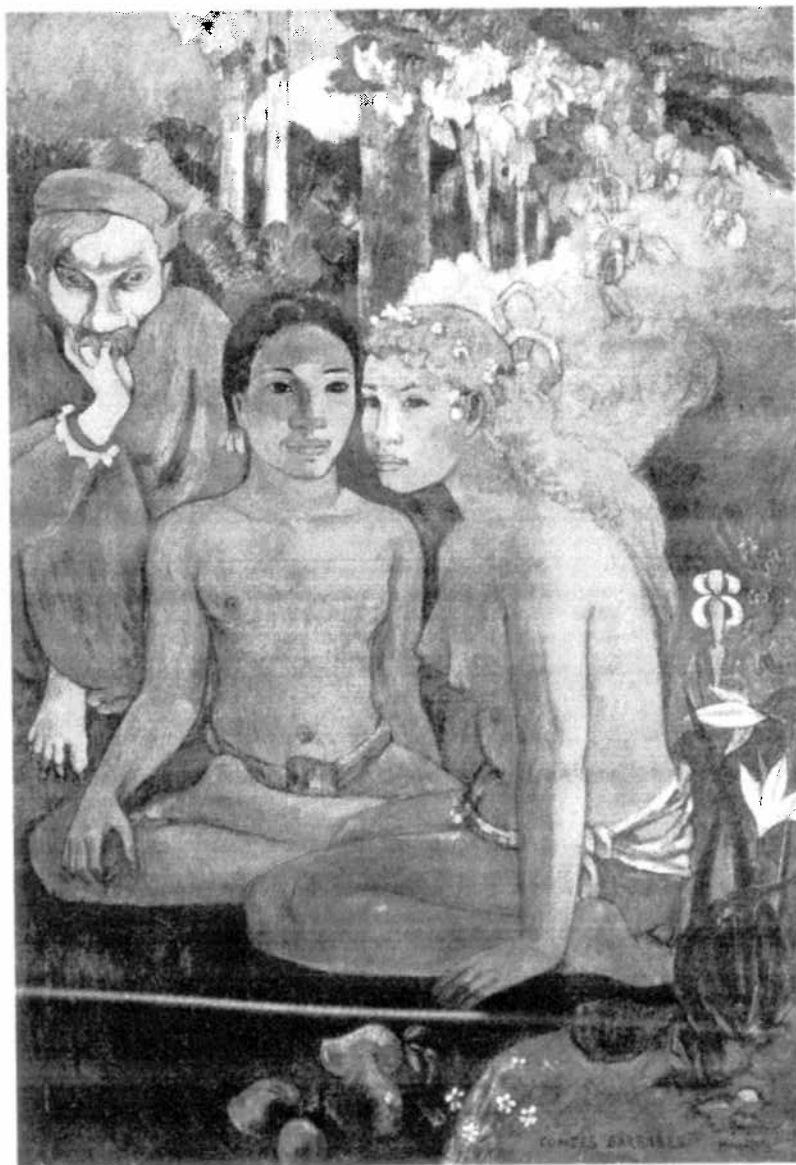


Photo Credit: The Art Archive at Art Resource, NY

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Document 6

Source: Wilhelm Schallmayer, German physician, "Heredity and Selection in the Life History of Nations," essay, 1903.

Competition makes some nations and races powerful and brings other, backward nations and races into decline. Compared to the constant and imminent threat of being outcompeted [by another human group], other threats in Nature pale in significance. In our present time, we can observe entire races of people dying out, races whose hunting grounds and other subsistence resources have been taken away by the White race and whose venerable religious and moral traditions have been destroyed. . . . The unheard of interconnectedness of the last century has brought some backward peoples to the brink of extinction. Over the course of the last five hundred years, all native peoples of the world's continents and islands have been discovered by Europeans. These native peoples were only viable for as long as they remained unknown, shielded from competition with the superior European race.

Document 7

Source: Evelyn Baring, Earl of Cromer, British consul general in Egypt and effective ruler of the country from 1883 to 1907, *Modern Egypt*, memoir, published 1908.

The European is a close reasoner; his statements of fact are devoid of ambiguity; he is a natural logician; he loves symmetry in all things; he is by nature skeptical and requires proof before he can accept the truth of any proposition. The mind of the Oriental, on the other hand, like his picturesque streets, is eminently wanting in symmetry. His reasoning is of the most slipshod description. . . . Endeavor to elicit a plain statement of facts from an ordinary Egyptian. His explanation will generally be lengthy, and wanting in lucidity. He will probably contradict himself half-a-dozen times before he has finished his story. . . .

Nevertheless, there is one saving clause, which serves in some respects as a bond of union between the two races. Once explain to an Egyptian what he is to do, and he will assimilate the idea rapidly. He is a good imitator, and will make a faithful, even sometimes a too servile copy of the work of his European teacher. His civilization may be a veneer, yet he will readily adopt the letter, the catchwords and jargon, if not the spirit of European administrative systems. His movements will, it is true, be not infrequently those of an automaton, but a skillfully constructed automaton may do a great deal of useful work. . . . So long as British supervision is maintained, the Egyptian will readily copy the practices and procedures of his English teachers. On the other hand, inasmuch as the Egyptian has but little power of initiation, and often does not thoroughly grasp the reasons why his teachers have impelled him in certain directions, a relapse will ensue if British supervision be withdrawn.

END OF DOCUMENTS FOR QUESTION 1

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Information and Scoring Guidelines

Information for Document-Based Question 1

Learning Objectives	<p>INT-2 Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.</p> <p>INT-7 Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.</p> <p>OS-4 Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.</p> <p>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.</p> <p>OS-10 Analyze the means by which individualism, subjectivity, and emotion came to be considered a valid source of knowledge.</p> <p>PP-14 Explain how industrialization elicited critiques from artists, socialists, workers' movements, and feminist organizations.</p>
Historical Thinking Skills	Continuity and Change, Historical Argumentation, Use of Evidence, Contextualization, Synthesis
Key Concepts in the Curriculum Framework	<p>2.3 I A</p> <p>2.3 II C</p> <p>2.3 VI C</p> <p>3.5 I C</p> <p>3.5 III B</p> <p>3.6 I B</p>

Scoring Guidelines for Document-Based Question 1

Analyze how European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760s to the 1910s.

Maximum Possible Points: 7

A. Thesis: 0–1 point

Skills assessed: Historical Argumentation, Continuity and Change

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

The thesis must address both parts of the question. It must address explicitly at least one European view and at least one example of intellectual change or cause of change; for example, views of European superiority, tolerance of other cultures, as well as intellectual changes such as Romanticism, Social Darwinism, imperialism.

1 point

B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Historical Argumentation, Contextualization, Continuity and Change

Analysis of documents (0–3 points)				
Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis OR a relevant argument	OR	Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for the majority of the documents: intended audience, purpose, historical context, AND/OR author's point of view	OR	Offers plausible analysis of BOTH the content of <u>all or all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, AND/OR author's point of view
1 point		2 points		3 points

AND/OR

Analysis of outside examples to support the thesis/argument (0–1 point)
Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. One specific example is sufficient.
1 point

C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument based on the documents to broader historical events and/or processes; for example, "Ferry's speech demonstrates France's commitment to imperialism."
1 point

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

Appropriately extends or modifies the stated thesis or argument	OR	Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument	OR	Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	OR	Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		1 point		1 point		1 point

SCORING NOTES**A. Thesis**

Acceptable thesis statements create an argument that responds to both tasks: identifying at least one relevant view and at least one example of intellectual change for the period; for example, views of European superiority, tolerance of other cultures, as well as intellectual changes such as Romanticism, Social Darwinism, or imperialism. Note that the thesis does not need to be a single sentence, and the thesis can be found in the introduction or conclusion.

Examples of acceptable and unacceptable theses:

- **Acceptable theses:**

- “They didn’t possess the same sense of racial or ethnic supremacy that they felt when pursuing imperial policies in the East and in Africa. Over this time period, poorer treatment of foreign people, a sense of racial superiority, and strong prejudices drawing from nationalism marked the changing attitudes of Europeans to native, colonized people in other continents.”
- “Through the desire to expand and control non-European nations, the intellectual ideas of non-Europeans changed from an acceptance of the separate race to a profound and staunch belief and thought that European superiority was in fact real.”
- “In the time period of 1760 to 1910, European attitudes towards non-Europeans changed from cautious respect to unveiled condescension due to change in intellectual thought inspired by nationalism, social domination, and a superiority complex.”

- **Unacceptable theses:**

- “The European view toward non-European countries changed from a respect toward the natives to a degrading of them, and finally to influencing them of their own values, demonstrating Europe’s intellectual changes.” (There are views and a mention of intellectual changes that are not identified.)
- “Throughout the 1760s to the 1910s, intellectual changes were a reflection on the Europeans’ views on the abolition of slavery, superiority, and temptation for equality on non-European peoples and cultures.” (There are views and a mention of intellectual changes that are not identified.)
- “The major aspects noted through these European individuals are the problems with slavery, racism, imperialism, and a need for nationalism in countries.” (There are indications of intellectual change but no mention of views. Nationalism is treated as a view here.)

B. Analysis of historical evidence and support of argument**Analysis of documents (0–3 points):**To earn one point:

The essay must offer plausible analysis of the content of a majority of documents (four to seven), explicitly using this analysis to support the stated thesis or the relevant argument. Note that this analysis may be in the topic sentence; the analysis must be connected to the argument.

Examples of acceptable and unacceptable analysis:

- **Acceptable analysis:** “Then in the late 19th century the French are thinking of imperialism and the ‘White Man’s Burden.’ No longer slaves but instead, just inferior, needing the mother country of France to show them the way.”
- **Unacceptable analysis:** “Josiah Wedgwood’s medallion design portrays the superior attitude of Europeans toward the African slaves. . . It shows the harsh conditions that they were subjected to due to the terrible attitude Europeans had.” (This is a misrepresentation of the document for the purpose of analysis.)

To earn two points:

The essay must offer a plausible analysis of **BOTH** the content of a majority of documents to support the thesis or relevant argument **AND** at least one of the following for the majority of documents (four to five): intended audience of the document, purpose of the document, historical context of the document, or author of the document’s point of view.

Examples of acceptable and unacceptable audience, purpose, content, and point of view:

- **Acceptable audience:** “Similarly, the novel *Atala*, whose intended audience was the European public, romanticized the cultures of non-Europeans.”

- **Unacceptable audience:** “Because this was a speech to the Chamber of Deputies it reflects his true ideas.” (This information is given in the document.)
- **Acceptable purpose:** “This document should be critically viewed because it was made for an abolition of Slave Trade Association and thus not necessarily reflecting a popular view.”
- **Unacceptable purpose:** “Paul Gauguin’s painting *Barbaric Tales* is directed towards the European people to show them the barbaric and primal nature of non-European people.” (This is not Gauguin’s purpose in this painting.)
- **Acceptable context:** “Document 2 . . . shows the lingering and escalating sense of European dominance. During this period, Europeans viewed foreign cultures as insignificant and saw native people as economic assets rather than human lives.”
- **Unacceptable context:** “In a book by François-René de Chateaubriand it talks of very Romantic ideas and thought . . . This is in the time of Napoleon in power.” (This document is not linked to Napoleon.)
- **Acceptable point of view:** “Likely, Schallmayer is speaking from opinion (since he is European) rather than fact, for his medical knowledge is not applicable to the point which he attempts to make.”
- **Unacceptable point of view:** “As a physician, his words are probably twisted by readers as coming from a man from great intelligence.” (Implausible assertion.)

To earn three points:

The essay must offer a plausible analysis of **BOTH** the content of all or all but one (six to seven) of the documents to support the thesis or relevant argument **AND** at least one of the following for all or all but one of documents (six to seven): intended audience of the document, purpose of the document, historical context of the document, or author of the document’s point of view.

Analysis of outside examples to support the thesis/argument (1 point):

To earn the fourth point:

The essay must offer a plausible analysis of outside historical examples to support the thesis or relevant argument.

Examples of acceptable and unacceptable outside historical evidence:

- **Acceptable outside historical evidence:**
 - “At the beginning of this time period colonization was not intellectually driven, but was instead seen as a fundamental element of mercantilism that was essential for a developed nation’s economic success and dominance.”
 - “As European countries began to desire territorial expansion and with that, economic expansion, an intellectual stigma deemed the ‘White Man’s Burden’ by Rudyard Kipling, and the theory of Social Darwinism became prevalent.”

- **Unacceptable outside historical evidence:**

- “As the ideas of Social Darwinism . . . resulted in a condescending European attitude towards others.” (This provided context for analysis for the corresponding document but did not provide outside evidence for the argument because it was not specific and did not provide an example (i.e., Rudyard Kipling).)

Note about errors: Major errors in interpretation or usage of a document earn no credit. However, if the interpretation or usage of the document contains a minor error but remains plausible, credit may be awarded.

C. Contextualization

Essays can get this point by connecting the thesis or argument to historical events, movements, and processes and may also refer to a time period. While students may earn points by analyzing the historical context of the documents (see section B of the rubric above), here the student may earn the point for the skill of contextualization by connecting the thesis or argument to the broader historical context (such as contemporaneous events, movements, and/or processes).

Examples of acceptable and unacceptable contextualization:

- **Acceptable contextualization:**

- “In the 19th century, concepts such as racial Darwinism emerged to justify poor European treatment of other peoples.”
- “Europe had not yet completed the Enlightenment, and also had yet to imperialize Africa and Asia.”

- **Unacceptable contextualization:**

- “French Prime Minister Jules Ferry describes how North America is in a much more stable state of peace and how European nations are not thinking about their own actions but are rather selfish in character. Even though France has been through many conflicts such as the French Revolution and the Napoleonic wars they must continue to work on becoming a strong nation and not be intimidated by their failures.” (The context here does not support the analysis of the document nor the argument.)

Note about errors: Specific pieces of evidence containing factual errors that detract from the argument or its explicit contextualization earn no credit for this point.

D. Synthesis

It is possible for essays to earn this point without a stated thesis if a relevant argument that completes both elements of the question effectively emerges in the body of the essay, and the essay meets the criteria in the Synthesis box heading **AND** completes one or more of the tasks enumerated in the four columns. Synthesis is connected to the cohesion and persuasion of the essay and can be achieved in several ways.

The synthesis point can usually be earned through the incorporation of connections to other historical periods, geographical areas, contexts, or circumstances. The point may also be earned if essays recognize and effectively account for disparate, sometimes contradictory, evidence from primary and/or secondary sources. Additionally, essays may earn the synthesis point if they appropriately extend or modify the thesis or argument, usually by examining change over time, or if they draw on appropriate ideas and methods from different fields of inquiry or disciplines to support their arguments.

Examples of acceptable and unacceptable synthesis:

- **Acceptable synthesis:** “Together, the documents show that intellectual thought in Europe was changing from Romanticism to imperialism with currents of science and technology, yet regardless of the justification, the essential ideas of Europeans toward non-Europeans remained that non-Europeans were ‘savages,’ through ways of living (as thought in the late 1700s) to general being (as thought in the early 1900s).”
- **Unacceptable synthesis:** “The progression in views is an expansion of knowledge of the peoples and cultures subject to dominant European powers. Europeans were at first very intolerant of the natives, but after observation and time spent working with non-whites, they came to accept them as societies and peoples; yet it is still a long way until they fully considered each other equal and didn’t imply a superior-inferior stance on colonization.”

Document Summaries

The following pages present the DBQ documents along with the key aspects of each that students might offer in support of their arguments. Also provided are some of the major subjects, concepts, themes, or processes mentioned in the course that students might use to contextualize their arguments.

Document 1

Source: William Smith, British soldier, eyewitness account of a 1764 British punitive expedition against rebellious Native American groups in the Ohio country, 1766.

Since [the terms of the truce] demanded that the Indians release all White prisoners in their possession . . . most of these prisoners arrived in our camp, amounting to 206. . . .

There were to be seen fathers and mothers recognizing and clasping their once-lost babes; husbands hanging around the necks of their newly-recovered wives; sisters and brothers unexpectedly meeting together after long separation, scarce able to speak the same language.

The Indians too, as if wholly forgetting their usual savageness, bore an important part in heightening this most affecting scene. They delivered up their beloved captives with the utmost reluctance; shed torrents of tears over them, recommending them to the care and protection of the commanding officer. They visited them from day to day; and brought them what corn, skins, horses, and other matters they had bestowed on them, while in their families. . . .

Those qualities in savages challenge our just esteem. They should make us charitably consider their barbarities as the effects of wrong education, and false notions of bravery and heroism; while we should look on their virtues as sure marks that nature has made them fit subjects of cultivation as well as us. Cruel and unmerciful as they are, by habit and long example in war, yet whenever they come to give way to the native dictates of humanity, they exercise virtues which Christians need not blush to imitate.

Key points:

- A truce required Native Americans to release all white prisoners.
- There were happy reunions between separated families but also tears and gifts from Native Americans.
- The soldier commented on how such behavior challenged his notions, saying, “They should make us charitably consider their barbarities as the effects of wrong education . . . while we should look on their virtues as sure marks that nature has made them fit subjects of cultivation as well as us . . . whenever they come to give way to the native dictates of humanity they exercise virtues which Christians need not blush to imitate.”

Contextualization opportunities: Enlightenment, Locke, Education

Document 2

Source: Josiah Wedgwood, early British industrialist, *Am I not a Man and a Brother?*, ceramic medallion created for the Society for Effecting the Abolition of the Slave Trade, 1787.



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Key points:

- A white ceramic medallion with the question embossed around the top.
- The medallion shows the picture of a black man on one knee, his wrists and ankles bound in chains, his head tilted up and hands clasped, as if in prayer.

Contextualization opportunities: Abolition, Natural Rights, Morality

Document 3

Source: Chactaw, a fictional Native American character in *Atala*, a novel by the French writer François-René de Chateaubriand, published in 1801.

[After my father was killed] . . . an old Spaniard in the town of St. Augustine [in Florida], named Lopez, touched with my youth and simplicity, offered me an asylum. He took the greatest care of my education; and procured me the best instructors in the various branches of science.

But after passing thirty moons in this manner, I began to be disgusted with social life. I grew pale and emaciated. Sometimes I stood for whole hours immovable, contemplating the far distant forests, rising into mountains to the clouds. Sometimes they found me seated on the banks of a river, regarding its gentle current in melancholy silence.

Being unable any longer to resist the desire of returning to the wilderness, I appeared one morning before Lopez, in my savage dress, holding in one hand my bow and arrows, and in the other my European garments. These I returned to my generous benefactor, at whose feet I fell, shedding a torrent of tears, accusing myself of ingratitude. At length, I cried: "Oh my father, thou thyself knowest that, unless I enter again upon my wandering life after the Indian manner, I certainly shall die."

Lopez, . . . seeing I was resolved to encounter every danger, clasped me in his arms, and, with tears in his eyes, exclaimed: "Go, magnanimous child of nature! Enjoy this invaluable independence of man! Were I a few years younger, I would myself accompany thee to the wilderness."

Key points:

- Lopez, "an old Spaniard," offers asylum to and provides education for Chactaw, an orphaned Native American.
- Chactaw feels a conflict between gratitude for his generous benefactor and "the desire of returning to the wilderness."
- Reluctantly, Chactaw appears before Lopez and tearfully affirms his decision to "enter again upon my wandering life after the Indian manner."
- Lopez emotionally agrees, "Go magnanimous child of nature . . . Were I a few years younger, I would myself accompany thee to the wilderness."

Contextualization opportunities: Enlightened Ideal of Education, Romantic Concept of the "Noble Savage"

Document 4

Source: Jules Ferry, French prime minister, speech to the Chamber of Deputies, July 1885.

The superior races have a duty to civilize the inferior races. In the history of earlier centuries these duties have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race. But, in our time, I maintain that European nations acquit themselves with generosity, and with sincerity of this civilizing duty. Could anyone deny that there is more justice, more order, more equity, more social virtue in North Africa now that France has conquered it? . . . Is it possible to deny that it would be a great fortune for the hapless inhabitants of equatorial Africa to fall under the protection of the French or the English nation? Hasn't it been our first priority in these places to combat the human trafficking of Africans, and the infamy of slavery? . . .

Gentlemen, in Europe such as it is today, in this competition of the many rivals we see rising up around us, . . . a policy of withdrawal or abstention [from imperial expansion] is simply the high road to ruin! . . . Spreading our light without acting, without taking part in the affairs of the world, seeing all expansion into Africa or the Orient either as a trap or as a mere adventure: for a great nation to live in this way, believe me, is to abdicate its responsibilities. . . . One cannot suggest that France should conform to the same political ideals as a free Belgium or a republican Switzerland. There is something else about France — she cannot afford to be just a free country, she must also be a great country. She must spread her influence over the world and export wherever she can her language, her ways, her flag, her force of arms, her genius!

Key points:

- Superior races have a duty to “civilize the inferior races,” but in the past these duties have been misused.
- By 1885 it is possible to claim that there is more justice, order, and social virtue in North Africa under French control.
- The “hapless inhabitants” of equatorial Africa are fortunate to be under French and English protection.
- It is France’s priority to combat the “infamy of slavery.”
- Countries withdrawing or abstaining from imperial expansion are abdicating their responsibilities and France, as a great country, must “spread her influence over the world.”

Contextualization opportunities: White Man’s Burden, Imperialism, Nationalism

Document 5

Source: Paul Gauguin, *Barbaric Tales*, painting showing two Polynesian women and a European man, painted during Gauguin's residence in Tahiti, 1902.



Photo Credit: The Art Archive at Art Resource, NY

Key points:

- Exotic, bucolic background with two seated, half-naked women looking rather impassively at the viewer; one is cross-legged and one is kneeling in the foreground.
- One of the women is a darker Polynesian; the other woman is a lighter-haired Polynesian with flowers wound in her hair.
- Behind the women is a fully dressed — possibly in monkish attire — European man wearing a hat.
- The man has pronounced features, with one hand clutching his beard.
- His feet are topped with claws and not toes.

Contextualization opportunities: Romanticism, Noble Savage, Increased Travel

Document 6

Wilhelm Schallmayer, German physician, "Heredity and Selection in the Life History of Nations," essay, 1903.

Competition makes some nations and races powerful and brings other, backward nations and races into decline. Compared to the constant and imminent threat of being outcompeted [by another human group], other threats in Nature pale in significance. In our present time, we can observe entire races of people dying out, races whose hunting grounds and other subsistence resources have been taken away by the White race and whose venerable religious and moral traditions have been destroyed. . . . The unheard of interconnectedness of the last century has brought some backward peoples to the brink of extinction. Over the course of the last five hundred years, all native peoples of the world's continents and islands have been discovered by Europeans. These native peoples were only viable for as long as they remained unknown, shielded from competition with the superior European race.

Key points:

- Competition has the unfortunate but inevitable effect of wiping out "backward nations."
- All native peoples of the world were "only viable for as long as they remained unknown, shielded from competition with the superior European race."

Contextualization opportunities: Social Darwinism, Survival of the Fittest, Scientific Racism, Imperialism

Document 7

Source: Evelyn Baring, Earl of Cromer, British consul general in Egypt and effective ruler of the country from 1883 to 1907, *Modern Egypt*, memoir, published 1908.

The European is a close reasoner; his statements of fact are devoid of ambiguity; he is a natural logician; he loves symmetry in all things; he is by nature skeptical and requires proof before he can accept the truth of any proposition. The mind of the Oriental, on the other hand, like his picturesque streets, is eminently wanting in symmetry. His reasoning is of the most slipshod description. . . . Endeavor to elicit a plain statement of facts from an ordinary Egyptian. His explanation will generally be lengthy, and wanting in lucidity. He will probably contradict himself half-a-dozen times before he has finished his story. . . .

Nevertheless, there is one saving clause, which serves in some respects as a bond of union between the two races. Once explain to an Egyptian what he is to do, and he will assimilate the idea rapidly. He is a good imitator, and will make a faithful, even sometimes a too servile copy of the work of his European teacher. His civilization may be a veneer, yet he will readily adopt the letter, the catchwords and jargon, if not the spirit of European administrative systems. His movements will, it is true, be not infrequently those of an automaton, but a skillfully constructed automaton may do a great deal of useful work. . . . So long as British supervision is maintained, the Egyptian will readily copy the practices and procedures of his English teachers. On the other hand, inasmuch as the Egyptian has but little power of initiation, and often does not thoroughly grasp the reasons why his teachers have impelled him in certain directions, a relapse will ensue if British supervision be withdrawn.

Key points:

- Europeans are empirical, reasonable, and skeptical.
- Egyptians have only one “saving clause” — that they can be trained to imitate British administrative procedures.
- Egyptians lack initiative and without British guidance will lose the veneer of civility.

Contextualization opportunities: White Man’s Burden, Sun Never Sets on the British Empire, Nationalism, Social Darwinism

Student Responses

Sample 1A

Circle the question number that you are answering on this page.

Mandatory

①

Circle one

2 or 3

Contextualization

Since the discovery of luxurious non-European goods and their prosperous economic nature, European intervention outside of Europe steadily increased focused by the motives of "god, glory, and gold." Europeans systematically discovered each inch of the globe and thus created inevitable circumstances of interaction between Europeans and non-Europeans lasting from ~~1700s~~ ^{late} 1700s to ~~1900s~~ ^{early} 1900s. European attitudes toward this interaction greatly varied due to intellectual and cultural European trends that greatly altered their own point of view. Early interactions were guided by widely accepted Enlightenment ideals that respected individualism and tolerance thus creating an attitude of awe and respect from the European to non-Europeans. However, the rise of nationalism, industrial revolution, and conflicting and disillusioned philosophies created a condescending, denigrating, and disrespectful European view towards non-Europeans. In the time period of 1760 to 1910, European attitudes towards non-Europeans changed from cautious respect to unveiled condescension due to change in intellectual thought inspired by nationalism, social Darwinism, and a superiority complex.

Then

In the late 1700s, European contact with the outside, non-European world was booming due

Sample 1A

Circle the question number that you are answering on the

Mandatory

①

Circle one

2 or 3

to the economic incentive of imperialism. At this point, Europeans were still in awe of the luxurious nature of non-European goods and thus had no prevailing bias towards non-Europeans. Thus allowing them to regard non-European cultures and peoples as enigmatic characters rather than as beings worthy of subjugation. This ideal is made abundantly clear from the eye-witness account of British soldier Smith who describes the behavior of Ohio Native Americans who treat their white captives with reverence and respect even when they are forced to return these captives to a white settlement; and more so, Smith describes the respect these natives have earned for behaving ~~very~~ virtuously (DOC1). Thus illustrating that in the 1700s, Europeans were able to respect non-Europeans from their witness of non-European action. Furthermore, the respect for non-Europeans in another part of the world, Africa, is revealed via an early industrialists creation of a ceramic medalism which argues for the freedom of slaves because they are humans too (DOC2). However, this document should be critically viewed because it was made for an Abolition of Slave Trade Association thus not necessarily reflecting a popular view. This respectable and amicable attitude towards non-Europeans continued until early 1800s. As depicted by the novel,

Sample 1A

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

Atala, Europeans were able to understand Native American inclinations to be one with nature and respect such culture as ~~depicted~~ seen in Lopez's freeing of Chactaw to rejoin the wild (Doc 3). Whilst this document presents a critical insight, it should not be taken at face value since this is a fictional piece of ~~doc~~ literature meant to amuse or entertain a European audience. Thus far, the attitudes of Europeans towards non-Europeans have been stemmed from good intentions of respect and tolerance. Ideas preached by Enlightenment philosophers, such as Voltaire and Locke, who placed respect of individualism and tolerance of other religions, or in this case cultures, above all else. But when challenges arose to such beliefs, the results included changes in European attitudes towards non-Europeans.

European confidence and optimism stemmed from their hard-earned advancements with the Industrial Revolution. With the creation of machine guns and rifles, European interactions with non-Europeans were conducted in their terms. Obviously this would allow for the belief of superiority in European abilities. A dangerous attitude that impacted their foreign relations. This attitude is abundantly clear in the French Prime Minister's speech to the Chamber of Deputies.

Sample 1A

Circle the question number that you are answering on this page.

Mandatory

(1)

Circle one

2 or 3

in which he describes it to be France's duty as a greater and superior country to civilize the inferior savages outside of Europe (Doc 4). Whilst the main tone remains the same, it should be noted that this view is revealed in a public speech by a politician who only benefits by inflating the importance of his native country of France. Regardless, a combination of intellectual discoveries continue to foster a superiority complex within Europeans, such as Rudyard Kipling's "White Man's Burden," which describes the Europeans' moral duty to conquer non-Europeans and civilize them. In addition, the rise of Social Darwinism also greatly impacts European attitude. The theory derived from Darwin's origin of species is that the race who continuously triumphs others in competition is the one that shall survive on top. This ideology was helped by artistic movements such as those seen in Gauguin's work in which he depicts ~~two~~ Polynesian women as naked, unabashed temptresses that feel nothing as a European man gazes at them (Doc 5). Thus highlighting European belief that non-Europeans were uncivilized and vulnerable due to their own lack of civilization. As nationalistic sentiments grip every European nation, these derogatory opinions gain further

Sample 1A

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

prominence. Such open denision is visible in Dr. Schallmayer's essay in which social Darwin reaches its negative peak as a facilitator of racism. Schallmayer argues that some races are simply superior than others, and declares that non-European races ~~are~~ losing in competition to Europeans just proves European superiority (Doc 6). However, this document needs to be critically applied to other European nations because Germany was unique as a particularly explosive center of racism, economic problems, and anger. Yet, to prove this point, a British viewpoint reveals a ~~more~~ less volatile opinion. The Earl of Cromer's memoir reveals his positive outlook on Egyptians ability to learn, but still maintains a condescending attitude by arguing that without the British the Egyptians would be nothing (Doc 7). Despite this, the document must be examined with caution because it is an excerpt from a published memoir thus allowing for mistakes due to the passage of time, or exaggeration to incite English nationalism as a piece of literature. It is clear that, despite ~~various~~ conflict, latter opinions of non-Europeans were colored with a condescending and derisive attitude.

Synthesis

Sample 1A

Circle the question number that you are answering or

Mandatory

1

Circle one

2 or 3

It is obvious that European attitudes towards non-Europeans has been greatly altered due to intellectual movements within Europe. In late 1700s, the Enlightenment principles allowed for a respectable and amiable view of non-Europeans. Whereas the success of the Industrial Revolution, social Darwinism, and nationalism created an attitude of superiority for the Europeans against the non-Europeans. Thus, it is this condescending and derogatory attitude that fostered anti-imperialism movements in European colonies across the globe.

Synthesis

Sample 1B

Circle the question number that you are answering.

Mandatory

1

No thesis
to
thesis

The European view on non-Europeans throughout the late eighteenth century to the early twentieth changed over time. Because of the intellectual changes going on around them Europeans were forced to change their perceptions of non-Europeans. Through the time of the Glorious Revolution in England, French Revolution, and seeing the beginnings of Latin American Revolutions, Europeans had to change their perceptions of non-Europeans to keep up with the quickly expanding world.

Context

In the mid-18th century Europeans still had a superior edge to their conflicts with native Americans of the Ohio River valley. (Doc 1) shows that the Europeans believed the Natives were cold and unmoved by the 'beautiful scene' of reuniting families. They saw these qualities as a challenge. This point of view makes sense as this was written by a British soldier who fought to have these British hostages be returned to their families.

Moving to the late 18th century the Europeans still saw themselves as the superior race. This meditation was made to help persuade the public toward abolition of slavery. It was created to help humanize the slaves with a pleading prayer ~~asking~~ stating he is not man or brother. (Doc 2). After all the British were ^{celebrating} nearly 100 years since the glorious bloodless Revolution of 1688. The

Sample 1B

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

forward progressive ideas of the British is the ~~there~~ reason for abolition to be brought there first.

Moving to (Doc 3) in the beginning of the nineteenth century the French are still hesitant towards non-Europeans. But the French also had a terrible internal struggle, bloody Revolution of 1789. So any divisions that would put the peasants could take, they would be swayed. This document also proves the thought that no matter if you educate a 'Savage' they will still be wild. The French could also still be embarrassed by Toussaint Louverture and the Haitian Revolution. The first successful slave rebellion and revolution.

Then in the late 19th century the French are thinking of Imperialism and the white man's burden. No longer slaves but instead just inferior, needing the mother country of France to show them the way. (Doc 4). France must export their language, genius and way of life to these countries that need help. ~~At this~~ This point of view makes sense ~~for~~ because the French minister of speech would be able to make a compelling argument preceding on the Nationalism that was circling Europe at this point in time.

Sample 1B

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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In the early 20th century the sense of Nationalism had spread to the newly unified Germany. Germany wanted its place in the sun to carve up Africa, the way the British, French, and Dutch were doing so quickly. (Doc 6) 8 Exemplifies this point of view saying Europeans discovered and conquered the world, and any way a 'backwards' country could survive in this competitive era, was with the help of Europeans. This point of view from German physician makes sense because Germany was just itching to get their hands on any piece of land to prove themselves as a European Power. They were not a part of the first Industrial Revolution, so they felt there was something to prove. ~~It~~

Meanwhile in Britain, in the early 20th century Britain was also justifying their actions of occupation of 'backwards countries'. Thinking that if they left and supervision withdrawn the country would not succeed. (Doc 7). This point of view makes sense because the piece of writing is written by Evelyn Baring, the man whose job was looking over ~~the~~ Egypt for Britain.

Sample 1C

Circle the question number

Mandatory

1

In Europe from the 1760s to the 1910s, the world became more globalized. Improvements to sea navigation as well as an increased interest in exploration led ~~to~~ many Europeans to travel outside of Europe in search of foreign lands. These lands were often inhabited by foreign peoples as well, which meant a variety of things for the Europeans. There were many varying European opinions regarding non-European peoples and cultures. Mainly, some viewed these people with an attitude of superiority, some sympathized with these non-Europeans and sought to protect them, and others viewed non-Europeans with curiosity.

Superiority, particularly white superiority, was a common attitude that many Europeans had when dealing with non-European cultures. In a speech to his chamber of deputies, the French prime minister spoke of Europeans (specifically the French) as a superior race in 1885. He claimed that, as the superior race, the French had a duty to civilize the inferior races such as those in North Africa. France, he says, "must spread her influence over the world." (Ferry, 4). Sharing a similar view is a British Consul General who feels

Sample 1C

Circle the question number that you are answering for this prompt.

Mandatory

1

that the European mind is naturally logical and reasonable, versus ~~the Oriental mind~~ "the mind of the Oriental" which is slow and contradicts itself. The author of this memoir goes on to say that Egyptians are good imitators and make faithful servants to the Europeans. (Baring, 7). Lastly we have a ~~German~~ physician who believes that the inferior races will die out and go extinct. His main assertion is that non-Europeans will soon face extinction now that they have been discovered by the Europeans, for they will not be able to handle competition with "the superior European race." One must, of course, consider Schallmayer's point of view, as he is a physician and thus possessed medical knowledge, but likely knows little of large-scale population trends as well as cultural ones. Likely, Schallmayer is speaking from opinion (since he is European) rather than fact, for his medical knowledge is not applicable to the point which he attempts to make (Schallmayer 6).

Starkly contrasting those who felt Europeans were superior to non-Europeans, there also existed those who sympathized with and supported the non-Europeans. Consider

2-4-6

Sample 1C

Circle the question number.

Mandatory

1

the ceramic medallion by Josiah Wedgwood, created in order to advocate the abolition of slave trade. This medallion shows an African man in shackles, kneeling as if he is begging or in prayer. In addition, this piece is titled "Am I not a Man and a Brother?" showing that the creator of this medallion was concerned about the rights and safety of non-European peoples (Wedgwood, 2). A fictional story about a Native American girl shows a similar view. The character Chactaw becomes educated and "civilized" in the way of the Europeans, learning to talk and dress and act just like them. She lives of this life after a while, and decides to return to the wilderness. While this depiction demonstrates sympathy for non-European cultures, one must consider the author's point of view. Chateaubriand was French, and thus it is likely that his contact with actual Native Americans was limited. In addition, his work *Atala* was fictional, meaning its elements were completely left up to the author's interpretation (Chateaubriand, 3).

Sample 1C

Circle the question number that you

Mandatory

1

Seperate from those who believed Europeans were superior and those who sympathized with the non-Europeans, there were also those who were more curious regarding non-European culture. As an example of this, we have A British Soldier who wrote down an account of his interactions with the native Americans who, upon further discovery, were not as savage as he had thought. In fact, he writes of them being welcoming and accepting and he encourages his fellow soldiers to accept them as well (Smith, 1). Lastly, a painting by Gauguin illustrates the curious attitude that many Europeans had towards non-Europeans. His painting shows a European man pensively gazing at two Polynesian women; the man appears mesmerized by them. We must take into account, however, Gauguin's point of view. Since this is a painting, it is left completely up to the artist's interpretation. It is possible that in fact, the European man did not truly look or feel the way he is reflected as feeling in the painting (Gauguin, 5).

Overall, many Europeans shared many different opinions regarding non-Europeans and their

Sample 1C

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

respective cultures. While some felt ~~superior~~ superior because they were European, others sympathized with the non-Europeans, and others simply felt curious regarding them. It is this wide range of opinions that truly reflects some of the intellectual developments in 16th through 20th century Europe.

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This document-based question asks students to analyze ways in which European views of non-European peoples and cultures between the 1760s and the 1910s reflected intellectual changes from the same period. Students must read a set of historical documents and then write an essay that contains a plausible thesis, analyzes the documents and explains their relevance to the question, places the documents and the debate into wider historical context, and synthesizes the information to make a larger argument about European history. This question primarily assesses student understanding of events in Period 2 (c. 1648 to c. 1815) and Period 3 (c. 1815 to c. 1914), the theme of Interaction of Europe and the World (INT), and the historical thinking skills of historical causation, patterns of continuity and change over time, contextualization, historical argumentation, appropriate use of relevant historical evidence, and synthesis.

Sample: 1A

Score: 7

A. Thesis (+1 point):

This response earns one thesis point for constructing a sophisticated argument that draws on multiple views and intellectual changes as it emphasizes change over time during the period covered by the question. While both the introduction and the conclusion in their entirety articulate elements of the argument, a clear, discrete thesis that addresses the question's two tasks is located at the end of the opening paragraph: "In the time period of 1760 to 1910, European attitudes towards non-Europeans changed from cautious respect to unveiled condescension due to change in intellectual thought inspired by nationalism, Social Darwinism, and a superiority complex."

B. Analysis of historical evidence and support of argument (+4 points):

This essay earns all three possible points related to the analysis of documents and using documents as evidence, as it both uses all the documents in support of the stated thesis and extends the analysis of each document.

The essay achieves extended analysis for document 1 by providing historical context in the lines preceding the use of the document, stating that European "awe" of luxury goods during the late 18th century allowed Europeans "to regard non-European cultures and people as enigmatic characters rather than as being worthy of subjugation." Document 2 successfully considers the potential bias of the pro-abolition audience and purpose of the medallion as promoting the abolition of the slave trade while analyzing the point of view of industrialist Josiah Wedgwood as supporting abolition even though it was not "necessarily reflecting a popular view" of the time (context). For document 3, the essay provides a discussion of the purpose and audience of the novel "to amuse or entertain a European audience." The essay analyzes Jules Ferry's point of view as a politician seeking to promote national greatness (purpose) that also benefits his career (point of view) in a public

speech (audience). The subsequent lines provide context for documents 5, 6, and 7 by discussing notions of racial superiority embedded in Kipling's "White Man's Burden," the moral duty of Europeans to civilize others, and Darwin's theory of competition/survival of the fittest — ideas that shape Gaughin's artistic depiction of natives and reinforce Schallmayer's discussion of the "superior European race." Further context is provided for document 6 in identifying the particularly strident attitudes of Schallmayer's Germany concerning racism. The analysis of document 7 further questions Cromer's purpose in authoring a memoir published for a reading audience that was likely to be distorted by time, memory, and the intent "to create English nationalism as a piece of literature."

This essay also achieves one point for including information not found in the documents as evidence in support of the stated thesis, including references to the thought of John Locke and Voltaire and Darwin's *Origin of Species*.

C. Contextualization (+1 point):

This essay provides numerous examples that earn one point for contextualization, including references to the rush for "God, glory, and gold" of early exploration and colonialism, the ideas of the Enlightenment, and the impact of the Industrial Revolution and European militarism. The essay accurately and explicitly connects historical phenomena relevant to the argument to these broader historical events and processes during the period under investigation.

D. Synthesis (+1 point):

This essay creates and defends a persuasive argument that earns one point for synthesis. It achieves synthesis in two different ways, only one of which is necessary to earn the point: the response connects the topic of the question to other historical periods (the Age of Discovery and the Enlightenment) and extends the thesis by emphasizing change over time. Even though the idea that a clear shift from attitudes of respect to condescension happened in a linear chronological fashion is not wholly accurate, the essay provides supports for its assertion with clear, plausible, effective, and detailed analysis of evidence.

Sample: 1B

Score: 4

(3 in the new rubric)

A. Thesis (+0 points):

The opening paragraph of this response identifies a handful of historical processes and events that "forced [Europeans] to change their perceptions of non-Europeans," namely, the Glorious Revolution, the French Revolution, and the Latin American revolutions, but it does not explicitly articulate either European views or intellectual changes, so no thesis point can be awarded.

B. Analysis of historical evidence and support of argument (+3 points):

This essay effectively analyzes five of the seven documents in supporting its argument, but it falls one extended analysis short of earning the fourth point in this category; it successfully provides extended analysis for only a majority (five) rather than all or all but one of the documents, earning two points.

While the essay attempts to provide a point of view for document 1, the comments on its contents and significance, emphasizing the Native Americans as “cold and unmoved,” constitute a misinterpretation of evidence, and therefore both the analysis and the point of view are erroneous.

The essay analyzes the purpose and context of document 2, noting that the “pleading picture” was designed to support the cause of abolition in Britain and referring to the Glorious Revolution as the origin point of progressive ideas about freedom. The analysis of document 3 situates the inherent wildness of the native “savage” in the context of the Haitian Revolution, although the intent of the reference to the peasantry in the context of the French Revolution is unclear. In reference to document 4, the essay provides context for the appeal of Ferry’s ideas by pointing to contemporary nationalism. The commentary concerning German unification and imperialism provides the context for analysis of Schallmayer’s discussion of non-Europeans in document 6. Lastly, the essay provides a brief extended analysis of document 7 by noting that Cromer’s own former position in Egypt would lead him to justify occupation of “backwards countries” in his writing, thereby considering the author’s point of view and the document’s purpose.

This essay achieves one point for including information not found in the documents as evidence in support of the argument, using the example of the Industrial Revolution and German unification and the subsequent drive of Germany to find “its place in the sun” through the Scramble for Africa.

C. Contextualization (+1 point):

This essay earns one contextualization point for accurately and explicitly connecting a wide range of historical events and processes relevant to the argument based on the documents to broader historical events and processes such as the Latin American revolutions, imperialism, and nationalism.

D. Synthesis (+0 points):

While this essay does refer to developments in the preceding century (the Glorious Revolution), because it lacks a clear articulation of intellectual changes it does not succeed in crafting a coherent and persuasive response to the specific question asked and cannot therefore be awarded a point for synthesis. A conclusion may have helped the essay achieve synthesis, but one is not provided.

Sample: 1C

Score: 2

A. Thesis (+0 points):

The first paragraph of this response identifies several European views of non-European peoples, including attitudes of superiority, sympathy, and curiosity, but it fails to articulate how these views reflected intellectual changes. The concluding paragraph follows the same model, enumerating various views without linking them to specific intellectual developments. As a result, the essay does not earn the thesis point.

B. Analysis of historical evidence and support of argument (+1 point):

This essay offers at least minimal analysis of all seven documents, which earns one point on the rubric under the category of “analysis of documents.”

The essay only successfully extends the analysis of documents 2, 3, and 6. Using document 6, the essay analyzes Schallmayer’s point of view as a physician whose “medical knowledge is not applicable to the point which he attempts to make” about European superiority, a circumstance that renders his ideas opinion rather than fact. The essay succeeds in describing Wedgwood’s purpose in document 2 as “the creator of this medallion” that reflected concern “about the rights and safety of non-European peoples,” and for document 3, the essay analyzes Chateaubriand’s point of view as a European whose “contact with actual Native Americans was limited” and whose account was fictional, “meaning its elements were completely left up to the author’s interpretation.” For document 5, the attempt to discuss Gauguin’s point of view as an artist is too vague to count as extended analysis. Had the essay correctly analyzed the audience, purpose, historical context, or point of view of an additional document, it would have earned another point for extending the analysis of a majority of the documents.

Because the essay provides no relevant information beyond or outside that included in the documents, it does not earn a point for analysis of outside examples to support an argument.

C. Contextualization (+1 point):

This essay provides appropriate historical context in the first paragraph by discussing the origins of European exploration, namely the ways in which “improvements to sea navigation as well as an increased interest in exploration led many European to travel outside of Europe in search of foreign lands.” It therefore earns one point.

D. Synthesis (+0 points):

This essay did not earn the synthesis point. It only implies intellectual developments without offering relevant historical examples, additional categories of analysis, or connections to other geographical regions or historical periods.

Long Essay Question 2

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support your argument with evidence, using specific examples.
- Apply historical thinking skills as directed by the question.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.

2. Analyze the ways in which the arts of the Renaissance period reflected new conceptions of the individual.

3. Analyze the ways in which the arts in the period from 1870 to 1939 reflected new conceptions of the individual.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

GO ON TO THE NEXT PAGE.