APUSH LEQ RUBRIC

Updated September 2023

Name: _____

LEQ Topic: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. *This point is not awarded for merely a phrase or a reference.*

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis / claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. *The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*

EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. **Provides *at least* two SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.**

   To earn one point, the response must identify **at least two** specific historical examples of evidence relevant to the topic of the prompt.

2. **SUPPORTS AN ARGUMENT in response to the prompt using *at least* two specific and relevant examples of evidence.**

   To earn two points the response must use specific **at least two** pieces of historical evidence to support an argument in response to the prompt.

ANALYSIS AND REASONING (Must Earn 1 to Earn 2)

1. **Uses HISTORICAL REASONING** (e.g. comparison, causation, CCOT) **to frame or structure an argument that addresses the prompt.**

   To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.

2. **Demonstrates a COMPLEX UNDERSTANDING** of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.

SOPHISTICATED ARGUMENTATION

- ☐ *Exploring nuance by analyzing multiple themes or perspectives*
- ☐ *Explaining both similarity and difference, both continuity and change, both causes and effects, multiple causes or effects, multiple similarities or differences, or multiple continuities or changes*
- ☐ *Explaining relevant and insightful connections within and across periods or geographical areas*

EFFECTIVE USE OF EVIDENCE

- ☐ *Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt*
- ☐ *Explaining how **at least four** pieces of specific and relevant evidence support a nuanced or complex argument that responds to the prompt*

TOTAL POINTS: / 6

Complex understanding can be demonstrated in any portion of the essay, but not merely by a single phrase or reference.

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APUSH DBQ RUBRIC

Updated September 2023

Name: _____

DBQ Topic: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.
This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis / claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. *The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*

DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc ____			
Doc ____			
Doc ____			
Doc ____			
Doc ____			
Doc ____			
Doc ____			

Accurately **DESCRIBES** the content of *at least* **THREE** documents to address the topic of the prompt.
Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using *at least* **FOUR** documents. *These documents should meet (and exceed) the standard set for the description point.*

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

EVIDENCE BEYOND THE DOCUMENTS

(beyond that found in the documents) relevant to an argument about the prompt.

The response must **describe** the evidence and must use more than a phrase or reference.
This evidence must be different from the evidence used to earn the contextualization point.

COMPLEX UNDERSTANDING of the historical development that is the focus of the prompt through **sophisticated argumentation** and/or **effective use of evidence.**

SOPHISTICATED ARGUMENTATION

- ☐ *Exploring nuance by analyzing multiple themes or perspectives*
- ☐ *Explaining both similarity and difference, both continuity and change, both causes and effects, multiple causes or effects, multiple similarities or differences, or multiple continuities or changes*
- ☐ *Explaining relevant and insightful connections within and across periods or geographical areas*

EFFECTIVE USE OF EVIDENCE

- ☐ *Effectively uses* **ALL SEVEN** *documents to support an argument*
- ☐ *Effective HIPP analysis for at least* **FOUR** *documents*
- ☐ *Uses documents and outside evidence to demonstrate sophisticated understanding*

TOTAL POINTS: / 7

Complex understanding can be demonstrated in any portion of the essay, but not merely by a single phrase or reference.

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AP European History
Sample LEQ (Comparison)

TOM RICHEY.net

PROMPT: **Evaluate the extent to which the Italian Renaissance differed from the Northern Renaissance.**

PREWRITING (I've drawn on this body of evidence to create all of the samples):

Italian Renaissance	Northern Renaissance
Individualistic and Secular **Machiavelli, *The Prince*** **Castiglione, *The Courtier*** **Michelangelo's *David***	**Social Reform and Christianity** **Thomas More, *Utopia*** **Erasmus, *The Praise of Folly***
Both movements influenced by humanism and classical texts **More (Plato's Republic)** **Machiavelli (Roman Emperors)**	

Good prewriting should include points and evidence, setting up the thesis and creating the basis for the body paragraphs.

SAMPLE FULL CREDIT ESSAY:

Petrarch's discovery of Cicero's forgotten writings brought about a renewed interest in the classical writings of the ancient Greeks and Romans. The invention of the printing press led to widespread circulation of classical texts, which formed the foundation of humanistic education during the Renaissance. Specific approaches to humanism differed in Italy and Northern Europe.

CONTEXTUALIZATION: Useful background concerning the origins of Renaissance humanism – includes key details and buzzwords (Petrarch, Cicero, printing press, classical texts, humanism)

The Italian Renaissance and the Northern Renaissance were different from each other because Italian humanists focused on the individual and on secular concerns, while Northern humanists focused on reforming society based on Christian principles. Both movements were similar because of their shared focus on classical studies.

THESIS: The Italian Renaissance and the Northern Renaissance are clearly contrasted (individual and secular vs. social and religious).

COMPLEXITY: The second sentence notes a similarity, setting up the essay for the complex understanding point.

Italian Renaissance humanists used classical texts to help prepare individuals for public service and political leadership. Civic humanists like Machiavelli and Castiglione used the classics to help prepare people for careers at court. In his classic work, *The Prince,*

BODY PARAGRAPH #1
(Italian Renaissance)

The topic sentence spells out the argument to be made in the paragraph.

Machiavelli gave advice to individuals seeking to be effective rulers. He famously wrote that it is better to be feared than loved, urging rulers to use a strong hand rather than to try to do what the people will like. This is not a very Christian idea, but it is good advice for a ruler who seeks to be strong and not get overthrown. In *The Book of the Courtier,* Castiglione instructed men on how to behave themselves as gentlemen and use good manners while serving in a ruler's court. These Italian Renaissance texts both focused on advancing an individual's political career.

The works of Machiavelli and Castiglione are both used as evidence to support the claim in the topic sentence.

Northern Renaissance humanists were more concerned with using classical texts in order to try to bring reforms to society using Christian principles. In *Utopia,* Sir Thomas More created a society that was based on Christian principles where the inhabitants shared resources instead of hording wealth. In *The Praise of Folly,* Erasmus criticized the wealth of the Catholic Church, pointing out that the Apostles were all poor in the Bible. If the leaders of the Church sought to be like the Apostles, they should not live in luxury. Although Erasmus criticized the Church, he was a devout Catholic and sought to improve the Church through his criticism.

BODY PARAGRAPH #2
(Northern Renaissance)

The topic sentence spells out the argument to be made in the paragraph.

The works of More and Erasmus are both used as evidence to support the claim in the topic sentence.

Although the Italian Renaissance and Northern Renaissance writers had different goals, they were all humanists who used the classics to try to help humans improve themselves. Thomas More was inspired by Plato's *Republic,* which depicted an ideal state where individuals sacrificed their individuality to help the community. Similarly, Machiavelli looked to Roman emperors for examples of what a strong ruler should be.

BODY PARAGRAPH #3
(Complex Understanding)

The **complex understanding** point is earned here by pointing out a similarity between the Italian Renaissance and the Northern Renaissance. This paragraph is only necessary if the student is trying to earn the **complex understanding** point.

The Italian Renaissance writers focused on secular concerns and advancing the individual, while Northern Renaissance writers focused on reforming society based on Christian principles. Both movements were similar because they were based on humanistic studies of ancient Greek and Roman writers.

RE-STATE THESIS

There is no additional credit given for a conclusion, but it is a good idea to re-state the thesis here (without looking at the original thesis).

SAMPLE 3/6 ESSAY (Thesis, Specific Evidence, Historical Reasoning):

A six point essay may be beyond the reach of many students and this is okay since a student only needs to score three points on the LEQ in order to be on track to passing the exam. The average LEQ scores for AP Euro students in 2018 were between 2.3 and 2.6. On an LEQ with comparison as the targeted historical reasoning skill, average can be exceeded by writing an essay with a clear thesis that makes a valid comparison and backs that comparison with two substantive pieces of evidence.

The Italian Renaissance and the Northern Renaissance were different from each other because Italian humanists were more secular, while Northern humanists focused more on Christianity.

Italian Renaissance humanists used classical texts to help individuals become leaders. In *The Prince,* Machiavelli gave advice to individuals seeking to be effective rulers. He famously wrote that it is better to be feared than loved, urging rulers to use a strong hand rather than to try to do what the people will like. This is not a very Christian idea.

Northern Renaissance humanists were more concerned with using classical texts in order to try to bring reforms to society based on Christianity. In *The Praise of Folly,* Erasmus criticized the wealth of the Catholic Church, pointing out that the Apostles were all poor in the Bible. If the leaders of the Church sought to be like the Apostles, they should not live in luxury. Although Erasmus criticized the Church, he was a devout Catholic and sought to improve the Church through his criticism.

Unlike Erasmus, Machiavelli didn't care so much about the Church as he did about developing the traits of a strong leader of a secular government. This is what makes the Italian and Northern Renaissance different.

The Italian and Northern Renaissance were different because the Italian Renaissance writers focused on secularism, while Northern Renaissance writers focused on reforming society based on Christian principles.

THESIS: The thesis makes a clear, historically defensible comparison between the Italian Renaissance and the Northern Renaissance.

BODY PARAGRAPH #1
(Italian Renaissance)

The topic sentence spells a defensible argument, which is backed by a valid and substantive reference to Machiavelli's *The Prince*.

BODY PARAGRAPH #2
(Northern Renaissance)

The topic sentence spells a defensible argument, which is backed by a valid and substantive reference to Erasmus' *The Praise of Folly*.

Having presented and developed <u>two</u> pieces of valid evidence, the **specific evidence** point is earned.

HISTORICAL REASONING

Although the implicit comparisons in the previous paragraphs may have already earned this point, an **explicit comparison** could not hurt.

RE-STATE THESIS

There is no additional credit given for a conclusion, but it is a good idea to re-state the thesis here (without looking at the original thesis).

SAMPLE 3/6 ESSAY (Thesis, Specific Evidence, Historical Reasoning):

This is a slightly different take on the three point essay in order to highlight that there is no requirement for evidence to be balanced. While it certainly looks better for a student to earn the evidence point by presenting a piece of evidence for each point, two pieces of evidence can be used to support by the same point, with the other point being made by a general comparison. It is possible that a student might be much more comfortable with the Italian Renaissance than with the Northern Renaissance; if so, their three point essay might look something like this:

The Italian Renaissance and the Northern Renaissance were different from each other because Italian humanists was more secular, while Northern humanists focused more on Christianity.

Italian Renaissance humanists used classical texts to help individuals become leaders. In *The Prince,* Machiavelli gave advice to individuals seeking to be effective rulers. He famously wrote that it is better to be feared than loved, urging rulers to use a strong hand rather than to try to do what the people will like. This is not a very Christian idea. Families like the Medici commissioned works of art in order to show off the greatness of their families and cities that competed against each other for influence. Even statues of biblical figures, like David, had political messages in them.

In comparison to the Italian Renaissance, Northern Renaissance humanists were more concerned with using classical texts in order to try to bring reforms to society using Christian principles.

The Italian Renaissance was different from the Northern Renaissance because Italian Renaissance embraced secularism, while Northern Renaissance writers focused on reforming society based on Christian principles.

THESIS: The thesis makes a clear, historically defensible comparison between the Italian Renaissance and the Northern Renaissance.

BODY PARAGRAPH #1
(Italian Renaissance)

The topic sentence spells a defensible argument, which is backed by two pieces of valid evidence, which include a substantive reference to Machiavelli's *The Prince* and a reference to the underlying political purposes of Italian Renaissance art.

Having presented and developed <u>two</u> pieces of valid evidence, the **specific evidence** point is earned.

BODY PARAGRAPH #2
(Historical Reasoning)

The Italian and Northern Renaissance are compared to earn the Historical Reasoning point.

RE-STATE THESIS

There is no additional credit given for a conclusion, but it is a good idea to re-state the thesis here (without looking at the original thesis).

SAMPLE 4/6 ESSAY (Thesis, Specific Evidence, Argument, and Historical Reasoning):

While students writing three or four point essays are typically more likely to emphasize differences rather than similarities, the Historical Reasoning point only requires the student to discuss one or the other. Here is an example of how a student can score four points by emphasizing similarities between the Italian and Northern Renaissance.

The Italian Renaissance and the Northern Renaissance were not really that much different because both the Italian Renaissance and the Northern Renaissance were inspired by the study of classical Greece and Rome.

Italian Renaissance humanists used classical texts to help individuals become leaders. In *The Prince,* Machiavelli gave advice to individuals seeking to be effective rulers. He famously wrote that it is better to be feared than loved, urging rulers to use a strong hand rather than to try to do what the people will like. Machiavelli was inspired by the ancient Romans, who he believed had built the greatest civilization in history because of their strength and leadership skills. Italian Renaissance art was also inspired by ancient Greece and Rome. Michelangelo's David, although it was a sculpture of a biblical figure, was modeled after Greek and Roman sculptures that idealized the human form..

Just like with the Italian Renaissance, Northern Renaissance humanists were also inspired by ancient Greece and Rome. In *The Praise of Folly,* Erasmus personified Folly, which was a style that was common in Greek and Roman writing. Greeks and Romans personified ideas like love and inspiration in the forms of cupids and muses. Erasmus used a similar style to give his critique of problems facing his society. In *Utopia,* Thomas More modeled his writing after Plato, who had conceived an ideal state in the *Republic.* More's quest for an ideal society was directly inspired by the classical tradition.

The Italian Renaissance was actually very similar to the Northern Renaissance because both movements were inspired by imitating the classics of ancient Greece and Rome.

THESIS: The thesis makes a clear, historically defensible comparison between the Italian Renaissance and the Northern Renaissance.

BODY PARAGRAPH #1
(Italian Renaissance)

The topic sentence spells a defensible argument, which is backed by two pieces of valid evidence, which include a substantive reference to Machiavelli's *The Prince* and a reference to the underlying political purposes of Italian Renaissance art.

Having presented and developed <u>two</u> pieces of valid evidence, the **specific evidence** point is earned. The evidence also **supports an argument**.

BODY PARAGRAPH #2
(Historical Reasoning)

The Italian and Northern Renaissance are compared to earn the Historical Reasoning point.

At this point, **four pieces of evidence** have been presented that **support an argument**. While the argument point is not tied to the volume of evidence, four pieces of evidence is a safe bet for this point (as long as all four pieces clearly support the argument).

RE-STATE THESIS

There is no additional credit given for a conclusion, but it is a good idea to re-state the thesis here (without looking at the original thesis).

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

Document 1

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

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

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

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

Document 2

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

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

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

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

EUROPEAN HISTORY

2020 Exam

Total Time – 45 Minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

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

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

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

This DBQ was created by Tom Richey in accordance with the 2020 DBQ guidelines for AP European History.
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GO ON TO THE NEXT PAGE.

Document 3

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

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

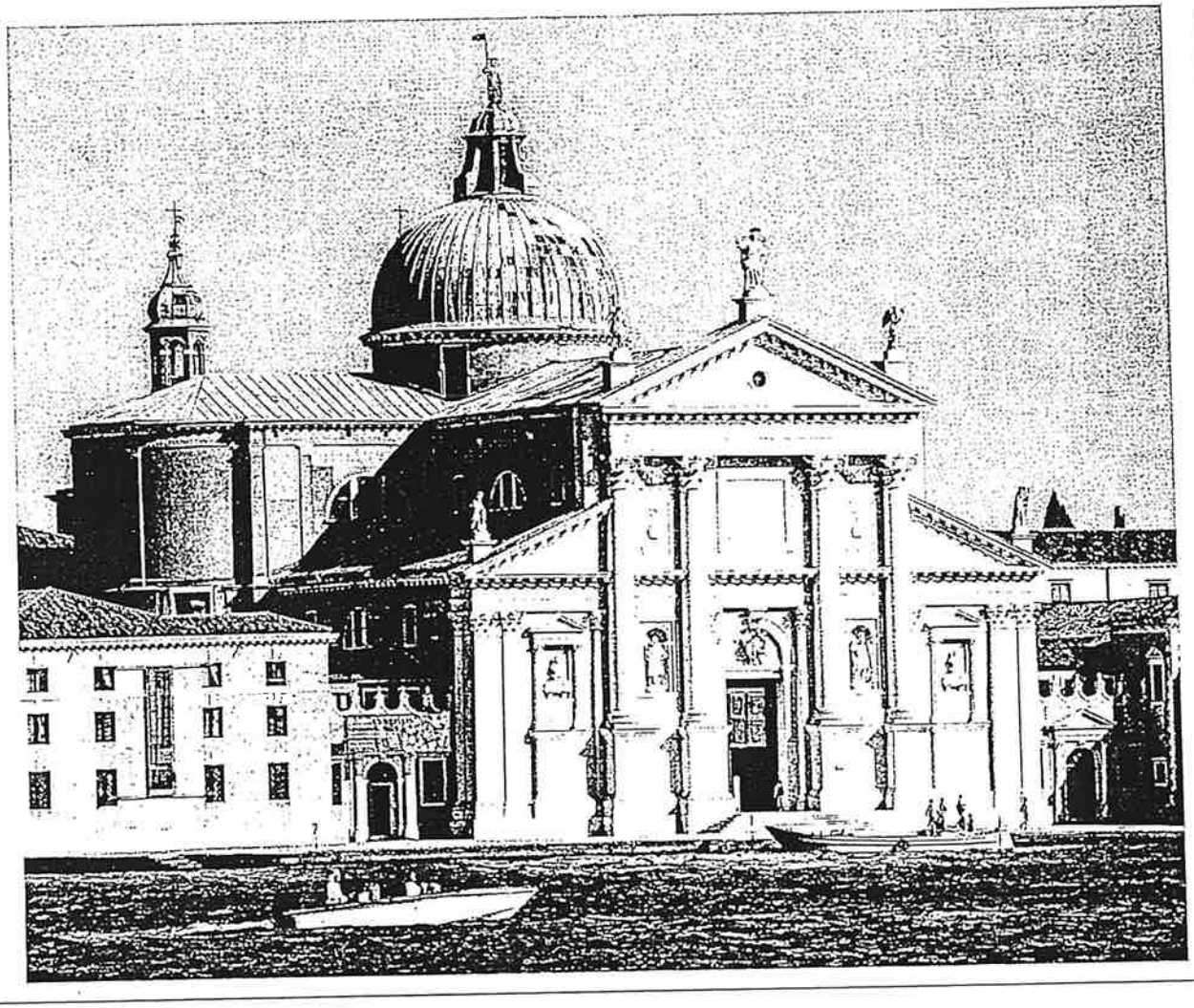
Document 4

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

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

Document 5

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



END OF DOCUMENTS FOR QUESTION 1

SAMPLE RESPONSE D (10/10 Points)

NOTE: VERY FEW STUDENTS will be able to produce an essay of this quality in 45 minutes.

Body Paragrah #1 (Line of Reasoning) Early Religious Influence	**Body Paragraph #2 (Line of Reasoning)** Increasing Secularism
Evidence from Documents (1-2 Docs) Doc 1 - Petrarch (Historical Context) Doc 2 - Pico (God the Father)	Evidence from Documents (1-2 Docs) Doc 3 - More (Religious Toleration) Doc 4 - Machiavelli (Deception) Doc 5 - Christian Church / Classical Arch.
Outside Evidence (1) The Tribute Money	Outside Evidence (1) Michelangelo's David

The Late Middle Ages were a tumultuous time, as Europeans struggled with the Black Death, which killed off over a third of Europe's population in only five years. The Catholic Church, which had been a stable institution in Europe for hundreds of years, was having its own turmoil with competing popes in Rome and Avignon. France and England fought bloody wars that lasted over one hundred years. Add famine to that and it is no wonder why Europeans began to look for inspiration in a time before their Christian world collapsed. The Renaissance represented a rebirth of the ideals of ancient Greece and Rome in Europe. **Although early Renaissance humanists remained faithful to the Christian tradition and the ideas of the Catholic faith, the Renaissance became more secular as it continued, as shown by political writings, art, and architecture.**	Effective CONTEXTUALIZATION is provided with specific examples of the turmoil that Europe experienced in the Late Middle Ages. The THESIS makes a clear argument that is supported by a line of reasoning. In focusing on change over time, this thesis has an element of complexity.
Early Renaissance humanists tended to exhibit loyalty to the Christian tradition while also valuing classical influences. This can be seen in Petrarch's poem glorifying the Virgin Mary, the mother of Jesus Christ (Doc 1). As the "father of humanism," Petrarch was one of the first to show interest in preserving classical texts, so to see his religious devotion is evidence that the first humanists were strong Christians. In his Oration on the Dignity of Man, Pico della Mirandola writes about "God the Father," using language familiar to Christianity and making references to Christian accounts of creation while also mentioning Plato (Doc 2). Early Renaissance art was also heavily Christian. One example of this would be the painting, The Tribute Money, which showed a scene from the Bible where Jesus asks Peter to go to the sea to get money to pay a tax. This work used linear perspective to give a 3D element to painting - a departure from flat medieval art but still with a Christian theme.	A TOPIC SENTENCE makes the paragraph's argument clear. DOC 1 is clearly understood and SUPPORTS the claim in the topic sentence. HISTORICAL CONTEXT is provided for Doc 1. DOC 2 is clearly understood and SUPPORTS the claim in the topic sentence. The Tribute Money is used as OUTSIDE EVIDENCE to support the claim in the topic sentence.

As the Renaissance continued, more secularism could be seen in political writings and art. In Utopia, Sir Thomas More wrote about a fictional society where people were allowed to believe in any religion they wanted and the only crime was to be intolerant, as was shown by a man who was exiled for condemning people to hell (Doc 3). Since Thomas More intended for Utopia to be an ideal society, he obviously wanted to see a society where the Church did not have as much control over people's lives as it did during the Renaissance. More would later find himself beheaded because Henry VIII was intolerant of More's Catholic faith. In The Prince, Machivaelli wrote about how a prince should lie to people and deceive them in order to be an effective ruler, saying that a man has to act like an animal sometimes (Doc 4). This is not a very Christian idea, since the Christian religion teaches people to tell the truth. By the end of the Renaissance, even churches had begun to look like Greek and Roman temples, as can be seen in a picture of a church in Venice that has columns and a dome like it had been built in ancient Rome (Doc 5). Even religious art was becoming increasingly classical, as can be seen in Michelangelo's David, which shows a biblical hero standing nude in the style of Greek and Roman statues. Some art, like Botticelli's The Birth of Venus, did not even come from Christiantiy, but from pagan mythology.	A TOPIC SENTENCE makes the paragraph's argument clear DOC 3 is clearly understood and SUPPORTS the claim in the topic sentence The discussion of More's intent and his life offer HISTORICAL CONTEXT for Doc 3. DOC 4 is clearly understood and SUPPORTS the claim in the topic sentence DOC 5 is clearly understood and SUPPORTS the claim in the topic sentence Michelangelo's David and Botticelli's Venus are used as OUTSIDE EVIDENCE to support the claim in the topic sentence.
Although the earliest Renaissance humanists were products of their medieval Christian world, as the Renaissance continued, it became increasingly secular, as is shown in political writings and art in the later Renaissance.	THESIS is restated without looking back at the original thesis in the first paragraph.

SCORING GUIDE (SAMPLE RESPONSE D) - 10/10 Points

CONTEXTUALIZATION	**X** (Late Middle Ages - Black Death, etc.)
THESIS	**X** (Thesis present with clear line of reasoning)
ACCURATELY DESCRIBES 2 (Rec: 3)	**X** (5 Docs accurately described)
SUPPORTS ARGUMENT WITH 2 (Rec: 3)	**X** (5 Docs support argument)
SUPPORTS ARGUMENT WITH 4 (Rec: 5)	**X** (5 Docs support argument)
POV+ FOR ONE DOC (STRONG)	**X** (Historical Context for Doc 1)
POV+ FOR SECOND DOC	**X** (Historical Context for Doc 3)
ONE PIECE OF OUTSIDE EVIDENCE	**X** (Tribute Money)
SECOND PIECE OF OUTSIDE EVIDENCE	**X** (Michelangelo and Botticelli)
COMPLEX UNDERSTANDING* *Only for select students attempting a 5*	**X** (The Change Over Time argument, with nods to both Christianity and secularism, is complex and sophisticated)

SAMPLE RESPONSE B (7/10 Points)

Body Paragraph #1 (Line of Reasoning) Fusion of Christian/Classical (Italian)	**Body Paragraph #2 (Line of Reasoning)** Christian Humanism (Northern)
Evidence from Documents (1-2 Docs) Doc 2 - Pico (God the Father) Doc 5 - Classical Architecture at a Church Doc 1 - Petrarch (Historical Context)	Evidence from Documents (1-2 Docs) Doc 3 - More (Northern Humanism)
Outside Evidence (1) Michelangelo's David	Outside Evidence (1) Erasmus

The Italian Renaissance represented a fusion of Christian and classical ideals, while the Northern Renaissance focused more on Christian principles. In both cases, Christian influence was strong even though there were some secular ideas.	The THESIS makes a clear argument that is supported by a line of reasoning.
The Italian Renaissance represented a fusion of Christian and classical ideas, as can be seen in the writings, architecture, and art of Renaissance humanists. In his Oration on the Dignity of Man, Pico della Mirandola writes about the creation of man from both Christian and non-Christian viewpoints. He mentions "God the Father," a Christian idea, and also mentions that Plato agrees with humans being created last in a special place (Doc 2). A Benedictine church in Venice shows the influence of classical architecture, featuring columns and a dome (Doc 5). The church looks like a Roman temple, but it is a Christian church dedicated to Jesus Christ. Michelangelo's David is another great example of this, since Michelangelo sculpted a figure from the Bible, but he sculpted him as a nude figure that looked like a Roman statue. Even Petrarch, the father of humanism, wrote poems to the Virgin Mary, showing that he was a Christian (Doc 1). Petrarch was most famous for finding classical texts written by Cicero and other Roman authors, so he is a great example of someone who combined Christian and classical ideals.	A TOPIC SENTENCE makes the paragraph's argument clear. DOC 2 is clearly understood and SUPPORTS the claim in the topic sentence. DOC 5 is clearly understood and SUPPORTS the claim in the topic sentence. Michelangelo's *David* is used as OUTSIDE EVIDENCE to support the claim in the topic sentence. DOC 1 is clearly understood and SUPPORTS the claim in the topic sentence. HISTORICAL CONTEXT is provided for Doc 1.
Northern Renaissance humanists tended to focus more on Christianity than Italian Renaissance humanists, even though there were still secular ideas present. Sir Thomas More, writing in Utopia, showed his belief that in an ideal society, people would not be persecuted for their religious beliefs, but everyone would be tolerant (Doc 3). This could be seen as a secular idea because religious toleration involves separation of Church and state, which is an idea that comes around later in the Enlightenment, but More mostly just wanted to see Christians act more like	A TOPIC SENTENCE makes the paragraph's argument clear DOC 3 is clearly understood and SUPPORTS the claim in the topic sentence The discussion of the idea of religious toleration provides HISTORICAL CONTEXT for Doc 3.

Christians since Christianity should be about love. Erasmus, another Northern humanist, also wrote about how the Church wasn't very Christian in The Praise of Folly. He wrote about how bishops claim to have their authority from the Apostles, but that the Apostles were poor. If the bishops wanted to be more like the Apostles, they should be poor, too. Northern Renaissance writers wanted to bring society in line with the teachings of Christianity.	Erasmus is used here as OUTSIDE EVIDENCE to support the claim in the topic sentence.
The Italian Renaissance showed a fusion of Christian and classical ideals in its writings, art, and architecture, while the Northern Renaissance was more focused on Christianity. Both were dominated by Christian ideas but also included secular ideas (like religious toleration) that would become more popular later.	THESIS is restated without looking back at the original thesis in the first paragraph.

SCORING GUIDE (SAMPLE RESPONSE B) - 7/10 Points

CONTEXTUALIZATION	
THESIS	**X** (Thesis present with clear line of reasoning)
ACCURATELY DESCRIBES 2 (Rec: 3)	**X** (4 Docs accurately described)
SUPPORTS ARGUMENT WITH 2 (Rec: 3)	**X** (4 Docs support argument)
SUPPORTS ARGUMENT WITH 4 (Rec: 5)	**X** (4 Docs support argument)
POV+ FOR ONE DOC (STRONG)	**X** (Historical Context for Doc 3)
POV+ FOR SECOND DOC	
ONE PIECE OF OUTSIDE EVIDENCE	**X** (Michelangelo - David)
SECOND PIECE OF OUTSIDE EVIDENCE	**X** (Erasmus - Praise of Folly)
COMPLEX UNDERSTANDING* *Only for select students attempting a 5*	

SAMPLE RESPONSE C (5/10 Points)

Body Paragraph #1 (Line of Reasoning) Secularism in Political Writing	**Body Paragraph #2 (Line of Reasoning)** Secularism in Art and Architecture
Evidence from Documents (1-2 Docs) Doc 3 - More (Religious Toleration Doc 4 - Machiavelli (Deception)	Evidence from Documents (1-2 Docs) Doc 5 - Classical Architecture at a Church
Outside Evidence (1) N/A	Outside Evidence (1) Botticelli, *Birth of Venus*

The Renaissance was extremely secular because political writers promoted secular ideas and the art and architecture were inspired by ancient Greece and Rome.	The THESIS makes a clear argument that is supported by a line of reasoning.
Renaissance writers focused on secular ideas, promoting a secular society with leaders who were willing to be dishonest. In Utopia, Sir Thomas More wrote that people should not be punished for their religious beliefs or to be allowed to condemn other people for their religious beliefs, writing that a Utopian was kicked out of the community for being intolerant (Doc 3). In advocating for religious toleration, More was promoting a secular idea of the separation of Church and state that would not become common until after the Enlightenment and the French Revolution. During the Renaissance, it was still common to burn people at the stake for heresy and More clearly did not want this to keep happening. Machiavelli, who wrote The Prince, claimed that a leader should be willing to be deceptive and lie to people in order to be effective, while Christianity teaches that people should tell the truth (Doc 4). Machiavelli clearly did not consult Jesus before he wrote this!	A TOPIC SENTENCE makes the paragraph's argument clear. DOC 3 is clearly understood and SUPPORTS the claim in the topic sentence The discussion of the idea of religious toleration provides HISTORICAL CONTEXT for Doc 3. DOC 4 is clearly understood and SUPPORTS the claim in the topic sentence.
Renaissance art and architecture were also secular because they were inspired by Greece and Rome more than Christianity. Botticelli, a famous Renaissance painter, painted the Birth of Venus, showing the Roman goddess, Venus, standing on a shell in the water completely naked! This is not a Christian idea and resembled styles of art that were more common in ancient Greece and Rome, where nudity was more acceptable. Even churches began to look more secular because of the Renaissance. A Benedictine church in Venice has a dome and columns, looking more like a Roman temple than a Christian church (Doc 5).	A TOPIC SENTENCE makes the paragraph's argument clear Botticelli's *Birth of Venus* is used here as OUTSIDE EVIDENCE to support the claim in the topic sentence. DOC 5 is clearly understood and SUPPORTS the claim in the topic sentence.
The Renaissance was much more secular than Christian because of the secular ideas in political writings of humanists and because of Greek and Roman influence in art and architecture.	THESIS is restated without looking back at the original thesis in the first paragraph.

SCORING GUIDE (SAMPLE RESPONSE C) - 5/10 Points

CONTEXTUALIZATION	
THESIS	**X** (Thesis present with clear line of reasoning)
ACCURATELY DESCRIBES 2 (Rec: 3)	**X** (3 Docs accurately described)
SUPPORTS ARGUMENT WITH 2 (Rec: 3)	**X** (3 Docs support argument)
SUPPORTS ARGUMENT WITH 4 (Rec: 5)	
POV+ FOR ONE DOC (STRONG)	**X** (Historical Context for Doc 3)
POV+ FOR SECOND DOC	
ONE PIECE OF OUTSIDE EVIDENCE	**X** (Botticelli - Birth of Venus)
SECOND PIECE OF OUTSIDE EVIDENCE	
COMPLEX UNDERSTANDING* *Only for select students attempting a 5*	

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

   A. Describe one significant cultural characteristic of the Italian Renaissance.

   B. Describe one political or economic factor that facilitated the Italian Renaissance.

   C. Explain one way the Northern Renaissance differed from the Italian Renaissance.

4. Respond to parts A, B, and C.

   A. Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.

   B. Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.

   C. Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.

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Sample 3A:

A) One significant cultural characteristic of the Italian Renaissance was the Humanist focus. Humanism was revived by Petrarch in the 14th century and soon became the basis for much of the cultural change of the Renaissance. Humanism is the focus on the Greek and Roman civilizations. Humanism contributed to the development of new artworks, as well as the development of more secular thought. For example, Machiavelli's political works, a fundamental part of the culture of the Italian Renaissance, were based on his humanist studies. As for art, it led to the creation of important paintings such as *The School of Athens*, which depicts and empitomizes the Italian Renaissance's focus on Humanism.

B) One economis factor that facilitated the Itailian Renaissance was the development of a wealthy trading elite due to Italy's prime geographic position that allowed it to act as the "middle man" between Europe and Asia, and thus acquire wealth. One such family that benefited from this system was the Medici family. The Medici family facitilated the Italian Renaissance by patronizing not just the work of several artists of the time, but also patronizing the studies and work of the important intellectuals of the time. This allowed for the development of the Italian Renaissance.

C) The Northern Renaissance differed from the Italian Renaissance in its focus on christianity. In the Northern Renaissance, Christian Humanism developed as a way of reconciling the newly discovered "pagan" works of the Romans and the Greeks with Christian theology. This is in contrast to the Humanism of the Italian Renaissance in which there was an increasingly secular focus and a separation of Christianity from intellectual exploration. The Northern Renaissance also started later than the Italian Renaissance simply due to the gradual spread of ideas over time from the Italian Renaissancce.

Question 3: Short Answer No Stimulus

3 points

General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe one significant cultural characteristic of the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- Artists and writers of the Renaissance frequently used classical Greek and Roman ideas, models, and images for their work.
- The Italian Renaissance stressed the value of individual excellence and achievement.
- Renaissance artists revived and improved techniques such as geometric perspective and lifelike sculpture.
- Renaissance writers and artists often set themselves in opposition to earlier medieval ideas and techniques.

B Describe one political or economic factor that facilitated the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- Italy was fragmented into several city-states whose rulers often competed to support the arts.
- Italy was gaining wealth from trade and manufacturing and some of that wealth was devoted to creating art.
- Wealthy Italian families sponsored and patronized the arts.
- The papacy had a great deal of political power and wealth, and popes commissioned paintings, buildings, and works of literature.

C Explain one way the Northern Renaissance differed from the Italian Renaissance. **1 point**

Examples of acceptable responses may include the following:

- The Northern Renaissance was more focused on religion and the development of Christian humanism, while the Italian Renaissance sought to shift education away from theology and toward classical texts.

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- Northern Renaissance humanists focused more on social reform while the Italian Renaissance focused on literature, art, and scientific inquiry.
- Art of the Northern Renaissance was often focused on daily peasant or urban life while Italian Renaissance art frequently depicted elites.

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Answer either Question 3 or Question 4.

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3. Respond to parts A, B, and C.
   - **A.** Describe one significant motivation for European overseas expansion in the period 1450 to 1600.
   - **B.** Describe one significant change in European overseas expansion in the period 1600 to 1700.
   - **C.** Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900.

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4. Respond to parts A, B, and C.
   - **A.** Describe one significant feature of industrialization in Europe in the period 1750 to 1800.
   - **B.** Describe one significant change in industrialization in the period 1800 to 1900.
   - **C.** Explain one way that industrialization affected European politics in the period 1800 to 1900.

END OF SECTION I

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A. European overseas expansion was largely motivated by the ideals of Christianity, specificially the notion of spreading it and salvation. Missionaries were used to spread the "Glory of God", and when explorers such as Columbus arrived in the new world they brought priests with them. Kings and explorers wanted to further the mission of God in the world, and they thought overseas expansion proved to be an opportunity for this.

B. In this period, the main European powers furthering expansion began to change. Spain was coming out of it's dominance as Dutch East India company established trade worldwide, and introduced the concept of "stock" in companies. Britain also had it's international role expanded. The main source of new European colonialism therefore shifted from the Iberian peninsula to the low countries and the UK.

C. The increased supply of raw materials from colonies as well as capital from trade allowed European nations to industrialize. This industry led to European economy's industrialization, increasing the amount of products they produced and fueling economic growth. This industrial revolution further encouraged the development of capitalism as an economic theory, and the two factors led to the Victorian Age in England and the evolution of Europe's economy in the period 1700 to 1900.

Question 3: Short Answer No Stimulus

3 points

General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe one significant motivation for European overseas expansion in the period 1450 to 1600. **1 point**

Examples of acceptable responses may include the following:

- European overseas expansion was often motivated by the desire to spread Christianity, especially in Catholic Spain and Portugal.
- Europeans wanted to find commodities like precious metals and spices.
- Competition between the Portuguese and the Spanish motivated both nations to colonize other lands.

B Describe one significant change in European overseas expansion in the period 1600 to 1700. **1 point**

Examples of acceptable responses may include the following:

- In the 1600s, powers like England, France, and the Netherlands became more active in colonization.
- Spanish and Portuguese dominance began to decline in the 1600s.
- Principles of mercantilism encouraged European states to extract as much wealth from colonies as possible.
- The risks and complexity of long-distance trade led to the creation of more sophisticated financial institutions such as joint-stock companies.
- There was an increased reliance on slavery in the transatlantic or triangular trade.

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C	Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900.	**1 point**

Examples of acceptable responses may include the following:

- Overseas expansion, global trade, and colonial settlement increased the wealth of the European commercial classes because it opened new markets for their goods.
- The European economy benefitted from the raw materials exported from the colonies because they were essential to industrial production.
- As industrialization expanded across Europe, foreign countries began to provide new markets for European manufactured goods, encouraging competition between European states for imperial territory.

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