

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 10 minutes reading the documents and 35 minutes writing your response.

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

In your response you should do the following:

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

1. Evaluate whether or not Napoleon upheld the ideals of the French Revolution in the period 1799-1815.

Document 1

Source: Concordat between His Holiness Pope Pius VII and the French Government, 1801

Article 1: The Catholic, Apostolic and Roman religion will be freely exercised in France. Its worship will be public, and in conformity with such police regulations as the Government shall consider necessary to public peace. . . .

Article 4: Within three months of publication of the bull of His Holiness the First Consul of the Republic will make appointments for the archbishoprics and bishoprics. . .

Article 5: The nominations for bishoprics which will be vacated in the future, will also be made by the First Consul; and the investiture will be given by the Holy See, in conformity with the preceding article.

Article 6: Before assuming their functions, the bishops will take directly at the hands of the First Consul, the oath of loyalty used before the change of government, expressed in the following terms :

I swear and promise before God, on the Holy Scriptures, to observe obedience and loyalty to the Government established by the Constitution of the French Republic. . . and if, in my diocese or elsewhere, I learn that something is being plotted to the detriment of the State, I will make it known to the Government.

Document 2

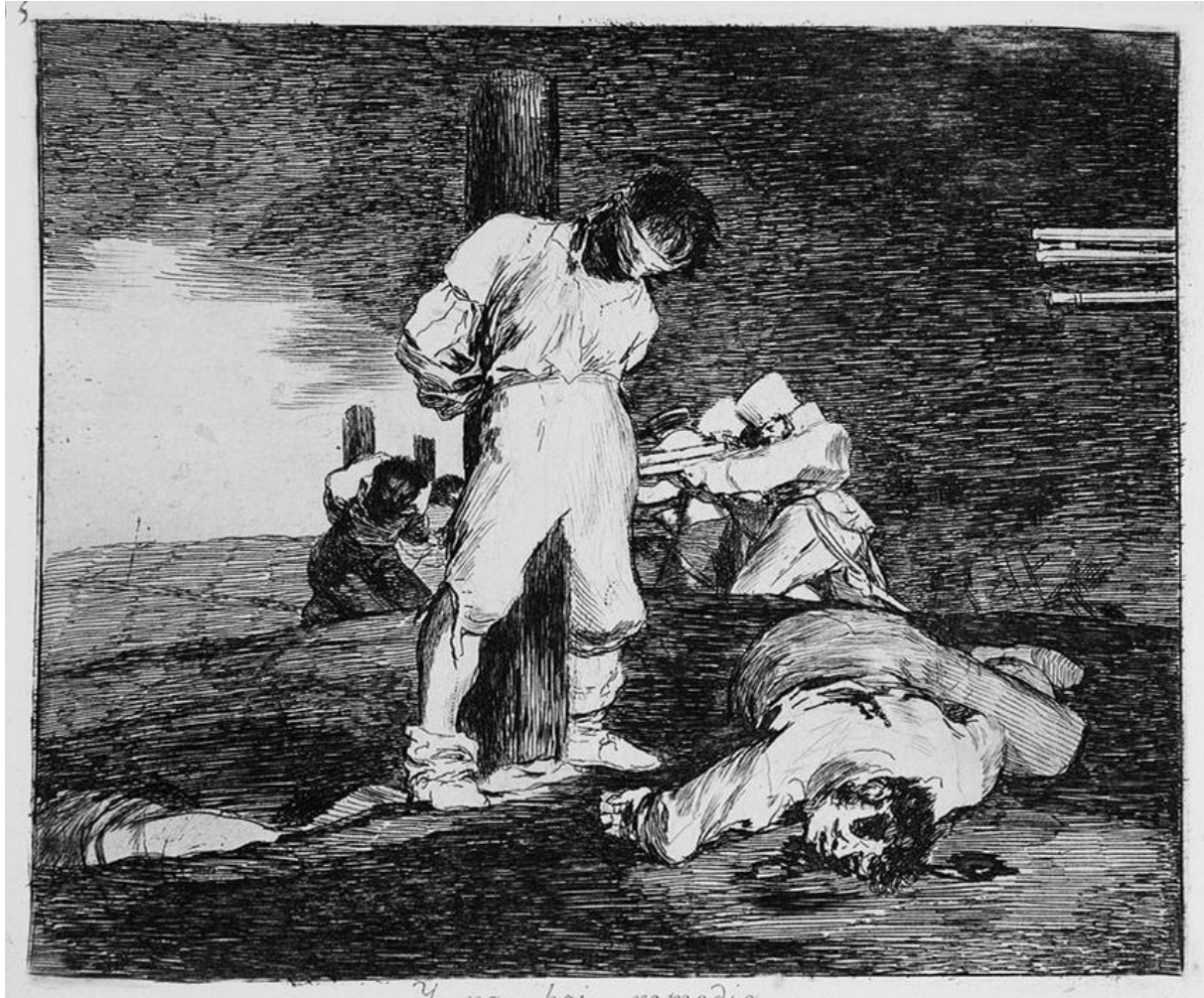
Source: Prince Klemens von Metternich, Austrian diplomat, *Memoirs of Prince Klemens von Metternich*, depicting events in 1806, published by his son twenty years after his death.

Napoleon seemed to me the incarnation of the [French] Revolution; while in the Austrian Power which I had to represent at his court, I saw the surest guardian of the principles which alone guaranteed general peace and political equilibrium. . . . I knew the many and dangerous rocks in my new position, and I resolved for the present, to keep my ambition within very modest bounds, and at least to prevent evil when I saw the impossibility of doing good. . . .

French Revolution was not yet understood by the men whom fate had called on, to deal with this monstrous social catastrophe. The rapidity of the career of Napoleon had dazzled many spectators, and left them little time to weigh, impartially and quietly, the conditions on which his existence rested. I addressed myself to this task with pleasure, convinced as I was that the analysis of this personified product of the Revolution must necessarily explain to me how this man, from so [humble] a starting-point, could have raised himself to such a height. Some saw in Napoleon only the great genera ; some saw the ground of his elevation in his political talents; while others regarded him merely as an adventurer favoured by fortune: all forgot that for the explanation of the astonishing success of this man, it was indispensable to connect his personal qualities with the circumstances in which he lived.

Document 3

Source: Francisco Goya, Spanish painter and printmaker, Plate 15 in a series of prints originally titled, *Fatal consequences of Spain's bloody war with Bonaparte*, produced c. 1810 and published posthumously in 1863.



Document 4

Source: Napoleon Bonaparte, Proclamation to the Army, 1814

Soldiers: We have not been conquered; two men, sprung from our ranks, have betrayed our laurels, their country, their benefactor, and their prince. Those whom we have beheld for twenty-five years traversing all Europe to raise up enemies against us, who have spent their lives in fighting against us in the ranks of foreign armies, and in cursing our beautiful France, shall they pretend to command or enchain our eagles? They who have never been able to look them in the face. . . . If their reign were to continue all would be lost, even the recollection of those memorable days. With what fury they misrepresent them! They seek to tarnish what the world admires. . . .

Soldiers. . . I have heard your voice; I have come back in spite of all obstacles, and all dangers. Your general, called to the throne by the choice of the people, and raised on your shields, is restored to you; come and join him. Mount the tri-colored cockade;* you wore it in the days of our greatness. We must never forget that we have been the masters of nations; but we must not suffer any to intermeddle with our affairs. . . .

Soldiers: Come and range yourselves under the banners of your chief; his existence is only made up of yours; his interest, his honor. His glory, are no other than your interest, your honor, and your glory. Victory shall march at a charging step; the eagle, with the national colors, shall fly from steeple to steeple, till it reaches the towers of Notre Dame.

* a red, white, and blue ornament worn in order to show support for the French Revolution

Document 5

Source: Germaine de Staël, French writer exiled by Napoleon, *Considerations on the Principal Events of the French Revolution*, 1818

Bonaparte opened the door to ancient prejudices, flattering himself that he could arrest them precisely at the point which suited his omnipotence... Absolute power is the scourge of the human race; and all the French governments which have succeeded the Constituent Assembly have perished by yielding to this seduction under some pretext or other. . . .

The principal moving power of the French Revolution was the love of equality. Equality in the eye of the law partakes of justice, and consequently of liberty: but the desire of annihilating every superior rank is one of the littlenesses of self-love. Bonaparte well knew the influence of this failing in France, and this is the mode in which he availed himself of it. The men who had shared in the Revolution were not willing that there should be classes above them. Bonaparte rallied them round his standard by promising them the titles and dignities of which they had stripped the nobles. "Do you wish for equality?" said he to them, "I will do better still—I will give you inequality in your own favor...."

END OF DOCUMENTS FOR QUESTION 1

AP EURO DBQ RUBRIC

FOR 2020 EXAM ONLY

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

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

THESIS / CLAIM

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

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

DOCUMENTS, EVIDENCE, & ANALYSIS

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

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

SUPPORTS an argument in response to the prompt using *at least TWO* (1 Pt) or *FOUR* (2 Pts) documents. These documents should meet (and exceed) the standard set for the description point.

 /2

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

 /2

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

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

 /2

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

**TOTAL
POINTS:**

 /10

Based on DBQ guidelines released by the College Board April 2020.

For more materials, visit www.tomrichey.net.