

2017

AP[®] CollegeBoard

AP European History

Sample Student Responses and Scoring Commentary

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AP[®] EUROPEAN HISTORY 2017 SCORING GUIDELINES

Question 1 — Document-Based Question

Maximum Possible Points: 7

“Evaluate whether or not the Glorious Revolution of 1688 can be considered part of the Enlightenment.”

| Points | Scoring Rubric | Scoring Notes |
|---|---|--|
| A: Thesis and Argument Development 0-2 | <p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p> | <ul style="list-style-type: none"> Acceptable thesis statement must EXPLICITLY address a significant aspect of the Enlightenment (e.g., religious toleration, natural rights, or limited government) and its relationship to the Glorious Revolution |
| | <p>Argument Development: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)</p> | <ul style="list-style-type: none"> A “two-sided” argument could recognize complexity by noting the mixed motivations for Glorious Revolution (e.g., religious conflict vs. a desire for limited government). A “one sided” argument that doesn’t account for the nuances and/or contradiction should not earn the Argument Development point, BUT a “one-sided” argument that DOES acknowledge nuance and contradiction could achieve this point. Another way to achieve this point would be to argue how MULTIPLE aspects of the Enlightenment are reflected in the Glorious Revolution. |
| B: Document Analysis 0-2 | <p>Document Analysis (Content): Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)</p> | <p><i>See document summaries for details.</i></p> <ul style="list-style-type: none"> Doc 1: John Evelyn, diary entry, 1688 Doc 2: William III, declaration, 1688 Doc 3: English Bill of Rights, 1689 Doc 4: Gilbert Burnet, coronation sermon, 1689 Doc 5: John Locke, <i>Two Treatises of Government</i>, 1689 Doc 6: Voltaire, <i>Letters on the English</i>, 1726-1729 Doc 7: William and Mary, image from children’s book, mid-1700s |
| | <p>Document Analysis (Sourcing): Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (1 point)</p> | |

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Question 1 — Document-Based Question (continued)

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|---|--|--|
| C: Using Evidence Beyond the Documents 0-2 | <p>Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point)</p> | <p>This point can be earned by explaining historical events, developments, or processes that occur before, during, or continue after the time frame of the question. <i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • The Protestant Reformation, which defined underlying religious tensions in 17th century Britain. • How the English Civil War/Stuart Restoration set up the religious or political conflicts in Britain in 1688. • Thinkers such as Descartes, Spinoza, and Hobbes increasingly applied principles of empiricism and skepticism to analyze politics. |
| | <p>Evidence beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point)</p> | <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Events of the Glorious Revolution not provided in the documents • Enlightenment thinkers not referenced in the documents (Hume, Smith, Beccaria, Montesquieu) • Louis XIV's support for Catholics • Voltaire's criticism of absolutist France |
| D: Synthesis 0-1 | <p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme, and/or approach that is not the focus of the essay or a different discipline. (1 point)</p> | <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period/region: American or French Revolutions • Different theme: economic history • Different discipline: political science principles, philosophy |

If response is completely blank, enter - - for all four score categories A, B, C, and D.

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Question 1 — Document-Based Question (continued)

Document Summaries

| Document | Content (response must use the content in support of a stated thesis or relevant argument) | Sourcing (response must explain the significance of one of the following) |
|--|--|---|
| 1. John Evelyn's Diary | <ul style="list-style-type: none"> Discusses tensions between Protestants and Catholics in England, as well as James II's deployment of Catholic soldiers and the Protestant hopes for the Prince of Orange to invade | <ul style="list-style-type: none"> Author is a member of the Royal Society (POV) Diary entry not meant to be published or shared (audience). Suspicion of Jesuit influence (context). |
| 2. William's Declaration | <ul style="list-style-type: none"> Claims invasion is to protect the rights of Protestants and Parliament | <ul style="list-style-type: none"> William is justifying his actions (POV). William is rallying support of Protestants in England (audience). William is discouraging potential resistance in England (purpose). |
| 3. English Bill of Rights | <ul style="list-style-type: none"> Outlines rights of Parliament and the crown Protects rights of Protestants | <ul style="list-style-type: none"> Codifies principle of Parliamentary Supremacy (context) Justifies William's invasion (purpose) Gains support of Protestants (audience/purpose) |
| 4. Burnet, Coronation Sermon | <ul style="list-style-type: none"> States William should propagate the "true religion" (Protestant) and rule in fear of God | <ul style="list-style-type: none"> Gives William's coronation divine blessing (purpose) Reassures faithful Protestants (audience) Justifies putting a friend on the throne (POV) |
| 5. Locke, <i>Two Treatises</i> | <ul style="list-style-type: none"> Outlines principles of popular sovereignty and reasons for removal of a ruler from authority | <ul style="list-style-type: none"> Locke is an example of an early philosophe (POV). William has successfully taken power (context). Locke is justifying the overthrow of James II (purpose). |
| 6. Voltaire, <i>Letters on the English</i> | <ul style="list-style-type: none"> Notes English have successfully restrained monarchical power, and other countries have not, in spite of similar conflicts | <ul style="list-style-type: none"> Voltaire is from an absolutist France (context). Voltaire is implicitly criticizing his own country/outside perspective (POV). Voltaire is seeking to shape educated public opinion in France (audience). |
| 7. William and Mary, woodcut | <ul style="list-style-type: none"> Depicts William and Mary as heroic and "fixers" of freedom and the Protestant church | <ul style="list-style-type: none"> Propaganda for children (POV) Justifies the Brunswick (Hanoverian) succession (context) Likely printed for children in wealthy families (audience) |

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Question 1 — Document-Based Question (continued)

Examples of Student Responses by Scoring Criteria

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn 1 point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question. While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable theses:

- “The Glorious Revolution of 1688 is a part of the Enlightenment due to its focus on the ideals of liberty, constitutional government, and the rights of the people.” (*Thesis takes an evaluative and historically defensible stance while fully addressing the prompt.*)
- “The Glorious Revolution of 1688 in England should be considered a part of the Enlightenment because it gave citizens of Great Britain rights and vowed to protect them, however, it cannot fully be considered a part of the Enlightenment due to the lack of religious tolerance by some of the people who supported this revolution.” (*Thesis takes an evaluative and historically defensible stance while fully addressing the prompt.*)
- “The Glorious Revolution of 1688 can be considered a product of the Enlightenment era but can no doubt be revealed to be motivated by older ideals of religious intolerance as well as newer, more liberal values of rights.” (*Thesis is basic but takes an evaluative and historically defensible stance and fully addresses the prompt.*)

Examples of unacceptable theses:

- “Although the Glorious Revolution happened in the 17th century and not the 18th century, it happened in England and not France, and Voltaire had not been born at that time, it could be considered part of the Enlightenment according to the behavior of the king and the government, the response of the people, and comments from other countries.” (*Thesis does not explicitly address a significant aspect of the Enlightenment.*)
- “While the Glorious Revolution did have some similar ideas of the Enlightenment, it cannot be considered part of the Enlightenment itself due to the fundamental nature of the Revolution and reasoning behind it.” (*Thesis does not explicitly address a significant aspect of the Enlightenment.*)
- “Although the Glorious Revolution occurred in England, it may be considered to be a major part of the Enlightenment movement due to the introduction of legal documents that encouraged Enlightenment ideals as well as the emergence of Enlightenment intellectuals during this time period.” (*Thesis does not specifically address a significant aspect of the Enlightenment.*)

b) Argument Development

Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

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Question 1 — Document-Based Question (continued)

Examples of acceptable argument development:

- To support an argument that the Glorious Revolution was part of the Enlightenment, responses may use the documents to show that the Glorious Revolution exhibits early Enlightenment ideals later articulated by Enlightenment philosophes, such as limited monarchy, increased rights for citizens, and educational, legal, and economic reforms. (*Notes a clear pathway from the Glorious Revolution to the Enlightenment noting the complexity of change.*)
- To support an argument that the Glorious Revolution was part of the Enlightenment, responses may use the documents to show that while both secular and religious reforms do follow Enlightenment ideals, Protestantism remains the dominant religion. (*Notes contradictory evidence but accounts for it in the broader argument.*)
- To support an argument that the Glorious Revolution was part of the Enlightenment, responses may use the documents to show that both secular and religious reforms were part of the Enlightenment because of the increasingly constitutional nature of the reforms and religious toleration was both promised and enacted. (*A one-sided argument that notes nuances and contradictions within the argument.*)

Examples of unacceptable argument development:

- Responses may misuse significant documents to support an argument. For example, a response may attempt to argue that the Glorious Revolution was entirely about religious toleration or alternatively entirely about the imposition of Protestantism on England. (*Responses misuse or misinterpret the documents to support an argument that may be historically indefensible.*)
- Response attempts to make an argument, but simply restates the content of the documents without linking the Glorious Revolution to the Enlightenment. (*Responses do not posit an argument or may group like documents to attempt to formulate an argument but do not link to the Glorious Revolution or the Enlightenment.*)
- Responses are chronologically confused and argue that the entire Glorious Revolution is influenced by the works and ideas of Enlightenment philosophes like Montesquieu, Voltaire, and Rousseau. Alternatively, ideas of Renaissance humanism also render most arguments indefensible. (*Responses are indefensible based upon significant factual error.*)

B. Document Analysis (2 points)

a) Document Content

Responses earn 1 point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument. Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries for descriptions of document content.*)

Examples of acceptable utilization of content from a document to support a thesis or relevant argument:

- “After previous violent events, many people anticipated the arrival of King William III, ‘whom they looked to be the deliverer from tyranny.’” (Doc 1) (*Explains the peaceful transition towards a more constitutional monarch.*)

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Question 1 — Document-Based Question (continued)

- “In the English Bill of Rights the points of freedom of speech and parliamentary process are very strongly stated as rights of the country.” (Doc 3) (*Provides specific examples of Enlightenment principles found in the Glorious Revolution.*)
- “John Locke says the people have a right to revolt if the government fails to protect their rights and property. Under James II the right of religious freedom was not protected which is why the Glorious Revolution occurred.” (Doc 5) (*Provides specific example of an Enlightenment principle found in the Glorious Revolution.*)
- “Source 7 also highlighted the giving of liberties to the people. In this visual source, William III is holding the people’s rights to dispense to them.” (Doc 7) (*Explains the extension of an Enlightenment principle rooted in the Glorious Revolution.*)

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn 1 point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (*See the document summaries section below for brief description of possible point of view, purpose, historical context, or audience for each document.*)

Examples of acceptable explanation of the significance of the author’s point of view:

- “Burnet may have wanted William to look good since they were friends, and as an Anglican priest he had to support Protestantism.” (Doc 4) (*Explains Burnet’s rationale for both speaking well of William and of Protestantism.*)
- “John Locke witnessed the Glorious Revolution take place and was English so he may have had some bias in favor of the event.” (Doc 5) (*Notes the eye witness experience that may have informed Locke’s conclusions.*)
- “This excerpt reflected Voltaire’s personality in many ways since he disliked the absolute monarchy in France during the 18th century and had a positive view of England.” (Doc 6) (*Explains why Voltaire would be predisposed to support the results of the Glorious Revolution.*)

Examples of acceptable explanation of the significance of the author’s purpose:

- “In many ways William might have exaggerated his duty to cement his place as a ruler and may have vehemently supported Protestantism to earn the favor of the British people. Regardless, he did strengthen the religion delivering on his promise.” (Doc 2) (*Notes the desire of William to be seen as legitimate and popular.*)
- “Voltaire’s purpose is to merely direct attention to a government acting effectively on Enlightenment philosophies and thus this source is very reliable in defending the Glorious Revolution’s place in the Enlightenment.” (Doc 6) (*Recognizes that Voltaire would wish to provide evidence of the validity of his ideas.*)
- “William may have wanted to make himself look too good in order to have the youth of England prefer him, and the message may have exaggerated William’s accomplishment but since someone had taken the time to make a woodcut of William and his wife, he was certainly loved by the people.” (Doc 7) (*Recognizes the possibility that William would wish to appear extremely generous to the youth of his adopted country.*)

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Question 1 — Document-Based Question (continued)

Examples of acceptable explanation of the significance of the historical context of a document:

- “Given that the English Bill of Rights was passed immediately following the Glorious Revolution and the end of James II’s rule, it is meant to safeguard the rights of the citizens and to hold Parliament to be the ultimate power.” (Doc 3) (*Notes the immediacy of the Bill of Rights to cement the results of the Glorious Revolution.*)
- “It is understandable that Voltaire wrote this piece in support of the Glorious Revolution because, as a philosophe during the Enlightenment, he was dedicated to using reason and rational thought to improve society.” (Doc 6) (*Notes the application of Enlightenment thought on an evaluation of the events of the Glorious Revolution.*)

Examples of acceptable explanation of the significance of the audience:

- “This source is somewhat unreliable because while it does come directly from the King it is a declaration and may therefore hide William’s true feelings in an attempt to gain support from the citizens.” (Doc 2) (*Recognizes the possible manipulation of information in order to appeal to a citizenry.*)
- “The woodcut was placed in a book and the intended audience was children to help educate the youth of England of the accomplishments of the Glorious Revolution.” (Doc 7) (*Recognizes the value of propaganda when aimed at an impressionable segment of the population.*)

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Examples might include:

- Wars of Religion/Thirty Years’ War
- The Stuart Restoration
- Hobbes’ political thought
- English Civil War
- Rise of absolutist theories and regimes outside England
- English tradition of parliamentary power
- James II’s attempts to assert absolute power in England
- Rise of empiricism/Scientific Revolution
- European rationalist political philosophers
- Growing literacy and education

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Question 1 — Document-Based Question (continued)

Examples of acceptable contextualization:

- “In the late 15th century, and even a few decades after Martin Luther’s *95 Theses*, England was an almost entirely Catholic nation. But Henry VIII’s creation of the Anglican church, in addition to increased Protestant momentum throughout northern and central Europe, had led to a largely Protestant population. Therefore, when James II tried to impose Catholicism on the English, it was met with fierce resistance.” (*Explains one of the reasons for the animosity in the religious rivalry that helped fuel the Glorious Revolution.*)
- “The Glorious Revolution of 1688 occurred because the King of England’s next heir was a Catholic, while the rest of the country was mostly Protestant. The English did not want a Catholic king, so they had William and Mary come from the Netherlands to take the crown from James II because they were Protestant. The monarchy in England had only recently been restored after the Civil War and the Protectorate had eliminated it.” (*Narrative is sharpened with the explanation of why a king was deposed and another invited to rule as a constitutional monarch.*)
- “As the Wars of Religion in Europe began to end with the Thirty Years’ War meeting its conclusion in 1648, philosophers and educated men began to ponder the question of innate rights. Some argued that man is a morally benevolent creature who must be protected, however, those like Hobbes argued that mankind would only be able to restrain its darker impulses under firm, authoritative law. This question of rights was brought to the forefront during England’s Glorious Revolution.” (*Explains why one of the possible aspects of the Enlightenment would be part of the Glorious Revolution.*)

Example of common errors in contextualization:

- Responses may have errors in contextualization because of fundamental chronological mistakes. Despite the fact that Voltaire’s dates are given in Document 6, the ideas of the Enlightenment philosophes are cited as informing the events of the Glorious Revolution. Situating the argument in events that have not yet happened negates the argument and also contextualization.

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (*Items in contextualization list may also be deployed as outside evidence, but no single piece of evidence can be used for both.*)

Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “In the Bill of Rights it states that the royals cannot dismiss Parliament or the laws it creates without consent, which is a change from Cromwell’s displacing Parliament and taking complete power before this with Cromwell’s Protectorate, showing the huge step in Enlightenment ideals.” (*A historical event not referenced in the documents is used to explain some provisions of the Bill of Rights and linked to Enlightenment ideals.*)

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Question 1 — Document-Based Question (continued)

- “Freedom of speech and the end of cruel punishments were extremely important aspects of the Enlightenment. Cesare Beccaria, an important Enlightenment figure, often spoke out against the use of torture and cruel punishment.” (*A relevant Enlightenment figure not mentioned in the documents is referenced to support an Enlightenment principle present in the Glorious Revolution.*)
- “Influenced by earlier English documents, such as the Magna Carta which outlined natural rights, the Glorious Revolution guaranteed freedom.” (*An additional fact that further supports the argument that the Glorious Revolution was a step on the road to the Enlightenment.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of three possible ways, by explaining the connection between the argument and either a development in a different historical period or geographical area, a course theme and/or approach that is not the focus of the essay, or a different discipline:

Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- “The Glorious Revolution provided much support and examples of the implementation of Enlightenment ideals like natural rights and the role of government, yet it seemed to combat religious tolerance. The Revolution is similar to the ideas of the American Revolution. In both, ideas of the Enlightenment shined with Bills of Rights for both nations. Yet, anti-Enlightenment ideals of slavery and non-religious tolerance continued.” (*Response includes an explicit and accurate comparison to a different revolution in order to support an argument that the Glorious Revolution can be considered to be part of the Enlightenment.*)
- “This situation with the Glorious Revolution is very similar with how Khrushchev of the Soviet Union de-Stalinized the country after Stalin died by repealing the oppressive laws and debunking Stalin in front of his former supporters, Khrushchev ushered in a new era in the USSR where freedoms were slowly gained back.” (*Response includes an explicit and accurate comparison to a different arguably revolutionary event in order to support an argument that the Glorious Revolution can be considered to be part of a movement for progressive reform.*)

Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- “Parliament was not only able to protect private property but further expand in later years a man’s right to trade and affect commerce without significant governmental intervention which would lead to a flourishing British economy and the rise of a stronger merchant class.” (*Response cites the broader context of economic development to contextualize the argument of the role of government in continued progressive reform.*)

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Question 1 — Document-Based Question (continued)

Examples of acceptable synthesis by connecting the argument to different disciplines or fields of inquiry (hypothetical):

- Responses may argue that while the Glorious Revolution is sometimes seen as a demonstration of the Enlightenment ideal of popular sovereignty, Parliament only represented a small fraction of the population, mostly landed and merchant interests, and popular support for William was largely based on religious issues. (*Responses use political science principles to make an argument about the nature of the Revolution.*)

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1A
1 of 4

The struggle between the power of a noble class and the power of a centralized monarch is a common theme in the history of many European countries ^{during early modern time}. For instance, in France, Louis XIV worked to consolidate his absolute power against the aristocracy through propaganda. In the Holy Roman Empire, regional princes such as the prince of Prussia worked to secure their autonomy. The Glorious Revolution is a manifestation of this theme in Britain. The attempts of James II to consolidate power were thwarted by an invading force promising the continued influence of British nobility through Parliamentary supremacy. The Glorious Revolution cannot be considered part of the Enlightenment as it ~~it~~ was motivated by a desire to return to an established order and also by ~~intolerance~~ religious beliefs. Accounts that portray the Revolution as enlightened are idealized.

While ~~the~~ ^{thinkers} Enlightenment, championed liberal ideas such as religious tolerance, the Glorious Revolution was motivated to a large extent by discontent towards Catholic leadership. In document 1, Evelyn notes that many people saw William of Orange as a "deliverer." AD

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1A
2 of 4

from Popish tyranny". This shows that many people hated William's takeover as a means to dispose an unwanted Catholic king. ~~This~~ William himself recognises this sentiment in document 2, when he promises "preservation of the Protestant religion". Since, William is addressing his new subjects, it is likely he will choose to tell them how he can ~~be~~ appeal to them on important issues. Thus, his mention of protestantism shows the importance of religion at the time of the Glorious Revolution. In document 4, an Anglican bishop implicitly states the importance of a an Anglican leader as one who is a part of "the Church of God". This also shows the importance of religion in determining the legitimacy of the king at this time in the eyes of the British public. Bucer's purpose, since he is speaking at the coronation, is to praise William III. Thus, this God-fearing king is implied to be William.

While the Enlightenment promoted reform and change, the Glorious Revolution assured a return to ~~the~~ the ancient balance of power between nobility and monarch in England.

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

Mandatory

1

Circle one

2 or 3

1A

3 of 4

In document 3, legislation passed by the new government favours "vindicated and asserting [the nobility's] ancient rights and liberties". This suggests that rather than a movement towards a liberal limited monarchy, the Glorious Revolution assured the English nobility, who comprised parliament, of a return to their established rights and privileges. A motivation for this desire for "ancient rights" was the numerous attempts by the previous king, James II, to raise funds, with and without parliamentary consent, to fund activities such as ~~the~~ his ~~attempts~~ ~~support~~ ~~military~~ ~~campaigns~~ ~~to~~ ~~see~~ consolidate his power and move towards absolutism.

An example which supports the notion of pre-established ~~noble privileges~~ restraints on monarchical power in England is the Magna Carta. The Magna Carta is a much earlier document which placed limits on the arbitrary power of the British crown. Thus, the Glorious Revolution can be seen as an attempt to return to a previous state of affairs such as this, where the power of the king was limited.

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1A
4 of 4

Portrayals of the Glorious Revolution as an Enlightened event are idealized. In document 5, states that a government should reflect "the will of society" and protect the rights of "every part and member of society". However, Although Locke's notion of government does match Enlightenment ideals, the Glorious Revolution did not assert the rights of all members of society. Rather, it affirmed the power of nobility in parliament. In document 6, Voltaire romanticizes the Revolution as creating a government "restrained from committing evil" and resulting from "seas of blood". In reality, the Glorious Revolution was not so revolutionary in its effects. Voltaire's reliability can be questioned as he was writing as a Frenchman who had not lived in England for long. Thus his ~~own~~ account of the Revolution may be clouded by his own ideals of Enlightenment though, such as ~~the~~ faith in progressive change.

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Mandatory

①

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2 or 3

1B

1 of 3

During the time of the Glorious Revolution, the Enlightenment was also in full swing. The ideas and principles rubbed off on Mass of this era. The Glorious Revolution can be considered part of the Enlightenment because it created a constitutional monarchy and extended religious toleration.

The Glorious Revolution created a constitutional monarchy in England. In King William III's declaration he states, "in free enjoyment of all their laws, rights, and liberties, under a just and legal government" (Doc. 2). He gave this during the Glorious Revolution and is explaining that he will create a constitutional monarchy with rights and liberties for all. This was made true in the creation of the English Bill of Rights, where the rights of the English were listed at (Doc. 3). It was written as part of England's new constitution, and guarantees more liberties and precedents to the English people. Another example is John Locke's Two Treatises of Government, in which he writes, "all the members of the society, to limit the power, and moderate the dominion..." (Doc. 5). He argues that the people should limit the power of the government and keep it in check. This is exactly what happened with the creation of a constitutional monarchy in England. Finally, in Voltaire's Letters

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1B
2 of 3

on the English, he writes "The English are the only people... able to prescribe limits to the power of kings..." (Doc. 6). He believes that through the Glorious Revolution the English successfully created a limited and constitutional monarchy. At the time he wrote this, the Enlightenment was a major movement. The ideals of limited government and liberty of a nation's subjects are major parts of Enlightenment thinking.

The Glorious Revolution also increased the religious toleration in England. In John Evelyn's diary, he wrote "...whom they looked on to be their deliverer from Popish tyranny..." (Doc. 1). He is talking about the repression of Protestants and their longing for William of Orange to arrive. He believes that his rule would increase religious toleration and end the repression of English Protestants. Gilbert Burnet backs this up, saying in a sermon, "and when it is possible that they honour those who fear the Lord, they do they truly rule in fear of God." (Doc. 4). He believes a ruler is a good ruler when he doesn't punish those who worship the same god in a different way. He also believes William III will be that religiously tolerant ruler. Finally, the

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1B
3 of 3

Woodcut "William and Mary" is inscribed with the words "Firm'd Freedom and the church is settled Brunswicks line." (Doc 7). It argues that William III reformed the church to be more religiously tolerant to other christian religions. Religious toleration was a major aspect of Enlightenment thinking.

In conclusion the Glorious Revolution is part of the Enlightenment because it created a limited, constitutional monarchy and increased religious toleration, which were both major aspects of Enlightenment thinking. The Glorious Revolution is similar to the American Revolution because both created a limited government with a constitution as well as religious toleration. In fact, the US Bill of Rights was inspired by the English Bill of Rights, and they have many similarities.

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1C
1 of 3

In 1688, the Glorious Revolution took place in England. The fighting was between the Parliament and the King. ~~Some~~ Many people debate if it was a part of the Enlightenment. Some people thought it was a part of the Enlightenment. Other people thought it wasn't. There were other people with a neutral, religious point of view.

There were quite a large amount of people who thought that the Glorious Revolution was a part of the Enlightenment. Voltaire, a French writer, wrote "Letters on the English" from 1726-1729. He said that the English were the only people capable "to prescribe limits to the power of kings by resisting them." Voltaire was a philosopher, which a term describing the new thinkers of the Enlightenment. As a philosopher Voltaire is dragging the Glorious Revolution into the Enlightenment, and his purpose would be to compliment the English for being a sort of precursor to the Enlightenment. (HIPPO) (Doc #6). On October 10, 1688, King William III, the ruler of England after the Glorious Revolution, made a speech saying ~~the~~ "peace and happiness of that nation which a free and lawful parliament ~~will~~ ~~decide~~ shall determine." King William is letting the people know that the parliament has the final say in decisions and he is not an absolute monarch. As the King of England, this speech would of been meant for everyone in the Kingdom of England. (HIPPO)

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

10
2 of 3

| | |
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| Mandatory 1 | Circle one 2 or 3 |
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(DOC#2) One year after his speech, King William III ratified the English Bill of Rights which stated "Protestants may have arms for their defense suitable to their conditions and as allowed by law." This portion of the Bill began to heal some of the wounds on Protestants, because they had been treated harshly for quite a long time. This more logical thinking was a symbol for the Enlightenment. (DOC#3) In a woodcut from a mid-eighteenth-century English children's book, William III and his wife were shown in a way that would support the Enlightenment ideals. William is holding the Bill of Rights, and Religion is not as prevalent. (DOC#7) Although many people believe that the Glorious Revolution was a part of the Enlightenment, there are some arguments.

John Locke, a famous English writer, wrote "Two Treatises of Government" in 1689. In his book he says "men in their ^{society} state, is the preservation of their property." He never made a single mention of the Glorious Revolution, even though he is an Englishman. During his lifetime he was very popular, so his writing would have been well circulated and people would have his opinions. (HTPP0) (DOC#5) Even still, there were people who just thought of everything in a religious sense.

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

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| Mandatory 1 | Circle one 2 or 3 |
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12
3 of 3

Gilbert Burnet, a friend of William III preached at his coronation. He focused on God, saying "the depth of the worship of God is kept up." Burnet says nothing that could symbolize any opinion on the Enlightenment. (Doc #4) One year prior to this, John Evelyn wrote a diary entry about William III saying how "they looked on to be their deliverer from repulse & tyranny." Evelyn doesn't discuss the Parliament, he instead focuses on the religious side of things. (Doc #1)

There have been many similar situations like this in Europe throughout the years. One example is the debate between what caused World War 2. There are many different opinions, with evidence to back all of them up, but no one can know for certain.

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Question 1 — Document-Based Question

Overview

The Document Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in order to construct an essay that responds to the tasks required by the question. Responses are assessed on the extent to which they meet seven requirements specified in the scoring guidelines. This particular DBQ asked students to evaluate whether or not the Glorious Revolution can be considered part of the Enlightenment. Students were provided with seven documents (one of which was an image) on which to base their responses.

In order to answer this question, students had to have an understanding of the chronology of the seventeenth and eighteenth centuries and recognize that the Glorious Revolution predates the Enlightenment. Students were asked to write an essay containing a historically defensible thesis that makes a persuasive argument that both identifies Enlightenment principles and evaluates the connection of those principles to the Glorious Revolution. Students were required to use the documents as evidence to substantiate an argument that supports their thesis, as well as articulate the sources' point of view, purpose, historical context, and/or audience. The response was also expected to extend the argument by situating the Glorious Revolution through events, people, or ideas surrounding the Glorious Revolution to provide context. The student was also required to provide additional evidence outside of the documents to support or qualify the argument. Finally, the response was required to make explicit connections with other geographical areas or historical time periods, a different approach to history, or a separate discipline to extend the argument: a task known as synthesis.

Sample: 1A **Score: 6**

While relatively brief, the response's thesis that the Glorious Revolution was not part of the Enlightenment is successful in laying out a claim that fully addresses the prompt, thus it earned the thesis point. The essay develops a one-sided but nuanced argument that the Glorious Revolution was not part of the Enlightenment because it was part of an earlier system of checks on the arbitrary power of the monarch. It successfully uses six documents (1, 2, 3, 4, 5, and 6) and successfully sources Documents 2 and 4 for purpose, 3 for context, and 6 for point of view. The response successfully provides contextualization for the argument in the introduction with its discussion of tensions between monarchs and the nobility across Europe, and it successfully provides evidence beyond the documents with its discussion of the Magna Carta. The essay does not attempt synthesis, thus it did not earn the point.

Thesis and Argument Development: 2

Evidence from the Documents and Sourcing: 2

Evidence Beyond the Documents: 2

Synthesis: 0

Sample: 1B **Score: 4**

The response's thesis in the introduction that the Glorious Revolution is part of the Enlightenment due to its creation of a constitutional monarchy is successful. The body of the response further develops the argument that the Glorious Revolution can be considered part of the Enlightenment because it created a constitutional

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Question 1 — Document-Based Question (continued)

monarchy and extended religious toleration. It successfully uses all seven documents but only provides sourcing for Document 6, successfully contextualizing the document. The response makes no attempt to provide contextualization for the argument or evidence beyond the documents, but it does successfully provide synthesis in the conclusion by linking the Glorious Revolution to the American Revolution. The response successfully argues that both revolutions enacted Enlightenment ideas of limited government and religious toleration and similar Bills of Rights to earn the synthesis point.

Thesis and Argument Development: 2

Evidence from the Documents and Sourcing: 1

Evidence Beyond the Documents: 0

Synthesis: 1

Sample: 1C **Score: 2**

The response attempts a thesis in the introduction but does not directly address the prompt; therefore, it did not earn the thesis point. However, the argument development in the body of the response is minimally acceptable because it stays focused on the limitations of the power of the monarchy as a result of the Glorious Revolution, thus it earned the point. Furthermore, the response successfully develops the argument by noting that the focus on religion was not part of the Enlightenment. The response uses all seven documents acceptably. It successfully provides point of view for Document 6 but does not attempt to source any other documents. The response makes no attempt at contextualization and provides no evidence beyond the documents, and the attempt at synthesis is unsuccessful.

Thesis and Argument Development: 1

Evidence from the Documents and Sourcing: 1

Evidence Beyond the Documents: 0

Synthesis: 0