

AP EUROPEAN HISTORY DBQ PRACTICE BUNDLE

LIST OF ESSAY TOPICS

1. UNIT 1: Evaluate the motives for the European powers expanding their empires into the New World from 1492 - 1607.
2. UNIT 2: Evaluate the relative importance of the factors that caused the Reformation in the 16th century.
3. UNIT 3: Compare the perspectives on the proper function and powers of the government that developed during the seventeenth century.
4. UNIT 4: Evaluate whether or not women had opportunities to participate in the sciences during the 1600s and 1700s.
5. UNIT 5: Evaluate whether or not political grievances were the primary cause of the French Revolution of 1789.
6. UNIT 6: Evaluate whether or not nationalism had a positive effect on Europe in the 19th century.
7. UNIT 7: Analyze the major arguments concerning how women's suffrage would affect the political and social order.
8. UNIT 8: Evaluate whether or not the outcome of WWI created the conditions that caused World War II.
9. UNIT 9: Evaluate whether the collapse of the USSR was caused more directly by domestic discontent or foreign pressure.

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UNIT 1 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- 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 six documents.
- Use additional, specific historical evidence (beyond that found in the documents) relevant to an argument in the prompt.
- For at least three 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 the motives for the European powers expanding their empires into the New World from 1492 - 1607.

Document 1

Source: Journal of Christopher Columbus upon his first encounter with the Arawak people of the Bahamas, 1492.

They...brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned...They were well built, with good bodies and handsome features...They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane...They would make fine servants...With fifty men we could subjugate them all and make them do whatever we want

Document 2

Source: Letter from the Milanese ambassador in England to Ludovico Sforza, Duke of Milan reporting on John Cabot's Voyage, 1497

Having obtained the royal privileges which gave him the use of the land found by him, provided the right of possession was reserved to the Crown, he departed in a little ship from the port of Bristol, in the western part of this kingdom, with eighteen persons, who placed their fortunes with him. Passing Ireland more to the west, and then ascending towards the north, he began to navigate the eastern part of the ocean.

Leaving, for some days, the north to the right hand, and having wandered enough, he came at last to main land, where he planted the royal banner, took possession for his Highness, made certain marks and returned. The said Messer Joanne [John Cabot], as he is a foreigner and poor, would not be believed, if his partners, who are all Englishmen and from Bristol, did not testify to the truth of what he tells... And they say that the land is fertile and temperate, and think that the red wood grows there, and the silks, and they affirm that there the sea is full of fish that can be taken not only with nets, but with fishing-baskets, a stone being placed in the basket to sink it in the water, and this, as I have said, is told me by the said Messer Joanne.

Document 3

Source: account of Portuguese explorer Vasco da Gama, 1498

They asked what he sought so far away from home, and he told them that we came in search of Christians and of spices. They said: "Why does not the King of Castile, the King of France, or the Signoria of Venice send thither?" He said that the King of Portugal would not consent to their doing so, and they said he did the right thing. After this conversation they took him to their lodgings and gave him wheaten bread and honey. When he had eaten he returned to the ships, accompanied by one of the Moors, who was no sooner on board, than he said these words: "A lucky venture, a lucky venture! Plenty of rubies, plenty of emeralds! You owe great thanks to God, for having brought you to a country holding such riches!" We were greatly astonished to hear his talk, for we never expected to hear our language spoken so far away from Portugal.

Document 4

Source: Dominican friar and priest Bartolome de Las Casas, *Brief Account of the Devastation of the Indies*, 1542.

Some of the secular Spaniards who have been here for many years say that the goodness of the Indians is undeniable and that if this gifted people could be brought to know the one true God they would be the most fortunate people in the world.

Yet into this sheepfold, into this land of meek outcasts there came some Spaniards who immediately behaved like ravening wild beasts, wolves, tigers, or lions that had been starved for many days. And Spaniards have behaved in no other way during the past forty years, down to the present time, for they are still acting like ravening beasts, killing, terrorizing, afflicting, torturing, and destroying the native peoples, doing all this with the strangest and most varied new methods of cruelty, never seen or heard of before, and to such a degree that this Island of Hispaniola once so populous (having a population that I estimated to be more than three million), has now a population of barely two hundred persons.

Document 5

Source: Sir Humphrey Gilbert, the founder of the first English colony in North America, 1583.

And although we cannot precisely judge (which only belongeth to God) what have been the humours of men stirred up to great attempts of discovering and planting in those remote countries, yet the events do shew that either God's cause hath not been chiefly preferred by them, or else God hath not permitted so abundant grace as the light of His word and knowledge of Him to be yet revealed unto those infidels before the appointed time. But most assuredly, the only cause of religion hitherto hath kept back, and will also bring forward at the time assigned by God, an effectual and complete discovery and possession by Christians both of those ample countries and the riches within them hitherto concealed; whereof, notwithstanding, God in His wisdom hath permitted to be revealed from time to time a certain obscure and misty knowledge, by little and little to allure the minds of men that way, which else will be dull enough in the zeal of His cause, and thereby to prepare us unto a readiness for the execution of His will, against the due time ordained of calling those pagans unto Christianity.

Document 6

Source: Richard Hakluyt, *Discourse Concerning Western Planting* written to Queen Elizabeth I, 1584.

...the Spaniard pierced the Indies and planted here and there very thinly and slenderly without having the Indian multitude in subjection, or in their towns and forts any number to hold any of them against the meanest force of a prince: so as in truth the Spaniard is very weak there. . . . If you touch him in the Indies, you touch the apple of his eye, for take away his treasure which is nervus belli [sinew (strength) of war], and which he has almost out of his West Indies, his old bands of soldiers will soon be dissolved, his purposes defeated, his power and strength diminished, his pride abated, and his tyranny utterly suppressed.

Document 7

Source: Detail from an engraving by Theodore de Bry, from 1592, which formed part of his "America-series", showing Christopher Columbus landing on the Caribbean island of Hispaniola in 1492.



UNIT 2 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- 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 six documents.
- Use additional, specific historical evidence (beyond that found in the documents) relevant to an argument in the prompt.
- For at least three 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 the relative importance of the factors that caused the Reformation in the 16th century

Document 1

Source: Source: Erasmus, *In Praise of Folly*, 1511

Though most people detest these men so much that accidentally meeting one is considered to be bad luck, the monks themselves believe that they are magnificent creatures. One of their chief beliefs is that to be illiterate is to be of a high state of sanctity, and so they make sure that they are not able to read. Another is that when braying out their gospels in church they are making themselves very pleasing and satisfying to God, when in fact they are uttering these psalms as a matter of repetition rather than from their hearts....

Many of them work so hard at protocol and at traditional fastidiousness that they think one heaven hardly a suitable reward for their labors; never recalling, however, that the time will come when Christ will demand a reckoning of that which he had prescribed, namely charity, and that he will hold their deeds of little account.

Document 2

Source: Erasmus, *Julius Excluded from Heaven*, fictional dialogue of Peter the apostle addressing Pope Julius II, 1514.

PETER: That silver key of yours I do recognize, though there's only one of them, and it's very different from those that were given to me long ago by the one true shepherd of the church, that is, Christ. But that glorious crown of yours, how could I possibly recognize it? No tyrant ruling over barbarian peoples ever ventured to wear one like it, much less anyone who came here asking for admission. Your cloak doesn't impress me either; for I always used to consider gold and jewels as trash to be despised. But what does this amount to really? In all this stuff—the key, the crown, the cloak—I recognize marks of that rascally cheat and impostor who shared a name with me but not a faith, that scoundrel Simon whom I once flung down with the aid of Christ.

Document 3

Source: Albert of Mainz, cardinal of Brandenburg, 1515.

These four indulgences that the preachers must concentrate their utmost diligence, infiltrating them one by one into the ears of the faithful in the most effective way, and explaining them with all the ability they have. The first principal grace is the plenary remission of all sins...[man] obtains through it perfect remission and God's grace anew...remission of sins, punishments in purgatory are remitted in full. ...the punishments of the said purgatory are totally wiped out. If anyone for any reason seeks to be excused visit to churches: such a visit may be compounded by a larger financial contribution.

Document 4

Source: Woodcut by Lucas Cranach the Elder, court painter to the Electors of Saxony, circa 1521



Document 5

Source: Andreas Osiander, eyewitness report on the Marburg Colloquy to the city council of Nuremberg, 1529.

Then Luther talked briefly about how the other party had attempted to prove that the words of Christ, “This is my body...This is my blood...” [Matthew 26:26] permit and demand another interpretation than what we believe and teach. And when they admitted to this, Luther continued, saying that he expected to hear something [to prove their position], which had not yet happened. He imagined that it would also not happen in the future, but he wanted to hear their argument, and then he would briefly and amicably tell them its shortcomings. And also, for himself, he wrote the text, “This is my body,” etc. on the table with chalk.

In response, Zwingli and Oecolampadius offered proof of their position from the holy, divine Scripture and statements from the [Church] fathers. Thereupon Luther asked that they remain systematic and friendly and not mix their sources, but rather refrain from quoting the Fathers until the holy, divine Scripture had been dealt with. They agreed and adhered to this.

Document 6

Source: Act of Supremacy, England, 1534.

Albeit the king's Majesty justly and rightfully is and ought to be the supreme head of the Church of England, and so is recognized by the clergy of this realm in their convocations, yet nevertheless, for corroboration and confirmation thereof, and for increase of virtue in Christ's religion within this realm of England, and to repress and extirpate all errors, heresies, and other enormities and abuses heretofore used in the same, be it enacted, by authority of this present Parliament, that the king, our sovereign lord, his heirs and successors, kings of this realm, shall be taken, accepted, and reputed the only supreme head in earth of the Church of England, called Anglicana Ecclesia.

Document 7

Source: John Calvin, Preface to *Institutes of the Christian Religion*, addressed to the French King, 1536

Sire, - When I first engaged in this work, nothing was farther from my thoughts than to write what should afterwards be presented to your Majesty. My intention was only to furnish a kind of rudiments, by which those who feel some interest in religion might be trained to true godliness. And I toiled at the task chiefly for the sake of my countrymen the French, multitudes of whom I perceived to be hungering and thirsting after Christ, while very few seemed to have been duly imbued with even a slender knowledge of him. That this was the object which I had in view is apparent from the work itself, which is written in a simple and elementary form adapted for instruction.

But when I perceived that the fury of certain bad men had risen to such a height in your realm, that there was no place in it for sound doctrine, I thought it might be of service if I were in the same work both to give instruction to my countrymen, and also lay before your Majesty a Confession, from which you may learn what the doctrine is that so inflames the rage of those madmen who are this day, with fire and sword, troubling your kingdom.

UNIT 3 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
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1. **Compare the perspectives on the proper function and powers of the government that developed during the seventeenth century.**

Document 1

Source: King James I of England, address to Parliament, 1609.

Kings are justly called gods, for that they exercise a manner or resemblance of divine power upon earth: for if you will consider the attributes to God, you shall see how they agree in the person of a king. God hath power to create or destroy make or unmake at his pleasure, to give life or send death, to judge all and to be judged nor accountable to none; to raise low things and to make high things low at his pleasure, and to God are both souls and body due. And the like power have kings: they make and unmake their subjects, they have power of raising and casting down, of life and of death, judges over all their subjects and in all causes and yet accountable to none but God only. . . .

I conclude then this point touching the power of kings with this axiom of divinity , That as to dispute what God may do is blasphemy....so is it sedition in subjects to dispute what a king may do in the height of his power

Document 2

Source: Petition of Right submitted to Charles I by Parliament, 1628.

It is declared and enacted, that from thenceforth no person should be compelled to make any loans to the king against his will, because such loans were against reason and the franchise of the land; and by other laws of this realm it is provided, that none should be charged by any charge or imposition called a benevolence, nor by such like charge; by which statutes before mentioned, and other the good laws and statutes of this realm, your subjects have inherited this freedom, that they should not be compelled to contribute to any tax, tallage, aid, or other like charge not set by common consent, in parliament.

Document 3

Source: Thomas Hobbes, *Leviathan*, 1651

Hereby it is manifest that, during the time men live without a common power to keep them all in awe, they are in that condition which is called war, and such a war as is of every man against every man. For 'war' consisteth not in battle only or the act of fighting, but in a tract of time wherein the will to contend by battle is sufficiently known, and therefore the notion of 'time' is to be considered in the nature of war, as it is in the nature of weather. For as the nature of foul weather lieth not in a shower or two of rain but in an inclination thereto of many days together, so the nature of war consisteth not in actual fighting but in the known disposition thereto during all the time there is no assurance to the contrary. All other time is 'peace.'

Document 4

The power that every individual gave the society when he entered into it can never revert to the individuals again, as long as the society lasts, but will always remain in the community; because without this there can be no community—no commonwealth, which is contrary to the original agreement; so as when the society hath placed the legislative in any assembly of men, to continue in them and their successors, with direction and authority for providing such successors, the legislative can never revert to the people whilst that government lasts... But if they have set limits to the duration of their legislative, and made this supreme power in any person or assembly only temporary; or else when, by the miscarriages of those in authority, it is forfeited; upon the forfeiture of their rulers, or at the determination of the time set, it reverts to the society, and the people have a tight to act as supreme, and continue the legislative in themselves or place it in a new form, or new hands, as they think good.

Document 5

Source: English Bill of Rights, 1689.

That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;

That the pretended power of dispensing with laws or the execution of laws by regal authority, as it hath been assumed and exercised of late, is illegal;

That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;

That it is the right of the subjects to petition the king, and all prosecutions for such petitioning are illegal;

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;

That the subjects which are Protestants may have arms for their defence suitable to their conditions as allowed by law;

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

Document 6

Source: Painting depicting policies of Peter the Great, circa 1700



Document 7

Source: Bishop Jacques Boussuet, *Treatise on Kingship*, published posthumously, 1709.

It appears from all this that the person of the king is sacred, and that to attack him in any way is sacrilege. God has the kings anointed by his prophets with the holy unction in like manner as he has bishops and altars anointed. But even without the external application in thus being anointed, they are by their very office the representatives of the divine majesty deputed by Providence for the execution of his purposes....

But kings, although their power comes from on high, as has been said, should not regard themselves as masters of that power to use it at their pleasure ; . . . they must employ it with fear and self-restraint, as a thing coming from God and of which God will demand an account. "Hear, O kings, and take heed, understand, judges of the earth, lend your ears, ye who hold the peoples under your sway, and delight to see the multitude that surround you. It is God who gives you the power. Your strength comes from the Most High, who will question your works and penetrate the depths of your thoughts...

UNIT 4 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
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- For at least three 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 women had opportunities to participate in the sciences during the 1600s and 1700s.

Document 1

Source: Galileo letter to Grand Duchess Christina of Sweden, 1614.

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors—as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. . . . Contrary to the sense of the Bible and the intention of the holy Fathers, if I am not mistaken, they would extend such authorities until even in purely physical matters—where faith is not involved—they would have us altogether abandon reason and the evidence of our senses in favor of some biblical passage, though under the surface meaning of its words this passage may contain a different sense. . . .

Document 2

Source: Margaret Cavendish, “The Philosophical and Physical Opinions,” 1655.

But to answer those objections that are made against me, as first how should I come by so much experience as I have expressed in my several books to have? I answer: I have had by relation the long and much experience of my lord, who hath lived to see and be in many changes of fortune and to converse with many men of sundry nations, ages, qualities, tempers, capacities, abilities, wits, humours, fashions and customs. And as many others, especially wives, go from church to church, from ball to ball, . . . gossiping from house to house, so when my lord admits me to his company I listen with attention to his edifying discourse and I govern myself by his doctrine: I dance a measure with the muses, feast with sciences, or sit and discourse with the arts

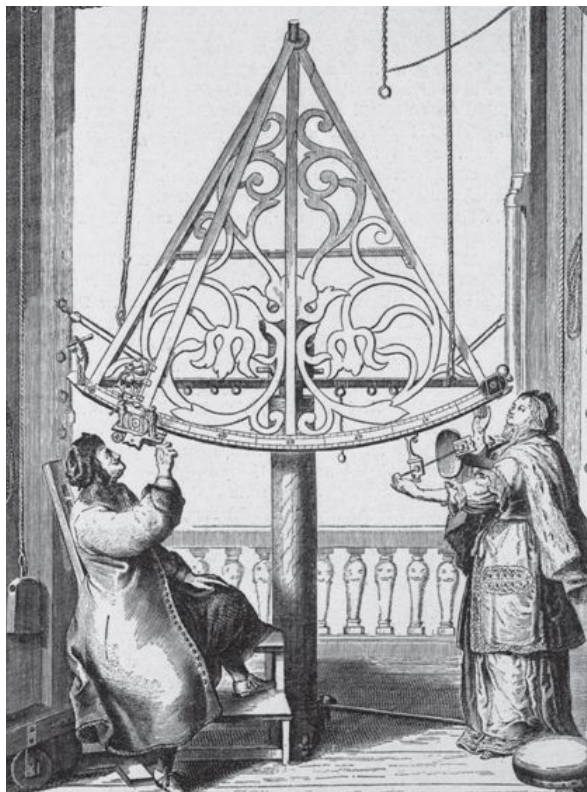
Document 3

Source: Samuel Pepys, English diarist, after a meeting at the Royal Society of London, 1667

After dinner, I walked to a meeting of the Royal Society of Scientists in expectation of the Duchess of Newcastle [author of *A World Made by Atomes*, 1653], who had desired to be invited to the Society. She was invited after much debate, pro and con; it seems many being against it. The Duchess hath been a good, comely woman; but her dress so antique and her deportment so ordinary, that I do not like her at all, nor did I hear her say anything that was worth hearing, but that she was full of admiration--all admiration. Several fine experiments were shown of her colours, loadstones, microscopes, and of liquors... After they had shown her many experiments, and she cried still she was full of admiration, she departed.

Document 4

Source: Johannes and Elisabetha Hevelius using a sextant to collaborate on astronomical research, 1673



Document 5

Source: Johann Theodor Jablonski, secretary to the Berlin Academy of Sciences, letter to the Academy president opposing Maria Winkelmann's application for membership in the Academy. 1710

I do not believe that Maria Winkelmann should continue to work on our official calendar of observations. It simply will not do. Even before her husband's death, the Academy was ridiculed because its calendar was prepared by a woman. If she were to be kept on in such a capacity, mouths would gape even wider.

Document 6

Source: Emilie du Châtelet, French aristocrat and scientist, letter to the Marquis Jean François de Saint-Lambert, 1749

Do not reproach me for my work on translating Newton's Principia. Never have I made a greater sacrifice to Reason. I get up at nine, sometimes at eight. I work till three; then I take coffee; I resume work at four; at ten I stop to eat a morsel alone; I talk till midnight with Voltaire, who comes to have supper with me, and at midnight I go to work again, and keep on till five in the morning. I must do this or lose the fruit of my labors if I should die in childbirth.

Document 7

Source: Gottingen newspaper article describing Dorothea Schlozer, the first woman to receive a Ph.D. from a German university, 1787

Usually one thinks of a learned woman as neurotic. And should she ever go beyond the study of literature into higher sciences, one knows in advance that her clothing will be neglected and her hair will be done in antiquarian fashion. She forces her way into circles of men for whom she is nothing more than a book. For Mademoiselle Schlozer, this is not at all the case. She sews, knits, and understands household economy perfectly well. One must gain her confidence before one comes to know the scholar in her.

UNIT 5 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

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1. Evaluate whether or not political grievances were the primary cause of the French Revolution of 1789.

Document 1

Source: Jean-Jacques Rousseau, *The Social Contract*, 1762.

Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate?

...the social order is a sacred right which is the basis of all other rights. Nevertheless, this right does not come from nature, and must therefore be founded on conventions...

The Sovereign, being formed wholly of the individuals who compose it, neither has nor can have any interest contrary to theirs; and consequently the sovereign power need give no guarantee to its subjects, because it is impossible for the body to wish to hurt all its members.

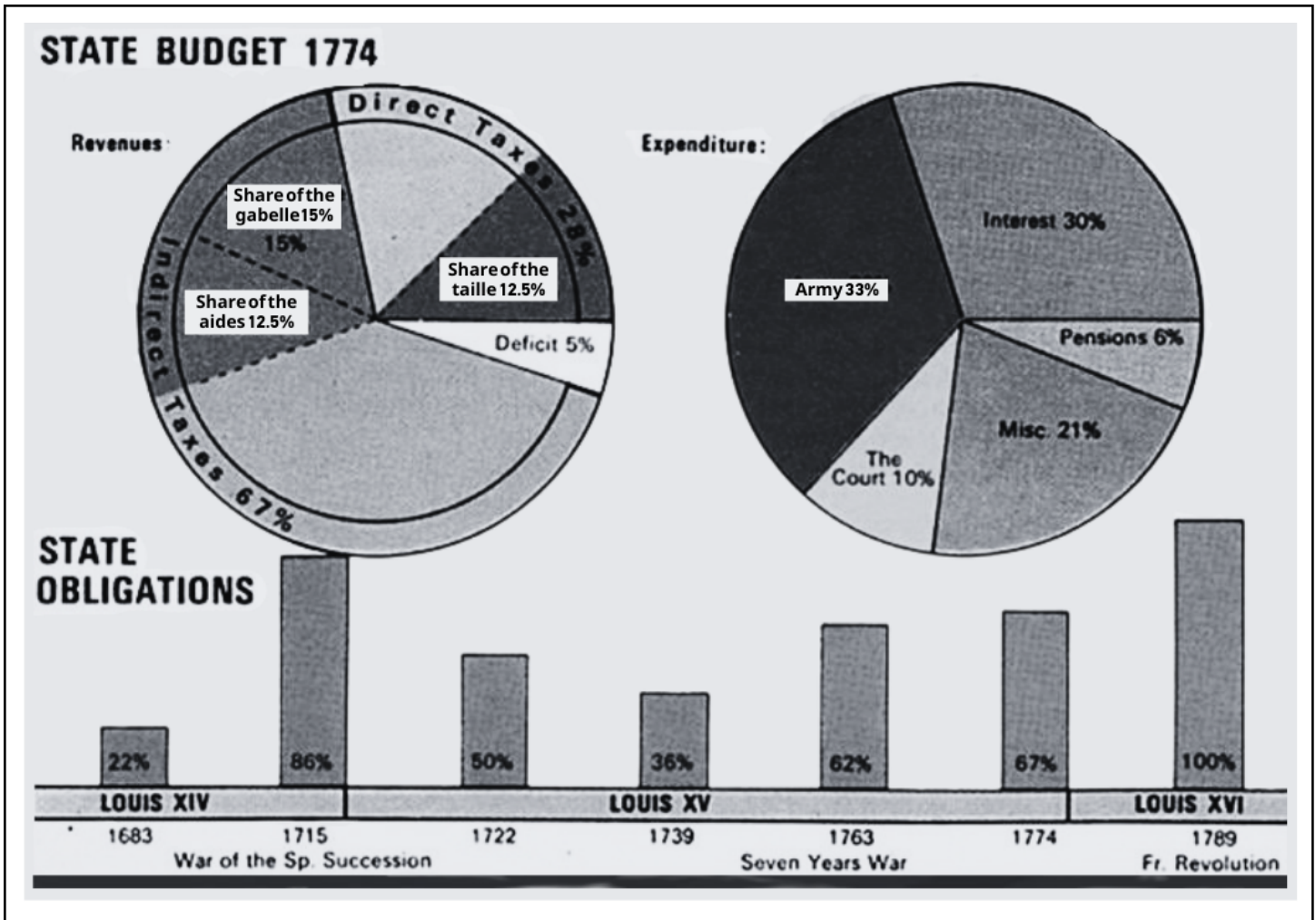
... In order then that the social compact may not be an empty formula, it tacitly includes the undertaking, which alone can give force to the rest, that whoever refuses to obey the general will shall be compelled to do so by the whole body.

Document 2

Source: Nobleman Chodeerlos de Laclos, in a letter to noblewoman Marchioness de Merteuil. 1780

I called the Tax-Collector; and, yielding to my generous compassion, I nobly paid forty-six livres, for which five persons were to be reduced to straw and despair. After such a simple action you cannot imagine what a chorus of benedictions echoed around me from the spectators!...I was watching this spectacle when a younger peasant, leading a woman and two children, rushed towards me, saying to them: 'Let us all fall at the feet of this Image of God.'

Document 3



Document 4

SOURCE: Francois de Lamignon, minister of Louis XVI, to the *Parlement* of Paris, 1787

These principles, universally recognized by the Nation to be true, attest that to the King alone belongs the sovereign power in his kingdom; that he is accountable only to God for the exercise of the supreme power; that the bond uniting the King and the Nation is by its nature indissoluble; that interests and duties that are reciprocal between the King and his subjects do nothing else than to assure the perpetuity of this union; that the Nation's interests require that the rights of its chief suffer no alteration; that the King is sovereign Chief of the Nation and one with the Nation; and finally, that the legislative power resides in the person of the Sovereign, independently and without partition....

It follows from these long-standing national maxims, attested to by every page of our history, that the right to summon the Estates-General belongs to the King alone; that he alone must judge whether such convocation is useful or necessary; that to administer his kingdom he has need of no extraordinary powers; that a King of France could find in the representatives of the three orders of the state only a more extensive council composed of members chosen from a family of which he is the chief and concerning whose remonstrances and grievances he will always be the supreme arbiter.

Document 5

Source: anonymous French political cartoon, 1789



[Note: Rock labelled “Taille, Impôts et Corvées”]

Document 6

Source: Edmund Burke, *Reflections on the Revolution in France*, 1790.

History will record, that, on the morning of the sixth of October, 1789, the king and queen of France, after a day of confusion, alarm, dismay, and slaughter, lay down, under the pledged security of public faith, to indulge nature in a few hours of respite, and troubled, melancholy repose. From this sleep the queen was first startled by the voice of the sentinel at her door, who cried out to her to save herself by flight,—that this was the last proof of fidelity he could give,—that they were upon him, and he was dead. Instantly he was cut down. A band of cruel ruffians and assassins, reeking with his blood, rushed into the chamber of the queen, and pierced with a hundred strokes of bayonets and poniards the bed, from whence this persecuted woman had but just time to fly almost naked, and, through ways unknown to the murderers, had escaped to seek refuge at the feet of a king and husband not secure of his own life for a moment.

Document 7

Source: Marquis de Condorcet, written in prison during the French Revolution, *Outlines of an Historical View of the Progress of the Human Mind*, 1795

In this state of things it could not be long before the transatlantic revolution must find its imitators in the European quarter of the world. And if there existed a country in which, from attachment to their cause, the writings and principles of the Americans were more widely disseminated than in any other part of Europe; a country at once the most enlightened, and the least free; in which philosophers had soared to the sublimest pitch of intellectual attainment, and the government was sunk in the deepest and most intolerable ignorance; where the spirit of the laws was so far below the general spirit and illumination, that national pride and inveterate prejudice were alike ashamed of vindicating the old institutions: if, I say, there existed such a country, were not the people of that country destined by the very nature of things, to give the first impulse to this revolution, expected by the friends of humanity with such eager impatience, such ardent hope? Accordingly it was to commence with France.

UNIT 6 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

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1. Evaluate whether or not nationalism had a positive effect on Europe in the 19th century.

Document 1

Source: Napoleon speech to his troops in Italy, 1796.

Undoubtedly the greatest obstacles have been overcome; but you still have battles to fight, cities to capture, rivers to cross. Is there one among you whose courage is abating? No. All of you are consumed with a desire to extend the glory of the French people; all of you long to humiliate those arrogant kings who dare to contemplate placing us in fetters; all of you desire to dictate a glorious peace, one which will indemnify the *Patrie* for the immense sacrifices it has made; all of you wish to be able to say with pride as you return to your villages, "I was with the victorious army of Italy!"

Document 2

Source: Daniel O'Connell: Justice for Ireland, Feb 4, 1836, speech to House of Commons

England never did do justice to Ireland -- she never did. What we have got of it we have extorted from men opposed to us on principle -- against which principle they have made us such concessions as we have obtained from them. The right honorable baronet opposite [Sir Robert Peel] says he does not distinctly understand what is meant by a principle. I believe him. He advocated religious exclusion on religious motives; he yielded that point at length, when we were strong enough to make it prudent for him to do so. Here am I calling for justice to Ireland; but there is a coalition tonight -- not a base unprincipled one -- God forbid! -- it is an extremely natural one.

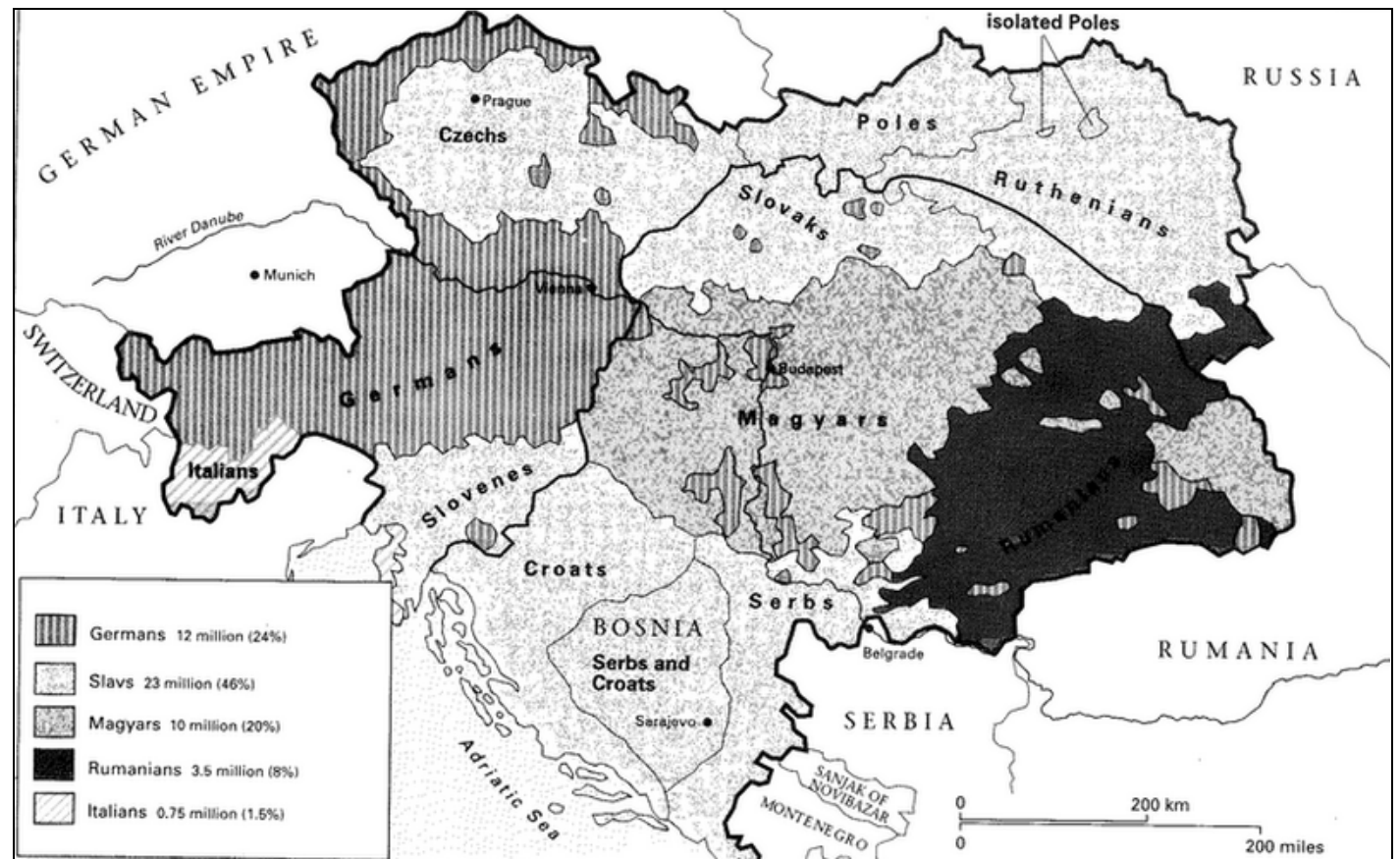
Document 3

Source: Source: Count Camillo di Cavour, advisor to King Charles Albert of Piedmont-Sardinia, 1851

The history of every age proves that no people can attain a high degree of intelligence and morality unless its feeling of nationality is strongly developed. This noteworthy fact is an inevitable consequence of the laws that rule human nature. Therefore, if we so desire the emancipation of Italy--if we declare that in the face of this great question all the petty questions that divide us must be silenced--it is not only that we may see our country glorious and powerful but that above all we may elevate her in intelligence and moral development up to the plane of the most civilized nations. This union we preach with such ardor is not so difficult to obtain as one might suppose if one judged only by exterior appearances or if one were preoccupied with our unhappy divisions. Nationalism has become general; it grows daily; and it has already grown strong enough to keep all parts of Italy united despite the differences that distinguish them.

Document 4

Source: map of linguistic and ethnic divisions of the 19th century German Empire



Document 5

Source: Ernst Moritz Arndt: *The German Fatherland*, 1867

Where is the German's fatherland?
Is his the pieced and parceled land
Where pirate-princes rule? A gem
Torn from the empire's diadem? Ah, no, no, no!
Such is no German's fatherland.

Where is the German's fatherland?
Then name, oh, name the mighty land!
Wherever is heard the German tongue,
And German hymns to God are sung!
This is the land, thy Hermann's land;
This, German, is thy fatherland.

This is the land, the one true land,
O God, to aid be thou at hand!
And fire each heart, and nerve each arm,
To shield our German homes from harm,
To shield the land, the one true land,
One Deutschland and one fatherland!

Document 6

Source: *Punch Magazine* cartoon by Sir John Tenniel, published in the London-based magazine after France's defeat in the Franco-Prussian War, 1873



“AU REVOIR!”

GERMANY. “FAREWELL, MADAME, AND IF—”
FRANCE. “HA! WE SHALL MEET AGAIN!”

Document 7

Source: Italian historian Roberto Scattolin, looking back on the effects of Napoleon, 1908.

Anti-Napoleonic warfare presented, at the same time, a revolutionary libertarian force of cohesion, and the quintessential source of freedom that would have reached its apex in the promulgation of the constitution. Thus given the circumstances, many of the enlightened Spanish liberals were inclined to follow an alternative model to the French one; and they contemplated the possibility of realizing the much yearned for political and economic transformations in a peaceful way, following the English model.

Spain provinces were devastated by the troops of the Emperor Napoleon I, suffering a long term experience of armed occupation; although scourged by inner divisions, and notwithstanding the movement of *guerrillas* and popular resistance, the Spanish society discovered a true consciousness for common appartenance and moral unity supported by shared strong values.

UNIT 7 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- 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 six documents.
- Use additional, specific historical evidence (beyond that found in the documents) relevant to an argument in the prompt.
- For at least three 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. Analyze the major arguments concerning how women's suffrage would affect the political and social order.

Document 1

Source: Arabella Shore of the London National Society for Women's Suffrage, 1877

We cannot separate domestic politics from social conditions of life. If we are told that we have nothing to do with politics, we can but answer that politics have a great deal to do with us. With respect to the home as woman's natural sphere, it is by no means a domain she rules, for as wife and mother she has hardly any legal rights. This distinction seems to result in man's keeping the supremacy in every sphere to himself.

Document 2

Source: Mrs. Humphrey Ward, popular novelist, on behalf of a group of prominent English women, "An Appeal Against Female Suffrage," 1889

Women will be more valuable citizens, will contribute more precious elements to the national life without the vote than with it. The quickness to feel, the willingness to lay aside prudential considerations in a right cause, which are amongst the peculiar excellencies of women, are in their right place when they are used to influence the more highly trained and developed judgment of men. But if this quickness of feeling could be immediately and directly translated into public action, the risks of politics would be enormously increased.

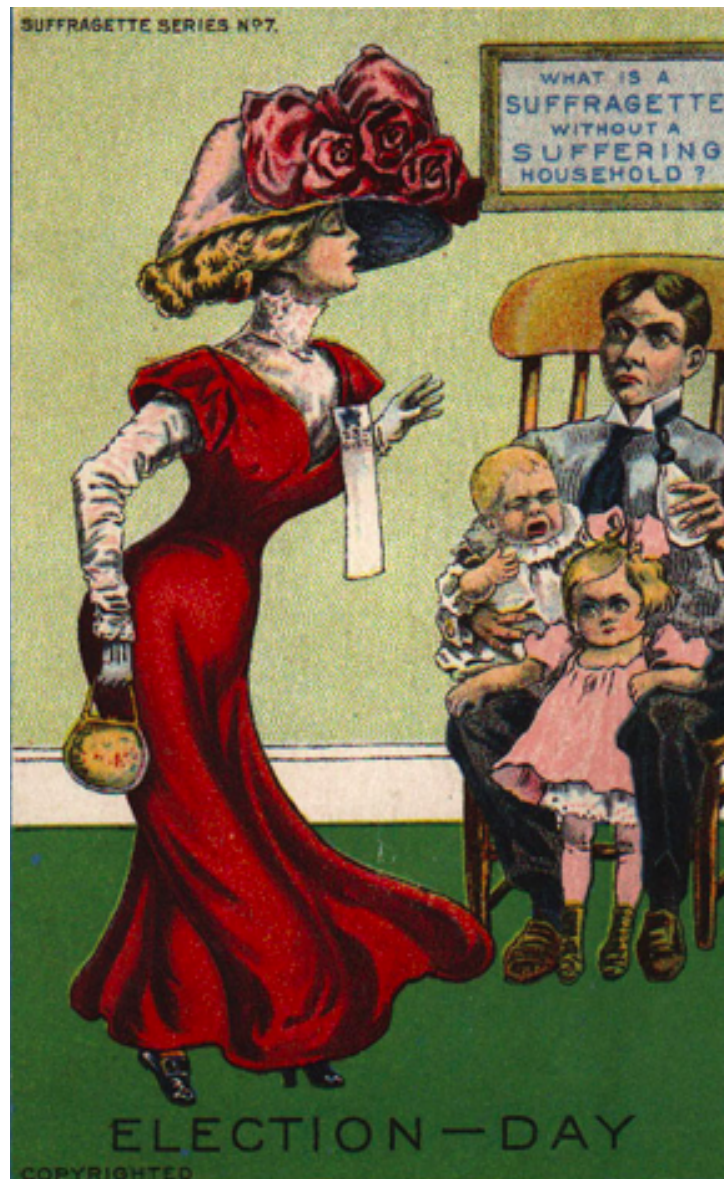
Document 3

Source: Clara Zetkin, German socialist leader, "Women's Right to Vote," 1907

It is the duty of women in the socialist movement in all countries to participate with all their energy in all battles waged by the socialist parties for the democratization of the suffrage. The obtainment of suffrage helps the bourgeois women to tear down the barriers in the form of male prerogatives which tend to limit women's educative and professional opportunities. It arms the female proletarians in their battle against class exploitation and class rule, and in their effort to acquire their full humanity. We socialists do not only demand women's suffrage as a natural right with which women are born; we demand it as a social right.

Document 4

Source: part of a 12-card postcard series, published in 1909.



Document 5

Source: Count Reventlow, addressing the German League for the Prevention of the Emancipation of Women, 1912

Women want to rule and we don't want to let them. The German Empire was created with blood and iron. That was man's work. If women helped, it was not women of the sort involved in the new women's movement, but women of the Spartan and old Germanic kind, who stood behind their men in battle and fired them on to kill as many enemies as possible.

[fervent applause].

Document 6

Source: Almroth Wright, *The Unexpurgated Case Against Woman Suffrage*, member of the Anti-Suffrage League, 1913.

Now it is by physical force alone and by prestige - which represents physical force in the background - that a nation protects itself against foreign interference, upholds its rule over subject populations, and enforces its own laws. And nothing could in the end more certainly lead to war and revolt than the decline of the military spirit and loss of prestige which would inevitably follow if man admitted woman into political co-partnership.

Document 7

Source: Letter written by Emeline Pankhurst to members of WSPU, January 1913.

The Prime Minister has announced that in the week beginning January 20th the Women's Amendments to the Manhood Suffrage Bill will be discussed and voted upon. This means that within a few short days the fate of these Amendments will be finally decided. The W.S.P.U. has from the first declined to call any truce on the strength of the Prime Minister's so-called pledge, and has refused to depend upon the Amendments in question, because the Government have not accepted the responsibility of getting them carried. There are, however, some Suffragists-and there may be some even in the ranks of the W.S.P.U.- who hope against hope that in spite of the Government's intrigues an unofficial Amendment may be carried. Feeling as they do, these Suffragists are tempted to hold their hand as far as militancy is concerned, until after the fate of the Amendments is known. But every member of the W.S.P.U. recognises that the defeat of the Amendments will make militancy more a moral duty and more a political necessity than it has ever been before. We must prepare beforehand to deal with that situation!

UNIT 8 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- 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 six documents.
- Use additional, specific historical evidence (beyond that found in the documents) relevant to an argument in the prompt.
- For at least three 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 the outcome of WWI created the conditions that caused World War II.

Document 1

Source: Ernst Troeltsch, Protestant theologian and leader of the German Democratic Party, "German Democracy," published in a magazine of public affairs, 1918.

Overnight we have become the most radical democracy in Europe, yet we must consider it the relatively moderate solution to the problem of our political life. Democracy did not happen overnight. It is the natural consequence of modern population density, combined with education, industrialization, war mobilization, and politicization. It fell solely to the terrible world war to deliver democracy to victory. But this introduced the danger that the development will not stop at democracy, and a "dictatorship of the proletariat" will assume the form of terrorist domination by a minority. We can only secure this new situation externally through a League of Nations and internally through a new order renovated along democratic and social lines. Otherwise Germany may become a volcano of misery, always likely to erupt into civil wars.

Document 2

Source: Treaty of Versailles, 1919.

Germany's indemnity payment is to be fixed by an inter-allied commission. An initial payment of \$5,000,000,000 must be made within two years. Bonds running thirty years will be issued for later payments.

Occupation of the Rhine country will continue until the Allies are assured of Germany's good faith.

Germany must help build ships to replace those she sank, help rebuild devastated regions, surrender her fourteen submarine cables, and cede all German ships over 1,000 tons and many smaller ones.

She accepts the League of Nations principle, but is barred from membership for the present

Document 3

Source: *Punch Magazine*, London, December 1919.



THE GAP IN THE BRIDGE.

Document 4

Source: Mussolini, speech at a Fascist Party rally, May 1930.

There is great ignorance about us abroad; they think we are minor people but we are a nation of forty million. They think we are governed by tyranny but it is the Italian people who govern. I am certain that in order not to remain prisoners of the sea, the Italian people are capable of great sacrifices... A new naval program will be carried out exactly as laid down. Twenty-nine new ships will be afloat because the Fascist will is of iron. There are people who think that think they can isolate Italy and who would not be adverse to starting war against this nation. We await them at the crossing.

Document 5

Source: Map depicting “unredeemed Italy,” c. 1930



Document 6

Source: Ernst von Salomon, writer and former member of a Free Corps* unit, *The Outlawed*, novel, 1930.

Where is Germany? In Weimar? In Berlin? Once it had been on the front line, but then the front fell apart. Then Germany was supposed to be at home, but home deceived. . . . What do we now believe in? Nothing besides the possibility of action. Nothing besides the feasibility of action. We were a band of fighters drunk with all the passions of the world; full of lust, exultant in action. What we wanted we did not know. And what we knew we did not want!

*Right-wing paramilitary units composed of First World War veterans

Document 7

Source: Munich Pact, September 1938.

GERMANY, the United Kingdom, France and Italy, taking into consideration the agreement, which has been already reached in principle for the cession to Germany of the Sudeten German territory, have agreed on the following terms and conditions governing the said cession and the measures consequent thereon, and by this agreement they each hold themselves responsible for the steps necessary to secure its fulfilment:

- (1) The evacuation will begin on 1st October.
- (2) The United Kingdom, France and Italy agree that the evacuation of the territory shall be completed by the 10th October, without any existing installations having been destroyed, and that the Czechoslovak Government will be held responsible for carrying out the evacuation without damage to the said installations.
- (3) The conditions governing the evacuation will be laid down in detail by an international commission composed of representatives of Germany, the United Kingdom, France, Italy and Czechoslovakia.
- (4) The occupation by stages of the predominantly German territory by German troops will begin on 1st October.

UNIT 9 DBQ

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

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

In your response you should do the following:

- 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 six documents.
- Use additional, specific historical evidence (beyond that found in the documents) relevant to an argument in the prompt.
- For at least three 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 the collapse of Communism in Eastern Europe was caused more directly by domestic discontent or foreign pressure.**

Document 1

Source: Transcript of the “Kitchen Debate,” between Soviet premier Nikita Khurshev and American vice president Richard Nixon, 1959.

[Both men enter the kitchen in the American exhibit.]

Nixon: I want to show you this kitchen. It is like those of our houses in California.[Nixon points to dishwasher.]

Khrushchev: We have such things.

Nixon: This is our newest model. This is the kind which is built in thousands of units for direct installations in the houses. In America, we like to make life easier for women...

Khrushchev: Your capitalistic attitude toward women does not occur under Communism.

Nixon: I think that this attitude towards women is universal. What we want to do, is make life more easy for our housewives...

...

Khrushchev: The Americans have created their own image of the Soviet man. But he is not as you think. You think the Russian people will be dumbfounded to see these things, but the fact is that newly built Russian houses have all this equipment right now.

Nixon: Yes, but...

Khrushchev: In Russia, all you have to do to get a house is to be born in the Soviet Union. You are entitled to housing... In America, if you don't have a dollar you have a right to choose between sleeping in a house or on the pavement. Yet you say we are the slave to Communism.

Document 2

Source: Ludvik Vaculik, Czech journalist and writer, published in Prague, Spring of 1968.

The Communist party betrayed the great trust the people put in it after the War [World War II]. It preferred the glories of office, until it had those and nothing more. The disappointment was great among communists as well as non-communists. There was no criticism of the state and economic organizations. Parliament forgot how to deliberate, the government forgot how to rule and managers how to manage. Elections had no significance and the laws lost their value... Personal and collective honor deteriorated... No organization was run by its members, not even the communist party... honesty led nowhere, and it was useless to speak of rewards according to ability. As a result, most citizens lost interest in public affairs.

Document 3

Source: chart of military expenditures

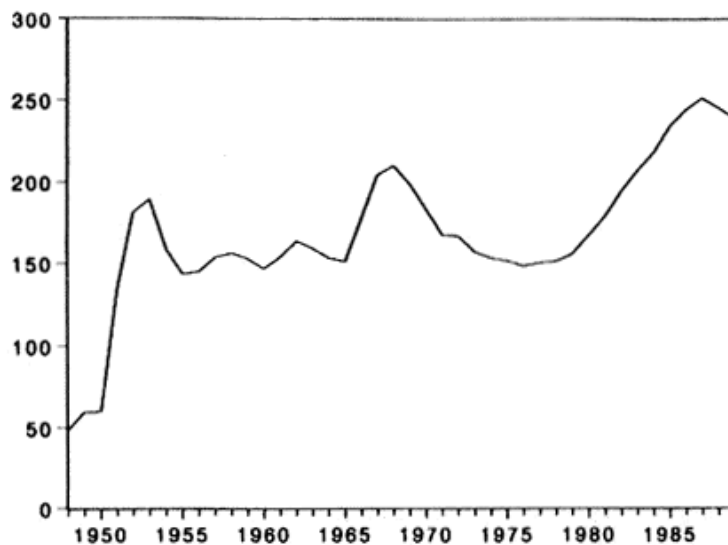


FIG. 1. Real military outlays (billions of 1982 dollars), 1948–1989.

Document 4

Source: Ronald Reagan, speech in front of Brandenburg Gate, West Berlin, 1987.

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. . . . Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar. . . . As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind.

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization, come here to this gate.

Mr. Gorbachev, open this gate!

Mr. Gorbachev, tear down this wall!

Document 5

Source: Mikhail Gorbachev, excerpt from book *Perestroika: New Thinking for Our Country and the World*, 1987.

We are often asked what we want of perestroika. What are our final goals? We can hardly give a detailed, exact answer. It's not our way to engage in prophesying [foretelling] and trying to predestinate [arrange in advance] all the architectural elements of the public building we will erect in the process of perestroika. But in principle I can say that the end result of perestroika is clear to us. It is a thorough renewal of every aspect of Soviet life; it is giving socialism the most progressive forms of social organization; it is the fullest exposure of the humanist nature of our social system in its crucial aspects—economic, social, political and moral.

Document 6

Source: Lech Walesa, leader of *Solidarity* [Polish labor union], memorandum, 1988.

Right now we can begin to discuss the topics for negotiations... I think that in the beginning of next week talks should be concerned with two questions:

- 1) implementation of the promise made by the authorities that there would be no repression toward striking workers, and that those [repressive measures] have been applied, will be annulled,
- 2) union pluralism and within its framework the legalization of "Solidarity" consistent with the postulate of the striking crews.

I think that the first stage of implementing the principle of the "Roundtable" as a process should be a factual discussion of the above topics and preliminary decisions. The composition of the meeting should initially be trilateral, as was our meeting on 31 August. I am going to present personal proposals separately.

A positive consideration of the above mentioned questions will allow for a broader debate on economic and political reforms in our country.

Document 7

Source: Adrian Karatnycky, representative of AFL-CIO [a federation of American labor unions], written after his visit to the former USSR in 1991.

The events of August 19-21 destroyed the cohesion of the three pillars of the Soviet state—the Communist party, the KGB, and the military. With the party now banned, its offices shut down, and its bank accounts frozen, the news media in Russia and Ukraine are daily revealing sensational details of illegal and wasteful Communist financial doing. The KGB, which formerly had a force of 488,000 workers, has been broken up along republic lines. The military, which too is fragmenting, is in no mood to intervene to preserve the old order. The coup created a political vacuum that enabled, indeed encouraged, Boris Yeltsin and other republic leaders to press for independence.