



## **AP<sup>®</sup> European History (Operational) 2004 Sample Student Responses**

**The materials included in these files are intended for noncommercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program<sup>®</sup>. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. This permission does not apply to any third-party copyrights contained herein. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit [www.collegeboard.com](http://www.collegeboard.com)

Copyright © 2004 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Central, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at [apcentral.collegeboard.com](http://apcentral.collegeboard.com).

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Part A

Amidst the constant changes of Europe's social climate between 1400-1700, some problems remained consistently. The issue of "the poor" was in various ways continued over centuries, however the ~~attitudes~~ attitudes and responses towards them have fluctuated according to other social situations. In particular, class distinctions, governmental action, and religion have influenced these reactions.

The most eminent reason for attitudes towards the poor is class distinction. Especially during this time period when Europe was staunchly divided into classes, it was difficult to break apart from the stigma of being poor. Even as new ideas with humanism were emerging, the separation was clear, as shown by some humanist's writing. Vives says that the poor are "driven" to robbery and other detestable behavior. This educated, possibly liberal-minded man ~~describes~~ describes the most negative behaviors, yet concedes that those of his class cannot understand their motivations (Doc 3). Another part of class ~~is~~ is how upper

Part A

Write in the box the number of the question you are answering on this page as it is designated in the examination.

classes felt a duty towards the ~~poor~~ poor. A doctor of the 16<sup>th</sup> century ~~poor~~ talked about his offerings of help. However, he admits to not performing after judging that the poor often would rather be idle than work honestly (Doc 6). Because of his hard working ethics as a doctor, he ~~poor~~ feels he has the class privilege to judge these poor. Again, with the humanist Vives; he later remarks on the worthiness of poor people for charity. Over a century and a half later, a wealthy merchant writes to his kids about the benefits of a poor lifestyle (Doc 11). He judges their behavior as a choice, and from his wealthy <sup>class</sup> point of view, may be jealous. Other groups felt the need to ~~poor~~ have judgemental attitudes towards the poor, including governmental bodies. Although a 15<sup>th</sup> century town council seeks a quick fix to their poor problem, later governments were not as pressed for desperate solutions (Doc 2). For instance, a French town council later precautions the village to consider the ~~poor~~ poor person's desires, abilities, and willingness to

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1-3  
Part A

work before removing them from town (Doc 5). As time progresses, Europeans developed more and more regulations regarding the poor. People ~~working~~ working at a poorhouse, who were worn by their ~~working~~ working environment, set up specific lashings for punishments (Doc 7). Later, in the tradition of judgement, a royal councillor Richelieu ~~regulates~~ regulates kingdom rules in regard to poor folk (Doc 8). Again, the government ~~influenced~~ influenced attitudes towards the poor emergency, like with Charles II. He ~~said~~ said too much begging ~~could~~ could only expand problems. (Doc 4)

Charles V statement also provides a different insight as to the response to the poor. He says that upon ~~the~~ necessity, poor should have aid according to "the glory of God". Religion was ~~not~~ not only the most impactful social being of the 14-1700, but played a huge role with the poor. Sermons, said to call listeners, encouraged people to give to the poor. As a Catholic priest says, it is not only an ~~obligation~~ obligation, but ~~also~~

Part A

Write in the box the number of the question you are answering on this page as it is designated in the examination.

C-4

money is not worth anything in the after life (Doc. 1). This aid to the poor from religious continued over centuries, despite vast changes in the religious powers with the Reformation. Catholics maintained their ideals of help as shown by Vincent de Paul. In a speech, he proclaims the need for generosity. (Doc 10) He does, too, include the benefits of alms giving in saint hood.

Helping the poor and having a suspicious, yet giving attitudes towards them was a social custom during this time. Even artwork of the 17<sup>th</sup> century depicted the modest scene of giving alms to a poor family (Doc 9). What has become a moral issues today was previously an issue encountered by various groups for various reasons.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

DBQ PART A

During the mid 15<sup>th</sup> century to the early 18<sup>th</sup> century, almost half of Europe's total population could be considered poor and destitute. The attitudes of the clergy and the attitudes of the social elite towards these people varied ~~and~~ from pity to disgust, and their proposed solutions to these problems differed. Some suggested helping all of the poor by giving them alms, some warned <sup>others</sup> to be careful of who the money was given to (show discernment) and some people believed that being poor was a voluntary decision of ~~the poor~~ and if they wanted to get out of that situation, they could do so without the help of others.

Many of the clergy practiced the giving of alms, for this type of behavior was encouraged in the Bible, which after the council of Trent, became one of the most influential and reliable sources of religion. During the 15<sup>th</sup> century, the ~~sermons~~ <sup>priests would preach on</sup> ~~the~~ <sup>prests</sup> ~~talked about how~~ giving to the poor <sup>while one was alive and still in need of the money, this was</sup> ~~is~~ <sup>is</sup> considered to be a good deed, But if money was given after ones death, then the act of giving to the poor isn't as valued. This ties in to Christian teachings of Jesus where in a parable, he taught that a poor widow who gave only 2 coins was greater in the eyes of God than a rich man who gave 100 coins. Many people felt sorry for these poor people and raised money for shelters to let them reside in. Some people portrayed those who gave

DBQ

Write in the box the number of the question you are answering on this page as it is designated in the examination.

to the poor as good Samaritans such as in the painting Beggars Receiving Alms at the Door of a House, where the man giving the money has an injured arm but is still giving happily to the family of poor peasants. ~~Other priests~~ Vincent de Paul, another Catholic priest, rebuked people who were all talk and had no action. He said that in order to truly alleviate the situation of the needy, one must not only tell them about the Lord, but that they must help them out by giving money to them. ~~In these cases~~ Most of the clergy believed that the poor should be helped no matter what their situation was or why they were in that state.

However, not all people agreed on giving without discretion. Many of the governmental agents and the nobility believed in giving alms to the poor but wanted to make sure that the people they gave to were truly in need of money. As Juan Vives, a humanist wrote, "Still others withdraw... and they are uncertain where first or more effectively to bestow their money." His concern towards giving to all the poor is valid because in those days, there were people who begged for food and money because it was the easy path to go, as noted by Jean Maillet, a merchant who probably worked hard to ~~get rich~~ <sup>earn money</sup> to become rich. He notes that the poor often talk about how accustomed they were to that lifestyle in that they can be independent and sleep wherever they want to, and do whatever they wish to do because they had no worries. This view of ~~the~~ the poor can be debated because during the mid 1500s, a peasant

Write in the box the number of the question you are answering on this page as it is designated in the examination.

DBQ

revolt occurred where they wanted to alleviate their dire situation, ~~they thought that they would~~ but this revolt was violently suppressed when Martin Luther expressed his disdain at their wrong interpretation of his ideas. In 1625, Cardinal Richelieu suggested that ~~waste~~ the people should give discerningly to the poor because the vagabonds were taking advantage of the situation and were being helped out by the kind hearted. ~~the many people~~ these people were wary of the group of poor people and of those who took advantage of the charity of others.

As time progressed new ideas came into society. Instead of giving freely to the poor, they should be made to work for their money, as Emperor Charles V expressed, when he "experience shows that begging for alms... errors and abuses will result..." therefore, he proposed that only the sick and those unable to work should receive aid. An English doctor noted that beggars who came to his house expressed their desire to live a sick, but easy life than to get well and have to work hard to earn a living. This type of attitude was scorned by society and is reflected in the Poorhouse regulations of 1588 where it declared that everyone who went to the poorhouse must be punished. The poorhouses tried to make ~~it so that~~ <sup>it so that</sup> living there would not be a easy and comfortable life. They hoped that ~~by making it a~~ <sup>the dire conditions</sup> in the



DBQ

Write in the box the number of the question you are answering on this page as it is designated in the examination.

poor house would give the poor incentive to get out of that situation.

Through the famine and plague filled years between the 1450's to the 1700s, the number of poor people fluctuated from about 50% to 80%. ~~At times where there seemed to be a change~~ At the beginning of this crisis, people were more lenient towards them and gave them money and shelter without asking too many questions, but as time went by, and the number of poor rose, people became more wary and realized that some of the beggars were begging merely because it was easier to do so. ~~This led to the~~ <sup>Resulting in</sup> ~~the~~ ~~upper class and those who had money took on the stance~~ a belief that the poor should get themselves out of their poverty because it was their ~~own~~ fault that they were in that situation in the first place.