

AP[®] EUROPEAN HISTORY
2006 SCORING GUIDELINES (Form B)

Question 1—Document-Based Question

Analyze the ways in which national and cultural identity in Alsace-Lorraine were perceived and promoted during the period from 1870 to 1919.

BASIC CORE: 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated, thesis that directly addresses all parts of the question. Thesis may not simply restate the question.**

The thesis must suggest a minimal level of analysis or context (drawn from the documents). It need not appear in the first paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced together in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest . . .”). Documents need not be cited by number or by name.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three documents.**

The student must make a reasonable effort to explain why a particular source expresses the stated view by

- Relating authorial point of view to author’s place in society (motive, position, status, etc.), OR
- Evaluating the reliability of the source, OR
- Recognizing that different kinds of documents serve different purposes, OR
- Analyzing the tone of the documents; must be well developed.

Note: *Attribution alone is not sufficient to earn credit for point of view.*

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Question 1 (continued)

6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain at least two documents that are used correctly. Groupings and corresponding documents (not inclusive) *may* include the following:

Politicians	1, 3, 5, 7, 8
Published	2, 3, 4, 8, 9, 10, 11, 12
Germans	1, 3, 4, 6, 8, 9, 10
Official documents	2, 3, 6
Chronological groupings	
Speeches:	2, 5, 7
Alsations	2, 5, 7, 11, 12
Memoirs/autobiographies	11, 12

EXPANDED CORE: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Uses all or almost all of the documents (11–12 documents).
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents cited in the essay.
- Analyzes the documents in additional ways/additional groupings or other.
- Brings in relevant “outside” information.

As a territory in the "Twilight zone" (so to speak) between the two countries, Germany and France, much controversy was established over whether Alsace-Lorraine more identified with Germany or France. It was indeed a gray area on the map. Though Germany felt they "knew better what is good for Alsace" and France took the loss as a blow to the national ego, it ~~is~~ ^{was} truly up to the people to discern whether they were part of Germany or France culturally. And though the people ^{of Alsace-Lorraine} generally sided with France, conflicting views existed even within the population of the territory. Strong national sentiment toward France was represented by delegates, but evidence in the amount of "Germanization" and individual pride said otherwise.

Germany took the territories both to benefit their own country and because they felt they were superior. Indeed, the Franco-Prussian War was started because Otto von Bismarck thought war would unify Germany and get rid of French threat to German power. However, even Bismarck foreshadowed the problems that would occur by taking French-speaking cities in Doc 1: "[Metz, a city in Alsace-Lorraine] will be a hotbed of disaffection for a long time to come." He had the wisdom to recognize that some cities would identify with Germany while others never would. Doc 3 reveals the German government's view that they would "wean" the people from the French back to their German roots from Holy Roman Empire times. Treitschke writes that Germany is giving Alsace-Lorraine "back their own identity". Even though it is against their will, this is better for the people in the long run. In Document 6, the German government continues with this

argument with a supposed ~~old~~ survey showing that 77.39% of people in the territories speak German. However, this may be biased propaganda just to prove that they ~~are~~ ^{were} correct or may be because of harsh laws outlawing ^{the} French language in schools, homes, etc as written by Heinrich Class (Doc 8). He contradicts the government saying that ^{the # of} French speakers has grown, while the report shows that most ^{Speak} ~~remain~~ of German despite being from France. Document 9 proclaims the superiority of German culture, and that ~~At~~ Alsatian women have simply been too weak to notice and have subsequently hurt their families by their influence.

None of those documents denied that the people of the disputed territory resented the separation. And that they did: Document 2 is an official declaration to ^{the} French Government pleading to ~~be returned to~~ ^{not be separated from} the homeland of France. It even goes on to say that Europe cannot permit it - which may foreshadow the World War I consequences that result from Franco-Prussian resentment. A delegate Teutsch goes on to speak "on behalf of the people" of Alsace-Lorraine that this ^{concession} ~~concession~~ was illegal, as Germany forced with ~~the~~ violence France to cede the territories. Germany is aggressive and immoral, as the French see it, and France has always protected Alsace-Lorraine and now should continue to do so. He also foresees "new wars, ruin and death" resulting from this unfairness. An additional deputy, Preiss, notices in 1896 (over 20 years since becoming part ~~of~~ of Germany) that "Assimilation... has not taken a single step

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forward." Germany rules by ^{"terror"} ~~terror~~ and will never triumph over the people's hearts. However, Document 6 shows otherwise with the number of German speakers. ~~and~~ Also, these are only politicians from the local government of Alsace-Lorraine with perhaps political agendas: the actual people of the territory have other things to say.

Despite what Preiss and other representatives spoke, "Germanization" did have an effect on Alsace-Lorraine with results. Document 12 is by a priest who looks back and remembers his peers were "impressed by this cult of the German Emperor." The schools certainly did their part in brainwashing, so to speak, ^{children from} previous French ~~children~~ ^{families} in identifying with Germany. And why shouldn't they? They were taught in German, had class with mostly "Prussian comrades," and never grew up in a French environment. Though this priest uses ~~in~~ negative diction to describe the traitorous activities of his peers, this is a memoir and may be biased or exaggerated with the effects of time. Additionally, Ludman ~~recall~~ as a French army veteran recalls the internal conflict within one Alsatian family. While he obviously identified with the French, his brother was proud to fight for Germany in WWI with its great military power. ~~the~~ However, the father reveals what may be the most true of Alsatian families this long after assimilation of the territory by Germany. He identified with neither country recognized that neither treated them all

DBA

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1A4

that well. Rather, he was proud of merely being Alsatian - of helping those near to him that also experience the identity crisis the territories faced.

Overall, multiple viewpoints resulted from the cession of Alsace-Lorraine ~~to~~ from ~~the~~ France to Germany and the resulting cultural identity crisis. ~~The answer~~ While Germans believed that their culture was superior and they were doing ^{the} previously French people a favor, representatives of ~~France~~ Alsace-Lorraine were in an uproar over ^{their people's} deep national sentiments with France. After German integration, however, Alsace ~~recognized~~ identified as much with Germany as France on an individual basis. Harsh laws would do that to a person, though. There is no complete answer to their ^{true} ~~real~~ identity: they are Alsatian (and Lorrainean) and remain so, whether French or German.

The territories of Alsace-Lorraine have been a cause for much heartache between the Germans and the French. Since the time of the Holy Roman Empire until the Treaty of Versailles, Alsace-Lorraine has been in a game of tug of war. While Bismarck attempted to unify Germany with the Franco-Prussian war he received Alsace-Lorraine into the new German Empire. The ways in which the national and cultural identity of those living within Alsace-Lorraine was used differently by the Germans and Alsations during the period of German unification to the end of WWI to prove which country Alsace-Lorraine truly belonged to.

Alsace-Lorraine had been a French territory since ^{before} the early eighteenth century. They had been assimilating for more than 50 years. The Alsations did not wish to be a part of the new German Empire. ^{They} ~~and~~ called upon the French National Assembly not to, "ratify the abandonment of Alsace-Lorraine." (Doc 2) The Alsatian delegate to the Reichstag in 1874 said that this imposing of a new cultural identity upon them was, "moral slavery." (Doc 5). Otto von Bismarck, the Prussian Prime minister who instigated the Franco-Prussian war even said that keeping French cities such as Metz was not right because it would be a, "horbed of disaffection." ^(Doc 1) in later years. He was right, even after 1896, the Alsatian delegates pressed for Germany to let their territories return to France. They claimed that

although Germany, ~~was~~ "governs... our political life," (Doc 7) it had not, "[won] the heart and soul," (Doc 7) of the Alsationians.

Many Germans believed that now that Alsace-Lorraine was under their control that those people needed to assimilate into society. A German government proclamation following the Treaty of Frankfurt ~~was~~ pressed the concern that France tried to, "supress the German language and German culture in Alsace," (Doc 3). The ~~government~~ Pan-German league in 1912, saw that the, "number of French speakers had grown," (Doc 8) since it was taken. They believed that everything French should be banned so that ~~the~~ the Alsationians knew they were German. This idea of giving them their cultural identity back, "against their will," (Doc 4) had been in use since the turning over of this territory from France to Germany in 1871. Although these Germans believed that Alsace-Lorraine ~~needed to become~~ German, many others believed it already was.

Many members of the German government expressed how Alsace-Lorraine is German and has been since the time of the Holy Roman Empire. A German government population statistic stated how the communities in Alsace and Lorraine were overwhelmingly German. Bismarck confessed that parts of Alsace-Lorraine were, "German

in speech," (Doc 1) and that these people would be German in their, "heart[s] ten years to come" (Doc 1). A Berlin newspaper stated how Alsatian women were, "permeated by... French spirit." (Doc 9) and that German culture had been, "smothered" (Doc 9). These Germans felt that they were saving Alsace-Lorraine from French occupation and returning them to their rightful national and cultural identity.

Although there were Germans who believed the Alsations needed to deal with being part of the empire, and others thought they were saving them, many Alsations did not believe they were French or German. They believed they were Alsatian. Even though children of Alsace-Lorraine were, "impressed by this cult of the German Emperor," (Doc 12) they were not ~~French~~ German. They were not French either and simply went back and forth. One veteran in 1931 in his autobiography remembers his father saying even though Germany does not treat Alsations well neither are the French, "I am Alsatian." (Doc 11)

The national and cultural identity of the people within Alsace-Lorraine had been played upon differently by the Germans imposing their new empire and the Alsations pull towards a more familiar France. ~~At the~~ Both sides refused to give in from the beginning of German unification until the end of the first world war when Alsace-Lorraine returned to France, their perceived national and cultural identity.

People of Alsace-Lorraine went through a tumultuous period concerning their national and cultural identity from 1870 to 1919. As ~~the~~ Alsace-Lorraine was originally territories of France ~~from~~ since 17th century, a large proportion of Alsace-Lorraine firmly trusted themselves as faithful Frenchmen both in mind and heart.

However, after the Franco-Prussian war in 1871, Alsace-Lorraine was ceded to Prussia, despite much agitated detests from the people of Alsace-Lorraine; as shown in document 2, the representatives from Alsace-Lorraine strongly opposed to the cession, ~~and~~ largely because their national and cultural identity was almost wholly employed to France.

The older generation ~~in~~ in the Alsace-Lorraine was strongly attached to the French identity, as shown in documents 5, 7 and 11. ~~The~~ The Germans also acknowledged this, and as shown in documents 4, 8 and 9, many German politicians and scholars expressed concerns of Alsace-Lorraine remaining and persisting with their French identity. Some, like Heinrich Class in document 8 asserted that German culture and language should be imposed upon Alsace-Lorraine by force.

On the other hand, while the older generation of Alsace-Lorraine, who devoted themselves to their French

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Identity, had largely influenced the ~~identity~~ self-identification of the younger generation, ~~by the~~ by the end of 19th century German culture had seeped through to Alsace-Lorraine, mostly readily assimilated by the younger generation.

As in documents 11 and 12, younger people of Alsace-Lorraine had started to identify themselves as Germans; German language had been used in more than two-thirds of the communities (~~although~~ ~~German~~ Prussia forced people of Alsace-Lorraine to use German language, as in document 10.)

French and German identity in Alsace-Lorraine made conflicting existence from 1870 to 1919. Although the German national and cultural identity was forcefully imposed upon the people of Alsace-Lorraine, most of the population can be said to have remained to identify themselves as Frenchmen, leaving out exceptions of some younger people who, through continual assimilation and education (forced), had come to be rather proud of being Germans. (document 12)

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2006 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 8

This essay covers all categories of the core required by the scoring guidelines. Three groups are identified: Germans, Alsatians, and those affected by German integration. There are three clear examples of point of view. The student goes further with pertinent outside information, showing change over time and contradictory view points. All core points were earned along with 2 extended core points for outside information and change-over-time analysis.

Sample: 1B

Score: 5

There is a good thesis in this essay supported by the use of all 12 of the documents with no errors. The student has identified four distinct groups. Unfortunately, this essay has no reference to point of view. The core points earned were 1, 2, 3, 4, and 6.

Sample: 1C

Score: 2

This essay has a weak thesis; it refers only to the views of Alsatians. The student attempts to use 10 documents but only refers to 3 individually (others are clumped together by number); thus, the essay loses points 2, 3, and 4. There are no point-of-view references, and the document groupings are rather weak: older, younger, and German. The essay earned only core points 1 and 6.