

# AP<sup>®</sup> EUROPEAN HISTORY 2007 SCORING GUIDELINES

## Question 1—Document-Based Question

Identify the various assumptions about children in early modern Europe, and analyze how these assumptions affected child-rearing practices.

### **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 make some effort to address both assumptions and practices (with examples), though it may do so unevenly. 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:** (1) Attribution alone is not sufficient to earn credit for point of view. (2) It is possible for students to discuss point of view collectively (e.g., Locke and Rousseau taken together), but this counts for only one point of view.

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## Question 1—Document-Based Question (continued)

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

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

|                             |                        |
|-----------------------------|------------------------|
| Treasure and worthy of love | 1, 2                   |
| Insufferable and annoying   | 4, 6                   |
| Traditional/harsh           | 3, 4, 6, 8             |
| Corporal punishment         | 3, 8                   |
| Reason                      | 9, 10, 11, 12          |
| Religious/spiritual         | 2, 7, 10               |
| Obey their parents          | 2, 7, 10               |
| Gentle                      | 1, 2, 9, 10, 11, 12    |
| Progressive                 | 10, 11, 12             |
| Education                   | 1, 3, 8, 9, 10, 11, 12 |
| Parents                     | 1, 2, 4, 8, 10         |
| Patriarchal                 | 1, 7, 8, 10            |
| Philosophers                | 6, 11, 12              |
| Detached                    | 4, 6, 12               |
| Inferior                    | 4, 6                   |

### 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. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider may include the following:

- 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 (e.g., develops more groupings)
- Recognizes and develops change over time
- Brings in relevant “outside” information

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## 2007 SCORING GUIDELINES

### Question 1—Document-Based Question (continued)

#### A CLOSER LOOK AT POINT OF VIEW IN THE 2007 DBQ

Students must make a reasonable effort to address point of view in at least three documents, and there were many means by which they could demonstrate point of view in the 2007 DBQ. However, readers did not award credit for “canned” or formulaic attempts at point of view that did not show some degree of analysis as required in the core scoring guidelines.

#### Examples of ACCEPTABLE point-of-view analysis

##### Relating authorial point of view to author’s place in society

“As a preacher and moralist, the advice that Jean Benedicti gives in his *A Summary of Sins* seems fairly predictable, since it is likely important to him as a moralist that children learn obedience and respect while it is important to him as a preacher that children learn to honor God (doc 7).”

“Cavendish, as both a woman and a member of the nobility, would likely hold this view since she may have been raised in privileged circumstances (doc 9).”

##### Evaluating the reliability of the source

“John Locke can speak authoritatively on the subject of child-rearing since presumably, as both a philosopher and physician in the Enlightenment, he would have spent some time studying the issue before publishing an essay on education (doc 11).”

“Although Scheurl’s notes may be biased because they are of his own son, he is a perfect example of a parent who has pride in his son (doc 1).”

##### Recognizing that different kinds of documents serve different purposes

“Since Martin Luther is expressing his grief and even his failure to find comfort in his religion in a letter to a friend, it is reasonable to assume that this document contains more heartfelt and honest sentiments than a more official public document (doc 2).”

#### Examples of UNACCEPTABLE point-of-view analysis

“Margaret Cavendish, Duchess of Newcastle, in a letter from the 1620s that describes her upbringing, explains that her mother avoided terrifying her children with threats (doc 9).”

Why is this unacceptable? This is merely attribution with no attempt at further analysis beyond the stated information from the document itself.

“Margaret Cavendish, Duchess of Newcastle, recalls fond memories of the times when she was a child. She reminisces about past memories and views her mother with care and love for she was a devoted parent. Cavendish’s letter is truly reliable, for it is a primary source and thus her comments are factual.”

Why is this unacceptable? It restates the document’s content and does not explain why Cavendish held these views; the comment about reliability is simply formulaic.

“Because this statement was made by a philosopher and physician, it reflects the attitudes of this time period.”

Why is this unacceptable? Again, it is really just attribution, as the student makes no effort to explain how or why Locke’s position as a philosopher and physician reflects the attitudes of the period.

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**Question 1—Document-Based Question (continued)**

“Michel de Montaigne’s essay from 1580 is biased when he says that newborn children have neither mental activities nor recognizable body shape by which to make themselves lovable (doc 6).”

Why is this unacceptable? This statement merely asserts that Montaigne is biased, with no attempt to explain why he may be inclined toward bias; the second part of the statement is simply a reference to the content of the document.

“Christoph Scheurl wrote annual notes on the progress of his son, and he claimed that his son delighted in learning. These were personal notes to himself.”

Why is this unacceptable? Although it may be relevant that these were notes Scheurl wrote for himself, this statement makes no attempt to explain why this may be significant in the interpretation of the document.

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## Question 1 Document Summary

### **Document 1: Christoph Scheurl, Nuremberg jurist and diplomat, annual notes to himself on his son Georg's growth and progress, Nuremberg, Germany 1538**

Scheurl reports that his six-year-old son is growing fast, likes to learn, and is reciting the Donat from memory. He says grace and “keeps his hands clasped so that he is not looked on as a child.” He chatters away, drinks new wine, and leaps about the house. “He holds his father dearer than his mother and his brother. . . .”

### **Document 2: Martin Luther, Protestant reformer, letter to a friend on the death of Luther's thirteen-year-old daughter Magdalene, Wittenberg, Germany, 1542**

“ . . . [W]e are unable to refrain from . . . grieving. The features, the words, and the movements of our . . . obedient and respectful [daughter] remain engraved in our hearts; even the death of Christ is unable to take all this away as it should. You, therefore, please give thanks to God in our stead.”

### **Document 3: *The Domostroi*, a Russian manual on household management, Moscow, 1550s**

“A man who loves his son will whip him often so that . . . he may be a joy to him. He who disciplines his son will . . . take pride in him. . . . He who gives his son a good education will make his enemy jealous and will boast of him among his friends.”

### **Document 4: Benvenuto Cellini, metal crafter and sculptor, autobiography, Florence, Italy, 1550s**

Cellini went to see his two-year-old natural son, who was being nursed by the wife of one of his workmen, and he comments: “I found the boy in very good health. Sad at heart, I kissed him; . . . [the boy] refused to let me go, . . . breaking into a storm of crying and screaming. . . . [T]his was beyond belief. I detached myself . . . and left him crying his eyes out.”

### **Document 5: Pieter Brueghel, the Elder, detail from *Children's Games*, Spanish Netherlands, 1560**

The painting depicts children engaged in games and activities.

### **Document 6: Michel de Montaigne, published essay, Bordeaux, France, 1580**

“I cannot abide that passion for caressing newborn children, which have neither mental activities nor recognizable bodily shape by which to make themselves lovable, and have I never willingly suffered them to be fed in my presence.”

### **Document 7: Jean Benedicti, Franciscan preacher, moralist, and professor of theology, *A Summary of Sins*, Lyon, France, 1584**

The child is obligated to obey the command of the father “except in matters that are against his conscience and the honor of God. . . . Likewise, if the father or the mother . . . [sells] the honor of their daughter, [and] commands her to submit to intercourse . . . , [she] must definitely not obey them, but rather suffer death, however poor her parents may be.”

### **Document 8: King Henry IV, letter to Madame de Montglat, governess to the king's six-year-old son, Louis, Paris, 1607**

“I have a complaint to make. . . . I . . . command you to whip [my son when] . . . he is obstinate or misbehaves, knowing . . . that there is nothing in the world which will be better for him than that. I know this from [my own] experience, . . . for when I was his age I was often whipped. That is why I want you to whip him and make him understand why.”

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## Question 1 Document Summary (continued)

### **Document 9: Margaret Cavendish, Duchess of Newcastle, letter describing her upbringing, Colchester, England, 1620s**

“We were bred tenderly, for my mother . . . did strive to please and delight her children” rather than to terrify them with “threats, or lashing them with slavish whips. . . . [I]nstead . . . , reason was used to persuade us, and . . . deformities of vice were discovered, and the graces and virtues were presented unto us.”

### **Document 10: William Blundell, English Catholic gentleman, “An Exercise for the Children to Embolden Them in Speaking,” a dialogue performed by Blundell and his nine-year-old daughter, Lancashire, England, 1663**

This is a conversation between a father and daughter about the father’s obligation to correct his daughter through God by praying and mending, rather than by using the rod. The daughter is grateful, because she expected much worse.

### **Document 11: John Locke, English philosopher and physician, “Some Thoughts Concerning Education,” London, 1693**

Even though children are rational creatures, “I talk of reasoning with children . . . as is suited to . . . [their] capacity and apprehension. Nobody can think a boy of three or seven years should be argued with as a grown man. . . . [Y]ou should make them sensible by the mildness of your carriage” and show that what you do is reasonable and not done “out of caprice, passion, or fancy. . . .”

### **Document 12: Jean-Jacques Rousseau, philosophe, *Émile or On Education*, Amsterdam, 1762**

“An excess of rigor and an excess of indulgence are both to be avoided. If you let children suffer, you expose their health . . . [and] make them miserable. . . . If by too much care you spare them every kind of discomfort, you are preparing great miseries for them; you make them delicate, sensitive.”

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|----------------|

During early modern Europe children were viewed in many different ways ~~and~~ which changed how parents chose to raise their children. During the 1500s the <sup>mortality</sup> ~~mortality~~ rates for children were high so children were treated as if they were adults and very precious if they survived. Many people believed that they needed to treat children harshly to make them strong. In the 1600s children were ~~seen~~ <sup>raised</sup> ~~as~~ tenderly as they were rational beings that could use reason. Children were viewed in many ways during early modern Europe to be rational, precious, and in need of guidance <sup>where</sup> these views determined the parents choice in child rearing to behaving harshly to ~~find~~ <sup>find</sup> guidance.

In the 1500s children were seen as precious beings because of the high mortality rates. Because of the high mortality rates children were often treated as if they were adults. Christoph Schauer a Nuremberg jurist and diplomat in ~~the 1530s~~ <sup>1539</sup> wrote about how his son is a delightful child who is respectful and loves to learn. He ~~is~~ <sup>is</sup> still very young at the age of five but is treated as an adult and holds his father dearly. Since children rarely survived because of the high mortality rate Christoph holds his son very close to him and is proud of his accomplishments (Document 1). In a letter by Martin Lutter, ~~a~~ <sup>a</sup> leader of the Protestant Reformation in the 1500s, it is written ~~about~~ <sup>that</sup> his thirteen-year-old daughter has just died and that his is very disheartened and taken aback by the loss. He loves his respectful daughter. As a father and ~~leader~~ <sup>leader</sup> of the Protestant Reformation Lutter is

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distressed at his daughter's loss <sup>but</sup> ~~as~~ he loves and respects God ~~and~~ <sup>taking</sup> her away (Document 2). Since children had high mortality rates in the ISSOs parents loved their children <sup>→ treating them with respect and teaching them respect</sup> clearly ~~in~~ and were greatly distressed when they died.

Many parents thought that they needed to teach ~~the~~ <sup>these</sup> children lessons by treating them harshly. From The Domostroi a Russian manual on household management it is written that the children must be whipped so he is obedient and joyful to the parents, the child must be disciplined and have a good education so that he can make the parents proud and become a great person.

The manual was written in the ISSOs when Russia was still considered "backward" by the west ~~and the parent~~ <sup>and the parent</sup> where there was self-dominance and people were still seen as objects so harsh discipline would be okay (Document 3). In an autobiography, a metal crafter and sculptor, Benvenuto Cellini writes that ~~he~~ <sup>visited</sup> his son that was born out of wedlock and abruptly left the boy crying as he didn't want Cellini to leave. Since Cellini's child was born out of wedlock he will be treated harshly and shamed as was custom of ~~the~~ <sup>the</sup> ISSOs (Document 4). In a letter to Madame de Montglot the governess of <sup>King</sup> Henry IV's child, ~~he~~ <sup>Henry IV</sup> writes that he wants the governess to whip his son and it will make him a better person which Henry IV knows from experience. Whipping your child and treating them harshly was common for people to do and okay to do during the ISSOs <sup>As the</sup> ~~the~~ king of France Henry IV wants his son to be strong when he



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gets the throne so he will do anything to make his son not misbehave (Document 8). Many people thought it was acceptable to treat ~~his~~ <sup>their</sup> child harshly ~~since serfdom~~ <sup>since serfdom</sup> was still present and people were considered objects.

In the 1600s there was a change in which ~~people~~ <sup>children</sup> were treated ~~as if they were~~ <sup>like they were</sup> rational beings that were precious and needed to be kindly raised. Margaret Cavendish, a Duchess of ~~and~~ <sup>and</sup> a critique of the Royal Society of London ~~and~~ <sup>and</sup> Newcastle, in a letter describing her upbringing, writes that she was raised tenderly and reason was used to persuade ~~her~~ <sup>her</sup> that virtues ~~was~~ were presented to her, and her mother wanted to please her children. During the 1600s ~~the~~ the Enlightenment was going on and people saw individuals as rational able to use reason. ~~As~~ <sup>As</sup> a ~~person~~ <sup>person</sup> during the Enlightenment and a duchess ~~and~~ <sup>and</sup> her family was aware of the new ideas and used them to raise their children. (Document 9). William Blundell, an English Catholic gentleman in "An Exercise for the Children to embolden them in speaking" it is said that it is the father's job to correct his daughter's sin and teach knowledge and the daughter's job to evolve under the grace of God and not anger her father. As a Catholic gentleman during the Enlightenment ~~Blundell~~ <sup>Blundell</sup> believes he has to instill good Catholic morals in his daughter and prevent her from sin from correcting her mistakes (Document 10). In "Some Thoughts Concerning Education" John Locke, the philosopher who wrote ~~two~~ <sup>two</sup> treatises of Government<sup>s</sup> writes that ~~the~~ <sup>a</sup> person must reason with children to their capacity of understanding. They are rational and in correction

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CE from do not forbid them to not do anything. As a member of the Enlightenment Locke believes people are rational and Tabula Rasa, or blank slate, where they can be taught what to do. Changing ideas of the 1600s, into the Enlightenment allowed for parents to treat children kindly and rationally.

Children were treated in different ways due to the accepted ideas<sup>and attitudes</sup> of the time from serfdom, ~~the~~ religion, ~~the~~ mortality rates and the Enlightenment. Children were treated as rational beings who were to be treated kindly, as precious gifts from God, and ~~was~~ <sup>treated</sup> harshly as they were gifts that reflect the family. Different views of children and raising procedures change throughout history do to changes in ideas and different cultural movements.

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1B 1 of 3  
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Throughout modern Europe, children symbolized a variety of things from an heir to a throne, a great fortune, and even a great burden. People constantly had differentiating ideas regarding opinions of children and how those opinions impacted methods of raising them. Many people believed children to be a blessing which resulted bringing their child up with love and care. Others believed children are unruly and in order to be tamed must be brought up under strict discipline. However others still chose a medium between the two, preferring neither great flexibility or extreme discipline was required in raising a good child.

First of all, people such as Christoph Scheurl (document 1) believed children are a great reward. Though he is biased because he has a son himself and knows of the emotional attachment and bond bearing a child creates, he speaks only good and with love of his child. Martin Luther (doc 2) also demonstrated this emotional bond between a parent and a child through his explanation of how painful it is to lose a child, your own flesh and blood. Document 9 also represents that there is no need for whips and chains in raising a child, for that is the successful way which Margarer,

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The author of this document, was raised.

While some believe that heavy discipline is not necessary for the upbringing of a child, others disagree. King Henry IV was one of these people (Doc. 8) He believed his son needed to be whipped and punished, that this was the best thing for him. This is clearly his point of view, and all he has learned for he, too, was whipped as a child. The Damastroi (Doc. 3) also agrees with this policy of discipline. It states that if a father loves his son he will whip him, which the son will later profit from. Benvenuto Cellini (Doc. 4) agrees. Unruly behavior must be curtailed immediately. He will not allow the boy to cry over the absence of his father, thus, instead of staying to calm the crying son, he will leave in an effort to prevent this unacceptable behavior from happening again.

Not everybody agreed with these two extremes of parenting though. Michel de Montaigne (Doc. 6) and Jean Benedicti (Doc 7) agree that there must be a form of discipline within parenting and Benedicti also adds that through this discipline, there must be a point in which moral values are being crossed and the child

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should disobey. Yet Benedict is biased in his statement for he is a preacher and therefore puts morals and ethics above all. John Locke (DOC 11) also believes in a medium between leniency and extreme discipline. He states they should be treated rationally and reasonably. Jean-Jacques Rousseau (DOC 12) agrees. He explains that "an excess of rigor and an excess of indulgence are both to be avoided" In other words, there should be an equal balance between ~~a parent~~ being too restricting and too allowing. Yet, this is the author's point of view.

In conclusion, people's opinions of children can be classified into three main groups: those who relentlessly allow children's bad behaviors to pass, avoiding punishment; those who inflict heavy discipline; and those who believed an equal balance of both to be the solution to bringing up a good, healthy child.

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#1

There were several different opinions on children in early modern Europe. Children were usually brought up by parents or extended family, and often with the help of others. Families were usually larger than modern families, and childhood mortality rates were a lot higher. The different opinions on children in early Modern Europe affected child-rearing practices in a big way.

A prominent opinion on children in ~~the~~ early modern Europe was that they should be treated as adults. In an annual note to himself, Christoph Scheurl wrote about how his five year old son is learning Latin grammar, and that he keeps his hands clasped during Grace so that he does not look like a child. (1) Benvenuto Cellini thought that it was beyond belief that his two year old son was sad that he was leaving. (4) It was almost like he thought his son was just being a baby. Jean-Jacques Rousseau thought that it would be best if you let children make their own decisions, because they will be stubborn if you try to stop them. (12) John Locke, however, had an opposite opinion. He thought that it didn't make sense to argue with a child as if he were a grown man. (11)

#1

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A second opinion on children in early modern Europe was that you should take care of them and nurture them to help them make good decisions. Martin Luther ~~to~~ wrote about how much pain there was for him when his daughter died. (2) He said that He took care of her, and ~~she~~ she would always be engraved in his heart. Margaret Cavendish, when talking about her upbringing, ~~to~~ wrote that she was brought up lovingly and caringly by her mother, who never beat her. (9) This proves that some parents didn't terrorize their children.

A third opinion on children was that they should be disciplined, and the only way to do that was to beat them when they misbehaved. In a Russian manual written in the 1550s, it was written that a man should beat his children ~~to~~ because he who disciplines his son will take pride in him among his acquaintances. (3) Michel de Montaigne wrote in one of his essays that he has no passion for babies, because they have no mental activities or recognizable body shape. (6) ~~He didn't have the~~ ~~he didn't have the~~ appreciation for children that we do now. King Henry IV wrote to his governess that she did not need to ask

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#1

permission to whip his son, because he should be whipped every time he misbehaves. (8)  
Therefore, many parents thought it was best to discipline their children by beating them.

The various opinions on children in ~~the~~ early Modern Europe are all pretty opposite of what we think today. Children are not treated as adults, and it is illegal to beat them. However, this period was the beginning of when parents began to nurture their children, and even become attached to them.



# AP<sup>®</sup> EUROPEAN HISTORY 2007 SCORING COMMENTARY

## Question 1

### Overview

This document-based question (DBQ) asked students to construct a response to a two-part prompt: to identify assumptions about children and to analyze how these assumptions affected child-rearing practices. Students were provided with 12 documents (11 prose documents and one visual image) on which to base an essay response. They needed to analyze the documents in order to group them and to determine the point of view of the documents.

The purpose of the DBQ is to judge the degree to which students can write an analytical essay based on the documents provided. Students' essays were evaluated on the extent to which they met the requirements specified in the core scoring guidelines. Students who exceeded these requirements could then earn additional points in the expanded core, which is based on holistic assessment.

### **Sample: 1A** **Score: 8**

This essay has a solid thesis that connects assumptions with practices. It also uses a majority of the documents and does so correctly. Point-of-view references are acceptable in Documents 1, 4, 8, 9, 10, and 11. Three categories are created: children are precious beings; children should receive harsh treatment; and children are rational beings. The student also recognizes and develops change over time. This essay did not receive 9 points because it uses only eight of the 12 documents, and the point-of-view examples in the essay could be better.

[Core points earned: 1–6]

### **Sample: 1B** **Score: 6**

This essay has an acceptable thesis that clearly identifies assumptions and practices. It uses nine documents with no major errors. Documents 1, 7, and 8 are used to demonstrate point-of-view analysis. The essay identifies three groups: children are a great reward; children should receive harsh treatment; and children should be treated with moderation. This response meets each requirement, but does so minimally.

[Core points earned: 1–6]

### **Sample: 1C** **Score: 3**

This essay's thesis merely restates the question and therefore is unacceptable. It also failed to earn core point 4. The student received credit for using nine of the documents with no major errors and defines three groups: children should be treated as adults; children should be nurtured; and children should be disciplined (the inaccurate inclusion of Locke in the first group does not negate the group, because the other documents are acceptable). There is no attempt at point-of-view analysis.

[Core points earned: 2, 3, 6]