

# AP<sup>®</sup> EUROPEAN HISTORY

## 2008 SCORING GUIDELINES

### Question 1—Document-Based Question

Analyze the causes of and responses to the peasants' revolts in the German states, 1524–1526.

**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 must not simply restate the question.**

The thesis must make some effort to address both causes and responses with some degree of specificity (beyond general analytical categories) for at least one part of the prompt. The thesis must suggest a minimal level of analysis or context drawn from the documents. The thesis need not appear in the first paragraph.

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

The student must discuss **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 can be cited by number or by name, or they can be referenced in other ways that make it clear which document is being discussed.

- 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, but this counts for only one of the three point of views.

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### Question 1—Document-Based Question (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 and individually. Groupings and corresponding documents *may* include the following (not exclusive):

- Causes:
  - Dissatisfaction/demands in general: 1, 2, 3, 4, 6, 8
  - Revolt against princes: 1, 2, 3, 5, 6, 8, 10, 11
  - Oppression by lords and princes: 2, 3, 8, 9
  - Religious influences: 1, 3, 4, 6
  - End to serfdom: 2, 3, 4
  - Economic relief: 2, 3, 8
  
- Responses:
  - Condemnation: 1, 7, 8, 10, 11, 12
  - Riots/plundering: 5, 6, 7, 11
  - Peasants' responses: 2, 3, 6
  - Towns' responses: 4, 5, 9
  - Nobles' responses: 8, 10, 11, 12
  - Lay religious figures/favorable responses: 2, 6
  - Religious authorities/negative responses: 5, 7, 8
  - Empathy: 2, 5, 9
  - Appeasement: 4, 10, 11
  - Favorable: 2, 3, 6, 9
  - Unfavorable: 1, 5, 7, 8, 9, 10, 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. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include:

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

#### A CLOSER LOOK AT POINT OF VIEW IN THE 2008 DBQ

There are many means by which a student can demonstrate point-of-view analysis in the 2008 DBQ. Students must make a reasonable effort to address point of view by referring to at least three documents.

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

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

"Leonard von Eck, as a chancellor, would likely hold this view since as a government official he is probably very concerned with preserving order and the stability of the political structure (doc. 1)."

"Since Martin Luther had been deemed a heretic and was dependent upon local princes for protection, it is not surprising that he would be so vehement in condemning events that many linked to him and that were causing such civil unrest (doc. 7)."

##### Evaluating the reliability of the source

"Lichtenstein may not be a completely reliable source, however, since he was pleading his own case and clearly had something to gain (doc. 10)."

"Since Caspar Nutzelt is a local government official writing to a superior, his acknowledgement of 'excessive' actions by authorities seems credible since it may have been somewhat risky to offer criticism of authority during this time period (doc. 9)."

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

"It is important to note that Lorenz Fries is commenting in a secret report probably not meant for publication; therefore, he is likely able to be more frank and honest than he might have been in a public document (doc. 8)."

"The demands of the Peasant Parliament of Swabia were announced in *Articles of the Peasants of Memmingen* to the Town Council; since these demands came from a group of peasants, it is reasonable to assume that these were widely held views among the peasantry of this area (doc. 3)."

#### **Analyzing the tone of the documents:**

"The passionate tone of Muntzer's open letter was clearly designed to incite further reaction among an already agitated peasant population" (What counts here is not merely the mention of "tone" but a clear link to the intention of the author).

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

"Count Wilhelm von Hennenberg, in a letter to Duke Albert of Prussia, noted that nobles were surprised when peasants turned from attacking priests and monks to the property of the nobility (doc. 11)."

Why is this unacceptable? This is merely attribution with no attempt at further analysis beyond the stated information from the document itself; the statement does not explain why Hennenberg held these views.

"Because this is a statement written by two preachers, it accurately reflects the attitudes of the people during this time period (doc. 5)."

Why is this unacceptable? Again, this is really just attribution, since the statement makes no effort to explain how or why these two preachers would be authoritative voices of the people.

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

“The reply of the Memmingen Town Council to the *Articles of the Peasants of Memmingen* was biased when they stated that serfdom is no hindrance to salvation (doc. 4).”

Why is this unacceptable? This statement merely asserts that the Town Council is biased, with no attempt to explain why they may hold a biased view; the second part of the statement is simply a reference to the content of the document.

“Lorenz Fries writes a secret report to the archbishop to explain that a peasant assembly in Wurzburg believed that the rich should share with the poor (doc. 8).”

Why is this unacceptable? While it may be relevant that this was a secret report, 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: Leonhard von Eck, Chancellor of Bavaria, report to Duke Ludwig of Bavaria, February 15, 1525**

“This rebellion has been undertaken to repress princes and nobility and has its ultimate source in Lutheran teaching, for the peasants relate the majority of their demands to the Word of God ... The peasants are blinded ... and made witless.” The peasants cannot be trusted.

### **Document 2: Sebastian Lotzer, craftsperson and lay preacher, and Christoph Schappeler, preacher from Memmingen, *Twelve Articles of the Swabian Peasants*, March 1, 1525**

“We will no longer allow ourselves ... to be oppressed by our lords. ... We will let them demand only what is just and proper according to the agreement between lords and peasants. Lords should no longer try to force more services or other dues from peasants without compensation. Peasants should ... help lords ... at proper times and for a suitable compensation.”

### **Document 3: Peasant Parliament of Swabia to the Memmingen Town Council, from *Articles of the Peasants of Memmingen*, March 3, 1525**

We have been your serfs despite the redemption of Christ for us just as for the Emperor. We do not “reject all authority. We will be obedient to all authority appointed by God ... we do not doubt that as Christian lords you will release us from serfdom.”

### **Document 4: Reply of the Memmingen Town Council to the *Articles of the Peasants of Memmingen*, March 15, 1525**

We have “purchased” your serfdom “for a considerable sum ... and ... serfdom is no hindrance to ... salvation. ...” As a gesture of “good will,” we will “absolve” you of your “serfdom” in exchange for “reasonable” payment.

### **Document 5: Pastor Johann Herolt, report of the events at Weinsburg, April 16, 1525**

The peasants “unexpectedly” captured the count’s family and “plundered the castle” while he was away. When the peasants “appeared before the town,” the townsfolk supported the peasants and “opened” the town “gates ... to ... let them in.”

### **Document 6: Thomas Müntzer, preacher and theologian, open letter to the people of Allstedt, April 27, 1525**

“How long are you going to resist God’s will? The whole of Germany, France, and Italy are awake. Four abbeys were laid waste during Easter week. More peasants in the Black Forest have risen. ... Hammer away on the anvils of princes and lords.”

### **Document 7: Martin Luther, theologian, *Against the Murdering, Thieving Hordes of Peasants*, Wittenberg, May 1525**

The peasants are out of control and “raging like mad dogs.” Their “assertions” in the “*Twelve Articles* were nothing but lies presented under the name of the Gospel.” This is the “work of that devil, Thomas Müntzer. ... The peasants are not content with belonging to the devil themselves; they force ... [others] to join. ... Anyone who consorts with them goes to the devil with them and is guilty of ... [their] evil deeds.”

### **Document 8: Lorenz Fries, chief advisor to the Archbishop of Würzburg, secret report regarding a peasant assembly, June 1, 1525**

“[P]easants occupying Würzburg” believe “the rich should share with the poor, especially those” who profited from the poor. Similar ideas were heard in the “countryside,” causing many “prosperous” men to begin expressing concern over the uprisings.

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## 2008 SCORING GUIDELINES

### Question 1 Document Summary (continued)

**Document 9: Caspar Nützel, Nürnberg town councilor, letter to Duke Albert of Prussia, August 5, 1525**

“May God grant that the peace be preserved. ... [I]gnorant peasants have overstepped the mark with their unseemly behavior” though “the authorities” have also been unreasonable, “unchristian,” and excessive to those “whom they should aid ... rather than fleece.”

**Document 10: Christoffel von Lichtenstein, nobleman, legal plea for leniency to Count Wilhelm von Hennenberg, August 24, 1525**

“Many ... nobles ... joined the peasants” in order to save their lives and property. “I begged that the peasants should not force me to swear an oath of allegiance” since I had “done them no harm ... [but] I had to swear the oath.”

**Document 11: Count Wilhelm von Hennenberg, letter to Duke Albert of Prussia, February 2, 1526**

“At first the nobility ... [were] pleased ... that the rebellion attacked the priests and monks,” but they were caught unawares when the peasants turned upon the houses of the nobility, taking everything they found and burning houses to the ground.

**Document 12: Decree of the Imperial Diet of Speyer, August 27, 1526**

“[H]is Imperial Majesty ... commanded ... [an] examination” of the recent “rebellion ... so that such disturbance ... [could] be prevented in the future.” Despite the violent actions of the “common man,” each authority has the “power to restore to their ... estate[s] ... those subjects who have surrendered unconditionally” in order to demonstrate grace and compassion.

The German peasants' revolts of 1524 - 1526 were ~~the~~ caused primarily by peasants' overwhelming manipulation of Lutheran ideals, <sup>as well as</sup> ~~and~~ economic grievances against their lords. The responses to the revolts ranged from moderately sympathetic and accommodating to savagely condemning. While peasants' claims of brotherhood and economic desperation seemed fit to some upper-class Germans, many others, including Martin Luther himself, responded coldly and even violently.

The compassionate doctrines of the recently introduced Lutheranism formed the ideological basis of and justification for the 1520s revolts. Documents 1, 3, and 6 demonstrate examples of how Protestant tenets were used to justify serf uprisings. In a 1525 official report, Bavarian Chancellor Leonard von Eck explained clearly the ways in which religious doctrine of "brotherly love" was used and became the "source" of the class conflict (Doc. 1). Though a noble, a target of the rebellion and thus a source clearly biased during this time period in favor of his own endangered class, von Eck was expressing not an opinion, but rather a fact about what was driving the peasants'

1A-2

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

uprising. A source from the peasants themselves will confirm von Eck's observation: Articles issued from a group of Swabian peasants to the local town council of lords cited the sacrifice of Christ and a willingness to obey religious authority in their protestation of the oppression they felt (Doc. 3). The peasants clearly expressed the religious basis for much of their grievances. A third source, not a peasant or a lord but rather a German pastor, referred to the peasant revolt as "God's will" and urged all the people of Allstedt to join the serfs' cause in 1525 (Doc. 6). This pastor's language powerfully and clearly reveals the depth to which religious — especially Lutheran — ideology had penetrated the peasants' call for equality.

A second and perhaps equally as significant cause of serf uprising in the 1520s was the entrenched desire for economic equality. This fiscal basis for the peasants' rebellion is expressed in documents 2, ~~10~~ 8, and 11. A document straight from the peasants themselves, titled Twelve Articles of the Swabian Peasants, is a credible source for exactly what, economically, the peasants desired (Doc. 2). This document demands "suitable compensation" for all



services and duties provided by peasants for their lords. The serfs clearly desired to be free from traditional manorial obligations and desired monetary compensation for their labor. In 1525, in a secret report to the Archbishop of Würzburg, Lorenz Fries recounts the desire for wealth redistribution and equality that he observed in the peasants' demands (Doc. 8). Though the account is merely hearsay, and the nature of Fries' "secret" report would call into question his own personal affiliations and biases, it cannot be denied that, to some degree, the peasants did desire a measure of economic equality. A final illustration of this economic impetus can be found in a letter from a Count to a Duke in 1526 (Doc. 11). The letter, coming from the nobility and therefore probably demonstrating a hidden prejudice against the peasantry, nevertheless offers a convincing description of peasants' attacks on rich Catholic monasteries, including how they would first greedily consume the monasteries' possessions and then move on to noblemen's houses. This systematic targeting of wealthy properties for the serfs' raids reveals the main source of their grievances — an inequitable distribution of wealth. Economic inequality played a major role in causing the peasant rebellion.

1A-4

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

The reactions to the peasant revolts of 1524-1526 were varied; ~~some~~ while some of the revolts were viciously crushed, others were met with a level of sympathy and toleration. Documents 4, 5, 10, and 9 provide examples of this willingness to reach an agreement, or at least a moderate level of sympathy ~~for~~ the side of the peasants. In a reasonable noblemen's response in 1525, the Town Council of lords of Memmingen proposed a ~~reasonable~~ <sup>moderate</sup> and fair exchange of money for release ~~of~~ <sup>from</sup> manorial obligations (Doc. 4). Though, as noblemen, the Council's proposition of money may have been a hefty sum, at least they offered to negotiate instead of simply responding with violence. Pastor Johann Herolt described events at Weinsberg in 1525, noting how the townspeople, not obligated at all to the peasants, still ~~sympathized~~ <sup>sympathized</sup> with them and offered support (Doc. 5). Further examples of sympathy coming from the upperclasses can be found in documents written by nobles Caspar Nützel and Christoffel von Leuchtenstein in August of 1525 (Docs. 9 and 10). Though both are nobles and thus at odds with the peasantry, they express or describe sympathetic attitudes their class came to hold.

Nützel clearly rebukes the peasants' behavior, but he also offers a measure of empathy, citing lords' excessive exploitation of serfs. Lichtenstein described how some lords, admittedly against their will, ~~joined~~ joined the side of the peasants:— though they did so to save their lives, again, at least they had not responded with violence. Some cooperation and sympathy met the peasants during their revolt in 1524-26.

On the other side of the spectrum from the sentiments already described falls the utter repression and condemnation ~~which~~ <sup>that</sup> formed the bulk of ~~the~~ upper class response to the revolts. Documents 7 and 12 express this condemning attitude. Many authorities worked to repress the revolts, killing more than 100,000 peasants by 1526. An additional document ~~describes~~ ~~the~~ ~~method~~ ~~of~~ ~~repression~~ from a noble describing how he followed this violent path would be useful in addressing the method of repression. Other figures, however, condemned the uprisings without using violence. In a 1525 essay, Martin Luther viciously condemned the peasants' actions and recommended they obey their temporal authority figures (Doc. 7). In an ~~imperial~~ imperial decree,

7A-6

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

in 1526, the Holy Roman Emperor's diet declared the right of wronged lords and noblemen to restore fully their possessions, including serfs.<sup>Doc. 12</sup> This lack of cooperation and other opposition to the peasants is an especially good example, especially coming from the highest authority in the land.

Both religious and economic factors drove the serfs' revolts of 1524-26. Though responses were varied, they ranged from tacit support to reasonable negotiation to <sup>subtle</sup> condemnation to ruthless suppression.

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

13-1

In the mid-sixteenth century, religious reformation was a frontrunner in Germany, the Germanic states, with Luther and his 95 theses, along with the Diet of Worms. All of this reformation and change sparked a peasantry uprising against the German aristocracy, including the land-owning nobility and the German princes. The tension between the oppressed peasants and powerful Germanic aristocracy created a ~~powerful~~ ~~strong~~ lower class backlash that ~~caused~~ ~~caused~~ caused an ~~strong~~ ~~aristocratic~~ aggressive aristocratic response, tabulating another blow for the peasantry and their newfound Lutheran ideals.

~~In the forced labor and tasks as well as~~ The uneven compensation for work completed ~~and~~ ~~money~~ by German peasants fueled their disdain for the nobility. The forced serfdom of the peasants was an undesirable situation to be in, which caused ~~the~~ the peasants to question the motives of the nobility. "The Articles of the Peasants of Memmingen" shows how peasants were forcibly repressed into serfdom unless they paid the "lords" a "reasonable amount of money" (Doc 4). ~~paid for~~ the peasants

1B-2

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

had to pay for their freedom from serfdom, which explains why "they believed the rich should share with the poor, especially those rich persons who had acquired their rich property... or had otherwise won it from the poor" (Doc 8). The peasants realized the oppression that the nobility was putting them through with unfair acquisition of land and of peasantry serfdom that the peasants felt that their plans for revolt were just. The peasantry ~~explicitly~~ explicitly stated in the "Twelve Articles of the Swabian Peasants" soon after the revolts began that they felt unfairly treated when lords forced them to perform "more service or other dues... without compensation" (Doc 2). The lack of monetary funds the peasants were forced to live on while their leaders lived in luxury was an obvious cause of the peasant revolt.

The justifiable reasons as to why the peasants revolted caused them to act in passionate ways. ~~The peasants were described~~ by the nobility, the peasants were described as "led astray, and made witless" perhaps by their new religious ideals, or by the unjust ways that they were being treated (Doc 1). Pastor Johann Herolt reported "the peasants scaled the castle

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

1B-3

walls...[and] plundered the castle," suggesting the peasants were desperate for money and wealth, and just to claim revenge on the nobility that had taken advantage of them (DOC 5). The peasants had a ~~many~~ fiery passion cast on them, exclaiming of the "peasants in the Black Forest [that] have risen, 3,000 strong!" (DOC 6). The combination of willpower, passion, and repression caused the peasants to revolt in a grandiose way, creating a large reaction from their ~~the~~ targets of their revolt.

The ~~the~~ Germanic Aristocracy and their authorities naturally reacted to the peasant revolts using their power and wealth to ~~emerge~~ ~~emerge~~ victorious. Reports to the Duke Albert of Prussia stated how the "authorities have torn out the hair of their subjects," suggesting that the authoritative response to the revolt was violent, and give reason as to why the nobility ~~the~~ came out victorious in the end (DOC 9). The prince felt the right to serfdom, having "purchased this right for a considerable sum of money," so the sense of entitlement felt by the nobility to ~~the~~ put the peasants under

13-4

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

serfdom provides reason for their violent rebuttal (DOC 4).

Other than monetary issues, religion played a supporting role in the revolt of the peasants. The peasants "relate[d] the majority of their ~~to~~ demands to the Word of God, the Gospel, and brotherly love," suggesting their recently adopted religion of Lutheranism, which relied ~~on~~ heavily on the "Word of God," and what was in the Bible rather than what priests said (DOC 1). Ironically enough, the leader of Lutheranism, Martin Luther himself, stated that the "peasants forgot their place" in society, and called their deeds "evil," showing Luther's support for the German Princes and not for the repressed peasantry. The support of a religious leader the peasants heralded could be another cause for the victory of the princes, since the response from a religious aspect was negative.

The tension between the oppressed peasants and a powerful Germanic aristocracy, along with religious support, created a lower class backlash that caused aggressive aristocratic response, tabulating another blow



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

1B-5

for the peasantry and their newfound  
Lutheran ideals.

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

Part A: #1C-1

In Germany during the early 16<sup>th</sup> century, the peasants found it hard to cope under oppressive lords. They were so fed up with their situation that they formed bands and organized revolts. If authorities in German states would have handled the peasants' revolts and opinions correctly, the disastrous ending of ~~death and~~ battles and deaths might have been averted.

Preachers and theologians played a major role on the peasants' ideas and opinions of how they should be treated. Sebastian Lotzer and Christoph Schappeler, both preachers, wrote that there needed to be an agreement between lords and peasants. Peasants should help lords when necessary, but peasants should get compensation in return. (Doc. 2)

Lotzer's opinions are skewed because he was also a crafts person, not just a preacher. He probably felt oppressed and forced into service sometimes because lords had him working for them, with little or no compensation. He might feel angry and writes this for revenge.

One of the preachers promoted violence, which led to ~~many~~ much bloodshed. Thomas Müntzer told peasants to ~~to~~ revolt because it was God's will. (Doc. 6) But Martin Luther, a noted theologian, wrote that the

Part A: #1C-2

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

(Doc. 7) Peasants should share their views of change without violence. He believed in abolishing serfdom, but shunned Muntzer's call to violence.

(Doc. 7) He felt that way because he believed the Bible ~~showed~~ showed a means for peace and equality, and ~~violence~~ violence was not that mean. He felt that anyone now siding in the peasants' violence was guilty of the evil, devilish deeds committed.

To see the reasons for peasant revolts, views of the leaders and authorities in the German states need to be heard. The peasants of Würzburg believed that there should be equality; the rich ~~lords~~ lords should share with the poor serfs. (Doc. 8) Lorenz Frey, writer of the report, felt the outcome of these opinions ~~would~~ would be troublesome because if the peasants did not ~~receive~~ receive what they felt was fair, they would become angry and retaliate. ~~The~~ Chancellor

(Doc. 1) Leonard von Eck wrote a report about the peasants being "blinded, led astray and made witless". Supposedly they were rebelling according to Lutheran and Biblical teachings. (Doc. 1) Von Eck felt the peasants needed to see the truth that

they were under the lords and needed to be submissive because he wanted to avoid major conflicts. The Peasant Parliament of Suabia wrote that they would be obedient to the authority of lords ~~and~~ on the condition that they would get fair treatment ~~and~~ or just be released from serfdom. (Doc. 3) The lords replied by stating that they will release the peasants from serfdom for money. The peasants ~~did~~ not have that money, and the lords knew it. (Doc. 4) The lords ~~felt~~ felt in control of the situation because they had the power to make any demand they wanted.

The peasants finally decided just to resort to violence. Thomas Minter encouraged the peasants to take out princes and lords. (Doc. 6) The peasants arrived in towns and burnt down the houses of the nobility and took all they had. (Doc. 11) The ~~peasants~~ peasants felt justified in doing these evil things because they ~~felt~~ wanted revenge. They even went as far as to make people swear an oath to them. (Doc. 10) Even townsfolk helped them ~~by~~ by opening gates and towers so peasants could plunder castles. (Doc. 5) This violence led to their demise by powerful governmental authorities.

# AP<sup>®</sup> EUROPEAN HISTORY 2008 SCORING COMMENTARY

## Question 1

### Overview

This document-based question (DBQ) asked students to respond to a two-part prompt that required them to analyze both causes of and responses to the peasants' revolts in the German states from 1524 to 1526. Students were provided with 12 documents on which to base their response.

The purpose of the DBQ is to assess the degree to which students can analyze a variety of historical sources in order to construct a meaningful analytical essay. Students' essays were evaluated on the extent to which they met the requirements specified in the core-scoring guidelines (thesis, discussion of documents, understanding of documents, support of thesis, grouping, point-of-view analysis). Students who met and exceeded these requirements could then earn additional points in the expanded core, which is based on holistic assessment of the essay.

### **Sample: 1A** **Score: 9**

This essay has a clear and comprehensive thesis that addresses specifically both parts of the question. It uses all 12 documents effectively to support the thesis. Point-of-view is consistently analyzed throughout the essay (Documents 1, 2, 6, 8, 9, 10, 11). The sources are organized into four groups: two causes (Protestant tenets and desire for economic equality) and two responses (appeasement/sympathy and repression/condemnation). Throughout, the student detects subtle nuances in the documents and provides sophisticated and sustained analysis. The student earned core points 1–6, plus 3 expanded core points for the extra grouping and the quality of the analysis.

### **Sample: 1B** **Score: 5**

This essay has an appropriate thesis that is adequately supported by four groups. It discusses 10 documents and makes no major errors of interpretation. There are no clear attempts at point-of-view analysis; therefore the essay lost credit for core point 5. The student earned core points 1, 2, 3, 4, and 6.

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

This essay's thesis lacks sufficient attention to the responses to the peasants' revolts. The student discusses 11 documents but provides only one example of acceptable point-of-view analysis (Document 2). There are three minimally adequate attempts at grouping the documents. The student earned core points 2, 3, and 6.