

2023

AP[®]



AP[®] European History

Sample Student Responses and Scoring Commentary

Set 1

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Document-Based Question

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Question 1: Document-Based Question, Romanticism vs. Enlightenment

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point: The response must provide a historically defensible thesis or claim that establishes a position on a historically defensible thesis or claim that establishes a position on whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Romantic movement challenged many of the main ideas of the Enlightenment.”</i> <p>Establish a line of reasoning, but do not provide a historically defensible claim</p> <ul style="list-style-type: none"> • <i>“The Romantic movement rejected emotion and intuition and emphasized reason and logic.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Romantics continued to deal with many of the same concerns as Enlightenment figures, especially in their interest in the natural world and the secret of life.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Romanticism was a challenge to the Enlightenment because of the greater value Romantics placed on the arts and their intuitive, emotional approach to understanding the human and natural world.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Romanticism was a major challenge to the Enlightenment because it questioned the value of reason.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria					
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.				
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. </td> <td style="width: 50%; padding: 5px;"> Responses that earn this point: Accurately describe a context relevant to whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The emotionalism of Romanticism was threatened by the rising influence of the Enlightenment.”</i> <i>“Romanticism can be described as breaking away from reality, and find the beauty within nature and mankind. However, the Enlightenment focused on realism and science.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Europe was experiencing massive intellectual change in the 1700s.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“Most intellectuals in the 1700s considered themselves part of the Enlightenment.”</i> </td> <td style="width: 50%; padding: 5px;"> Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> Connection between the Enlightenment and the Scientific Revolution—continued advances in science in the 1700s Enlightenment’s empiricist approach to nature and natural phenomena Enlightenment approaches to religion—Deism, skepticism Political upheavals in Europe—French Revolution Neoclassicism in the arts (as a contrast to Romanticism) Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“The immense discoveries of the Scientific Revolution seemed to prove the value of a reasoned, systematic approach to knowledge and human experience.”</i> <i>“Up until the Romantic era, artists and intellectuals thought reason was more important than emotion.”</i> (Minimally acceptable contextualization) </td> </tr> </table>			Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: Accurately describe a context relevant to whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The emotionalism of Romanticism was threatened by the rising influence of the Enlightenment.”</i> <i>“Romanticism can be described as breaking away from reality, and find the beauty within nature and mankind. However, the Enlightenment focused on realism and science.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Europe was experiencing massive intellectual change in the 1700s.”</i> Provide a passing phrase or reference <ul style="list-style-type: none"> <i>“Most intellectuals in the 1700s considered themselves part of the Enlightenment.”</i> 	Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> Connection between the Enlightenment and the Scientific Revolution—continued advances in science in the 1700s Enlightenment’s empiricist approach to nature and natural phenomena Enlightenment approaches to religion—Deism, skepticism Political upheavals in Europe—French Revolution Neoclassicism in the arts (as a contrast to Romanticism) Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“The immense discoveries of the Scientific Revolution seemed to prove the value of a reasoned, systematic approach to knowledge and human experience.”</i> <i>“Up until the Romantic era, artists and intellectuals thought reason was more important than emotion.”</i> (Minimally acceptable contextualization)
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Additional Notes: <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 						

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without an accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> (Document 3) <i>“Coleridge discusses his reading of Newton and challenges Newton’s understanding of the world.”</i> (Document 1) <i>“Wordsworth advocates a walk in the woods as a means of gaining important knowledge.”</i> 	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 1): <i>“Wordsworth asserts that scientific knowledge comes from an emotion—pleasure, demonstrating that the Romantics were less interested in reason.”</i> (Connects the contents of the document to an argument that Romanticism marked a break with the Enlightenment) (Document 7): <i>“Goethe, one of the most famous German Romantics, is nevertheless interested in the systematic study of nature and what would eventually be known as evolution.”</i> (Connects the contents of the document to an argument that Romanticism showed some continuities with the Enlightenment) 	
Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C (Continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point: Must use at least one specific piece of historical evidence relevant to an argument about whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.</p> <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Connections to nationalism and the French Revolution • Religious revivalism • Rousseau as a transitional figure between Enlightenment and Romanticism • Any of various Romantic artists/writers not included in the documents • Any of various Romantic works of literature (Sorrows of Young Werther, The Prelude, etc.) • Any of various major Romantic paintings • Sturm und Drang style • Romantic interest in folklore and superstition • Relationships between Romantic figures and scientists <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Goethe’s popular novel follows a young man’s efforts to free himself from intellectual and social restraints.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) • <i>“The writings of Jean-Jacques Rousseau bridged the gap between Enlightenment and Romanticism, by focusing on ideas of natural morality and education.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria	
<p>Row D Analysis and Reasoning (0-2 points)</p>	Sourcing	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“In Document 2, Novalis writes from the point of view of a scientist.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>(Document 7): “Palagi, in a carefully composed painting, celebrates a moment of scientific insight by Isaac Newtown, a scientist who inspired men of the Enlightenment.” (Note that the inclusion of the word “carefully composed” is not enough by itself to gain credit for sourcing.)</i> 	<p>Responses that earn this point:</p> <p>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</p> <p>Example of acceptable explanation of the significance of the document’s purpose:</p> <ul style="list-style-type: none"> (Document 7): “Goethe, writing to a government official at a time when states competed for scientific prestige, is eager to establish his contributions to scientific knowledge.” (Connects the purpose of the document to an argument in favor of continuity) <p>Example of acceptable explanation of the relevance of the audience of a source:</p> <ul style="list-style-type: none"> (Document 2): “Novalis is an intellectual writing to other intellectuals, so his claim that poetic understanding is superior to scientific understanding is all the more striking.” (Provides information about the audience of the document relevant to an argument that Romanticism marked a break with the Enlightenment) <p>Example of acceptable explanation of the significance of the source’s point of view:</p> <ul style="list-style-type: none"> (Document 6): “Palagi is looking back at the artistic achievements of an earlier era, which may explain why he blends Neoclassical and Romantic elements together.” (Identifies the point of view of the image and how this affects the image’s reliability as a piece of evidence) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 3): “Coleridge wrote his biographical sketches at a time when scientific discoveries about nature were accelerating and grabbing people’s attention.” (Provides sourcing regarding the historical situation of the document and connects that information to an argument in favor of continuity) 	

Row D (continued)	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes		
	<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Analyzing multiple variables, for example discussing how the responses to the Enlightenment by visual artists, poets and philosophers in the Romantic period differed. (Explains nuance) • Explaining how the Romantic movement was a response to multiple developments, for example the Enlightenment and industrialization. (Explains multiple causes) • Explaining insightful connections across periods, for instance by constructing an argument that accounts for shifts within the Romantic movement from a universalist movement (like the Enlightenment) to more particularistic expressions of localism and nationalism. (Explains relevant and insightful connections) • Qualifying the argument, for instance by exploring ways in which Romantic artists and thinkers both distanced themselves from strict Enlightenment rationalism while also still sharing the Enlightenment’s interest in scientific progress. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence) 	
	<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>	

Document Summaries		
Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Wordsworth “Tables Turned”	<ul style="list-style-type: none"> Poem argues that nature teaches more about life and humanity than science or investigation 	<ul style="list-style-type: none"> As a poet who writes about nature and beauty, Wordsworth argues that they can be a surer source of truth than intellectual study. (point of view) Wordsworth had received a rigorous education, so his rejection of it in favor of free-ranging study of nature is all the more telling. (situation)
2. Novalis, Romantic Encyclopedia notes	<ul style="list-style-type: none"> Emphasizes the combination of nature and study in experimentation and trying to understand the world around one Argues for the ultimate importance of the poet over the scientist 	<ul style="list-style-type: none"> Novalis, an intellectual interested in the Romantic point of view, wishes to justify its value to those who may not subscribe to it. (purpose) As an intellectual, Novalis’s endorsement of the greater value of poetic insights would have carried more weight. (situation)
3. Coleridge letter	<ul style="list-style-type: none"> Criticizes Newton as a materialist who views the external world with a passive mind Expresses how Shakespeare and Milton are greater than Newton 	<ul style="list-style-type: none"> At a time when Newton’s theories and pure science were praised, Coleridge, himself a poet, admires Shakespeare and Milton as greater than Newton, because Newton merely takes a passive view of the external world. (point of view/situation) As a romantic poet expressing to his letter’s reader that spirit is above science, Coleridge declares that it would take five hundred souls of Newton to make one Shakespeare or Milton. (point of view/audience)
4. M. Shelley “Frankenstein”	<ul style="list-style-type: none"> Depiction of a fictional scientist rejecting the rational approaches of the Enlightenment and turning back to alchemy. Expresses the limitations of science in understanding the most important aspects of nature 	<ul style="list-style-type: none"> As a Romantic author emphasizing the spiritual qualities of nature, Shelley has her fictional character take an approach to knowledge that Enlightenment rationalists had discarded. (point of view/purpose) Writing to British readers at the start of England’s industrialization, Shelley wishes to show how nature has spiritual qualities in order to break from a purely scientific, rational approach to nature. (point of view/purpose/situation)
5. P. Shelley, “Defense of Poetry”	<ul style="list-style-type: none"> Writes about the essence of poetry, and how it is not created purposely, but comes from within the writer, often out of his control. 	<ul style="list-style-type: none"> As a poet who is also interested in science, Shelley sees poetic knowledge as essential for understanding the world. (point of view) Addressing an audience of non-poets, Shelley is attempting to define poetic inspiration as something that comes from outside of oneself and is not under one’s conscious control. (audience)

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<p>6. Pelagio Palagi, “Newton Discovering the Refraction of Light,” painting, 1827</p>	<ul style="list-style-type: none"> • Illustrates Newton observing the refraction of light • Depicts Newton’s discovery as a moment of inspiration from watching a child blow bubbles 	<ul style="list-style-type: none"> • As a painter influenced by Romanticism, the artist attempts to show Newton as influenced less by experimental deduction but rather by a moment of inspired insight. (POV/purpose) • Shows the continuing influence of the Newtonian worldview, even as the artist adds elements of emotion and inspiration to Newton’s scientific methods, as the child’s game beats the books and instruments as the source of Newton’s discovery. (situation)
<p>7. Goethe letter</p>	<ul style="list-style-type: none"> • Writes about his own personal scientific investigations into plants and animal anatomy • Describes himself as part of a community of scholars 	<ul style="list-style-type: none"> • As a public intellectual, Goethe is eager to promote scientific research by describing his own accomplishments and their influence. (purpose) • Writing to a government official, Goethe wishes to establish his scientific credentials in a time period when states competed in science. (audience/situation)

Romanticism was an artistic and literature movement developed in the 18th and 19th centuries. Romanticism was characterized by the glorification of nature for its beauty, power, and mysteries. Romanticism also praised emotion as being of greater importance and value than logic. Famous Romantic writers include Wordsworth and Mary Shelley which both promoted the nature's values in their writing. It is generally regarded that the Romanticism movement was in response to the Enlightenment. It was to the greater extent that Romanticism challenged the Enlightenment in regards to is devaluing of logic and knowledge to nature and emotion. However, it was to a lesser extent that Romanticism maintained a connection to the Enlightenment through a mutual appreciation for nature manifested in art and literature and experimentation and study.

Romanticism to the greater extent challenged the Enlightenment by prioritizing nature and emotion above logic and reason. This is demonstrated by William Wordsworth in a poem mocking the aspects of the Enlightenment such as studying books and learning from wise men, and encouraging people instead to learn from and appreciate nature. This poem is an example of Romanticism directly disregarding Enlightenment values. However, it should also be considered that the author, Wordsworth, as a Romantic writer does have a bias towards Romanticism considering that any turning away from the Enlightenment towards Romanticism would likely directly benefit him, being one of the leading Romantic writers of the time (Doc.1). This putting down of Enlightenment ideals is further demonstrated by Romantic writers disrespect of key figures and perspective of experimentation. The writer, Samuel Taylor Coleridge notes how Newton, a key Enlightenment figure, experiments seem to yield surface level and inaccurate results, and noted that the minds of Shakespeare and other famous poets are greater than that of Newton. By criticizing the one of the main representatives of Enlightenment and in that disregarding his accomplishments, Coleridge supporting the idea that Romanticism is against the Enlightenment. However, it should be considered that Coleridge does praise Newton in some of his methods of experimenting thus not completely disregarding him as an influential figure (Doc. 30). However, the writer Mary Shelley in *Frankenstein* would criticize scientists use and methods of experimentation as she describes it as not accomplishing much at actually understanding the grandeur of what Nature is and its mystery (Doc. 4). Romantics respected nature's mystery and in that had a deep interest in the supernatural such as angels and demons which also directly goes against the deep logical and reason-based thinking of the Enlightenment. The writer Percy Bysshe Shelley would also describe the mysteries of nature especially in regard to how nature expressed through literature and the arts is greater and more incomprehensible than science. He also comments on the limited power of fact and logic in comparison to the creative expression of emotion through Romantic writings (Doc. 5). Overall, the Romantic movement was to the greater extent a challenge against the Enlightenment because of its disregard of logic and reason.

To a lesser extent was the Romantic movement still connected to the Enlightenment through a mutual desire to appreciate nature, just in different ways. This mutual appreciation is seen by the writer Novalis who wrote about the best type of experimenter is one who has a great appreciation and studying nature is a way in which to appreciate it. This is significant considering Novalis was a German aristocrat with a background in the Enlightenment as a scientist and philosopher. Having an Enlightenment thinker bridge the gap to Romanticism displays the continued connection between the two movements (Doc. 2). Another Romantic writer, von Goethe, also bridges this gap by describing how he studies nature and tries to understand it scientifically and how much progress has been made in appreciating and understanding nature by human thought. His opinion is particularly meaningful and should be thought valid considering this was addressed toward the Chancellor of Weimar and thus had influence on the official political perspective of Romanticism (Doc. 7). Both of these demonstrate how to a lesser extent there was still a connection between Romanticism and the Enlightenment.

Overall, the greater extent to which Romanticism challenged the enlightenment can be observed in its disregard of enlightenment values such as logic in reason in favor of nature and emotion. Additionally, to a lesser extent was Romanticism and the Enlightenment connected through a mutual appreciation for nature.

The Enlightenment was a time where several thinkers contributed to the main idea of rationalism, and supported scientific discoveries found during the Scientific Revolution. Some of these discoveries included new medicines, ways of viewing the solar system, Bacon's scientific method, etc. European society began to flourish off of these new ideas and advancements. Daily life was positively changed, as a result in the trust of logic. Romanticism later emerged, and influenced society in more of a contradicting way. Emphasis on letting personal opinions and thoughts take over ones decisions became more acceptable, overpowering proven evidence. Romanticism ultimately challenged the Enlightenment in terms of putting emotions over reason, and undermining science.

Romanticism allowed for a persons emotions to be validated. Sensitivity was admired, "Come forth, and bring with you a heart" (Document 1). The diction choice of "heart" symbolizes the importance of how a person feels. Coming forth into society wearing a heart on ones sleeved was heavily encouraged. This idea contradicted the emperical viewpoints of the Enlightenment entirely. The emotional aspects of romanticism were also reflected in literature, "Poetry is not like reasoning, a power to be exerted according to the determination of the will" (Document 5). The idea that a persons inner determination will influence their life is portrayed. During the Romantic period, a more safe space for displaying who one truly is was portrayed. The opposite was implied throughout the Enlightenment period. Romanticism was displayed through socities desire to learn more about the depths of nature, "I continued to apply myself to the study of nature's versatility in the plant kingdom..." (Document 7). Nature is a common symbol throughout Romanticism for emotions and feelings. Some may argue that the desire to learn more about science is demonstrated throughout this document, in support of the Enlightenment. However, having a better understanding of nature is not essential to improving the daily lives of the people. The motives behind the studies of plant/animal life reject rationalism and focus more on interpersonal interests.

Scientific reasoning and discoveries were immensely undermined in the Romantic period. The efforts to understand science were not met, "The poet understands Nature better than does the scientific mind" (Document 2). The diction choice of "better" directly displays the urge for sensitivities to overpower logic. Viewing society as poetic was implied during Romanticism, taking away from further scientific discoveries to better mankind. A British Romantic poet opposes Isaac Newton's works, "...but the opinions founded on these deductions, and indeed his whole theory is, I am persuaded, so exceedingly superficial as to be deemed false" (Document 3). He is allowing for his subjective perspectives on Newton's works to override the fact that they were actually proven effective. Newton's contributions to the world of electricity are widely respected amongst society; but not to people of the Romantic period due to their ignorance for reason. Mary Shelley expresses her disaprovment of science, "In spite of the intense labor and wonderful discoveries of modern [scientists], their studies always left me discontented and unsatisfied" (Document 4). Mary Shelley is a major symbol of Romantic literature, having written the popular novel *Frankenstein*. She witholds little scientific qualifications to be commenting on the subject; as she writes about the ability to piece together dead bodies and create a new living monster. Her opinions and emotions on scientific discoveries making her feel "discontented" and "unsatisfied" reflect Romanticism's perspective on undermining science as a whole.

A clear conclusion can be made that the ideas represented in Romanticism directly challenge the Enlightenment in a sense that personal sensitivities shall reject rationalism, and reject science. The idea of letting emotions take over practical decisions can be compared to how Robespierre led French society during the time of the French Revolution. He sent a disgusting number of people to the guillotine to be killed for speaking out against his religious/political viewpoints. He let his anger and frustration have control over him, killing innocent people. This gruesome tragedy occured during the Reign of terror, and it got to such a point that his own life ended as well. Between the comparison of Robespierre's leadership and how Romanticism challenged the Enlightenment, it is proven in both instances that the use of rationalism is more beneficial to society than letting emotions overtake.

Romanticism can be seen either as being a challenge to the enlightenment or as a connection. Based on the documents it is seen as a connection to the Enlightenment. Romanticism in general greatly impacts a persons life in either a good or a bad way. There is many different aspects of Romanticism, you can feel it in all different types of way. For example, Sir Isaac Newton felt an extreme connection with his discoveries which is a sense of Romanticism and his discoveries created a large impact on the Enlightenment. People can also feel Romanticism to their true loves, nature, and even poetry.

In Document 1, Document 2, and Document 7 talk about nature. In Document 2 there is a quote, "The true experimenter must have a feeling for Nature within himself..." Nature is a thing that is super important to a lot of people and they can develop a strong feelingful attachment to it. Nature was a large topic in the Enlightenment which leads people to believe that romanticism is very important. People need to feel a connection with the thing they are focusing on to be able to create knowledge. In the Enlightenment there was many things brought up with nature. A lot of people destroyed nature by building these factories and houses for people to live and work in. Factories destroy nature with pollution and cutting down trees and so on. When people love and loathe nature they get a sense on how nature feels as if it is a person. Some peoples true love is nature. Now in the future nature is still getting destroyed by pollution so we do not have as many nature lovers anymore. Nature inspires a person to take on challenges and it helps them pursue. Nature connects with science and science connects with the Enlightenment. The Enlightenment created SO many new discoveries and new findings about our world and how it works. Continuing with the topic of science we will move how poetry is an impact on science.

In Document 5, the main focus is on poetry. "Poetry is indeed something divine. It is at once the center and circumference of knowledge; it is that which comprehends all science, and that to which all science must be referred." This quote is about how science once again is a very impactful thing in one's life. Poetry helps a scientist's mind work a little better than what they can already do. Again science is a main player in the Enlightenment. Science created new discoveries and new things to help improve life. The Enlightenment was a start over, a new life, an improved life. The scientists of the Enlightenment created many different things for our world to improve such as light bulbs and transportation. Those are just some of the key things present in our lives. Keeping with the topic of science we will talk about the scientists who did do many of these great things in our lives.

In Documents 3 and 4, there is a common focus on scientists such as, Cornelious Agrippa, Paeacelsus, Albertus Magnus, and Sir Isaac Newton. All of these discoveries found by these men came from Romanticism about science. The discoveries made helped these men play a part in the Enlightenment. They wanted to pursue their love of science and used their extreme knowledge to help them do so. This is another reason on how Romanticism was a connected rather than a challenge. Their knowledge helped people to get a better understanding on the many different things that can be done to help industrialize our areas. We have so many new and improved things thanks to people who love science. Their love of science is going to be passed on the many generations and hopefully people will work together to make our planet healthy again.

In Document 6, it shows a picture of Sir Isaac Newton admiring a child blowing bubbles. This is an invention in a way. Now-a-days we have actual bubbles but this child is blowing bubbles out of pure soap which is something not an average person would just come up with. He is admiring this child thinking about all the smart things they will do in their life. Most scientists start doing impressive things at a young age. They find a love for doing things that will one day be present in a future life.

In the begginging of time we started as nothing but cavemen in a cave with little to no resources. These documents give us information on how the love of things can help people develop and achieve the things that they love. Now we have everything that we could ever need ranging from food to transportation to electricity. The Enlightenment was impacted by many things but Romanticism was one of the major things present in their development. If people didn't have love for what they were doing it would never be done, if you don't find enjoyment in something you will not to follow through with it. The love these scientists had towards their discoveries was what made our world the way it currently is.

Question 1—Document-Based Question

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

The Document-Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in constructing an essay that responds to the tasks required by the prompt. Responses are assessed on the extent to which they meet seven requirements specified in the generic rubric and the scoring guidelines.

The 2023 F/M DBQ asked students to evaluate whether Romanticism maintained a connection with or challenged the Enlightenment. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to have an understanding of the Enlightenment, as well as ideas of Romanticism, and key Romantic philosophical and artistic elements (Key Concepts 2.3.I, 2.3.VI.B, and 1.1.IV) and had to evaluate Continuity and Change. Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether Romanticism was connected to the Enlightenment or if it was a change. The responses were expected to provide context by linking the Enlightenment and/or Romanticism to a broader historical development or event relevant to the prompt (e.g., Romanticism’s focus on emotion and a connection to nature as a reaction to rationalism, Romantic artists breaking from classical artistic forms, and Romantic responses to the Industrial Revolution).

To earn 1 point for evidence, students were required to describe the content of at least three documents to address whether Romanticism was connected to or challenged the Enlightenment. To earn 2 evidence points, students had to accurately use the content of at least six documents to support an argument or arguments (Skill 3). To earn a third point, students were required to use one additional relevant piece of specific historical evidence.

Students were expected to identify and explain the significance of the audience, purpose, point of view, or historical situation for at least three documents/sources, including how the chosen feature is relevant to an argument concerning Romanticism’s connection or challenge to the Enlightenment (Skill 2). Finally, responses were required to demonstrate a complex understanding of this relationship by analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative viewpoints or evidence (Skill 6.D).

Question 1—Document-Based Question (continued)

Sample: 1A

Score: 7

Thesis: 1

Contextualization: 1

Evidence: 3

Analysis and Reasoning: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis. The introduction offers a historically defensible argument that Romanticism both challenged the Enlightenment and maintained a connection to it through a mutual love of nature seen through art and experimentation.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization by situating the movements within the time period and explaining how they were connected to each other in the introduction.

C. Evidence (0–3 points): 3

Uses the content of at least three documents to address the topic of the prompt: 1

The response earned 1 point for correctly using the content of documents 1, 2, 3, 4, 5, and 7.

Supports an argument in response to the prompt using at least six documents: 1

The response uses six documents (1, 2, 3, 4, 5, and 7) to support an argument.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 1

The response earned a point for Evidence Beyond the Documents for its discussion of the Romantic interest in the supernatural as opposed to the logical reason-based thinking of the Enlightenment in the first body paragraph.

D. Analysis and Reasoning (0–2 points): 2

Sourcing for at least three documents: 1

The response earned 1 point for sourcing (document 1 Purpose and Audience, document 3 Purpose, and document 7 Audience).

Demonstrating Complex Understanding: 1

The response earned 1 point for demonstrating complex understanding by explaining nuance and by analyzing multiple variables and both similarities and differences, arguing that both Romanticism and the Enlightenment were characterized by a love of nature and a recognition of the practicality of gaining influence and political support.

Question 1—Document-Based Question (continued)

Sample: 1B

Score: 5

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 1

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis. The introduction offers a historically defensible argument that Romanticism challenged and undermined the Enlightenment, giving a line of reasoning that put emotions over reason and undermined science.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization for describing the broader historical context of the Scientific Revolution and Romanticism in the introduction.

C. Evidence (0–3 points): 2

Uses the content of at least three documents to address the topic of the prompt: 1

The response earned 1 point by correctly using the contents of documents 1, 2, 3, 4, 5, and 7 to address the prompt.

Supports an argument in response to the prompt using at least six documents: 1

The response uses six documents in support of an argument (1, 5, and 7) challenging the Enlightenment and documents 2, 3, and 4 in support of an argument to undermine science.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 0

The response did not earn a point for Evidence Beyond the Documents because it offered no additional information.

D. Analysis and Reasoning (0–2 points): 1

Sourcing for at least three documents: 0

The response did not earn the sourcing point because it made no discernible attempts to do so.

Demonstrating Complex Understanding: 1

The response earned 1 point for demonstrating complex understanding with the analysis of the language of the documents in the first and second body paragraphs, further qualifying the argument. Additionally, the response explained relevant and insightful connections within the time period through the analysis of Robespierre's actions in France.

Question 1—Document-Based Question (continued)

Sample: 1C

Score: 1

Thesis: 0

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

A. Thesis/Claim (0–1 points): 0

The response did not earn a point for thesis because the attempt in the first sentence does not establish a line of reasoning and simply restates the prompt.

B. Contextualization (0–1 points): 0

The response did not earn a point for contextualization, despite its attempt, because the assertion that Newton was emotionally connected to his discoveries is not supported by relating them to broader historical events or developments and is considered a passing reference.

C. Evidence (0–3 points): 1

Uses the content of at least three documents to address the topic of the prompt: 1

The response earned 1 point for correctly using the content of documents 2, 4, and 5 to respond to the prompt. Document 4 successfully uses Newton to connect to the Enlightenment, but it does not use the content of documents 3 or 6 correctly. While the response groups documents 3 and 4 together, it only uses the contents of document 4.

Supports an argument in response to the prompt using at least six documents: 0

The response did not earn a point because it does not use the documents to support an argument.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt: 0

The response did not earn a point for Evidence Beyond the Documents because its attempt concerning factories and industry was not relevant to an argument.

D. Analysis and Reasoning (0–2 points): 0

Sourcing for at least three documents: 0

The response did not earn the sourcing point because it made no discernible attempts to do so.

Demonstrating Complex Understanding: 0

The response did not earn a point for complexity because it did not attempt to make larger historical connections or modify an argument.