
ACHIEVER

Exam Prep Guide for AP® European History

MC Answers with Explanations

- Answer: C. HTS: CAUS; Themes: ECD & INT; KC 2.2.** The image above depicts a bustling shipyard of the Dutch East India Company, a multinational trade enterprise of the Netherlands. Bolstered by new financial tools (D) like insurance and venture capital, such companies set up widespread colonial organizations to maximize profits from Asian and American commerce. Exploration of the Americas and East Indies (B) presented similar commercial opportunities to several European nations. At the same time, the influence of Dutch merchants in government (A) uniquely promoted the Netherlands' state trade company. Since warfare during this era was endemic, D can be excluded.
- Answer: C. HTS: COMP & MAC; Theme: ECD; KC 2.2.** Although it was overshadowed for a time by its Dutch counterpart, the British (C) maintained their own state-sponsored colonial trade company, known as the British East India Company. Virtually all major European powers—including Russia (A), France (B), and Spain (D)—attempted to capitalize on trade and resources abroad, but none of their commercial ventures were as expansive or critical to the economy of their nations as those of the Netherlands and Britain.
- Answer: B. HTS: CAUS; Themes: SCD & ECD; KCs 2.2 & 2.4.** To the extent that the trends depicted above influenced politics, they opposed the growth of absolutism (D) by increasing the political power of the merchant class. The religious and political tolerance discussed in C has no direct connection to the economic activities depicted in the print, nor did such activities directly increase the production of books (A), despite some popular writing on exploration abroad. The answer that most clearly results from the expansion of commerce is B, as exposure to the foreign goods created new venues for their consumption and display.
- Answer: A. HTS: CCOT; Themes: INT & ECD; KC 2.2.** Choices A and D both consider potential economic effects of state commercial enterprises, but A best follows from their activities as initial international trade would naturally yield more complex trade networks. Changes in European literature (B) were not as significant an effect, and anti-colonial independence movements (C) developed later.
- Answer: B. HTS: CAUS; Theme: SOP; KCs 2.1 & 1.2.** This political cartoon depicts a figure ordering the destruction of “The Royal Oak of Britain”—a stand-in for the British monarchy. Given that workers are axing the tree, it is unlikely that the growth of theories justifying monarchies (A) inspired the cartoon's creation. The rise of the middle-class (C) might have challenged monarchy, but it was friction between Charles I and Parliament, led by Oliver Cromwell (who orders the toppling of the tree of monarchy) over taxation and religion that led to the events of the English Civil War alluded to in the image (B). Military innovations (D) helped the Parliament win the war but did not cause it.
- Answer: D. HTS: CTX & CES; Themes: SOP & NEI; KCs 2.1 & 1.2.** Since the individual on the left represents Oliver Cromwell and Puritan forces, the revival of Catholicism (associated with the Stuart monarchy) is excluded (A). Rather, the parliamentary forces that Cromwell led were invested in establishing a republican form of government (D), as they had just deposed the absolutist ruler Charles I. While Cromwell's government strayed from its republican roots when he was made Lord Protector of Britain, this shift did not favor the interests of the land-owning (B) or noble (C) classes.
- Answer: D. HTS: COMP & MAC; Theme: SOP; KC 2.1.** This question asks you to assess which nation during this time differed most from the political situation in Britain as represented by the image. France's absolute monarchy, especially during the reign of Louis XIV, contrasts most with the republic and then constitutional monarchy of Britain, making D the correct answer. Like Britain during this time, the Netherlands (A) had the structure of a republic. Moreover, the Holy Roman Empire (C) and Poland (D) were not more absolutist than France at this time because the princes of the empire retained too much provincial power, and Poland's monarchs were never able to establish a centralized monarchy due to noble power.
- Answer: A. HTS: CCOT; Theme: SOP; KC 2.1.** Recall that it was the Glorious Revolution (A)—in which William of Orange and Mary rose to power in England with the approval of Parliament—that ended the conflict between Britain's monarchy and Parliament by establishing a constitutional monarchy with a Bill of Rights. The New Science (B) and the Seven Years War (C) are not addressed in the stimulus, and the American Revolution (D) did not directly affect Britain's internal governance.

Answers and Sample Responses for the Period 2 — Diagnostic Exam

- 9. Answer: C. HTS: SAS & CES; Themes: TSI, SOP, & ECD; KCs 2.1 & 2.4.** The work of art depicts Joseph II of Austria attempting to advance the reforms of the Agricultural Revolution in his empire. The interpretations presented in B and C might pertain to agriculture, but crops such as the potato (B) were introduced to Europe centuries before the 1780s and Joseph II's participation demonstrates his commitment to the practices of the Agricultural Revolution, which improved the standard of living (C). Neither mercantilist policies (D) nor civic venues (A) are alluded to in the image.
- 10. Answer: A. HTS: CAUS; Theme: SCD; KC 2.4.** The characteristic result of the Agricultural Revolution was a marked increase in the productivity of land and labor, which increased the food supply. As a result, fewer hands were required on a given plot of land to produce the same quantity of food, displacing a large number of smallholders who would otherwise have remained farmers. These jobless poor were, in turn, forced to migrate to the commercial centers and cities (A) for the economic opportunities they afforded in order to make a living. Choices B, C, and D occurred during this period, but they were not the direct consequence of the scene depicted.
- 11. Answer: A. HTS: COMP & MAC; Themes: SOP, TSI, & ECD; KCs 2.1 & 2.4.** By the late eighteenth-century, commercialization was under way in the Netherlands, Prussia, and Great Britain (B-D). These processes cultivated a middle-class and heightened the demand for available labor, thus incentivizing the implementation of the policies of the Agricultural Revolution. However, the presence of serfdom (A) diminished motivation to improve the land, and the political influence of the nobility led to policies hostile to business, which they used to safeguard their dominance.
- 12. Answer: C. HTS: CTX & CAUS; Themes: CID & TSI; KC 2.3.** As suggested by the title, the author of this pamphlet expresses the opinion that the masses remain in a state of superstitious ignorance as a result of inherited bias. Given the author's antagonism towards traditional values—particularly religion—it is most likely that it was informed by the skepticism and reason (C) of the Scientific Revolution and Enlightenment. There is little theorizing about politics (A) or equality (B) within the passage, and printed materials could have been recruited for religious ends just as well as secular ones (D).
- 13. Answer: A. HTS: COMP & CES; Theme: CID; KC 2.3.** The author's general viewpoint that superstition derives from prejudice rules out his having an opinion on the disagreements between particular denominations, eliminating B. Also, it is likely the author would express skepticism towards the glorification of classical values (C) without an empirical basis and the faulty reasoning that supported policies of indigenous exploitation (D). But his or her greatest critique would have been of folk beliefs driving witchcraft accusations and trials (A).
- 14. Answer: D. HTS: COMP & CES; Theme: CID; KC 2.3.** To answer this question, one must recall which philosophies are identified with each figure listed: Erasmus (A) with humanism, Galileo (B) with the scientific method, Locke (C) with liberal political philosophy, and Diderot (D) with skepticism/atheism. With this in mind, it is clear that Diderot would have applauded the condemnation of religion and its perceived dogmatism within the passage.
- 15. Answer: B. HTS: SAS & CTX; Themes: CID & SCD; KC 2.3.** It is true that intellectual movements critical of religion were gaining currency at this time, but religion remained a formidable cultural and political force, and many governments would have censored writing critical of it (B). Choices A, C, and D are all possible motivations, but they are largely based on unfounded speculation that does not pertain to the content of pamphlet as does B.
- 16. Answer: D. HTS: CAUS; Theme: ECD & TSI; KCs 2.4 & 2.2.** This question asks you to consider the most likely cause of stagnant European population levels from 1700 to 1725. Three of the choices (A, C, and D) could have depressed or prevented population growth, but A and C were not specific to the period listed—large-scale wars punctuated a considerable portion of the eighteenth century, and witch trials had mostly disappeared by the late seventeenth century. Therefore, the answer must be D; the population of Europe continually oscillated around the level the finite supply of food and goods could support.
- 17. Answer: B. HTS: CAUS; Themes: ECD & INT; KC 2.2.** With the new methods and technology of the Agricultural Revolution, crop yields increased, supporting a higher population (A). For whatever reasons, major killers such as the bubonic plague faded out during the eighteenth century, again reducing the death rate (C). New World crops, especially the potato, provided an important cushion to marginal populations, allowing them to survive lean times (D). This leaves B, and indeed, several nations depicted (England, e.g.) did experience population increases without an absolute monarchy.
- 18. Answer: B. HTS: CCOT; Theme: ECD & TSI; KCs 2.2 & 3.2.** The bloodshed of the French Revolution (A) opposed the overall trend of population growth in Europe, and the feminist movement (C) encouraged women to develop their own careers, reducing focus on child rearing and thereby the fertility rate. Likewise, imperialism did not significantly affect population trends within Europe. Yet by enhancing standards of living through mechani-

zation and expediting the transportation of agricultural goods, the Industrial Revolution (B) increased the food supply, occasioning a sustained increase in population.

- 19. Answer: B. HTS: CAUS & CTX; Theme: CID & SCD; KCs 2.3 & 2.1.** The excerpt argues that politics should be the sphere of men, as women’s “gentler nature” is not conducive to the “storms of public places.” This anti-feminist view would certainly not be well-regarded by a women’s rights advocate like Mary Wollstonecraft (D). In addition, neither Louis XIV (A) nor Robespierre (C) were especially known for their stances on gender. Conversely, Rousseau (B) promoted a gendered view of politics and the home, with women supposedly suited for the latter.
- 20. Answer: A. HTS: CTX & CES; Themes: SOP & SCD; KC 2.1.** The passage’s early publication date of 1791 precludes developments from the Napoleonic era, excluding C. As of 1791, France was not yet at war, and the passage does not address it (D). Though women did gain some rights early in the revolution, that conclusion cannot be supported by the passage, excluding B. Prudhomme opposes women agitating for rights and taking direct political action, meaning they must have engaged in what is covered by A.
- 21. Answer: B. HTS: CCOT & MAC; Theme: SCD; KCs 2.4 & 3.2.** The author promotes a domestic role for women, which in the nineteenth century found support in the so-called cult of domesticity (B). Choices A, C, and D all represent movements toward equality or are only tangentially related to women, thus in contradiction to the ideas in the passage.
- 22. Answer: A. HTS: COMP, MAC, & CCOT; Theme: SOP; KCs 2.1 & 4.2.** Although French women spearheaded several major events during the French Revolution (D) like the women’s march to Versailles, they did not gain direct political power or office, nor did they gain complete legal equality (B) or suffrage (A). Russia women also did not generally hold policy-making positions (C), yet they did gain the right to vote (A), distinguishing them from the women of the French Revolution.
- 23. Answer: B. HTS: CAUS; Themes: SOP, NEI, & SCD; KC 2.1.** The answer to this question is contained in the author’s preface—the Third Estate represents such a vast majority of French society that it is equivalent to “Everything,” but its political representation has been tantamount to “Nothing.” Sieyès finds this discrepancy in the influence of the Third Estate and the First and Second Estates (B) unjust, and advocates establishing the Third Estate’s rightful power. His exploration of the dynamic of the Estates, therefore, most reveals the inequality within B. Economic crises (A and D) are not addressed, and the passage focuses on the disparities between the Third Estate and the rest, not the monarchy with the First and Second (C).
- 24. Answer: C. HTS: CAUS & SAS; Themes: SOP & NEI; KC 2.1.** In answering this question, it is necessary to consider from what perspective Sieyès is speaking: a clergyman. As such, the action of the French Revolution that most affected him would have been the nationalization of the Catholic Church (C), which required an oath of loyalty to the revolution and made the Church a state institution. The events noted in A, B, and D would have affected Sieyès only indirectly.
- 25. Answer: D. HTS: CAUS; Theme: INT; KC 2.1.** The slaves of the French colony of Saint Domingue, taking note of events in France, rose in rebellion, complicating diplomacy during the French Revolution and for Napoleon (A). The United States had already secured its independence at the time of Sieyès’s writing (B). Choices C and D did not occur until late in the nineteenth century, too removed in time to be related to the early phase of the French Revolution.
- 26. Answer B. HTS: CCOT & MAC; Themes: SCD & SOP; KC 2.1.** In order to have supported Sieyès’s sentiments, Napoleon must have acted in such a way as to promote the equality at the heart of the clergyman’s remarks. The Concordat (A) did not advance equality, nor did restrictions on press and speech (D). Sieyès did not support spreading his ideals through warfare, excluding C. Only B—offering all classes access to government positions—was a Napoleonic policy in communion with Sieyès’s philosophy.
- 27. Answer: A. HTS: CTX; Themes: TSI & CID; KC 2.3.** An image from Diderot’s compendium of eighteenth-century knowledge, the *Encyclopédie*, this print portrays scientists studying chemistry with associated chemical information below. The venue appears to be private, contrary to D, and they investigate freely, without the semblance of government censorship (C). Though B is accurate, the image does not bear directly on politics (B). Diderot’s archetypal work of the Enlightenment promoted the scientific method as a path of reform and progress, giving A as the key.
- 28. Answer: C. HTS: CAUS; Themes: CID, TSI & SCD; KCs 2.3 & 2.4.** Though the Enlightenment helped spread travel literature portraying non-Europeans, that topic is not close to the subject of the depiction (A). Though religious toleration advanced during the eighteenth century, it took root primarily due to the policies of states in response to the failure of the religious wars to establish uniformity (B). Rather than shaping the culture of art (D), this type of publication would have cultivated a culture of printed works, exposing readers to the viewpoints and information of its authors (C).

- 29. Answer: D. HTS: CAUS & CCOT; Themes: TSI & ECD; KCs 2.3 & 3.1.** As stated above, the practices depicted in the image characterize the Scientific Revolution, which did not have a direct impact on the political events of A and B. Several scientific advances produced technology that facilitated European domination of Africa and Asia (C), but such technological and industrial advances (D) were the most direct result in themselves.
- 30. Answer: B. HTS: CCOT & CES; Themes: CID & TSI; KC 2.3.** The methods employed by the figures belonged to the Enlightenment, and so cannot be described as the Old Regime (C), nor do they pertain to politics (A). Such methods were indeed revolutionary, but the Age of Revolution describes the period of political revolution in the eighteenth and nineteenth centuries. Therefore, they must be attributed to the so-called Age of Reason (B).
- 2.** European diplomacy has experienced many shifts in the balance of power. One nation that was able to rise in power because of its trade was England. They were able to use triangular trade—slaves, rum, and molasses—to earn huge profits and build up a strong navy, which won them many wars in the colonies (2A). But not all nations fit this quote; one of those was Austria. It lost the 30 Years War, but it was able to revive in power under reformers like Maria Theresa and Joseph II, who even abolished serfdom, among many other reforms. Though Austria was not quite as strong as it had been, it still was able to maintain a high degree of power (2B). Wars caused shifts in the balance of power. For example, Prussia rose to prominence because their strong army took Silesia from Austria; meanwhile, France struggled to finance its many wars, which led to the financial issue that sparked its revolution (2C).

The first point was earned for the analysis of how Britain expanded its power through the development of a commercial empire and a navy to defend it. For Part B, the example of Austria might be apropos, except that the student provides no connection back to the quote and simply narrates several events after 1648. However, the response recovers in Part C by noting both the rise of Prussia and the problems of France as a result of warfare, relevant to shifts in the balance of power.

Score: 2 points

SAQ Sample Responses with Commentary

- 1. a)** During the Agricultural Revolution there were many new developments that increased crop yields, especially when compared to the old communal system. Instead of letting land be fallow, as in three-crop rotation, farmers began to use crops that renewed the soil, like clover. Also, these crops could often be used to feed livestock, improving their size.
- b)** These innovations set the stage for a more commercial economy, since farmers now produced crops to sell for the market. Since the feudal system was associated with the Old Regime, these new economic practices undercut the influences of the aristocracy.
- c)** Because of agricultural improvements, the food supply grew, leading to the population of Europe rising steadily, overcoming the theories of Malthus that said this couldn't happen.

First, the response begins with an accurate identification and explanation of an important feature of the Agricultural Revolution: development of nitrogen-rich and fodder crops. Then the student intelligently connects this practice to both an economic development—the rise of commercial agriculture (1 point) and a social development—the increase in population (1 point). Though it was not required to earn the point, the mention of Malthus added further context and analysis. **Score: 3 points**

DBQ Sample Response with Commentary

The French Revolution built up over a long period of time. Grievances over religion and political power began with the suppression of the Huguenots and Louis XIV's absolutism. Repeated wars and wasteful spending on palaces causes distress among peasants and even members of the middle class, who resented the privileges of the nobility and the clergy. This social inequality between the 3rd and 2nd/1st Estates served as the driving force of the revolution; however, as the situation unfolded new grievances were added—women's revolt for liberty, peasants to abolish feudalism, and slaves to gain freedom. Therefore, it is incorrect to claim that the French Revolution just focused on the rise of the bourgeoisie.

Members of the bourgeoisie protested against the hierarchy of old regime France and initiated actions during the revolution to overthrow it. Grievances against unfair taxation and royal absolutism (from which aristocrats benefited) were expressed by the Third Estate of Dourdon on the eve of the Estates-General meeting (Doc. 2). However, this was likely penned by wealthy members of the middle class, seeing as most peasants couldn't read, making it less than reliable as an account for all the Third Estate. These legal statements were confirmed with the more popular political cartoon of the 1st and 2nd Estate riding on the back of the 3rd Estate; once again, this is likely a peasant being a beast of burden (Doc. 1). Seeing that this is a political cartoon, it was intended for the entire French people to motivate them against Louis XVI and his corrupt wife, Marie Antoinette.

As the revolution became more violent after the Bastille, elected officials (now mostly middle class) lost control of the revolution to popular will. This included women, who often took direct action to secure their rights. Angry at the high price of bread, women from Paris marched on Versailles and forced the royal family to come back to Paris, where the women could keep an eye on them (Doc. 3). This violent act was furthered when women made up their own Declaration of Rights for Female Citizens to mirror the official one for the nation. Also, women argued for more legal and economic rights; however, these efforts were stymied by even the radicals who didn't like women in politics. Much of women's efforts came to naught with the Napoleonic Code that only gave citizenship to men. In fact, as the revolution became more radical—shown by Robespierre's endorsement of terror to produce "virtue" (Doc. 6), the focus turned more paranoid against any enemies of the state. Robespierre clearly intended his report to threaten anyone who might dare to oppose the revolution by coating his rhetoric in peaceful intentions, but the heavy use of the guillotine proves otherwise. If we look beyond the fancy words, the stark details of the bloody violence becomes clear in Doc. 7. Members of the 1st and 2nd Estates were executed beyond their numbers, but still they only made up 15% overall, leaving 85% of those killed from the 3rd Estate. During the Reign of Terror, the revolution had turned into a bloodbath in the name of equality.

Many other voices joined the bourgeoisie's cry for justice and equality. Peasants gained most of what they desired with the abolition of serfdom and feudalism in 1789 (Doc. 4). These laws were clearly directed against the nobles and their privileges—such as hunting on common lands, manorial courts, and controlling offices. Since this is a decree, it is a reliable account of public feeling on feudalism, since it was passed by the National Assembly, mostly devoid of lower-class representation. However, the peasants were not even the lowest in France; that "honor" belonged to the slaves in French colonies. The Society for the Friends of Blacks (probably white reformers) petitioned the National Assembly for the abolition of the slave trade and slavery (Doc. 5). Unfortunately, France made huge profits from its sugar colonies and thus was reluctant to give them up, even when slavery clearly contradicted the principles of the revolution. The slaves took matters into their own hands and led a revolt, which eventually led to the independence of Haiti. Clearly, by 1790, the early Enlightenment discussion in salons by the middle class had ignited a bigger social revolution against all of the inequalities of the Old Regime, even if many of these goals came up short in the end.

The French Revolution started as a middle-class revolt but fell into more general violence against all of the problems of the Old Regime, joined by women, peasants, and slaves. In many ways, the course of the French Revolution echoes that of the Russian Revolution. For decades, revolutionary ideologies had attacked the corrupt tsarist system, urging reforms, like the abolition of serfdom. The monarchy ignored most of these calls and the inefficient regime collapsed with the pressures of World War I. What began as a mere overthrow of the Romanovs descended into the Bolshevik Revolution and Russian Civil War, killing millions, just like in France. Revolutions can often begin with big ideals, but as France and Russia show, events are hard to control.

This is a strong essay that earns all points on the rubric. Our student begins with a strong thesis that addresses the prompt and modifies its assumption about causes and course appropriately (Thesis). In addition, the introduction provides sufficient Contextualization on the long-term causes of the French Revolution and evolution of French politics. With multiple juxtapositioning of documents—evincing corroboration (Documents 2 and 1), modification (Document 3 and historical context reference), and qualification (Documents 6 and 7)—and the well-developed comparison to the Russian Revolution in the conclusion, the response easily earns the

Complexity point. All 7 documents are used to advance the argument, and Source Analysis is provided for Document 2 (reliability through point of view), Document 1 (intended audience), Document 6 (purpose), and Document 4 (point of view). In addition, the student offers several examples of Evidence Beyond the Documents to advance the argument, such as Haitian slave revolt, Declaration of Rights of Female Citizen, and the Napoleonic Code. **Score: 7** (+1 for Thesis, +1 for Contextualization, +2 points for Document Use as Evidence, +1 for Evidence Beyond Documents, +1 for Source Analysis, +1 for Complexity)

LEQ Sample Responses with Commentary

LEQ 2

The period 1650–1780 was known as the Age of Absolutism, as monarchs strengthened their control over military, political, and economic matters in their states. Perhaps the greatest of these monarchs was Louis XIV, the Sun King. Louis exemplified absolutism in taming the nobility, centralizing power, and using his army to dominate the diplomatic landscape. On the other hand, Poland went in the reverse direction. Once the largest state in Europe, it had been partitioned off the map by the end of this period. Why? Because its monarchy was elective, its nobility strong, and worst of all, it was surrounded by powerful neighbors.

Louis was indeed an absolute monarch. Remembering how he had almost been killed by a Parisian mob as a child, he decided to build Versailles, where he made nobles engage in seeking his patronage and ran the monarchy like a grand play with himself in the leading role. Everything Louis did was made god-like, including getting in and out of bed. Ceremonies constantly reinforced his greatness, not to mention the art that was created to portray him as a Greek god or on horseback, conquering his neighbors. Louis believed in “one king, one faith, and one law.” Because he saw the Huguenots as a threat, he repealed the Edict of Nantes, forcing many to leave France. Finally, Louis wanted to be the umpire of Europe and expand his borders to the east. He fought several wars with the Dutch—whose commercial wealth he envied—and ended by seeking the Spanish throne. Though his grandson became the Bourbon monarch in Spain, the two states could not be combined. Nonetheless, for the many decades he ruled, Louis dwarfed the political landscape of Europe. Some resented this, but even those were impressed with the grandeur of his ruling.

Poland just couldn’t get its act together. For whatever reason, the Polish monarchs could not create a dynastic rule, instead being elected. This often meant the interference of outside nations, if not even a ruler who wasn’t Polish. Further, the Polish nobles jealously guarded their “liberties,” meaning they could veto any action by just one noble voting against it. As a result, Polish kings lacked taxing and military power, or much control over religion. Poland was hemmed in by Russia, Austria, and Prussia. These more powerful nations (and monarchs) used Poland as a pawn in their diplomacy. When there was instability during the 18th century, these three powers decided to carve the Polish state into thirds and put it under their control. By 1800, Poland no longer existed (as a state). This sad outcome can be attributed to the lack of power for the Polish monarch. For which it paid a heavy price.

This question shows us one of the important issues in politics—the centralization of power. The process worked for French monarchs—until the French Revolution—but failed in Poland. The weakness of Poland can also be seen between the world wars. Once again, Poland struggled to survive as a new state, this time being crunched by Nazi Germany and Stalin in the USSR. Both of these countries carved up Poland with their non-aggression pact, and this time the fate of Poland would be even worse than during the Age of Louis XIV.

This excellent essay starts with a clear thesis, and though there is a semblance of context, it is indistinguishable from the Thesis. Since responses cannot double-up on points, the Contextualization point is not earned. It establishes reasons for the differences between Louis and Poland. Each body paragraph uses examples effectively to draw contrasts between the two experiences. Nonetheless, implicit similarities are evident—

role of nobles, religious policy, dynastic rule. Not only does the response offer a diverse array of examples, they are applied effectively and explicitly to the argument. Finally, though brief, the conclusion easily earns the Complexity point by establishing a connection across periods with its reference to the interwar period. **Score: 5** (+1 for Thesis, +2 Points for Use of Evidence, +1 point for Targeted RP (COMP), +1 for Complexity)

LEQ 3

There are many differences between elite and popular culture during the 18th century. This was the period of the Enlightenment; however, the common people did not really participate in these new ideas, whereas the upper classes did. Those with education went to salons and read new books and newspapers on rational philosophy. Lower class people drank at Carnival and probably read more simple material. Thus, they were living on different planes.

Elite culture embraced enlightened values. Upper and middle class people gathered in coffeehouses where they discussed Voltaire's and Diderot's ideas on religion and political reform. Many people invested more money in reading materials like novels and magazines. Elite culture became one of literacy and discussion. More than that, elites went to operas and listened to classical composers like Mozart. Many people were still religious, but they were becoming more secular and religiously tolerant because of these new scientific ideas.

Popular culture was much different than hanging out in salons. One of the big entertainments of the lower classes was drinking in taverns—not just beer but hard spirits like gin and whiskey. These drinks took poor people away from their daily troubles. So did the bloodsports. A popular activity was to chain a bear up and then have dogs attack it, just for the fun of it. If people read, it was usually simple materials like stories of chivalry or almanacs. The masses were still very religious and did not read about scientific theories. They went to faith healers and maybe still believed in witches.

There were some similar outlooks between the two groups. For example, they both benefited from new goods, like textiles, and had criticisms with parts of the ancient regime, like feudalism. But they were still very different. This topic reminds me of the Reformation, when a new movement caused big changes in culture and not everyone accepted it.

In this response, the student does a competent job with the content—offering numerous examples, as well as establishing a Thesis that points out a key difference between elite and popular culture (reading materials). Once again, there are some hints of context, but it is not adequately developed to background the thesis. Despite offering strong content, the response does not effectively employ it to develop a strong argument. In fact, there is a tendency here to simplify what the evidence reveals about each segment of culture, with stereotypes of popular culture. Thus, the response earns a point

for the range of examples, but the simplicity of the discussion keeps it from earning the second point for evidence in support of an argument. Finally, though the response makes an attempt to link the topic with the Reformation, this connection seems hurried and is not adequately explained. **Score: 3** (+ for Thesis, +1 Point for Use of Evidence, 1 point for Targeted RP (COMP)).