

2011

DBQ

1. Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.

Historical Background:

Elizabeth I of England (reigned 1558–1603) was the daughter of Henry VIII and his second wife, Anne Boleyn. Following the reigns of her half siblings, Edward VI and Mary I, Elizabeth I ascended to the throne at the age of twenty-five.

FRQ

2. Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450–1550.

3. Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.

4. Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution.

5. Analyze how industrialization and imperialism contributed to the development of consumer culture in the period 1850–1914.

6. Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin.

7. Analyze the ways in which Western European nations have pursued European economic and political integration from 1945 to the present, referring to at least two nations.

2011 B

DBQ

1. Analyze views concerning immigration to Europe in the second half of the twentieth century and explain how these views changed.

Historical Background: After the Second World War, many European governments encouraged immigration. Migration into Europe from the rest of the world increased, in part, because of decolonization and postcolonial economic and political conditions. Migration into Europe was also stimulated by the rebuilding there following wartime destruction, and by the European population decline and labor shortages resulting from the Second World War.

FRQ

2. Describe the challenges to royal authority in eastern Europe in the seventeenth and eighteenth centuries and evaluate the effectiveness of those challenges.

3. Describe and analyze the impact of the rise of Russia on international relations in Europe in the period from 1685 to 1815.
4. Contrast Renaissance Florence with Reformation Geneva with respect to religion, government, and everyday life.
5. In the late nineteenth century, millions of workers and intellectuals proclaimed themselves socialists, yet few worked toward the violent revolution predicted by Karl Marx. Analyze the major factors that account for this phenomenon.
6. Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states.
7. Analyze the impact of science and technology on European society in the period from 1800 to 1900.

2010

DBQ

1. Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918–1933.

Historical Background: The German Empire collapsed at the end of the First World War in 1918, and a new democratic government, known as the Weimar Republic, was established. It was led by a coalition of centrist political parties, including the Social Democratic Party, the German Democratic Party, and the Catholic Center Party.

FRQ

2. Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.
3. Analyze the various Protestant views of the relationship between church and state in the period circa 1500–1700.
4. Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.
5. Compare and contrast how TWO of the following states attempted to hold together their empires in the period circa 1850 to 1914.
Austria-Hungary
Russia
Ottoman Empire
6. Compare and contrast the goals and achievements of the feminist movement in the period circa 1850–1920 with those of the feminist movement in the period 1945 to the present.
7. Analyze the ways in which the theories of both Darwin and Freud challenged traditional European ways of thinking about religion, morality, and human behavior

in the period circa 1850–1950.

2010 B

DBQ

1. Analyze the debates over Italian national identity and unification in the period circa 1830–1870.

Historical Background: After the Congress of Vienna, Italy consisted of the following states: the Kingdom of Piedmont-Sardinia, the Kingdom of the Two Sicilies, the Papal States (controlled by the pope), Parma, Modena, Tuscany (whose policies were strongly influenced by Austria), and Venetia and Lombardy (both ruled directly by Austria).

Italy remained politically and culturally divided well into the nineteenth century. Movements for the unification of Italy began in the 1820s and 1830s and continued even after the Kingdom of Italy was proclaimed in 1861. The peninsula finally became politically unified in 1870.

FRQ

2. Compare and contrast the economic and social development of Russia with that of the Netherlands in the period 1600–1725.

3. Assess the ways in which women participated in and influenced TWO of the following.

The Renaissance
The Reformation
The French Revolution





4. Analyze the ways in which the two works above, Perugino's *Christ Delivering the Keys of the Kingdom to Saint Peter* (1481–1483) on the left, and Michelangelo's *David* (1501–1504) on the right, represent the values of Italian Renaissance culture.
5. Analyze the political and economic effects of changing population patterns in Western Europe in the period circa 1950 to the present. Cite specific examples from at least TWO countries.
6. Analyze the ways in which the ideas of seventeenth-century thinkers John Locke and Isaac Newton contributed to the ideas of eighteenth-century Enlightenment thinkers.
7. Analyze the development of the various forms of European socialism in the 1800s.

2009

DBQ

1. Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.
Historical Background: The maps below show European expansion in Africa from 1878 to 1914.

FRQ

2. Analyze the long-term and short-term factors responsible for the disintegration of communist rule in TWO of the following states:

Czechoslovakia
East Germany
Hungary
Poland

3. Considering the period 1918 to 1948, analyze the political and diplomatic problems faced by TWO of the following newly created Eastern European states.

Austria
Czechoslovakia
Hungary
Poland

4. Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.
5. Compare and contrast the economic factors responsible for the decline of Spain with the economic factors responsible for the decline of the Dutch Republic by the end of the seventeenth century.
6. Analyze various ways in which the Thirty Years' War (1618-1648) represented a turning point in European history.

7. Analyze how Galileo, Descartes, and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge.

2009 B

DBQ

1. Analyze the causes of and responses to the 1968 crisis in France.

Historical Background: By 1968 President Charles de Gaulle and his conservative supporters had controlled the French government for ten years. In May 1968 workers and students took to the streets of Paris in an unprecedented wave of strikes, walkouts, and demonstrations that spread to more than 50 towns throughout France. By May 18, students had seized university buildings nationwide and 10 million French workers had gone on strike.

FRQ

2. Evaluate the changes and continuities in women's public roles during the Renaissance.

3. Analyze the impacts of the Protestant Reformation and the Catholic Reformation (Counter Reformation) on the social order of sixteenth-century Europe.

4. Analyze the impact of the major developments of the Commercial Revolution on Europe's economy and society in the period 1650 to 1789.

5. Analyze artistic and literary responses to industrialization over the course of the nineteenth century.

6. Compare and contrast the crises in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in Russia in 1917.

7. Analyze the effects of nationalism on the Austrian Empire in the period 1815 to 1914.

2008

DBQ

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

Historical Background: In late 1524, peasants, craftsmen, and poor soldiers formed bands and pillaged throughout a large area of the Holy Roman Empire. During the revolt, some of the rebel bands authored statements of grievances called Articles. Although most bands did not coordinate their activities, several groups met in Memmingen, Swabia, during March 1525 at a gathering known as the Peasant Parliament. After a series of battles, the authorities managed to suppress the revolts. More than 100,000 rebels and others were killed.

FRQ

2. Analyze the methods and degrees of success of Russian political and social reform from the period of Peter the Great (1689–1725) through Catherine the Great (1762–1796).
3. Describe and analyze the changes that led to Europe’s rapid population growth in the eighteenth century.
4. Analyze the economic and social challenges faced by Western Europe in the period from 1945 to 1989.
5. European women’s lives changed in the course of the nineteenth century politically, economically, and socially. Identify and explain the reasons for those changes.
6. Analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe.
7. Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789–1815) led people to challenge Enlightenment views of society, politics, and human nature.

2008 B

DBQ

1. Explain the reasons for the adoption of a new calendar in revolutionary France and analyze reactions to it in the period 1789 to 1806.

Historical Background: On November 24, 1793, the National Convention adopted a revolutionary calendar to replace the Gregorian calendar (established by the Roman Catholic Church in 1582). New Year’s Day was moved from January 1 to September 22, the founding date of the French Republic, and this date in 1792 marked the beginning of Year One. The months were renamed, assigned a uniform 30 days and divided into 3 weeks of 10 days each (*décade*). The remaining 5 days of the year were to be celebrated as republican festivals (*sans-culottides*) in honor of Virtue, Intelligence, Labor, Opinion, and Rewards. The revolutionary calendar continued through the republican era but was eventually abolished by Napoleon I in 1806.

FRQ

2. Contrast late-nineteenth-century European attitudes and policies about race to those after 1950.
3. Analyze the ways in which TWO of the following groups challenged British liberalism between 1880 and 1914.

Feminists
Irish nationalists
Socialists

4. Analyze the similarities and differences in the methods used by Cavour and Bismarck

to bring about the unification of Italy and of Germany, respectively.

5. Analyze the reasons for the decline of the Holy Roman Empire as a force in European politics in the period 1517 to 1648.

6. Analyze the impact of TWO cultural and/or technological developments on European education in the period 1450 to 1650.

7. Compare and contrast the political ideas of Hobbes and Locke.

2007

DBQ

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

Historical Background: In early modern Europe, children were generally raised by parents and/or extended family members, often with the help of others. Families were generally larger than modern families, and rates of childhood mortality were much higher.

FRQ

2. Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930-1950.

3. Considering the period 1953 to 1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet Union.

4. Analyze the problems and opportunities associated with the rapid urbanization of western Europe in the nineteenth century.

5. Analyze the factors that prevented the development of a unified German state in the sixteenth and seventeenth centuries.

6. Britain and France were engaged in a geopolitical and economic rivalry during the eighteenth century. Identify the factors that contributed to this rivalry, and assess the results for both countries over the period 1689-1789.

7. Identify the grievances of the groups that made up the Third Estate in France on the eve of the French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789-1799.

2007 B

DBQ

1. Describe and analyze concepts of nobility in France over the period from the late sixteenth century to the late eighteenth century.

Historical Background: Traditional (sword) nobility was based on military service to the king, but beginning in the sixteenth century, the fiscal needs of the French monarchy led to the practice of selling government offices that conferred nobility. These newer nobles, who had purchased offices in royal or local governments, were known as robe nobles.

FRQ

2. Evaluate the influence of Renaissance humanism on Catholic reforms and the Protestant Reformation.

3. Referring to specific individuals or works, discuss the ways in which TWO of the following expressed the concept of nationalism in the nineteenth century.

Artists
Composers
Writers



Aelbert Cuyp, *The Maas River at Dordrecht*, c. 1650



Johannes Vermeer, *Young Woman with a Pitcher of Water*, c. 1665

4. Using the two Dutch paintings above and your historical knowledge of the period, discuss how the paintings reflect the economy and culture of the Netherlands in the sixteenth century.
5. To what extent did the structure of Russian government and society affect its development in the eighteenth and nineteenth centuries?
6. “In the second half of the nineteenth century, most European governments were conservative.”

To what extent is the quotation above an accurate statement? Use specific examples from at least TWO countries.

7. Analyze how the Balkan crises from 1903 to 1914 and the crises in central and eastern Europe from 1935 to 1939 threatened Europe’s balance of power.

2006

DBQ

1. How did Europeans perceive the role of organized sports in Europe during the period from 1860-1940?

Historical Background: In Europe after 1870, organized sports grew in popularity as leisure time expanded. Rules for football (also called soccer), the most popular and international of team sports, were standardized by 1860. In the late 1860s, numerous national sports associations and clubs were founded across Europe. Reflecting the rise in international sports competition, the modern Olympic Games were established in 1896 in Athens.

FRQ

2. Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late nineteenth century.
3. Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century.
4. Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550-1700.
5. Compare and contrast the social and economic roles of the state in the seventeenth- and eighteenth-century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.
6. In the period 1815-1900, political liberalization progressed much further in western Europe than in Russia. Analyze the social and economic reasons for this difference.
7. Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany's defeat in the Second World War.

2006 B

DBQ

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

Historical Background: The region of Alsace and Lorraine was among the German territories of the Holy Roman Empire. Most of the region came under French control during the reign of Louis XIV (1643-1715). French rule ended when the region was ceded to Prussia on February 26, 1871. The Treaty of Frankfurt formally ended the Franco-Prussian War on May 10, 1871 and formalized the ceding of Alsace and Lorraine to the newly created German Empire. France regained the territory by the terms of the Treaty of Versailles (1919).

FRQ

2. How and to what extent did the Commercial Revolution transform the European economy and diplomatic balance of power in the period from 1650 to 1763?
3. Describe and analyze economic policies in Eastern and Western Europe after 1945.
4. Analyze anti-Semitism in Europe from the Dreyfus Affair in the 1890s to 1939.

5. How and to what extent did the methods and ideals of Renaissance humanism contribute to the Protestant Reformation?

6. Analyze the intellectual foundations of religious toleration in eighteenth-century Europe.



The Arch of Triumph, Paris, 1806-1836



The Crystal Palace, London, 1850-1851

7. Discuss how the two structures shown above reflect the societies and cultures that produced them.

2005

DBQ

1. Analyze various views regarding Western European unity from 1946 to 1989.

Historical background: (a map I cannot find online and cannot copy from the PDF – sorry!)

FRQ

2. Analyze how economic and social developments affected women in England in the period from 1700 to 1850.

3. Using examples from **at least two** different states, analyze the key features of the “new monarchies” and the factors responsible for their rise in the period 1450 to 1550.

4. Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

5. Historians speak of the rise of mass politics in the period from 1880 to 1914. Define this phenomenon and analyze its effects on European politics in this period.

6. Assess the extent to which the economic and political ideals of Karl Marx were realized in postrevolutionary Russia in the period from 1917 to 1939.

7. Analyze the economic, technological, and institutional factors responsible for western Europe's domination of world trade from 1650 to 1800.

2005 B

DBQ

1. Analyze how political, religious, and social factors affected the work of scientists in the sixteenth and seventeenth centuries.

Historical Background: Between 1500 and 1700, scientists, or natural philosophers as they were called, developed a new scientific worldview. A heliocentric model of the universe replaced the tradition geocentric model. Different methods for discovering scientific laws were developed. Scientists envisioned a universe composed of matter in motion, which could best be understood through mathematics and experiment. Investigators of nature organized into scientific disciplines and societies were founded throughout Europe to facilitate the study of scientific questions.

FRQ

2. Account for the growth and decline of European witch hunts in the period 1550 to 1650.

3. Compare and contrast Enlightenment and Romantic views on the relationship between God and the individual.

4. Discuss the impact of industrialization and urbanization on working-class families from 1750 to 1900.

5. Discuss the economic policies and institutions that characterized mercantilist systems from 1600 to 1800.

6. Compare and contrast the victorious Allied powers' treatment of Germany after the First World War with their treatment of Germany after the Second World War. Analyze the reasons for the similarities and differences.

7. Analyze the factors responsible for decolonization since the Second World War.

2004

DBQ

1. Analyze attitudes toward and responses to "the poor" in Europe between approximately 1450 and 1700.

Historical Background: Between approximately 1450 and 1700, almost 50 percent of Europe's population lived at a subsistence level, that is, having the minimum food and shelter to sustain life. In times of famine, wars, and economic dislocation, poverty increased, and up to 80 of a region's population faced possible starvation.

FRQ

2. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.
3. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.
4. Analyze the factors working for and against European unity from 1945 to 2001.
5. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.
6. Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.
7. Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.

2004 B

DBQ

1. Analyze the concerns and goals of the participants in the Pilgrimage of Grace and of those who opposed the movement.

Historical Background: In 1534, the Act of Supremacy made Henry VIII head of the Anglican Church, marking the beginning of the Protestant Reformation in England. Thomas Cromwell, Henry VIII's Lord High Chancellor and head of the King's Council, subsequently implemented a series of governmental policies including new taxes, the expansion of royal power in the north of England, the dissolution of the monasteries, and the confiscation of Catholic church lands. In reaction to these measures, marchers staged protests and armed demonstrations known collectively as the Pilgrimage of Grace from October 1536 to February 1537.

FRQ

2. Analyze the shifts in the European balance of power in the period between 1763 and 1848.
3. To what extent did Romanticism challenge Enlightenment views of human beings and of the natural world?



Raphael, *School of Athens*, 1509-1511



Picasso, *Les Femmes d'Alger (O.J.)*, 1907

4. Contrast the ways in which the paintings shown express the artistic and intellectual concerns of the eras in which the works were created.
5. Analyze the participation of European women in the economy and in politics from 1914 to 1939. Use examples from at least TWO countries.
6. Compare and contrast the ways that seventeenth-century absolute monarchs and twentieth-century dictators gained and maintained their power.
7. Explain the reasons for the rise of the Netherlands as a leading commercial power in the period 1550-1650.

More to come in class tomorrow....