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Exam Prep Guide for AP® European History

## Answers and Sample Responses for the Period 1 — Diagnostic Exam

### MC Answers with Explanations

- Answer: C. HTS: DAP & CTX; Themes: SOP, NEI, & CID; KCs 1.1 & 1.5.** This map of the Italian peninsula depicts the fragmented nature of its city-states. B is incorrect because Florence and Rome are not emphasized on the map, and the High Renaissance did not occur until later in the fifteenth century, outside the chronology of the map. Though A and D address cultural trends of the Renaissance, they are not implied by the depiction of political realities. Therefore, C is correct, as it considers the decentralization that characterized the political environment of the Italian peninsula, and how this political situation allowed for the growth of humanism.
- Answer: D. HTS: CAUS; Themes: SOP & INT; KCs 1.3 & 1.5.** Given that the map emphasizes decentralization, it is useful to consider which answers follow from this characteristic of Renaissance Italy. Interstate competition, lack of military cohesiveness, and theories emphasizing a strong ruler (to drive out invaders) are to be expected from decentralization, eliminating A, B, and C. D is the only answer that does not intuitively follow from Italian fragmentation—a loose collection of city-states would not have the organizational structure or unity of purpose to pursue imperial or colonial ends, which is in fact true of Italy.
- Answer: B. HTS: MAC & COMP; Theme: SOP; KC 1.5.** Both aristocratic opposition to centralization (D) and territorial competition (C) are to be expected within an agglomeration of city-states and therefore cannot contrast with the decentralization depicted on the map. Though the rise of a new mercantile elite (A) is not necessarily a product of fragmented political environment, the growth of centralized states (B) in nations such as England and France most directly contrasts with the fractured nature of Italian politics during this period.
- Answer: D. HTS: CCOT & MAC; Theme: SOP & NEI; KCs 1.5 & 3.4.** It is important to recall that Italian unification occurred in 1861 under Cavour. With this in mind, D must be the correct answer, as Italian unification is in greatest opposition to the political division illustrated on the map. The Peace of Augsburg in 1555 (A), Peace of Westphalia in 1648 (B), and end to the Napoleonic Wars in 1815 (C) did not profoundly alter the political situation of Italy.
- Answer: D. HTS: CES & DAP; Theme: SOP; KCs 1.2 & 1.5.** As Elton's passage emphasizes that two religious denominations could not coexist within one nation, the correct answer must be an instance of religious tolerance or pluralism. B and C are incorrect because the Inquisition and the prohibition of books critical of the church reinforce the passage's point that states sought religious uniformity. Given that Henry VIII demanded adherence to the state Anglican church in England, A cannot be correct either. However, the independence of the mostly Calvinist area of the Low Countries (Dutch Republic) from Catholic Spain runs counter to the state enforcement of religious uniformity outlined by Elton..
- Answer: C. HTS: CTX; Theme: SOP; KCs 1.2 & 1.5.** Noted for his humanism and moderation, Erasmus (B) is not associated with the religious homogeneity outlined in the passage. Likewise, Machiavelli's (D) philosophy of political expediency did not preclude a ruler from recognizing multiple denominations within his or her state. Though John Calvin (A) advanced his specific understanding of Christianity, his Calvinist faith often found itself at odds with Catholic or Lutheran rulers. Choice C is correct due to Philip II of Spain's persecution of Protestants in his realm and fervent advocacy of Catholicism throughout his empire.
- Answer: B. HTS: CCOT; Themes: SOP & NEI; KCs 1.2 & 1.5.** A trend counter to the passage must be one of religious toleration and heterogeneity, and so cannot be D or C, as the Jesuit order exclusively sought to promote Catholicism, and the Elizabethan Settlement promoted the state church of Anglicanism. The defeat of the Spanish Armada (A) stymied Philip II from converting Protestant England to Catholicism, but did not decrease homogeneity. The Peace of Westphalia (B) is the only development that led to greater religious toleration, as it established religious pluralism in the Holy Roman Empire.
- Answer: C. HTS: CAUS; Themes: INT, SOP, & ECD; KC 1.3.** The exchange of commodities between the Americas and Europe made wealthy those nations that exploited resources in the New World, such as Portugal, Spain, and the Netherlands. Conversely, Mediterranean states like Italy lacked both the centralization and maritime access that profited Atlantic states, making B the best answer. Trade itself did not influence geometric perspective in D, and the content of the chart is limited to the Americas and Europe, ruling out B. Though imperial ambitions

corresponded with centralization (C), it served more as a prerequisite for exploration rather than its consequence.

- 9. Answer: B. HTS: DAP; Themes: INT & ECD; KC—1.3.** Though mercantilism (A) motivated colonial trade; exploration (C) was a cause of it; and the commercial revolution (D) was in part dependent upon it. The transference of goods between the Americas and Europe depicted in the map refers to B, the Columbian Exchange.
- 10. Answer: C. HTS: CES; Themes: INT & ECD; KC 1.3.** While the historical interpretations offered in both D and C address the exchange of goods between the Americas, Europe, and Africa, D makes further assumptions regarding the motivations of monarchies that are not supported by the map. This same logic excludes the military and intellectual considerations in A and B. The correct answer is C.
- 11. Answer: A. HTS: CTX & CAUS; Theme: SOP & NEI; KCs 1.2 & 1.5.** This question asks you to consider why de l'Hôpital's policies of tolerance would be necessary in the eyes of the French monarchy. Choices B and D are incorrect because they were not suggested by the passage. Though Huguenots did represent a disproportionate percentage of merchants (C), monarchs were more concerned with direct political power (A). Indeed, many Catholics feared a Calvinist claim to the throne through Henry Bourbon, the leader of the Huguenot cause.
- 12. Answer: C. HTS: MAC & CES; Theme: SOP; KC 1.5.** The Jesuits (B) and Philip II of Spain (A) generally opposed religious diversity, as they promoted the cause of Catholicism. Ivan IV's (D) authoritarian regime prohibited departure from Russian Orthodoxy, and so is opposed to de l'Hôpital's policy as well. However, Elizabeth I of England (C), as a *politique*, elected not to persecute Protestant minorities in order to foster stability, much in the manner that de l'Hôpital's advocated tolerance out of expedience.
- 13. Answer: B. HTS: CCOT; Theme: SOP & NEI; KCs 1.2 & 1.5.** As indicated in the source attribution, de l'Hôpital served from 1560 to 1568, after the Peace of Augsburg, which also dealt with the Holy Roman Empire, not France (A). The Twelve Years' Truce (C) provided only a temporary peace between the United Provinces (Protestant area of the Netherlands) and Spain. While the Peace of Westphalia (D) did confirm religious pluralism, it applied only to the Holy Roman Empire and maintained state control of religious belief. Only the Edict of Nantes (C)—which protected Calvinists in France—was a representation of de l'Hôpital's policies and that has a plausible connection to his advice.
- 14. Answer: D. HTS: CAP; Themes: ECD & INT; KCs 1.3 & 1.4.** The rapid inflation in Western Europe depicted in the graph from the sixteenth to seventeenth centuries refers to D, the price revolution. The mercantile policies (A) of the commercial revolution (C) may have contributed to the price revolution—the influx of gold and silver from the New World—but were not identical to the trend itself. Enclosure (B) was not a significant cause of inflation.
- 15. Answer: B. HTS: CAUS; Themes: ECD & SCD; KC 1.4.** All of the choices express significant economic changes during the early modern period. We are looking for the development most closely tied to the increase in prices, and it is B. With the rise in prices, many switched to growing cash crops for the market and attempted to enclose their lands, leading to the decline of subsistence, communal agriculture. The movement toward a free peasantry in western Europe had largely been accomplished with the labor shortages produced by the Black Death (A). Hierarchy and status continued to define European social relations, regardless of new forms of wealth (C). Europeans often delayed marriage and childbirth, but this European marriage pattern responded more to poor weather, crop failures, and famine than prices (D).
- 16. Answer: A. HTS: CAUS; Theme: ECD; KC 1.4.** Both A and B cite causes—the price revolution, but population increase (A) was ultimately a more consequential factor; larger populations increased demand for goods, which tended to increase market prices. State monetary policy (D) could theoretically cause inflation, but governments attempted to control price fluctuations by promoting common currencies and seeking trade monopolies. Finally, noble influence over the peasantry remained consistent during this period, ruling out C.
- 17. Answer: B. HTS: SAS & CES; Themes: ECD & INT; KCs—1.3 & 1.4.** When asked to consider which documents might be most useful to a historian analyzing the price revolution, one should look to those that best reflect its causes or effects. Given that national levels of trade and wages (B) correlate with prices, documents containing information about them would thereby prove most useful in studying inflation. Records of baptisms and marriages relate minimally to price fluctuations (A). Though data on famines might be instructive, these could be caused by factors other than price increases (C). Also, charters would not provide statistical measures, even if they might provide insight into government financial policies (D).
- 18. Answer: A. HTS: CAUS & CES; Themes: CID & SCD; KCs 1.1, 1.2, & 1.4.** Though all of the answers are characteristics of the Renaissance and Reformation, classical values and artistic styles (A) were not direct causes of the witch-craze, as reason and harmony run counter to the zealotry of the movement. On the other hand, increasing interest in the occult (B) and moral and religious fervor (C and D) can be connected to the perception of super-

natural occurrences and the resulting effort to eliminate them and those associated with them.

- 19. Answer: C. HTS: CAUS & CCOT; Theme: TSI & CID; KCs 1.1 & 1.4.** Progressive attitudes towards women (D) would have tempered the witch fervor, but the witchcraft persecution had largely waned before feminism gained a foothold in the nineteenth century. Diminished economic hardship (B) and uniform state policy (A) regarding witchcraft might have quelled the movement as well, but it was ultimately the knowledge afforded by advances in science (C) and the skepticism of the scientific revolution that extinguished the witch-craze.
- 20. Answer: D. HTS: CES; Themes: CID & SCD; KCs 1.1 & 1.2.** Given that the historian considers the witch-craze to be more a “product of the Renaissance and Reformation” than the “clericalism of the so-called ‘Dark Ages,’” it follows that he would consider the glorification of the former as modern and rational to be misplaced (D). His critical interpretation conflicts with choice B, yet C overstates his criticism. The political centralization in A is not discussed in the passage.
- 21. Answer: C. HTS: CES; Themes: SCD, TSI, & CID; KCs 1.1 & 1.4.** This question asks you to identify which development does not support the authors’ interpretation that the scientific revolution was used to reinforce traditional views regarding women. A and D could both be employed to support the argument of the passage, as denying women access to institutions of learning and education was, per the authors, often justified through the lens of science. Moreover, science could support accusations of witchcraft against women (B) by substantiating their supposed moral inferiority. Yet as a matter of fact, women such as Catherine de’ Medici and Elizabeth I of England did hold positions of political authority during the period from 1450 to 1700, thus C is false.
- 22. Answer: D. HTS: CES & CCOT; Theme: TSI & CID; KC 1.1.** Counter to the statements expressed in choices A and B, the authors argue that the scientific revolution had a social impact beyond its immediate concerns, and that established institutions employed the methods of science to confirm their own dogmas. However, the historians do note that men harnessed the scientific revolution to reinforce traditional attitudes towards women, and in that sense, was not as revolutionary as ordinarily believed (D). The passage does not address economics (C).
- 23. Answer: B. HTS: CCOT; Themes: CID, TSI, & SCD; KCs 1.1 & 3.3.** All of the choices express elements of scientific thinking, yet only B (natural rights) was widely used as an argument for gender equality. In fact, physiological observations (A) and economic reasoning for the female place in the home (C) were used to deny women social opportunities. Though some women’s rights advocates endorsed a social revolution (D), it was the notion that universal laws (B) undergird women’s political equality that inspired feminism, as evidenced in Olympe de Gouges’s famous Declaration of the Rights of Woman or the writings of Mary Wollstonecraft.
- 24. Answer: B. HTS: CES; Theme: TSI & CID; KC 1.1.** The illustration above depicts a group of figures using various scientific instruments around a classical temple. Immediately, the classical style of the structure rules out C. Though a single cross is visible on the left column, the relative lack of religious or magical iconography makes the depiction of any reconciliation between the new science and the supernatural questionable (A and D)--the figures are in fact admiring Tycho Brahe’s observations on the ceiling and ignoring the cross. Yet the scientific revolution’s principle of direct observation (B) is shown in the use of scientific devices, such as the quadrant and sextant, by eminent astronomers.
- 25. Answer: D. HTS: CAUS; Theme: TSI & CID; KCs 1.1 & 2.3.** The technology produced through the scientific method could have contributed to exploration and colonization abroad (C), but the method itself most directly impacted the European approach to human affairs (D), emphasizing experimentation and the observable. Witchcraft (A) and gender differences in scientific ability (B) lacked empirical basis, and so would not have likely been produced as the result of the scientific method.
- 26. Answer: C. HTS: CCOT & MAC; Theme: CID; KCs 1.1 & 2.3.** The image portrays tenets of the scientific revolution, which were more likely to have reduced religious fervor than increased it, as they represented a secular and empirical path to knowledge. Therefore, the ideas within the image are closely related to neither the Age of Religious Wars (B) nor the Protestant and Catholic Reformations (A). On the other hand, the skepticism and secularism of the scientific approach is closely shared with emphasis the Enlightenment (C) placed upon reason; the Enlightenment was in fact the philosophical response to the scientific revolution. The notion of universal laws did inspire some political theory that was recruited by revolutionaries (D), but scientific thinkers did not generally endorse violence.
- 27. Answer: D. HTS: CTX & DAP; Themes: ECD & SCD; KC 1.4.** The inequality depicted in the image is feudal, not the result of market competition (ruling out B). While it is true that most Europeans depended on agriculture in the early modern era, some regions developed commercial practices that ran counter to the relationship depicted in the engraving (A). The folk beliefs considered in C are not addressed; however, the interaction between the lord and peasant is defined by rituals that reinforce social hi-

erarchy (hunting dog, lord seated on upholstered chair, peasant with money in a posture of supplication), making D the key.

- 28. Answer: B. HTS: CCOT & CAUS; Themes: ECD & SCD; KC 1.4.** Given that the image depicts the persistence of feudalism, the answer must be a development opposed to it. Absolutism (A) often coexisted alongside a noble class with power over the peasantry, and there is no direct connection between the feudal system and either classical literature (D) or religious conflict (C). Yet the emergence of a new professional class (B) challenged aristocratic control of offices, and the expansion of commerce disrupted the power of the landholding nobles.
- 29. Answer: C. HTS: COMP; Themes: ECD & SCD; KC 1.4.** In 1650, limited access to capital (A) applied to both Russian or French peasants, as few were able to accumulate enough savings to acquire and employ it. Moreover, similar agricultural technologies and frequencies of revolt in both France and Russia rule out choices B and D. But, due to lagging commercial development and the state's codification of serfdom, Russian nobles were able to keep their peasantry on a tighter social and economic leash than nobles in France, making C the correct choice.
- 30. Answer: D. HTS: CCOT & MAC; Themes: ECD, CID, & SCD; KC 2.1.** Enlightenment ideals (C) did indeed inspire The French Revolution (D), but it was the latter event itself that most significantly altered the circumstances depicted by abolishing serfdom and dislodging the privileges feudalism afforded the nobles. As we saw with Luther's condemnation of the peasant revolt, many reformers were reluctant to challenge the social order (A), and the Scientific Revolution's (B) effects did not generally disturb the noble-peasant dynamic.

## SAQ Sample Responses with Commentary

1. Machiavelli wanted to move politics away from religion to the power of the state. Many rulers of the period 1450-1600 followed his advice. But some did not. One who did not was Philip II of Spain. Instead of putting his attention on his economy and internal state of Spain, he wasted huge resources fighting wars of religion and persecuting Jews and Muslims. This is not what Machiavelli would have done, since religion was supposed to be a tool not a goal of politics. However, Elizabeth I did act in the way that Machiavelli preached. Unlike Philip of Spain, she settled her religious issues through compromise and allowed for England to become a world power. Thus, Machiavelli represented the Renaissance because he always argued for rulers to achieve power and status.

If you compare this response with the one below, you will notice the advantage to labeling the parts of the question--it helps ensure that you address all portions of the SAQ and facilitates your earning credit from the AP reader. The student earned 1 point in addressing Part B for an accurate explanation of Philip II, then did the same for Part A by briefly explaining how Elizabeth (successfully) contrasted with Philip II by focusing on political unity over religious unity. However, the response did not earn the point for C, as it did not adequately explain how "power and status" represented key features of the Renaissance. Score: 2 points

2.
  - a) It is said that exploration was brought about by "God, gold, and glory." This is true, since Columbus went to India seeking precious metals and other luxury items. It doesn't matter that he and other explorers ended up in the Americas, since they were happy to take silver, potatoes, and tobacco instead.
  - b) Many new technologies helped make overseas voyages possible, but maybe the most important were better maps that showed latitude and longitude. Maps from the Middle Ages had religious symbols and would have been impossible to use for navigation. With each discovery, more details could be filled in for the next nation or explorer.
  - c) During this age of exploration (1450-1600), Spain became the major European power. It unified its nation with the reconquista and then created a far-flung empire focused on the Americas but also stretching to Asia. With the specie and goods coming into its port cities, Spain came to dominate European politics.

This response clearly addresses each part of the prompt, earning all three points. It uses one specific example to support its understanding of exploration: "God, gold, glory," navigational advances, and the Spanish empire. Though it might benefit from further historical context, the response provides more than adequate explanation of how each piece of evidence shows a grasp of the topic. Score: 3 points

## DBQ Sample Response with Commentary

Centuries ago, Europe went through a period of rebirth after the conclusion of the Middle Ages; this period was called the Renaissance. The Renaissance was a period of strong secularism, in which the Catholic Church's authority and influence diminished in favor of humanist ideals, thus leading to the Protestant Reformation. The Protestant Reformation brought many questions to society, like if religion and government should be separate or together whether people could change their roles in society.

The question of whether the religious body has a role in government has plagued Europe for centuries, both before the Reformation and after. The Protestant denomination of Calvinism was created during the Reformation and had very strict rules. The Calvinists created regulations for Geneva, such as the penalties for drunkenness and blasphemy (Doc 3). The document indicates a bias toward merging the two bodies of power as clearly shown by the Calvinists having total control over the population of Geneva. The Calvinists are further supported by the School Ordinances of Wurttemberg, Germany. The government created laws that encouraged children to learn to fear God and also laid out consequences for not sending their children to a school (Doc 5). Once again there is a merger of religion and government; the purpose of such ordinances was most likely to keep religious influence over current and future generations of Germany, thus solidifying religious influence.

During the French Revolution, it was also questioned whether or not the church could have a role in government. Voters in the United States were worried that since John F. Kennedy was Roman Catholic, that he would be influenced by the pope. Hence, religion's role in government has been a hot topic with different viewpoints and perspectives. However, the Reformation did not just bring this into question, it also questioned social roles.

There have been movements to change social prejudices and roles in society, and the Reformation was no exception. In 1525 there was a violent revolt in which the peasants were fighting for their freedom and social change. The peasants outlined that they hoped to be treated like children of God and for true Christians to free them (Doc 1). The document indicates the desperation these people have for freedom, and they are using religion to help gain traction among believers for their movement. Martin Luther did not think that the serfs were justified to launch a violent revolt. Luther said that they have the burden of multiple sins against God and man and that they merit death (Doc 2). Luther seems to be very much against allowing the serfs to violently change their roles in society; however, Luther may have denounced the revolt to improve his public reputation since he had been excommunicated by the Catholic Church.

Women have also fought for years to get equal rights with men, with multiple movements that stretch for centuries. Martin Luther found women being involved in a man's world ridiculous. Luther believed women should stay at home and sit still while caring for their children (Doc 6). Luther obviously thinks that men are superior and that women should get out of their way, but Luther is a product of his time, and during this time it was still believed that women had smaller heads and therefore smaller brains. Luther's biased view gets confirmed to a lesser extent by the English image that shows a perfect Puritan family, with the man sitting in a higher chair facing his wife and children, as if he were the patriarch overseeing the control of his household through prayer and the Bible (Doc. 7). The artist's purpose was to promote good behavior in his country by using an ideal religious image to gain the people's approval. These views are somewhat contradicted by the scene of Argula von Grumbach speaking before a university made up of male professors. She claims the right to speak in defense of Lutheranism, citing how Jesus interacted with and respected women. It's noteworthy that Argula uses the Bible to justify a better state for women.

The Reformation is one of the most important events in all of history. The aftermath of the Reformation transformed politics greatly by causing wars over religion. These conflicts lasted for over a century and ended with Europe being divided by religion, with mostly Protestant and mostly Catholic states. With the Treaty of Westphalia, however, Europe finally settled the big question of religion and politics by separating them and creating religious toleration, which lasts to this day.

Here we have a workmanlike response that might have reached a top score with several minor changes. First, the response attempts Contextualization by linking the prompt to the secularism of the Renaissance: not only is this background short on specifics, the contention that Renaissance secularism led to the Reformation is problematic, since it was more likely a reaction to it. Second, there is an attempt at a thesis, but it lacks specificity as to the effects of the Protestant Reformation. A better strategy would have been to identify and explain the areas of transformation, such as “promoted education” or “reaffirmed traditional gender roles.” However, the response earns

Complexity through its juxtaposition (corroboration and contradiction) of documents throughout, as well as extending the thesis to political effects in the conclusion. In addition to using all 7 documents accurately, Source Analysis is provided for 4 documents: intended audience for Document 1, point of view (minimally) for Document 2, historical context for Document 6, and purpose for Document 7. Additionally, there is an attempt at EBD with references to the French Revolution and American politics, but neither is explained fully enough to earn the point. Score: 4 (+2 points for Use of Evidence, +1 for Source Analysis, +1 for Complexity).

## LEQ Sample Responses with Commentary

### LEQ 2

The Renaissance helped create a modern world and get Europe past the Dark Ages. Humanists embraced classical learning and made new ideas in art, like using 3-D perspective. With the Renaissance, scholars began to question the Church and seek for answers in secular ideas from ancient Greece and Rome. Also, art and literature emphasized how humans could make a name for themselves in this world, instead of just focusing on getting into heaven. Because of the Renaissance, other developments like exploration and the Scientific Revolution became possible. The most important effect of the Renaissance, thus, was a new secular outlook on human accomplishment.

Many humanists looked to ancient writings for how to live. People like Petrarch tried to revive more pure forms of Latin and Greek and scoured Italy for old manuscripts. Many of these were found and helped humanists create new techniques in art. For example, Masaccio painted the first work with perspective geometry, making it look realistic. Brunelleschi put up a Dome on the Florence Cathedral because it reminded people of the Pantheon. Not to mention that Brunelleschi also helped develop perspective in art. But the Renaissance went beyond just art. Machiavelli tried to show princes how to rule by using the “ends justify the means.” And Castiglione wrote a book for court officials to show them how to win favor and look important. Of course, there were also the great masters of art, like da Vinci and Michelangelo. Paintings like the “Last Supper” and sculptures like “David” are still admired today for showing the perfect human body or realistic portrayals of humans. Now people could go beyond just orienting their lives around God and focus on getting success in their lives.

The starting point of today is the Renaissance. There would be many moments in the future where new ideas would help to change the world. For example, the Enlightenment created new scientific ideas and theories of government, which helped to inspire the French Revolution and reform movements which continue to today. Just like the Renaissance, the Enlightenment spawned widespread discussion of how to live (like humanism) and what a better society might look like, if it followed secular principles.

This response offers an understanding of the Renaissance and does address the question; however, the essay lacks balance and could attend more directly to the RP (Causation), though it does earn the point. In the introduction, the student provides enough background on the Renaissance to earn the Contextualization point, and the last sentence about secularism and human accomplishment establish a line of reasoning (Thesis). However, even though the one body paragraph does discuss both ideas and culture, it does so with limited analy-

sis, a consequence of not dividing the two topics (ideas and culture) into two separate and more focused body paragraphs. Nonetheless, 2 evidence points are earned for using specific examples to establish the changes in culture and ideas. Despite some minor simplifying, the conclusion earns the Complexity point by connecting the approach of the Renaissance to the Enlightenment and comparing effects. Score: 6 (+1 for Thesis, +1 for Contextualization, +2 points for Use of Evidence, +1 for Source Analysis, +1 for Complexity).

## LEQ 3

The Thirty Years War took place in Germany and spread to the rest of Europe. It was a major conflict that changed the map of Europe and gave a new outlook on religion, helping to produce toleration for many minority faiths. It was ended with the Peace of Westphalia in 1648, a treaty in which the Pope was ignored and many powers declined, like the Holy Roman Empire and Spain. Thus, the war had many significant effects on both religion and diplomacy.

When Protestants pushed two Habsburg officials out of a window--known as defenestration--the war was on. At first the Catholic forces were victorious, in what was known as the Bohemian Phase. Then many other nations began to enter the conflict. Denmark joined in the 1620s to further the cause of Lutheranism and also to gain trade in the Baltic. However, they were defeated by the mysterious imperial general Wallenstein. The Holy Roman Emperor, now Ferdinand, felt powerful enough that he issued an order to recapture all of the lands once taken from the Catholic Church. To combat this, Sweden under Gustavus Adolphus joined the fray, to support Lutheranism and, like Denmark, to win territory around the Baltic. Meanwhile, Spain continued to fight the Netherlands--with whom they had warred in previous decades--so Germany became the battleground for all of the religious divisions in Europe. The last phase of the war was the longest and most destructive; it involved Sweden and France joining up against the Emperor and king of Spain. By this time, religion no longer seemed important, since Catholic France under Cardinal Richelieu was fighting alongside Lutheran Sweden against the very Catholic Spain. What started out as a religious conflict had devolved into an old-fashioned Machiavellian grab for power.

Because of the brutality of the Thirty Years War, states began to adopt a policy of religious toleration, like the Edict of Nantes in France. With the Peace of Westphalia, religion no longer served as a main motive for wars, being replaced by absolutist pursuit of power or commercial pursuit of colonies. Even though the war was obviously military, it carried many important effects for ideas and culture. Religious wars became a symbol to Enlightenment thinkers of the intolerance of religion and so they promoted a more secular attitude toward politics and society. This is why Voltaire famously remarked, "Burn the infamous thing," meaning religion. Perhaps he had the Thirty Years War in mind.

Clearly this student knows a good deal about the Thirty Years War, as evidenced by the detailed narrative in the sole body paragraph. Also, the introduction concisely lays out both the religious and diplomatic effect of the conflict (Thesis), a theme to which the response returns in the conclusion; however, there is insufficient background to earn Contextualization. In addition, the response establishes a creative Complexity connection to the ideas of the Enlightenment. However, this re-

sponse does not focus on what the question is asking in its one body paragraph. Though there are insights regarding the nature of the Thirty Years War, the response falls into narrative autopilot, perhaps too eager to get out what the student been studied. Almost all of the analysis here is carried by the introduction and conclusion. Remember, answer the question asked! Score: 3 (+1 for Thesis, +1 point for Use of Evidence, +1 for Complexity)