

NAME:

DATE:

CLASS:

DBQ FOCUS: The Enlightenment



Document-Based Question Format

Directions: The following question is based on the accompanying Documents (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write a response that:

- Has a relevant **thesis** and **supports that thesis with evidence** from the documents.
- Cites evidence from included source perspectives.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author's points of view.

Historical Context: *The Age of Enlightenment (or simply the Enlightenment or Age of Reason) was a cultural movement of intellectuals in the 17th and 18th centuries, which began first in Europe and later in the American colonies. Its purpose was to reform society using reason, challenge ideas grounded in tradition and faith, and advance knowledge through the scientific method. It promoted scientific thought, skepticism and intellectual interchange and opposed superstition, intolerance and some abuses of power by the church and the state.*

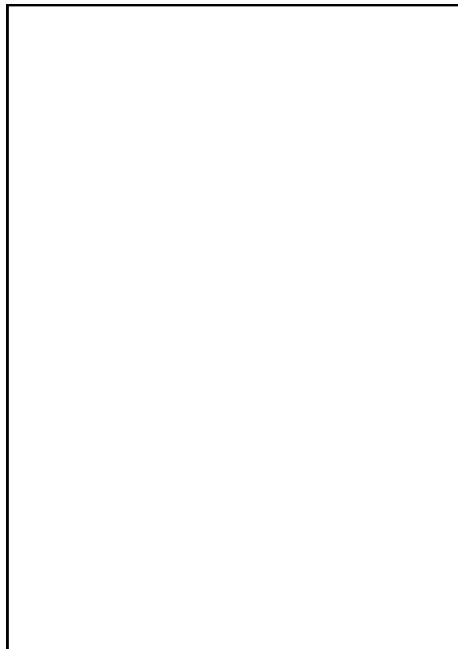
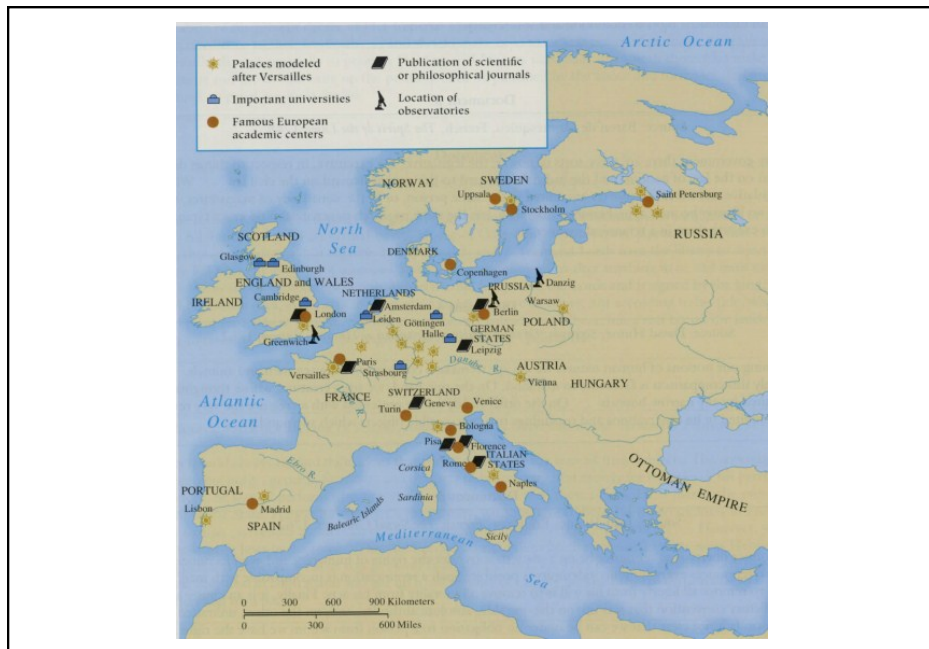
Question

To what extent did the Enlightenment philosophy influence European rulers in the 18th century.

Document 1

Source: Locations of various Enlightenment movement throughout Europe.

Student Analysis

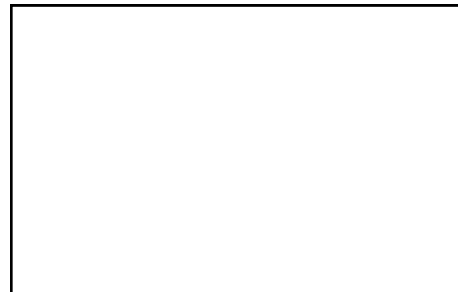


Document 2

Source: John Locke, English, *Two Treatises on Government*, 1690.

Student Analysis

A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident, than that creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should also be equal one amongst another without subordination or subjection, unless the lord and master of them all should, by any manifest declaration of his will, set one another, and confer on him, by an evident and clear appointment, an undoubted right to dominion and sovereignty.



Document 3

Source: Baron de Montesquieu, French, *the Spirit of the Laws*, 1748.

Student Analysis

In every government there are three sorts of power; the legislative; the executive, in respect to things dependent on the law of nations; and the judicial, in regard to things that depend on the civil law... When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.



Document 4

Source: David Hume, Scottish, *Of the Dignity or Meanness of Human Nature*, 1752.

In forming our notions of human nature, we are apt to make a comparison between men and animals... Certainly this comparison is favorable to mankind. On the other hand, we see a creature, whose thoughts are not limited by any narrow bounds... On the other hand, we are presented with a creature the very reverse of this; limited in its observations and reasoning to a few sensible objects which surround it.

Student Analysis

Document 5

Source: Jean-Jacques Rousseau, French, *The Social Contract*, 1762.

To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties. For him who renounces everything no indemnity is possible. Such a renunciation is incompatible with man's nature; to remove all liberty from his will is to remove all morality from his acts. Finally, it is an empty and contradictory convention that sets up, on the one side, absolute authority, and, on the other, unlimited obedience. Is it not clear that we can be under no obligation to a person from whom we have the right to exact everything.

Student Analysis

Document 6

Source: Catherine II, empress of Russia, Decree on Serfs, 1767

The Governing Senate... has deemed it necessary to make known... that the landlords' serfs and peasants... owe their landlords proper submission and absolute obedience in all matters, according to the laws... which provide that all persons who dare to incite serfs and peasants to disobey their landlords shall be arrested and taken to the nearest government office, there to be punished forthwith as disturbers of the public tranquility, according to the laws and without leniency. And should it so happen that even after the publication of the present decree of Her Imperial Majesty any serfs and peasants should cease to give the proper obedience to their landlords... and should make bold to submit unlawful petitions complaining of their landlords, and especially to petition Her Imperial Majesty personally, then both those who make the complaints and those who write up the petitions shall be punished by the knout and forthwith deported to Nerchinsk to penal servitude for life.

Student Analysis

Document 7

Source: Voltaire, French, *Lettres philosophiques*, 1778

No one is exempted in this country [England] from paying certain taxes because he is a nobleman or a priest. All duties and taxes are settled by the House of Commons, whose power is greater than that of the Peers, though inferior to it in dignity. The spiritual as well as temporal Lords have the liberty to reject a Money Bill brought in by the Commons; but they are not allowed to alter anything in it, and must either pass or throw it out without restriction. When the Bill has passed the Lords and is signed by the king, then the whole nation pays, every man in proportion to his revenue or estate, not according to his title, which would be absurd.

Student Analysis

Document 8

Source: Frederick II, King of Prussia, *Essay on Forms of Government and Testament Politique*, 1770

Student Analysis

Rulers should always remind themselves that they are men like the least of their subjects. The sovereign is the foremost judge, general, financier, and minister of his country, not merely for the sake of his prestige. Therefore, he should perform with care the duties connected with these offices. He is merely the principal servant of the State. Hence, he must act with honesty, wisdom, and complete disinterestedness in such a way that he can render an account of his stewardship to the citizens at any moment... However, we have too many Jews in the towns. They are needed on the Polish border because in these areas Hebrews alone perform trade. As soon as you get away from the frontier, the Jews become a disadvantage, they form cliques, they deal in contraband and get up to all manner of rascally tricks which are detrimental to Christian burghers and merchants.

Document 9

Source: Joseph II, Holy Roman Emperor, *The Serfdom Patent*, 1781

Student Analysis

Patent of November 1, 1781, *in re* Manorial Lords and Subjects. The servile status of subjects is herewith abolished completely and the following dispositions enacted:

1. Any subject is entitled to marry, subject to previous notification and acquisition of a certificate, to be delivered free of charge.
2. He may, provided he observes the regulations governing conscription for military service, leave his present manor and settle or take service on another within the Province; but if he wishes to establish himself as a peasant cultivator or cottager on another manor, he must ask for leaving certificate, which must also be issued him free of charge, to be shown to the new manorial authority.
3. A subject is free to learn any handicraft, trade, etc., and seek his livelihood where he will. For this no leaving permit is necessary.
4. Subject are no longer required to perform domestic service for their lords, except orphans, who may be required to do such service for a period not exceeding three years.
5. No services shall be imposed on or required of subjects beyond the robot* and payments in kind and cash attaching to their holdings. Subject are bound to render obedience to their lords in virtue of the existing laws.

* The robot was three days of unpaid labor a week, although many serfs worked every day except Sunday.

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis
Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Shows careful and insightful analysis of the documents. ➤ Uses documents persuasively as evidence. ➤ Analyzes point of view in most or all documents. ➤ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➤ Brings in relevant “outside” historical content. ➤ Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

TOTAL POINTS BASIC CORE	
TOTAL POINTS EXPANDED CORE	
TOTAL POINTS EARNED	
FINAL GRADE	

RUBRIC	PERCENT	POINTS
9	100	50
8	95	48
7	90	45
6	85	43
5	80	40
4	75	38
3	70	35
2	65	33
1	60	30
0	0	0

Comments: