DBQ Question

Describe and analyze the underlying causes which brought about the Protestant Reformation of the sixteenth century.

DOCUMENT A

And yet my conscience could never give me certainty, but I always doubted and said, You did not perform that correctly. You were not contrite enough. You left out that confession. The more I tried to remedy and uncertain, weak and afflicted conscience with the traditions of men, the more each day found it more uncertain, weaker, more troubled.

Martin Luther speaking of his days as a monk, early 16th century.

DOCUMENT B

Julius: Some say there is one cause for which a pope can be deposed.
Peter: When he has done something good, I suppose, since he is not to be punished for his bad deeds.
Julius: If he can be publicly convicted of heresy. But this is impossible, too. For he can cancel any canon he does not like. Or he can recant.
Peter: Fortunate pope, who can cheat Christ with his laws! Quite true, the remedy in such case is not a council.

Erasmus' play in 1514 entitled Julius Excluded

DOCUMENT C

Within two weeks these theses were circulating throughout all Germany, and in a month throughout Christendom, as if the angels themselves were serving as messengers to bring them to the attention of all men.

Mycenius speaking of Martin Luther's 95 Theses, 1517
**DOCUMENT D**

German money, contrary to nature, flies over the Alps; the pastors given to us are shepherds only in name; they care for nothing but the sheep's fleece, and they fatten on the sins of the people.

One of the "grievances" brought before the diet by the German princes, mid-16th century

---

**DOCUMENT E**

You know that now in our time, as also many years heretofore, the pure, clear and bright light, the Word of God, has been so dimmed and confused and paled with human ambitions and teachings that the majority who by word of mouth call themselves Christians know nothing less well than the divine will. But by their own invented service of God, holiness, external spiritual exhibition, founded upon human customs and laws, they have gone astray, and have thus been persuaded by these whom people consider learned and leaders of others to the extent that the simple think that such invented external worship is spiritual.

From Ulrich Zwingli's debate in Zurich, 1523

---

**DOCUMENT F**

We must resist the lust of the flesh, which, unless kept in order, overflows without measure. Where is our gratefulness toward God for our clothing if in the sumptuousness of our apparel we both admire ourselves and despise others? For so many so enslave all their senses to delights that the mind lies overwhelmed.

A Look at the Giver of the Gift Presents Narrow-mindedness and Immoderation
John Calvin, 1536

---

**DOCUMENT G**

Like an insidious devil you pervert the Scriptures. You say that the Church consists virtually in the pope. What abominations will you not have to regard as the deeds of the Church? Look
at the ghastly shedding of blood by Julius II. Look at the outrageous tyranny of Boniface VIII, who as the proverb declares, 'came in as a wolf, reigned as a lion, and died as a dog.' You make the pope into an emperor Maximilian and the Germans will not tolerate this.

Martin Luther responding to being accused of heresy

DOCUMENT H

By how many human regulations has the sacrament of penitence and confession been impeded? The bolt of excommunication is ever in readiness. The sacred authority is so abused by absolutions, dispensations, as the like that the godly cannot see it without a sigh. Aristotle is so in vogue that there is hardly time in the churches to interpret the gospel.

Erasmus in The Annotations on The New Testament

DOCUMENT I

See below next page
DOCUMENT I

Hawking Indulgences

So much money is going into the coffer of the vendor that new coins must be minted on the spot.

DOCUMENT J

Indeed, we declare, announce and define, that it is altogether necessary to salvation for every human being to be subject to the Roman pontiff.

Pope Boniface VIII in 1302

DOCUMENT K

Doubtful sentences of divine law, especially on those matters which are called articles of the Christian faith, must be defined only by the general council of the believers; no partial group
or individual person of whatever status [the pope], has the authority to make such definitions.

Marsiglio of Padua (1270-1342),
The Defender of the Peace
My Essay

The Protestant Reformation began as a movement by one monk to correct the injustices of the Catholic Church. Its roots, however, ran much deeper than that. The Northern Christian Humanists of centuries before believed that the Christian faith had once been a simple religion, twisted and distorted through time and incompetent papal authority. Although Martin Luther meant only to make corrections in the flawed faith, a split occurred in the Christian Church. From the rapid spread of Reformation ideas, it is obvious that others were concerned with the welfare of the Church as well. Reformers such as Zwingli and Calvin became popular and vied for the right to practice their religion openly. Unfortunately, the religious activities of the time were so entangled in the economic, social, and political forces of the time that what started as a statement ended as a revolution in the Christian Church.

The economy of the time was a hard mix of prosperity among the upper and middle classes, and extreme poverty throughout the majority of the land and peasants. Because the economic prosperity of the late 15th and 16th centuries did not directly affect the lower class, who were kept in submission by lords and extreme taxation, the peasants embraced new forms of religion. The Anabaptists were a group of laborers who were adversely affected by the economic change of the age. They felt that the church should be a voluntary association of believers who were all equal. Such radical ideas could be linked to the dissatisfaction among the lower class and peasants.

Parish priests, however, were also unhappy with the Church's unfairness. While they suffered with the commoners to pay their bills, the Pope and cardinals were enjoying a life of luxury at their expense. They were continually subjected to new taxes to benefit the Pope and Rome, and were threatened with excommunication and certain damnation if they resisted. Increasingly, one could buy titles of significance in the Church while it was nobles who were usually the officials selected to fill the highest positions such as cardinals. The hawking of indulgences for the Pope's building fund for a new basilica in Rome was what truly angered Martin Luther into action. The acquisition of these indulgences supposedly assured one's time in purgatory to be shortened. Martin Luther, however, contested that there was biblical reference neither to indulgences nor to purgatory. He maintained that these indulgences were being forced on people.
already laden with huge economic burdens, simply to build up the Pope's treasury and to create funds to build St. Peter's Basilica. "German money, contrary to nature, flies over the Alps," (4).

The social activities of the era were also catalysts for reform in the church. The Northern Christian humanists had studied early Christian writings and determined that the church's theology had been clouded over many ears with certain untrue dogma. In order to purify the Church, they felt that society would need to be educated and a return to true Christianity would be initiated. Followers of the Devotio Moderna, or Modern Devotion, held the view that traditional beliefs should be de-emphasized in favor of a more direct and personal approach to religion. While this was not a huge movement, it laid the groundwork for the Protestant feelings of directness with God. Priests were not needed to talk to God; it could be done by anyone through prayer. Also, in the Address to the Nobility of the German Nation, Martin Luther cited the Pope's claim to be the only one who could interpret scripture. Appealing to people's individuality, Luther objected that the Bible could and should be interpreted by each person in their own manner. In addition, his new form of religion ended the common worry of 'What must I do to be saved?' (1) He outlined a simple guideline that should be followed for salvation: faith alone. His message was received quickly by the sympathetic Germans, "Within two weeks these theses were circulating throughout all Germany, and in a month throughout all Christendom" (3).

Also, there were intense political movements, which helped countries to embrace Protestant ideas. The Pope claimed to be the head of Christendom. This meant that he, in essence, had universal temporal authority over all secular rulers and their people, "Indeed, we declare, announce and define, that it is altogether necessary to salvation for every human creature to be subject to the Roman pontiff" (10). It greatly angered the German princes to be held accountable to a higher authority, but they were often subdued because, "The bolt of excommunication is ever in readiness" (8). The Protestant church allowed the act of governing to be done by the secular rulers alone without papal interference. The Catholic church's assertion that the Church is superior to the state was replaced with the Church being dependent on and coexisting with the state. Anabaptists went so far as to totally separate church and state. The members of the radical group were not even allowed to hold a political office. Also, Germany had a long tradition of dissatisfaction with papal policies and power, and had grown independent of the Holy Roman emperor's authority. Likewise,
even the Catholic portions of Germany did not want to be held accountable to the emperor. Similarly, in Switzerland the Catholic Church was removed with the consent of secular authorities. These governments realized that they enhanced their own strength by refusing to answer to a higher ruler such as Holy Roman Emperor.

The underlying causes of the Protestant Reformation of the sixteenth century were economic, social, and political in nature. Financial burdens, humanist ideas, and corrupt popes set the stage for a Europe that was ready to welcome change. These changes gave more power to the local rulers and even the people themselves. Allowing church and state to exist together peacefully ended some religious arguments as well as prevented hostilities in the future. The severing of the Christian church had consequences that were both positive and negative. An affirmative action was the Counter Reformation, which the Catholic Church experienced as a result of the schism the Christian church underwent. Negatively, however, persecutions of Protestant sects persisted for many years causing thousands of people to flee their homelands in search of religious freedom. Overall, the Protestant Reformation opened new avenues of thought and prepared Europe for even more changes that were soon to come.
# Practice Scoring Guide for Document-Based Questions


<table>
<thead>
<tr>
<th>SCORE</th>
<th>COMMENT</th>
</tr>
</thead>
</table>
| **8 - 9** | 1. Contains a well-developed thesis that clearly addresses the question.  
2. Presents an effective analysis of all parts of the question, although treatment may be uneven.  
4. Uses a substantial number of documents effectively.  
5. Makes substantial use of relevant outside information to support thesis.  
6. Clearly organized and well written.  
May have insignificant errors. |
| **5 - 7** | 1. Thesis addresses question, but not as focused or comprehensive as above.  
2. Analysis deals with part of the question in some depth, other parts in a more general way.  
4. Uses some of the documents effectively.  
5. Supports thesis with some outside information.  
6. Shows evidence of acceptable organization and writing.  
May contain errors that do not seriously detract from the quality of the essay. |
| **2 - 4** | 1. Presents a limited, confused, and/or poorly developed thesis.  
2. Deals with one aspect of the question in a general way or all parts in a superficial way with simplistic explanations.  
4. Contains little outside information or information that is inaccurate or irrelevant.  
5. Demonstrates weak organization and/or writing skills that interfere with comprehension.  
6. May contain major errors. |
| **0 - 1** | 1. Contains no thesis or a thesis that does not address the question.  
2. Inadequate or inaccurate understanding of the question.  
3. Contains little or no understanding of the documents or ignores them completely.  
4. Inappropriate or no use of outside information.  
5. Disorganized and poorly written.  
6. Numerous errors, both major and minor. |

15) What score on the rubric would you give this paper? Underline the comments that fit even if they are from separate scales.
Revision of the Revised Notes on the Hierl Theory of Essay Writing

1) Begin with a well-developed thesis statement that does more than repeat the question. It should (1) answer the question, (2) take a position, and (3) establish organizational categories. This will get you thinking about logical flow and also lend predictability to the essay for the reader.

2) AVOID VOMIT ESSAYS- Begin each paragraph with a topic sentence which defends your thesis and directly answers the question, and support it with as much specific factual information as you can. Use the names, dates, places, events, and terminology of history. Explain how and why the specific information supports your point of view (interpretive commentary). **Do not** merely list or describe information but use it to prove your thesis. These are called vomit essays – a series of random facts thrown-up onto the paper that do not relate to your thesis.

3) End each paragraph with a clincher sentence that ties the entire paragraph directly back to the thesis statement.

4) Your conclusion should restate the thesis, but in different words.

5) Keep the essay focused on answering the question. Combine thoughts into clear, concise, sophisticated sentences. Make the important factual information the subject of your sentence. **A complete historical thought is a cause/ effect relationship, so show cause/effect relationships in single sentences.**

6) Always focus on the complexity of history. **Demonstrate that you understand the concept of multi-causation/ multi-effect. Bring as much depth and breadth into the essay as possible.**

7) Long essays are not always good essays, but short essays are almost never good essays. Don't be locked in to preconceived notions of length or five paragraph essays. Budget your time. It is imperative that you give each essay your best shot. In all likelihood you will score higher by attempting both free response questions than you will by concentrating all of your efforts on one to the exclusion of the other.

8) The question every reader asks themselves at the end of an essay is, **"How sophisticated a knowledge of history has this student demonstrated in this essay?"** The demonstrated level of sophistication will ultimately determine the grade.

9) Be aware of the type of question you are being asked.
   - History essays in recent years have tended to emphasize the following:
     - Analyzing/assessing the **DEGREE** to which a statement is true
     - Analyzing/assessing the **IMPACT** of an event or concept on some aspect of American society
     - Analyzing/assessing the **RELATIVE IMPORTANCE** of various factors on an event or concept
     - Analyzing/assessing the **EXTENT** to which a historical stereotype is true for a given period or concept
     - Analyzing or assessing the **REASONS** that cause a particular movement to develop
     - **COMPARING and CONTRASTING** differing attitudes toward a general concept or particular policy or comparing and contrasting a factor or factors from different time periods. (Analyze means: examine how and why).

10) Penmanship, spelling, and grammar make a difference because they subconsciously affect the ability of the reader to extract information from your essay and they interfere with the logical flow of the essay.
The Core Structure of an History Essay

Read the question carefully and focus your discussion on directly answering that question. Be certain that you are answering the question you are asked.
- Always use the following format (The Core Structure) in organizing your essay.
- You are writing to impress a reader with your essay.
- A predictable format will make it easier for the reader to extract information from your essay and determine whether or not you are an intelligent life-form.

The Core Structure

I. Well-developed thesis statement that 1) directly answers the question (2) takes a position, and 3) establishes organizational categories. Your thesis statement should NOT be longer than two sentences.

II. Most important topic sentence (TP) which introduces the category to be discussed, directly answers the question, and takes a position on this particular category.
   A. Most important specific factual information (SFI) which demonstrates knowledge of the material and interpretive commentary (IC), which demonstrates an understanding of how this information supports the thesis
   B. Next most important specific factual information (SFI) and interpretive commentary (IC).
   C. Next most important specific factual information (SFI) and interpretive commentary (IC).
   D. Next most important specific factual information (SFI) and interpretive commentary (IC).
   E. Clincher sentence (CL) which ties the paragraph directly back to the thesis.

III. Next most important topic sentence (TP) which introduces the category to be discussed, directly answers the question, and takes a position on this particular category.
   A. Most important specific factual information (SFI) which demonstrates knowledge of the material and interpretive commentary (IC), which demonstrates an understanding of how this information supports the thesis
   B. Next most important specific factual information (SFI) and interpretive commentary (IC).
   C. Next most important specific factual information (SFI) and interpretive commentary (IC).
   D. Next most important specific factual information (SFI) and interpretive commentary (IC).
   E. Clincher sentence (CL) which ties the paragraph directly back to the thesis.

IV. Next most important topic sentence (TP) which introduces the category to be discussed, directly answers the question, and takes a position on this particular category.
   A. Most important specific factual information (SFI) which demonstrates knowledge of the material and interpretive commentary (IC), which demonstrates an understanding of how this information supports the thesis
   B. Next most important specific factual information (SFI) and interpretive commentary (IC).
   C. Next most important specific factual information (SFI) and interpretive commentary (IC).
   D. Next most important specific factual information (SFI) and interpretive commentary (IC).
   E. Clincher sentence (CL) which ties the paragraph directly back to the thesis.

V. + Repeat II, III, and IV as many times as necessary to completely answer the question.

VI. Conclusion (CON) which restates the thesis in different words.
### DBQ Do's & Don'ts

<table>
<thead>
<tr>
<th><strong>Do the following things with a DBQ</strong></th>
<th><strong>Don't do the following things with a DBQ</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read carefully and make sure you understand the question being asked.</td>
<td>Respond to a question that isn't asked.</td>
</tr>
<tr>
<td>Quickly jot down the major themes/events/people you associate with this topic or question.</td>
<td>Use &quot;I&quot; statements such as &quot;I think that Document A portrays...&quot;</td>
</tr>
<tr>
<td>Read over the documents, noting the year and author/source of each one. If the document seems to support or oppose a possible perspective or opinion on the question, note that in the margin.</td>
<td>Summarize the documents. The reader knows the content of the documents and is interested in how you view the document relating to the question.</td>
</tr>
<tr>
<td>Write out a preliminary thesis and outline of your major points.</td>
<td>Quote long passages from the documents. Use an ellipsis &quot;...&quot; if you need to quote.</td>
</tr>
<tr>
<td>As you begin to write, remember to weave the documents into your answer, always focusing on the thesis.</td>
<td>Try to impress the reader with big words that are used incorrectly. This has the opposite effect of what is intended.</td>
</tr>
<tr>
<td>Include your knowledge of the era along with your analysis of the documents.</td>
<td>Spend so much time reading and underlining the documents that you have to rush your writing.</td>
</tr>
<tr>
<td>Be sure to include your own analysis/perspective on the question.</td>
<td>Begin writing your answer until you have a good sense of your thesis and how you want to approach the question.</td>
</tr>
<tr>
<td>If you can knowledgeably quote or refer to an historian who has a perspective on this question, include his or her perspective.</td>
<td>Write &quot;I ran out of time&quot; on the bottom of your essay. You had as much time as every test-taker in America.</td>
</tr>
<tr>
<td>Keep an eye on the clock so that you can have time to re-read your essay for any obvious technical errors.</td>
<td></td>
</tr>
<tr>
<td>Be as specific as possible when you include historical information.</td>
<td></td>
</tr>
<tr>
<td>Be assertive and forceful in making your points.</td>
<td></td>
</tr>
</tbody>
</table>