

AP[®] EUROPEAN HISTORY
2007 SCORING GUIDELINES (Form B)

Question 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

8–9 Points

- Explicit thesis responds fully to all prompts: nationalism and at least two example categories.
- Consistently clear organization supports the argument.
- Shows clear understanding of nationalism (may be contextual).
- Clearly links the two chosen areas with nineteenth-century nationalism.
- Uses specific and relevant examples from the two chosen areas.
- Well-balanced discussion among all prompts.
- Errors do not distract from the argument.

6–7 Points

- Explicit thesis is responsive to the question, perhaps less fully than in the 8–9 category.
- Organization is clear but may not be consistently followed.
- Discussion of nationalism and the two chosen areas is balanced, although perhaps stronger in one area than the other.
- All assertions are supported by at least one piece of specific information.
- Attempts an understanding of nationalism.
- Linkage between nationalism and the two chosen areas is suggested.
- Errors may detract from the overall essay.

4–5 Points

- Thesis is explicit but may not respond fully to the entire question.
- Organization is less effective than in essays scored higher.
- Essay shows some imbalance. Some major topics (nationalism or one of the two chosen areas) may be seriously neglected or have minimal specificity.
- At least one of the chosen areas is supported by one relevant piece of evidence.
- Attempts some linkage between nationalism and the two chosen areas but with a simplistic or unconvincing explanation.

2–3 Points

- Thesis is not explicit or merely rephrases/repeats the question.
- Unclear, ineffective organization.
- Serious imbalance—major topics are neglected (e.g., uses only one of the example categories).
- No clear linkage between nationalism and the chosen areas.
- Overly generalized information.
- Several distracting errors.

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Question 3 (continued)

0–1 Point

- No discernable attempt at thesis.
- No discernable organization.
- Only one or none of the prompts (nationalism or one of the two areas) is mentioned.
- No understanding of nationalism or shows no linkage to the chosen areas.
- Little or no supporting evidence.
- Numerous errors that distract from the thesis.

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Write in the box the number of the question you are answering on this page as it is designated in the examination.

A₁

During the nineteenth century, there were many different political ideas driving European thoughts. One very important idea was nationalism. Nationalism is defining who you are by who you are not and can be very helpful during tough political times to unite people and gain support for a particular cause.

In the mid-nineteenth century, there was an attempt to unify all of the current German States. This process of German unification was completed in 1871, with the help of nationalism. Richard Wagner is the composer of the four operas known as the Ring of the Nieblung. Throughout these four operas, a sense of being German ~~was~~ promoted. These very mystical stories about Gods and Rhinemaidens helped shaped the ~~idea~~ ^{idea of, and} ~~idea~~ ^{idea} of being German.

This opera demonstrated the genius of a fellow German as well. This opera allowed for the spread of these nationalistic ideals to all classes of people because ~~in~~ ^{written} it is in German so anyone who spoke the language could understand its message.

In France, ~~as well as~~ ^{just as in} Germany, there was a call for nationalism. France in the early nineteenth

Write in the box the number of the question you are answering on this page as it is designated in the examination.

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A2

century was in the process of a revolution that needed the support of its Frenchmen to be successful. A piece of artwork that greatly helped the French cause was "Liberty Leading the People." In this painting, the French flag is raised high as the common men follow liberty. The light of this painting comes directly from Lady Liberty as she leads the men to their definite victory.

This painting, just like Wagner's opera promoted a sense of being French. These two pieces also came at a time when nationalism was necessary to support a ^{country's} political cause. They filled their audiences with pride for their heritage and helped better their causes as a result.

*Through art and music, nationalism was promoted such that a country's political goal could be achieved.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

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Throughout the nineteenth century nationalism was incorporated into the arts to instill a pride and unity in citizens' hearts. Two means of this were music and art.

Artists, in different time periods or movements, would paint pictures of battle scenes to create a nationalistic pride. They also depicted the lives of common people to honor or lift up the working class. An example of the first is Turner's "The Fighting Temeraire" in which the retired battleship is being taxied out to sea to be sunk. This image creates a feeling of nostalgia and memorable, honorable emotion. Another is the Spanish "The Fifth of May" by Gernica. The painting shows Spanish commoners being executed by a firing squad.

Another method of expressing nationalism is through music. In "1812 Overture" the story of Napoleon's defeat in Russia is told by ~~the~~ the French national anthem, the song's

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Write in the box the number of the question you are answering on this page as it is designated in the examination.

overtures's theme with bass drums representing cannons on battle, then the Russian national anthem symbolizing victory.

Both the artistic and musical paths were effective because they reached out to all individuals, not solely one class. Upper and lower class individuals experienced nationalism because they all had access to these fields.

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In the 19th century, Europe was hit with many nationalist movements. Countries were being unified, leaders were flourishing, and it was an important part of history. There are billions and billions of people in the world and a large number of countries. Therefore, nationalist movements aim towards a sense of unity and a chance for citizens to belong to each other. Nationalist movements have gone through rough times and good times. However, we would never know that without art and writings. Artists and writers gather information about their countries and present it in a way that lasts forever.

Artists of the 19th century depicted nationalism in different ways. Some artists express the history through art of wars, leaders, religion, or even everyday life at that time. Francisco Goya presented Spanish nationalism with paintings about war, as did Salvador Dalí. El Greco presented more religious figures during the nationalist times. Nationalist dictators such as Stalin, Mussolini, ~~Mao~~ and Franco, were portrayed in art by statues and sculptures.

Not only artists portrayed the concepts of nationalism, but writers did as well. For a more nationalistic sense, writers wrote in vernacular. Other writers wrote articles about the day to day events, and journals of the plans of nationalist leaders. Karl Marx's book, *Communist Manifesto*.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

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and Adolf Hitler's Mein Kampf are merely examples of this. Government and politics was a big deal ~~at~~ during nationalist times, and books such as The Prince by Machiavelli ~~expressed~~ thoroughly expressed and brought out the concepts of nationalism and leadership.

Many people have different talents that are used for different reasons, and these few artists and writers mentioned used their special "touch" to present history of nationalism to the world. Nineteenth century nationalism is a great part of history that took place not too long ago, and because of such artists, writers, and other individuals, we can hold onto that part of our history.

AP[®] EUROPEAN HISTORY
2007 SCORING COMMENTARY (Form B)

Question 3

Sample: 3A

Score: 8

This essay begins with a clear and compelling thesis. The student does a very credible job linking Richard Wagner's operas to the development of German nationalism and then goes on to show how Delacroix's painting, *Liberty Leading the People*, served a similar function in nineteenth-century France.

Sample: 3B

Score: 5

The creditable thesis of this student's response is supported by J.M.W. Turner's *The Fighting Temeraire* (misspelled "Temerair") and Goya's *The Third of May* (incorrectly referred to as "The Fifth of May" and attributed to "Gernica"), along with Peter Illyich Tchaikovsky's *1812 Overture*, as examples of art being used to heighten nationalistic fervor.

Sample: 3C

Score: 2

The long but simplistic thesis of this essay does not address the question. Only a very limited understanding of nineteenth-century nationalism is demonstrated, with just one weak example provided.