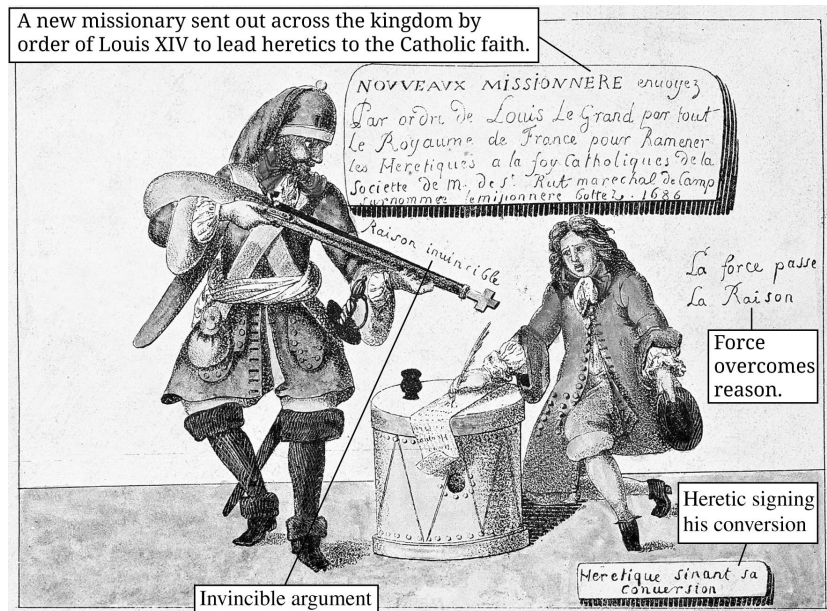


“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

2. Respond to parts A, B, and C.

- A. Describe a likely purpose of the cartoon.
- B. Describe a relevant religious context for the cartoon.
- C. Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

EUROPEAN HISTORY**SECTION I, Part B****Time—40 minutes****Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“Prior to the seventeenth century, the most celebrated European city was one famous for its past. Visitors made pilgrimages to Rome to tour its ancient monuments or its historic churches: they were seeking artistic inspiration and indulgences rather than novelty and excitement. Then, in the seventeenth century, a new model for urban space and urban life was invented, a blueprint for all great cities to come. The modern city as it came to be defined was designed to hold a visitor’s attention with quite different splendors: contemporary residential architecture and unprecedented urban infrastructure rather than grand palaces and churches. And this remade the urban experience for both the city’s inhabitants and its visitors alike.

The modern city was oriented to the future rather than the past: speed and movement were its hallmarks. And as many Europeans quickly recognized, only one city was truly modern: Paris.

Visitors who wanted to contemplate ancient monuments still went to Rome, but those in search of the novel and the cutting edge—in the arts and architecture, in technology and commerce, in fashion, and in cuisine—were traveling to Paris to discover a very different experience. . . . They spent less time in churches and more in cafés and public gardens, less time touring cemeteries and more visiting shops. They wanted to eat well and to be well outfitted as much as to tour a famous cathedral.”

Source: Joan DeJean, historian, *How Paris Became Paris: The Invention of the Modern City*, 2014

1. Using the excerpt, respond to parts a, b, and c.

- a. Describe one argument made in the passage.
- b. Explain how a piece of evidence from the passage supports one of the author’s claims.
- c. Explain how one development during the late 1600s and the 1700s shaped the changes described in the passage.

“Among all the powers that are given by God the kingly power is most high, strong, and large. . . . No power in the world or in the hierarchy of the church can lay restraint upon that supreme [power]. . . . Now to this high, large, and most restraining power of kings, not only nature, but even God himself gives from heaven most full and ample testimony, and that this power is not merely human but superhuman and indeed no less than a power divine. . . . That supreme power, therefore, which resides in earthly [rulers] is not a . . . collection of human power scattered among many and gathered into one head, but a participation of God’s own unlimited power, which he never did [confer on the] multitudes of men in the world, but only and immediately on his own vice-regents [kings].

All [royal wishes] are, and ought to be, to all loyal subjects, in the nature and force of a command.”

Source: Reverend Roger Mainwaring, sermon, England, 1627

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Describe one argument made in the passage.
- b. Describe one relevant context in which the sermon was delivered.
- c. Explain one way in which views such as those expressed in the passage were challenged later in the 1600s.