

# SAMPLE MATERIALS



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## Duration

Two class sessions of approximately 40 minutes each

## Resources

1. Study Guide



2. Student Handout



3. Teacher Handout



4. Student Worksheet



## Objectives of Lesson

- To introduce students to the Line of Reasoning

### College Board Objectives from the 2019–20 CED

- **CLE 3.A:** “Identify and explain claims and evidence within an argument.”
- **REO 5.A:** “Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.”
- **REO 5.B:** Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

## Activities

- Introducing line of reasoning
- Reading rhetoric to identify and evaluate the line of reasoning

## How to Use This Lesson Plan

This lesson is designed to introduce a key concept to students: the line of reasoning, which is a cornerstone of the AP® English Language course. To be successful on the exam, students must be able to identify and evaluate an author’s line of reasoning as well as develop their successful argument through a strong line of reasoning. In this lesson, you will review the line of reasoning study guide with your students and provide them with an opportunity to read a passage to identify and evaluate the line of reasoning. This scaffolding activity is perfect for the beginning of the school year when students first begin to analyze rhetoric. At the end of this lesson, there is an enrichment activity for students as well.

### TEACHER’S NOTE

This lesson pairs well with the Lesson Plan: Identifying the Rhetorical Situation. The skills covered in these two lessons are essential to student success in the AP® English Language course. Therefore, the lessons utilize the same passage, Malala Yousafzai’s address to her fellow youth at the United Nations. This lesson should be used after the “Identifying the Rhetorical Situation” plan.

### TEACHER’S NOTE

This purpose of this assignment is to introduce Line of Reasoning to your students. Because of this, the prompt included with the passage is slightly longer than what students will see on the AP® English Language exam. Additionally, it does stray from the stable wording that students will see on the rhetorical analysis prompt because students are not reading to analyze the rhetorical choices that Yousafzai utilizes but to examine the Line of Reasoning.

## LESSON: INTRODUCING THE LINE OF REASONING

### Introducing the Study Guide

To begin this lesson, distribute the “Study Guide: The Line of Reasoning.” This document will clarify line of reasoning for students.

Best defined as the arrangement of claims and evidence that leads to a conclusion, line of reasoning is a relatively new term in AP® Language. However, AP® Capstone teachers and students are familiar with this term. Important for evaluating the credibility of an argument, AP® Language students must be able to identify and create their own logical line of reasoning as mentioned on each rubric for the exam's free-response questions.

Your students may easily identify the central claim of an argument, especially if it is presented early in the passage; however, students must learn that a thesis can be effective at the end of a speech, or it may not even be explicitly stated. This does not mean the argument or line of reasoning is ineffective. In fact, those rhetorical choices can make the argument more successful. Additionally, students must be able to recognize the supporting claims and evidence to evaluate a line of reasoning. The cohesion of these elements should work together to lead to a conclusion. For example, if a speaker is trying to convince his audience to join a movement, he or she might begin by acknowledging reasons why listeners might be hesitant to join, effectively addressing the counter-argument early on to increase his/her credibility and gain the audience's trust. Speakers often organize the argument based on the rhetorical situation, which is why this lesson works best after students understand the rhetorical situation.

### Identifying and Evaluating Yousafzai's Line of Reasoning

After reviewing the study guide, distribute the Student Handout: “Malala Yousafzai's Speech” (or ask them to get out the copy they used for the rhetorical situation lesson) and the Worksheet: “Identifying and Evaluating the Line of Reasoning.” Direct students to review the prompt to refamiliarize themselves with the rhetorical situation so that they accurately identify the claims and evidence Yousafzai employs to develop her line of reasoning. As they read through the passage, they will complete the graphic organizer. Please use the Teacher Version of the worksheet to support your students. This activity should take the majority of a 40–50 minute class period. If student do not finish, we recommend that they finish it outside of class to review together in your next class session.

#### TEACHER'S NOTE

To help students better understand line of reasoning, inform them that it is essentially the outline of the writer's argument. Students are very familiar with outlining their own work; now, they must begin to reverse outline arguments in order to evaluate whether or not authors' arguments are truly valid.

#### TEACHER'S NOTE

Before releasing students to identify a line of reasoning on their own, you could show a quick speech to your students and identify the line of reasoning as a whole class. Because this is a new skill, we recommend that you choose a speech that you are very familiar with and easy for students to work with. You can also check out Ashton Kutcher's Teen Choice Award acceptance speech. It is a quick five minute speech with a clear line of reasoning.

#### ENRICHMENT

If you are looking to extend this lesson and provide more opportunities for practice, you can ask students to find their own examples of contemporary rhetoric and identify the line of reasoning. They can share their pieces with the class and explain what is or is not effective about the arrangement of the ideas or even make recommendations for improvement. This activity could also help them prepare for the writing questions on the multiple-choice section of the exam.

# Line of Reasoning

## What is the Argument?

- The conclusion (position) supported by a series of connected premises (claims or reasons) that are supported by evidence.

## What is the Line of Reasoning?

- The formal structure of an argument. In other words, the way that claims and reasons are arranged to lead to the conclusion.

## Identifying the Line of Reasoning

Another way to think of line of reasoning is that it is an author's train of thought, the arrangement of his ideas. Often, we can identify a writer's overall claim early in the passage, then use the rest of the content to strengthen the overall claim by making supporting claims (reasons) and including specific evidence to support the claims. However, as we encounter more sophisticated writing, we begin to see that an effective line of reasoning may present the overall claim at the end of the passage. Both modes are appropriate—as long as the claims, reasons, and evidence work together to construct a clear and strong argument.

## Evaluating the Line of Reasoning

Like everything in the AP® English Language, identifying something is never enough. The objectives in this course require that you can evaluate the effectiveness of an author's line of reasoning and develop a successful line of reasoning of your own. The good news is that once you can evaluate the line of reasoning in an argument, you should be able to create a strong line of reasoning. Below are questions that you can use to help evaluate and develop a line of reasoning?

- What is the author's overall claim? Where is it presented? Is it explicitly stated or implied? How do these choices impact the strength of the argument?
- What is the writer's first supporting claim (reason)? How does it connect to the thesis? Does the writer include specific evidence to support this claim? Why or why not?
- What are the following supporting claims (reason)? How do they connect? (Are they similar? Does one further prove the previous claim? Does one offer a counter-argument and the next present a refutation?) How do they connect to the overall argument? Are there specific pieces of evidence to support these supporting claims (reasons), why or why not?
- Finally, how do the pieces work together to prove the overall argument? What does the arrangement reveal about the writer's understanding of the rhetorical situation?

### WHY IS LINE OF REASONING IMPORTANT?

Logical appeals, a vital component of effective rhetoric, are not just the statements of facts or numbers. In fact, logic does not focus on the content of claims in an argument. It focuses on the relationships between claims and conclusions.

### REVERSE OUTLINE:

When identifying a writer's line of reasoning, a good practice to use is a reverse outline. This best works as a two step process. First, identify the main idea of each of each paragraph. Keep it short and simple and in your own words. This ensures that you understand the main idea. You might see that a few paragraphs have similar or even identical main ideas. That is okay. Perhaps the evidence or the rhetorical choices are different, strengthening the overall line of reasoning.

Second, note how the main idea of each paragraph advances the argument. Does one address a counter-argument? Is the following paragraph a refutation? Do two body paragraphs juxtapose each other? The expectation of a solid line of reasoning is that the paragraphs are NOT interchangeable. Each claim builds off of another, leading to a strong conclusion. This is very important in developing your own argument. If you find that you can switch paragraphs around, your line is weak. Strengthen it by including transitional phrases or sentences. Refer back to previous claims or evidence to connect the paragraphs together.

# Malala Speech

On July 12, 2013, the first ever Youth Takeover of the UN took place in New York City, which brought together hundreds of young education advocates from around the world, including Malala Yousafzai, who made her first public speech since being attacked by the Taliban in Pakistan in 2012. Yousafzai, a Pakistani activist, UN messenger of peace and the youngest Nobel Laureate, delivered this address on education to the youth assembly on ‘Malala Day,’ her 16th birthday. Read the passage carefully. Then, identify the elements of the rhetorical situation present as Yousafzai develops her message that education is power.

Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, 50  
 Line when we were in Swat, the north of Pakistan, we realized 5 the importance of pens and books when we saw the guns.

The wise saying, “The pen is mightier than sword” was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid 55 of women. The power of the voice of women frightens 10 them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoon Khwa and FATA. That is why they 60 are blasting schools every day. Because they were and 15 they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, “Why are the Taliban against education?” He answered very simply. By pointing to 65 his book he said, “A Talib doesn’t know what is written inside this book.” They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own 25 personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity, and brotherhood. Islam says that it is not only each child’s right to get education, rather it is their duty and 30 responsibility.

Dear fellows, today I am focusing on women’s rights and girls’ education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do 35 it by ourselves. I am not telling men to step away from speaking for women’s rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it’s time to speak up.

So today, we call upon the world leaders to change 40 their strategic policies in favor of peace and prosperity.

- We call upon the world leaders that all the peace deals must protect women and children’s rights. A deal that goes against the dignity of women and their rights is unacceptable.

- 45 • We call upon all governments to ensure free compulsory education for every child all over the world.

- We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.
- We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.
- We call upon all communities to be tolerant—to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.
- We call upon our sisters around the world to be brave—to embrace the strength within themselves and realize their full potential.

Dear brothers and sisters, we want schools and education for every child’s bright future. We will continue our journey to our destination of peace and 65 education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of 70 education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice 75 and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, 80 poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education First.



# Evaluating the Line of Reasoning

To develop an effective argument, writers must develop a logical line of reasoning, which is best defined as the arrangement of claims and evidence that leads to a conclusion. Readers must be able to identify an author's line of reasoning to thoroughly evaluate the effectiveness of an author's argument. Complete this graphic organizer to identify the line of reasoning in the passage.

EVALUATING THE LINE OF REASONING	
<b>THESIS/CENTRAL CLAIM:</b> <i>The thesis is not always found at the beginning of a passage; it could be explicitly stated, or it may be implicit; read the entire text before determining the thesis.</i>	
<i>Education is the weapon to end illiteracy, poverty, and terrorism around the world.</i>	
<b>CLAIM #1:</b>	
<i>Extremists are afraid of education.</i>	<b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b> <i>If the extremists oppress people who are afraid of education, it must have the power to end the oppression.</i>
<b>SPECIFIC SUPPORTING EVIDENCE:</b> <i>Extremists murdered medical students.  They killed polio workers (educated people).  They are bombing schools.</i>	
<b>CLAIM #2:</b>	
<i>Some Taliban members are uneducated themselves; therefore, they are easily manipulated to believe the lies from the terrorist leaders.</i>	<b>HOW DOES THIS CLAIM/EVIDENCE CONNECT TO THE PREVIOUS CLAIM?</b> <i>Does it clarify the previous claim? Is it similar? Is it a counter-argument? Explain.</i> This claim furthers the previous one, explaining especially how terrorist leaders can manipulate their followers to believe that education is harmful.
<b>SPECIFIC SUPPORTING EVIDENCE:</b> <i>Anecdote from Yousafzai</i>	<b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b> <i>This claim/evidence supports the argument by illustrating how terrorists misuse religion to justify their behavior and implies that if the extremists were able to read themselves, they would not blindly follow terrorist leaders.</i>

<b>CLAIM #3:</b>	
<i>Women's rights and girls' education are suffering the most.</i>	<p><b>HOW DOES THIS CLAIM/EVIDENCE CONNECT TO THE PREVIOUS CLAIM? Does it clarify the previous claim? Is it similar? Is it a counter-argument? Explain.</b></p> <p><i>This claim/evidence shifts from addressing terrorist behavior to outlining the behaviors that her audience can exhibit and changes that they can fight for.</i></p>
<p><b>SPECIFIC SUPPORTING EVIDENCE:</b></p> <p><i>Yousafzai lists changes that must occur: free education for every child, actively fight against terrorism, expand educational opportunities for girls, tolerant communities, etc.</i></p>	<p><b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b></p> <p><i>By outlining specific changes that she wants her audience to support and world leaders to implement, she reinforces her belief that education can lead to peace and prosperity if everyone in the world receives these opportunities and all governments fight against terrorism that prohibits the education of children.</i></p>
<b>CLAIM #4:</b>	
<i>By using the power and strength of their words and education, the united youth can change the world, and they must do so to help those who suffer.</i>	<p><b>HOW DOES THIS CLAIM/EVIDENCE CONNECT TO THE PREVIOUS CLAIM? Does it clarify the previous claim? Is it similar? Is it a counter-argument? Explain.</b></p> <p><i>While the previous list of changes Yousafzai requests might have intimidated her audience, she reminds them that they can accomplish the tasks if they are united and use their education for good. She also reminds them why the hard work is necessary.</i></p>
<p><b>SPECIFIC SUPPORTING EVIDENCE:</b></p> <p><i>There are millions of people who are suffering from poverty, injustice, and ignorance. Millions are out of school. Books, pens, teachers, children can change the world.</i></p>	<p><b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b></p> <p><i>By using the education they have received, the youth can see the power that it wields and fight to educate others, weaponizing those who struggle against terrorism and poverty.</i></p>
<p><b>EVALUATION:</b> <i>How do the claims and evidence work together to prove the thesis? Why is this line of reasoning effective?</i></p> <p><i>Yousafzai's line of reasoning is effective because each claim builds off of one another. By beginning with a justification of how she knows terrorists fear education and why they so strongly oppose it, her claim that it is the only way to beat the injustices of the world is more powerful. Shifting to directives that her peers can follow and fight for empowers them to act, and finally, by reminding her audience who already has access to the most powerful tool in the world makes them one of the most influential groups in the world and emboldens them to fight for education for all.</i></p>	



# Evaluating the Line of Reasoning

Name: \_\_\_\_\_

Passage: \_\_\_\_\_

To develop an effective argument, writers must develop a logical line of reasoning, which is best defined as the arrangement of claims and evidence that leads to a conclusion. Readers must be able to identify an author's line of reasoning to thoroughly evaluate the effectiveness of an author's argument. Complete this graphic organizer to identify the line of reasoning in the passage.

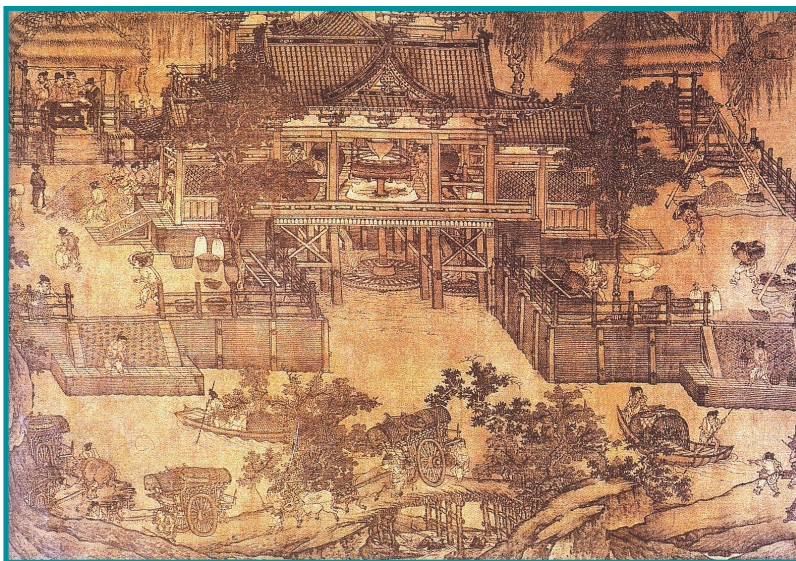
EVALUATING THE LINE OF REASONING	
<b>THESIS/CENTRAL CLAIM:</b> <i>The thesis is not always found at the beginning of a passage; it could be explicitly stated, or it may be implicit; read the entire text before determining the thesis.</i>	
<p style="text-align: center;"><i>Write or type your response in this area.</i></p>	
<b>CLAIM #1:</b>	<b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b>
<p style="text-align: center;"><i>Write or type your response in this area.</i></p>	<p style="text-align: center;"><i>Write or type your response in this area.</i></p>
<b>SPECIFIC SUPPORTING EVIDENCE:</b>	
<p style="text-align: center;"><i>Write or type your response in this area.</i></p>	
<b>CLAIM #2:</b>	<b>HOW DOES THIS CLAIM/EVIDENCE CONNECT TO THE PREVIOUS CLAIM? Does it clarify the previous claim? Is it similar? Is it a counter-argument? Explain.</b>
<p style="text-align: center;"><i>Write or type your response in this area.</i></p>	<p style="text-align: center;"><i>Write or type your response in this area.</i></p>
<b>SPECIFIC SUPPORTING EVIDENCE:</b>	<b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b>
<p style="text-align: center;"><i>Write or type your response in this area.</i></p>	<p style="text-align: center;"><i>Write or type your response in this area.</i></p>

<b>CLAIM #3:</b>	
<p><i>Write or type your response in this area.</i></p>	<p><b>HOW DOES THIS CLAIM/EVIDENCE CONNECT TO THE PREVIOUS CLAIM? Does it clarify the previous claim? Is it similar? Is it a counter-argument? Explain.</b></p> <p><i>Write or type your response in this area.</i></p>
<p><b>SPECIFIC SUPPORTING EVIDENCE:</b></p> <p><i>Write or type your response in this area.</i></p>	<p><b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b></p> <p><i>Write or type your response in this area.</i></p>
<b>CLAIM #4:</b>	
<p><i>Write or type your response in this area.</i></p>	<p><b>HOW DOES THIS CLAIM/EVIDENCE CONNECT TO THE PREVIOUS CLAIM? Does it clarify the previous claim? Is it similar? Is it a counter-argument? Explain.</b></p> <p><i>Write or type your response in this area.</i></p>
<p><b>SPECIFIC SUPPORTING EVIDENCE:</b></p> <p><i>Write or type your response in this area.</i></p>	<p><b>HOW DOES THIS CLAIM/EVIDENCE SUPPORT THE THESIS?</b></p> <p><i>Write or type your response in this area.</i></p>
<b>EVALUATION:</b> <i>How do the claims and evidence work together to prove the thesis? Why is this line of reasoning effective?</i>	
<p><i>Write or type your response in this area.</i></p>	

## DEVELOPMENTS IN ASIA

The **Song Dynasty** in China maintained its rule through long-held cultural traditions based in **Neo-Confucian** principles, such as **filial piety**, **Buddhism**, and a system of **imperial bureaucracy**. Chinese belief systems influenced surrounding regions, and Chinese **innovations in agriculture and manufacturing** enabled China to flourish economically and to expand its regional trade networks. Although the Chinese economy grew more commercialized, it remained dependent on the labor of the peasant and artisan classes.

In South and Southeast Asia, societies continued to be strongly influenced by **Hinduism**, **Buddhism**, and **Islam**. In India, the Hindu **caste system** created and maintained a hierarchy of power, and various decentralized kingdoms competed with each other until the emergence of the **Muslim Delhi Sultanate**. Mainland Southeast Asia was dominated by the **Khmer Empire**, which had its capital at the Hindu-turned-Buddhist temple complex **Angkor Wat**. However, many small trading states arose on islands across Southeast Asia, like the Majapahit, a Hindu-Buddhist empire of 98 tributary cities centered on the island of Java.



*Song Dynasty Grain Mill*



*Suleiman the Magnificent*

## DEVELOPMENTS IN DAR AL-ISLAM

The three largest **Abrahamic religions** (**Judaism**, **Christianity**, and **Islam**) continued to have immense impact upon societies in Africa and Asia. As the **Abbasid Caliphate** began to decline, new Muslim powers emerged in the world of Dar al-Islam and expanded their territories and influence throughout Afro-Eurasia by means of military excursion, trade, and missionary work. The medieval Muslim world was dominated by the **Mamluk Sultanate** and the **Seljuk Turks** who ruled the declining **Abbasid Empire**. Empires and individual states within Dar al-Islam fostered intellectual activity such as **advances in mathematics and medicine** and the preservation of **Greek philosophy** from classical antiquity.



## THE GLOBAL TAPESTRY, c. 1200 to c. 1450

### DEVELOPMENTS IN EUROPE

Europe continued to be dominated by the same cultural forces that influenced it during the medieval period, notably Christianity. Politically, Europe was decentralized and fragmented into smaller kingdoms or regions; **feudalism** led to distinct social and economic hierarchies, with lords, vassals, knights, and serfs each having particular roles. **Manorialism** was the dominant system of organizing rural economies and often made use of the three-field system.

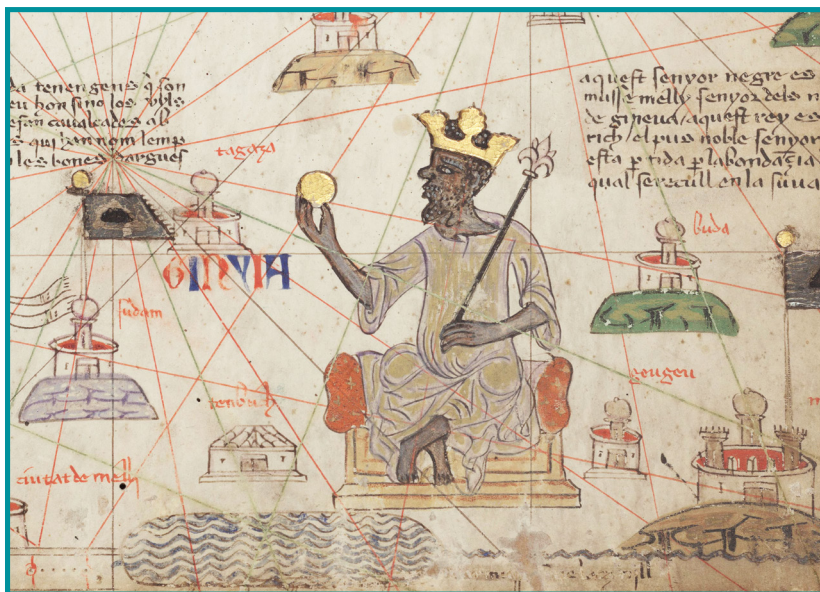
Absolute monarchs were developing more sophisticated forms of government, such as the British Parliament or the French Estates General, while still asserting their Divine Right to rule.



*Reeve and Serfs*

### STATE BUILDING IN THE AMERICAS AND AFRICA

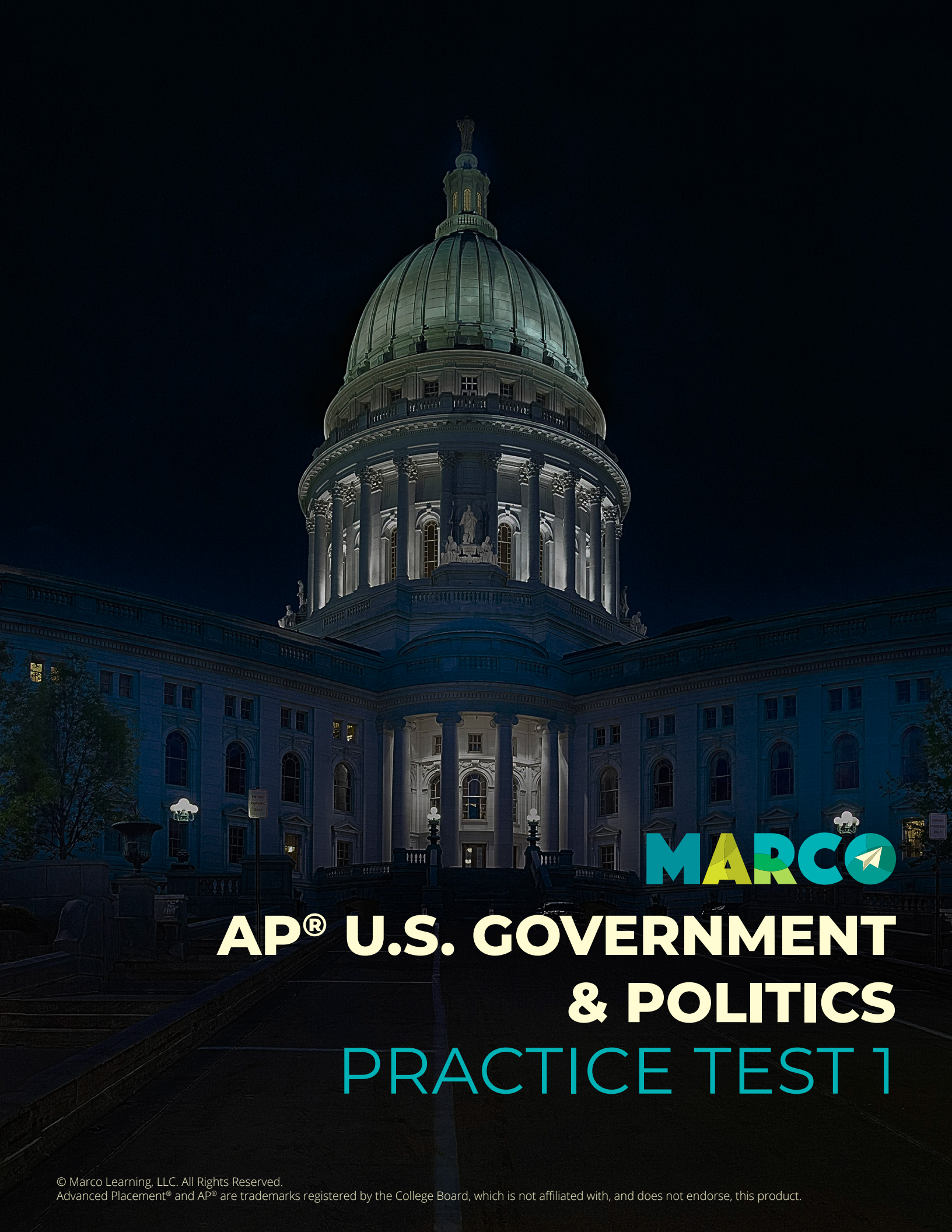
The Americas largely showed continuity in the 13th–15th centuries. Much of North, Central, and South America was tribal and clan-based, but more well-organized political systems existed. In North America, the **Mississippian** cultures exhibited great regional variation; most tribes practiced maize-based agriculture and had defined social hierarchies. The **Aztec Empire** in Mexico thrived in large city-states such as its capital, **Tenochtitlan**, which had impressive architectural monuments and networks of trade. Although they had no written alphabet, the Aztec had a complex system of **ideographs** through which they recorded historical events. In the Andes mountains of South America, the **Inca Empire** developed a united monarchy and a powerful military, thriving during the century leading up to the **Spanish Conquest**.



*Manuscript Showing Mansa Musa on Throne*

Africa, like the Americas, was primarily tribal and clan-based. In the west, the wealthy **Mali Empire** produced leaders such as **Mansa Musa**, who built magnificent mosques and a library at **Timbuktu**. The regions along the east coast of the continent were united by the arrival of Arab traders, whose language mixed with the native Bantu to create **Swahili**, and merchants traveled throughout Africa and beyond using the trans-Saharan trade routes as well as Indian Ocean maritime routes.





# AP<sup>®</sup> U.S. GOVERNMENT & POLITICS PRACTICE TEST 1

USE THIS SHEET TO RECORD YOUR ANSWERS FOR THE EXAM.

## SECTION 1: MULTIPLE-CHOICE QUESTIONS 1–55

Indicate your answers to the exam questions by filling in each circle completely.  
Mark only one response per question.

1	(A) (B) (C) (D)	21	(A) (B) (C) (D)	41	(A) (B) (C) (D)
2	(A) (B) (C) (D)	22	(A) (B) (C) (D)	42	(A) (B) (C) (D)
3	(A) (B) (C) (D)	23	(A) (B) (C) (D)	43	(A) (B) (C) (D)
4	(A) (B) (C) (D)	24	(A) (B) (C) (D)	44	(A) (B) (C) (D)
5	(A) (B) (C) (D)	25	(A) (B) (C) (D)	45	(A) (B) (C) (D)
6	(A) (B) (C) (D)	26	(A) (B) (C) (D)	46	(A) (B) (C) (D)
7	(A) (B) (C) (D)	27	(A) (B) (C) (D)	47	(A) (B) (C) (D)
8	(A) (B) (C) (D)	28	(A) (B) (C) (D)	48	(A) (B) (C) (D)
9	(A) (B) (C) (D)	29	(A) (B) (C) (D)	49	(A) (B) (C) (D)
10	(A) (B) (C) (D)	30	(A) (B) (C) (D)	50	(A) (B) (C) (D)
11	(A) (B) (C) (D)	31	(A) (B) (C) (D)	51	(A) (B) (C) (D)
12	(A) (B) (C) (D)	32	(A) (B) (C) (D)	52	(A) (B) (C) (D)
13	(A) (B) (C) (D)	33	(A) (B) (C) (D)	53	(A) (B) (C) (D)
14	(A) (B) (C) (D)	34	(A) (B) (C) (D)	54	(A) (B) (C) (D)
15	(A) (B) (C) (D)	35	(A) (B) (C) (D)	55	(A) (B) (C) (D)
16	(A) (B) (C) (D)	36	(A) (B) (C) (D)		
17	(A) (B) (C) (D)	37	(A) (B) (C) (D)		
18	(A) (B) (C) (D)	38	(A) (B) (C) (D)		
19	(A) (B) (C) (D)	39	(A) (B) (C) (D)		
20	(A) (B) (C) (D)	40	(A) (B) (C) (D)		



## UNITED STATES GOVERNMENT AND POLITICS

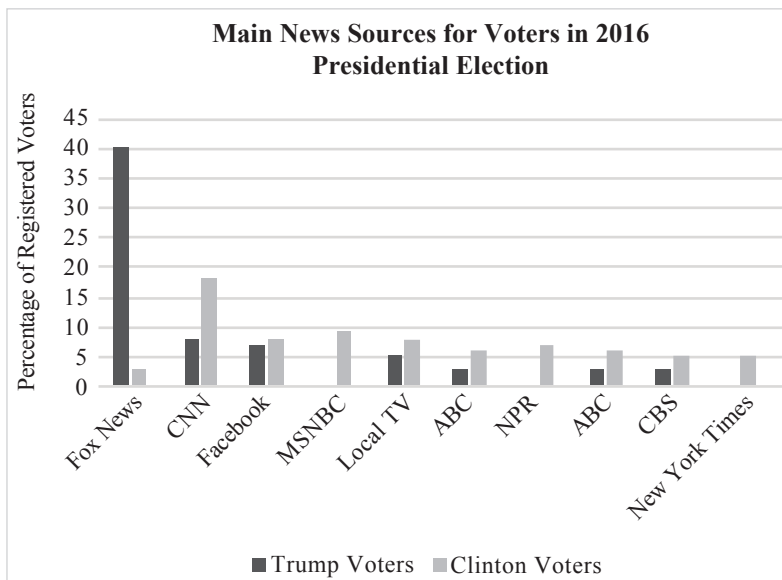
## SECTION I

Time—80 minutes

55 Questions

**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

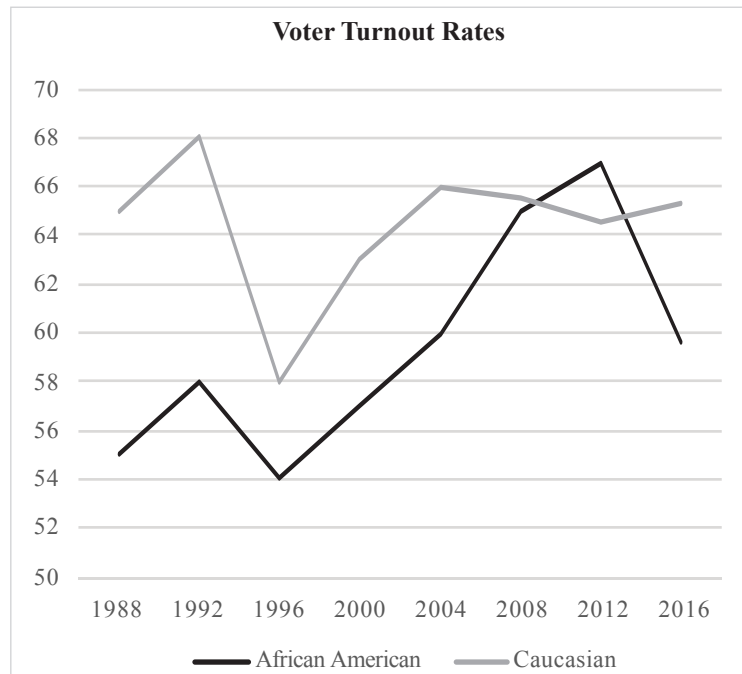
Questions 1 and 2 refer to the following graph.



- Which of the following conclusions can be determined based on the data in the chart?
  - Those who use newspaper sources were less likely to vote for Clinton in the 2016 presidential election than those who used television sources.
  - Among registered voters, there were common main sources of information for both Trump and Clinton voters.
  - Registered voters who used the New York Times as their main source of information were least likely to vote for Trump.
  - Of those using television sources for news, Clinton voters were less likely than Trump voters to use a common main source for information.
- Which of the following is a potential consequence of the pattern shown in the chart?
  - The rise of Internet news sources has led to the decline of traditional print media sources.
  - Registered voters are increasingly using sources of news that are targeted to their specific political affiliation.
  - Local news sources have become more important than national news sources for registered voters.
  - Public radio has been overrun with political content.

**GO ON TO THE NEXT PAGE.**

Question 3 and 4 refer to the following graph.

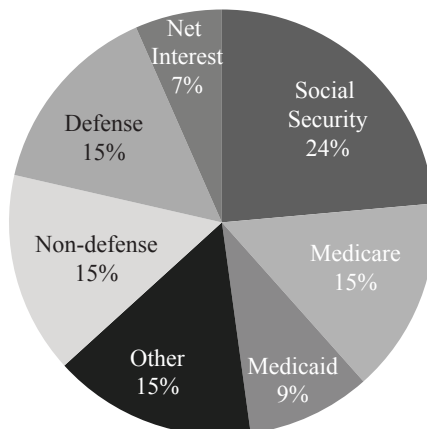


3. Which of the following best describes a trend shown in the chart above?
- (A) Voter turnout among African Americans increased substantially between 1988 and 2012.
  - (B) Voter turnout among Caucasians generally decreased between 2004 and 2016.
  - (C) Voter turnout among African Americans generally decreased between 1992 and 2004.
  - (D) Voter turnout among Caucasians consistently increased between 1988 and 2000.
4. Which of the following is an accurate conclusion based on a comparison of the trends shown in the line graph and your knowledge of voter behavior?
- (A) Less African Americans voted in the 1996 presidential elections because less citizens were eligible to vote prior to 2000.
  - (B) More African Americans voted in the 1992 presidential election than the 2004 election because media coverage declined between 1992 and 2004.
  - (C) Less African Americans voted in the 1988 presidential election than the 1996 election because the 1988 election was more important than the 1996 election.
  - (D) More African Americans voted in the 2008 and 2012 presidential elections because there was more money spent on outreach and an understanding that the elections were historically significant for African-Americans.

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Question 5 and 6 refer to the following graph.

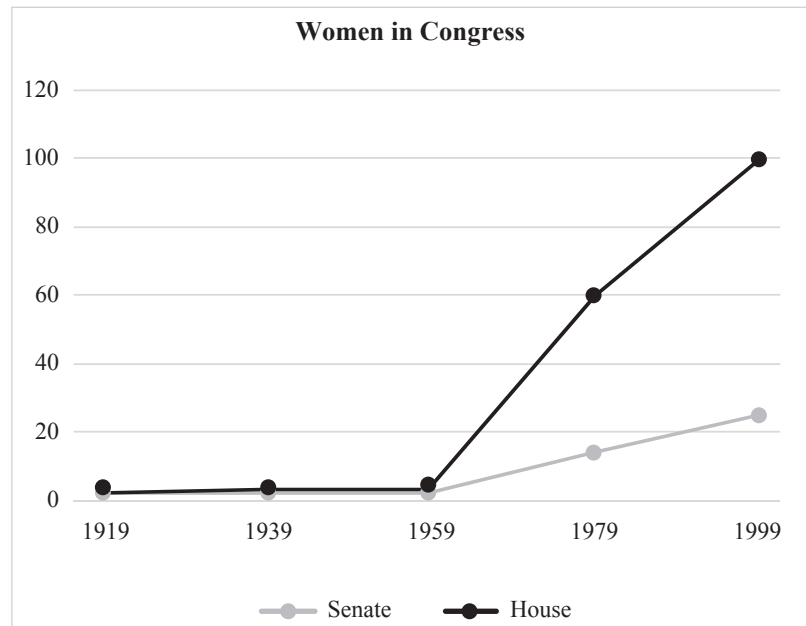
Federal Budget Spending in 2017



5. Which of the following accurately represents the information presented in the chart above?
- (A) Medicaid and Medicare spending represents a larger proportion of the budget than spending on Social Security.
  - (B) The proportion of the budget spent on domestic social spending is higher than the proportion spent on defense.
  - (C) The federal government spends a larger proportion of its budget on net interest than on Medicaid.
  - (D) Medical care constitutes the largest proportion of spending within the federal bureaucracy.
6. Which of the following best explains the difference in the proportion of the budget allocated to Social Security and the amount allocated to defense spending?
- (A) The funding for Social Security was allocated in a time of peace before the defense budget was enlarged.
  - (B) Social Security receives its funding directly from the President, while defense spending receives its funding from Congress.
  - (C) Social Security is primarily supported at the federal level, whereas defense spending is often supplemented by state budgets.
  - (D) The Social Security Administration hires more employees at the state level than the Department of Defense.

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Questions 7 and 8 refer to the following graph.



7. Which of the following accurately represents the information presented in the chart above?
- (A) Women have been consistently elected to the Senate at a lower level than to the House.
  - (B) The gender balance in the Senate in 1999 accurately represented the gender balance of the United States.
  - (C) Between 1980 and 1990, the number of women elected to the Senate increased faster than the number of women elected to the House.
  - (D) In 1999, the number of women in the Senate surpassed the total number of women ever elected to the House.
8. Based on the information in the line graph, which of the following is the most likely implication of the representation of women in the Senate and the House?
- (A) Changes in term limit laws would increase the number of women elected to Congress.
  - (B) Equal gender representation is mandated by law and cannot be changed.
  - (C) Republican control of the House will reduce the total number of women elected to Congress.
  - (D) Longer term lengths in the Senate will lead to slower increases in the number of women elected.

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Questions 9 and 10 refer to the following table.

**United States Presidential General Election Results**

	Presidential Candidate	Electoral Vote		Popular Vote	
1	Democratic Party	227	42.20%	65,853,652	48.02%
2	Republican Party	304	56.50%	62,985,134	45.93%
3	Libertarian Party	0	0%	4,489,235	3.27%
4	Green Party	0	0%	1,457,226	1.06%

9. Based on the information shown on the table, which candidate won the election?
- (A) The Democratic Party candidate
  - (B) The Republican Party candidate
  - (C) The Libertarian Party candidate
  - (D) The Green Party candidate
10. Based on the data shown in the table, which of the following conclusions can be determined about the Electoral College?
- (A) It can work against the principle of representative democracy because electors frequently do not vote for the candidate they agreed to support.
  - (B) It creates a scenario in which a candidate can be elected to political office without winning the most votes nationwide.
  - (C) It undermines election finance laws by allowing for direct lobbying of electoral representatives.
  - (D) It encourages adequate representation for third-party and independent candidates in presidential elections.

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Question 11–14 refer to the following passage.

“First. In a single republic, all the power surrendered by the people, is submitted to the administration of a single government; and the usurpations are guarded against, by a division of the government into distinct and separate departments. In the compound republic of America, the power surrendered by the people, is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments, and the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.”

—James Madison, Federalist No. 51

11. Which of the following statements best summarizes Madison’s argument?
  - (A) Checks and balances between different aspects of the government are necessary to protect the people’s interests.
  - (B) Using checks and balances reduces the ability of citizens to influence their government.
  - (C) The division of the government into a federal and state level is overly burdensome to the people.
  - (D) Even though the government is divided into departments, it still has the power to usurp the will of the people.
12. Which of the following constitutional provisions limits the power of the executive branch in Madison’s argument?
  - (A) Full faith and credit arguments in Article IV
  - (B) Impeachment provisions in Article II
  - (C) Supremacy Clause in Article VI
  - (D) Required oaths of office in Article VI
13. Supporters of Madison’s view about checks and balances within the government could point to which of the following cases?
  - (A) *Dred Scott v. Sandford* (1857)
  - (B) *Korematsu v. United States* (1944)
  - (C) *Citizens United v. Federal Election Commission* (2010)
  - (D) *Marbury v. Madison* (1803)
14. Based on the text, which of the following statements would the author most likely support?
  - (A) The United States Constitution explicitly provides a mechanism for the legislative branch to override an executive veto.
  - (B) The creation of state and federal legislative bodies would create confusion about the ability of the federal government to make laws.
  - (C) The impeachment process could potentially be used to limit the principle of popular sovereignty.
  - (D) Judicial review represents an overreach of authority by the judicial branch.

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Question 15–17 refer to the following passage.

“So, as we begin, let us take inventory. We are a nation that has a government—not the other way around. And this makes us special among the nations of the Earth. Our government has no power except that granted it by the people. It is time to check and reverse the growth of government, which shows signs of having grown beyond the consent of the governed. It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the States or to the people. All of us need to be reminded that the Federal Government did not create the States; the States created the Federal Government. Now, so there will be no misunderstanding, it’s not my intention to do away with government. It is rather to make it work—work with us, not over us; to stand by our side, not ride on our back.”

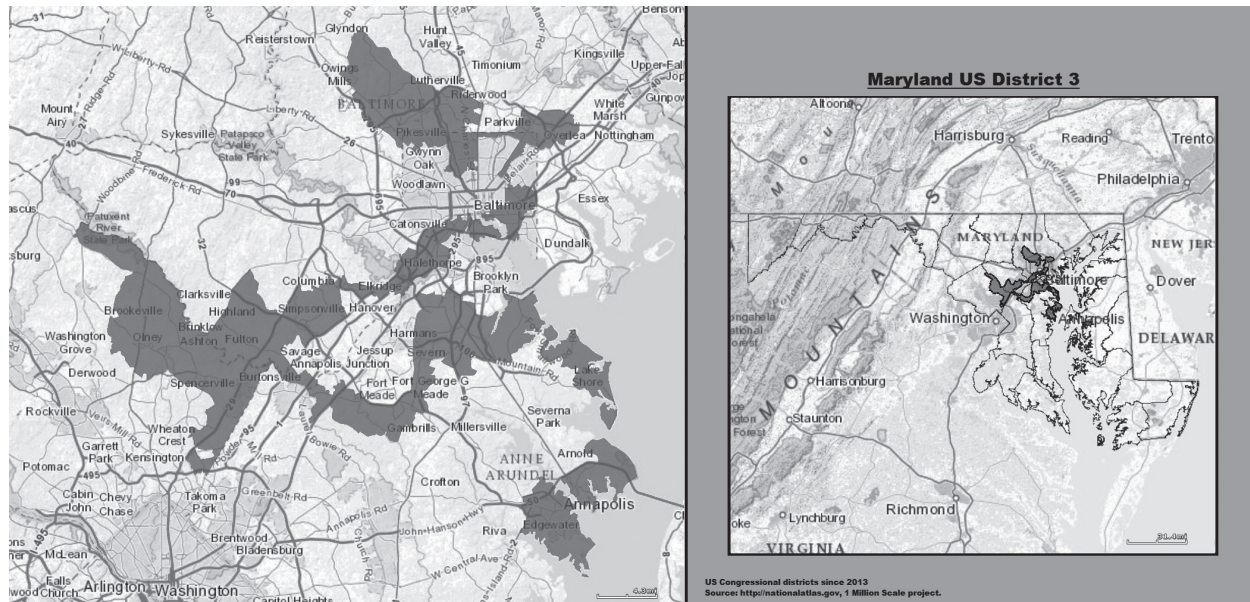
—President Ronald Reagan, Inaugural Address, 1981

15. Which of the following statements best describes the author’s argument in this passage?
- (A) The government is responsible for providing social services to all citizens.
  - (B) There should be more emphasis on individual actions rather than government aid.
  - (C) Expanding the power of the states would undermine the federal government.
  - (D) Federalism and popular sovereignty are compatible values.
16. Which of the following ideological perspectives best aligns with the passage?
- (A) Libertarian
  - (B) Liberal
  - (C) Progressive
  - (D) Nationalist
17. Which of the following actions would the author most likely support?
- (A) Restricting states from setting their own minimum wages higher than the federal level
  - (B) Requiring all people voting in federal elections to have passports to use as photo identification
  - (C) Establishing minimum federal tax requirements for all citizens
  - (D) Allowing states to determine their own curriculum for public high schools

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Questions 18 and 19 refer to the following map.

### 3rd Congressional District of Maryland



18. The map shows the shaded area of a congressional district. Which of the following statements describes the most likely motivation behind the way that it is shaped?
- (A) It has been drawn to group together a wide range of socioeconomic classes.
  - (B) It has likely been drawn to pack together voters who have similar political ideologies.
  - (C) It has been drawn by a neutral third party to ensure competitive elections.
  - (D) It has likely been drawn for logistical ease for door to door canvassing.
19. Which of the following is likely to result from how the district is drawn on the map?
- (A) It will likely lead to a very expensive and competitive general election.
  - (B) It will lead to a seat that will be occupied by an independent candidate.
  - (C) It will likely give candidates from one political party a competitive edge.
  - (D) It will lead to a very high number of write-in votes.

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Questions 20 and 21 refer to the following cartoon.

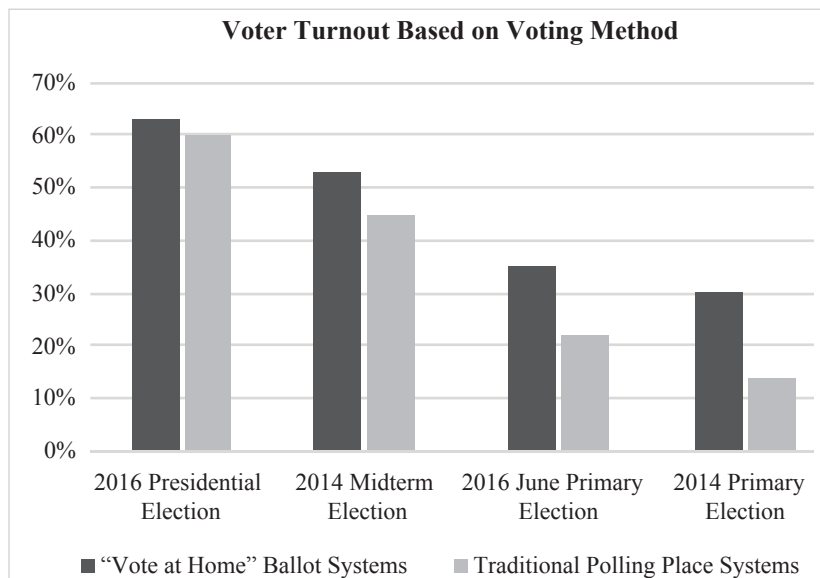


US Supreme Court, 2022

20. Which of the following best summarizes the message of the political cartoon?
- (A) Increasing gender parity in employment suggests that women will have a more active role in the government in future years.
  - (B) Placing limits on the number of women in judicial appointments would improve the justice system.
  - (C) Although the total number of women serving as judges may increase in coming years, the Supreme Court will never be entirely female.
  - (D) The Supreme court has a vested interest in ensuring that all sitting judges are women.
21. Which of the following Supreme Court cases is more applicable to the general theme of the cartoon?
- (A) *Chrapliwy v. Uniroyal, Inc.* (1982)
  - (B) *Citizens United v. Federal Elections Commission* (2010)
  - (C) *Shaw v. Reno* (1993)
  - (D) *Obergefell v. Hodges* (2015)

GO ON TO THE NEXT PAGE.

Questions 22 and 23 refer to the following chart.



22. Based on the chart, which of the following claims would a supporter of “vote at home” ballot systems most likely make?
- (A) Increasing the number of polling places is likely to increase the voters who chose to vote in a polling place instead of through a “vote at home” system.
  - (B) Voter turnout at traditional polling places will likely increase by 10% if voters are not required to present a government-issued ID to vote.
  - (C) “Vote at home” systems will likely increase voter fraud, which will decrease voter confidence in institutions and thereby decrease turnout.
  - (D) Voters who use “vote at home” systems are more likely to participate in elections that have traditionally low turnouts, such as primary elections in a year without a presidential election.
23. Based on the chart, which of the following approaches would a group trying to increase voter turnout be most likely to pursue?
- (A) Use radio ads to publicize locations for neighborhood polling places
  - (B) Host a voter education night for election campaign volunteers
  - (C) Lobby state legislatures to allow for “vote at home” systems in rural areas
  - (D) Lobby Congress to increase pay for poll workers on election day

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24. Which of the following is a way that a political party can directly influence the government?
- (A) Encouraging third parties to host write-in campaigns
  - (B) Paying lobbyists to approach members of Congress
  - (C) Recruiting candidates to run for political office
  - (D) Supporting gerrymandered districts to give them a competitive advantage
25. Which of the following is a consequence of the Supreme Court ruling in *Citizens United v. Federal Election Commission* (2010)?
- (A) The campaign funds available to third-party candidates has sharply increased.
  - (B) Courts have tightened the regulations over large money campaign donors in order to ensure compliance with the regulations.
  - (C) Individual donors who contribute small amounts have become progressively less active in presidential elections.
  - (D) Super PACs can contribute large amounts to support a candidate in an election, although they may not directly coordinate with the candidate.
26. Which of the following can the Supreme Court do to limit the president's power?
- (A) Declare war
  - (B) Declare presidential acts unconstitutional
  - (C) Override a presidential veto
  - (D) Impeach a president
27. The judicial process at the Supreme Court level reflects the intent of the framers of the Constitution to create a judicial branch that would
- (A) provide a system of trial for those charged with military crimes
  - (B) have original jurisdiction in matters concerning the states
  - (C) establish case law through the careful deliberation of hypothetical cases
  - (D) reflect the political interests of the power holding power in Congress
28. Members of the United States House of Representatives Committee on Education and Labor are concerned about the nutritional quality of meals served at public schools in California. Which of the following is an action the committee can take to address its concern?
- (A) Withhold funding for schools that fail to comply with federal nutritional guidelines
  - (B) Appoint a new state superintendent of public instruction in California
  - (C) Place a referendum on the ballot in California to increase the nutritional content of the state-run school lunch program
  - (D) Launch an investigative action and fine school officials who refuse to comply with nutritional guidelines
29. The right of gun ownership has been limited in recent decades and cannot be extended to people who are found to be mentally incompetent, convicted felons, or who have a history of domestic abuse. Which of the following is a reason for this?
- (A) The U.S. Military redefined what constitutes a militia under the Second Amendment.
  - (B) The Fourth Amendment's right to privacy motivated state legislatures to limit the amount of information gathered from gun owners.
  - (C) The Supreme Court ruled that the Second Amendment had limitations that are considered "presumptively lawful."
  - (D) The protection against self-incrimination in the Fifth Amendment led to a wave of people failing to register guns or publicly acknowledge gun ownership.

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30. Which of the following best illustrates a legal action by a lobbyist based on current law?
- (A) A lobbyist provides a gift to a lawmaker after a long campaign to pass a law finally ends.
  - (B) A senator becomes a lobbyist immediately after resigning her office in order to advocate for greater gun control.
  - (C) A powerful lobby uses its vast financial resources to provide a commission bonus to lobbyists when they secure a vote in its favor.
  - (D) A lobbyist launches a pressure campaign to influence a lawmaker by sending them repeated mailings, scheduling meetings, and organizing protests.
31. A member of the Senate has introduced a highly controversial bill to require voter ID for all presidential elections, and its opponents want to prevent it from being brought to a vote. Which of the following is the best course of action for its opponents to take to avoid a vote on the bill?
- (A) Filing a motion to adjourn
  - (B) Presenting a cloture motion
  - (C) Holding a filibuster
  - (D) Require a quorum call
32. Based on previous rulings, the Supreme Court is most likely to view a case concerning which of the following as an unreasonable search and seizure case?
- (A) A police officer looks through the windows of a car parked on the street, sees illegal drugs, and impounds the car.
  - (B) In the course of executing a warrant to search for a possible murder weapon, the police stumble upon drug paraphernalia in a closed drawer in a suspect's home. The police pursue felony drug charges.
  - (C) During the course of an arrest, a suspect provides their cell phone passcode to police in order to try to clear their name. Police read the suspect's text messages and emails.
  - (D) Police track down a person of interest in a convenience store robbery using surveillance footage but are unable to confirm identification. When they arrive at the person of interest's home, the person refuses to let the police in without a warrant.
33. Which of the following statements describes a difficulty the House of Representatives faces in the policy creation process?
- (A) The House of Representatives must rely on Senate to initiate revenue bills.
  - (B) Members of the House of Representatives frequently filibuster bills that are controversial.
  - (C) In order to impeach a sitting president, the House of Representatives must prove the president is guilty of "treason, bribery, or other high crimes and misdemeanors."
  - (D) There must be a majority opinion in order to confirm presidential nominees to the Cabinet.
34. Based on previous rulings, which of the following scenarios would most likely violate the right to free speech under the First Amendment?
- (A) A protestor burns an American flag to protest U.S. actions overseas.
  - (B) A large corporation contributes 2% of its annual profit to a conservative presidential candidate.
  - (C) A student at a public high school leads a voluntary prayer circle before the school day.
  - (D) A student advocates illegal drug use during a personal testimonial at a school event.
35. The Affordable Care Act of 2009 authorized the government to require all individuals to purchase health insurance coverage or face a series of fines. Which enumerated power was cited by Congress as the basis for its authority to make the law?
- (A) Granting letters of marque and reprisal
  - (B) Regulating commerce
  - (C) Issuing copyrights and patents
  - (D) Creating uniform rules of naturalization

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36. Which of the following challenges to a voting district's boundaries would most likely be allowed based on the precedent established by *Shaw v. Reno* (1993)?
- (A) A group of citizens challenges the borders of a majority minority district claiming race was the only factor used in its creation.
  - (B) A state eliminates districts and switches to a proportional voting system to allocate seats in Congress.
  - (C) A large segment of the population in a border state refuses to complete the U.S. Census as a political statement against gerrymandered districts in their state.
  - (D) A state court establishes a non-partisan redistricting commission that creates districts based on racial factors.
37. Which of the following scenarios would most likely be considered a violation of the Fifth Amendment?
- (A) An individual in a criminal trial invokes the Fifth Amendment on the witness stand and refuses to testify.
  - (B) The court compels testimony from a witness who has refused to self-incriminate after granting the witness immunity from prosecution.
  - (C) A suspect is detained by police and confesses after interrogation but before receiving a "Miranda warning."
  - (D) An individual is found not guilty in criminal court, but guilty in civil court after his accusers take him to trial a second time.
38. A new state governor has been elected and has a number of positions to fill within the state government. Which of the following is an example of filling a position based on a merit system?
- (A) Nominating a high-level campaign fund-raiser to serve in the governor's cabinet
  - (B) Choosing a State Athletic Commissioner that is related to the leader of the opposition party
  - (C) Reappointing the secretary of education because they belong to the same special interest groups as the new state governor
  - (D) Asking an economics professor from a prestigious university to serve as chair of the State Lotto Commission
39. In a public opinion poll of a representative sample of a population, 2,500 people were asked to agree, disagree, or express neutrality toward the following statements.
- Statement A: The government should spend more money providing aid to illegal aliens.  
Result: 38 percent of the respondents agreed.
- Statement B: The government should spend more money providing aid to immigrants.  
Result: 59 percent of the respondents agreed.
- Which of the following most likely accounts for the variations in results?
- (A) There were no immigrants in the sample.
  - (B) The questions used different terminology.
  - (C) The sample size was too large to use for statistical purposes.
  - (D) The questions addressed a controversial topic.
40. A nonprofit advocacy group seeks to pass legislation imposing stronger sentences for driving while intoxicated and mandatory penalties for first offenses. Which of the following accurately depicts the free-rider problem in this scenario?
- (A) The public can expect to reap the benefit of safer roads without making any contribution to the nonprofit group.
  - (B) The public will recognize the cost of regulating drunk driving exceeds state resources, so they can expect their legislators to vote against the legislation.
  - (C) The advocacy group will be forced to carry out its activities in the face of strong public opposition.
  - (D) The nature of the legislation supported by the nonprofit advocacy group will benefit its members, but will not impact the general public.

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41. A sitting president appoints a Supreme Court justice after a new president has been elected, but before the inauguration. The actions of the sitting president are most indicative of which of the following?

(A) A Constitutional presidency  
(B) An oppositional presidency  
(C) A lame duck presidency  
(D) An impeached presidency

42. A recent poll indicates that 55 percent of the all people in the United States support phasing out the penny. Which of the following supports the credibility of the poll result?

(A) The poll reported a sampling error.  
(B) The poll was conducted on social media by a popular financial analysis.  
(C) The poll was administered to several thousand employees of the U.S. Mint.  
(D) Before the question was asked, respondents were told that each penny costs 1.5 cents to make and that reducing the number of pennies produced will lead to lower taxes.

43. A framer of the Constitution believed that the Bill of Rights was not necessary, and that including it could limit the rights of American citizens in the long term. He also favored a strong central government and weak state governments. Which of the following political perspectives do his actions embody?

(A) Federalist  
(B) Social Democrat  
(C) Democratic-Republicans  
(D) Anti-Federalist

44. Which of the following is an accurate comparison of the two court cases?

	<b><i>Engel v. Vitale</i> (1962)</b>	<b><i>Tinker v. Des Moines</i> (1969)</b>
(A)	Decided that religious activity of any time could not be permitted at public schools	Declared that draft evaders would be sentenced to serve time in federal prisons
(B)	Led to an increase in power for religious organizations	Established limits of student free speech rights in private schools
(C)	Decided that public school grounds were considered federal property	Ruled that the student right to free speech was limited in times of war
(D)	Declared that school sponsorship of religious activity violates the Establishment Clause	Recognized the right of students to engage in symbolic speech

45. Which of the following constitutes an enumerated power of Congress granted to the legislature by the U.S. Constitution?

(A) The ability to change state boundaries  
(B) The power to borrow on the credit of the United States  
(C) The authority to grant titles of nobility  
(D) The ability to levy taxes on state exports

46. Which of the following scenarios would most likely be considered a violation of procedural rules in the House of Representatives?

(A) A bill is referred to the Senate after receiving a simple majority in the House.  
(B) A member attempts to propose a bill before the House is called to order by the speaker.  
(C) The member requests a motion to adjourn for lack of a quorum.  
(D) Members advance the policy-making process by invoking cloture.

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47. Which of the following is an accurate comparison of conservative and liberal views on the size and scope of the federal government?

	Conservative	Liberal
(A)	The federal government should provide more funding for social programs.	The federal government should have a stronger role in defense spending.
(B)	The government should print more money in order to avoid inflation.	The government should regulate interest rates in order to avoid a recession.
(C)	Private industry and charity should be the first resort for low-income people.	The federal government should provide support to help individuals improve their economic well-being.
(D)	The authority of the federal government derives from a broad interpretation of the U.S. Constitution.	The authority of the federal government derives from a narrow interpretation of the U.S. Constitution.

48. Which of the following scenarios is most likely to cause tension between the competing values of rule of law and limited government?

- (A) Expanding the authority of the National Guard
- (B) Reducing mandatory sentencing for drug-related crimes
- (C) Decreasing funding for environmental regulations
- (D) Implementing required court monitoring for juvenile offenders on parole

49. Which of the following is contained in the Fourteenth Amendment and was likely a source of inspiration for the National Organization of Women's support of the Equal Rights Amendment (ERA)?

- (A) The guarantee that all citizens have the right to be protected from unreasonable searches and seizures of their personal property
- (B) The principle that all people have the right to a public trial by jury, including the right to confront the accuser in open court
- (C) The guarantee that all people have access to equal protection under the law, as represented through the equal protection clause
- (D) The citizenship clause, which states that all people born on U.S. soil are automatically U.S. citizens, regardless of the national origin of the child's parents

50. Which of the following measures would a president adhering to supply side economic principles most likely employ during an economic recession?

- (A) An executive order to loosen monetary policies, including increasing the amount of currency printed each year
- (B) A budget with significant increases in capital gains taxes for corporations
- (C) Legislation to lower the threshold for eligibility for unemployment benefits and increase the value of each benefit
- (D) Legislation to decrease personal income taxes and significantly reduce economic regulation

51. Which of the following scenarios would be considered an unconstitutional use of federal power?

- (A) The federal government passes a law that increases the cost of postage stamps.
- (B) The federal government ratifies a Constitutional amendment.
- (C) The federal government sends a U.S. ambassador to Bolivia.
- (D) The federal government enacts a law that increases the amount of currency in circulation.

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52. Executive orders often lead to conflict with the congressional agenda for which of the following reasons?
- (A) Executive orders may extend presidential authority beyond its Constitutional scope.
  - (B) Executive orders are not subject to judicial review, while Congressional actions are.
  - (C) The vice president of the United States presides over the Senate so there is the potential for conflict of interest.
  - (D) Executive orders are limited to the span of an individual's presidency, and Congress is hesitant to support short term solutions.
53. The process of presidential judicial appointments is best defined as
- (A) a bureaucratic rubber stamp process that almost always allows the president's nominees to take the bench with little conflict
  - (B) the only opportunity the Senate has to approve or disapprove a presidential appointment
  - (C) a process that allows the president to influence policy long after the president's term has finished
  - (D) the opportunity for the House of Representatives to use popular sovereignty to shape the direction of the courts
54. In *Furman v. Georgia* (1972), the Supreme Court ruled that the way death penalty verdicts were handed out violated the Eight and Fourteenth Amendments of the U.S. Constitution. In the following years, states revised their statutes and began re-imposing the death penalty. Which of the following statements best illustrates this scenario?
- (A) When the states do not support a decision by the Supreme Court, they disregard the ruling.
  - (B) There is nothing in the Constitution that regulates capital punishment.
  - (C) There is a tension between endorsing capital punishment and political motivations.
  - (D) Requiring bail is an example of cruel and unusual punishment.
55. The president is most likely to use a veto in order to check the power of Congress when
- (A) Congress is dominated by the opposition party
  - (B) the legislation concurs with his political agenda
  - (C) the Supreme Court has ruled the legislation unconstitutional
  - (D) the negotiation between the houses of Congress has reached an impasse

**STOP**

**END OF SECTION I**

**GO ON TO THE NEXT PAGE.**

## UNITED STATES GOVERNMENT AND POLITICS

## SECTION II

Total Time—1 hour, 40 minutes

**Directions:** You have 1 hour and 40 minutes to answer all four of the following questions. It is suggested that you spend approximately 20 minutes each on Questions 1, 2, and 3 and 40 minutes on Question 4. Unless directions indicate otherwise, respond to all parts of all four questions. In your response, use substantive examples where appropriate. It is recommended that you take a few minutes to plan each answer. You may plan your answers in this Questions booklet, but no credit will be given for notes written in this booklet. You will only earn credit for what you write in the Free Response booklet.

1. In recent years, financial institutions have begun offering “reverse mortgages” to homeowners over the age of 62. These “mortgages” allow homeowners to receive payments in return for equity (or ownership) of the house. For some senior citizens, reverse mortgages provide much-needed cash during their retirement years. Nevertheless, the loans do deplete the value of estates and can cause serious financial damage to senior citizens. In response to this trend, the American Mortgage Alliance, a nonpartisan interest group, has advocated for stricter regulations of reverse mortgages and even their complete abolition.

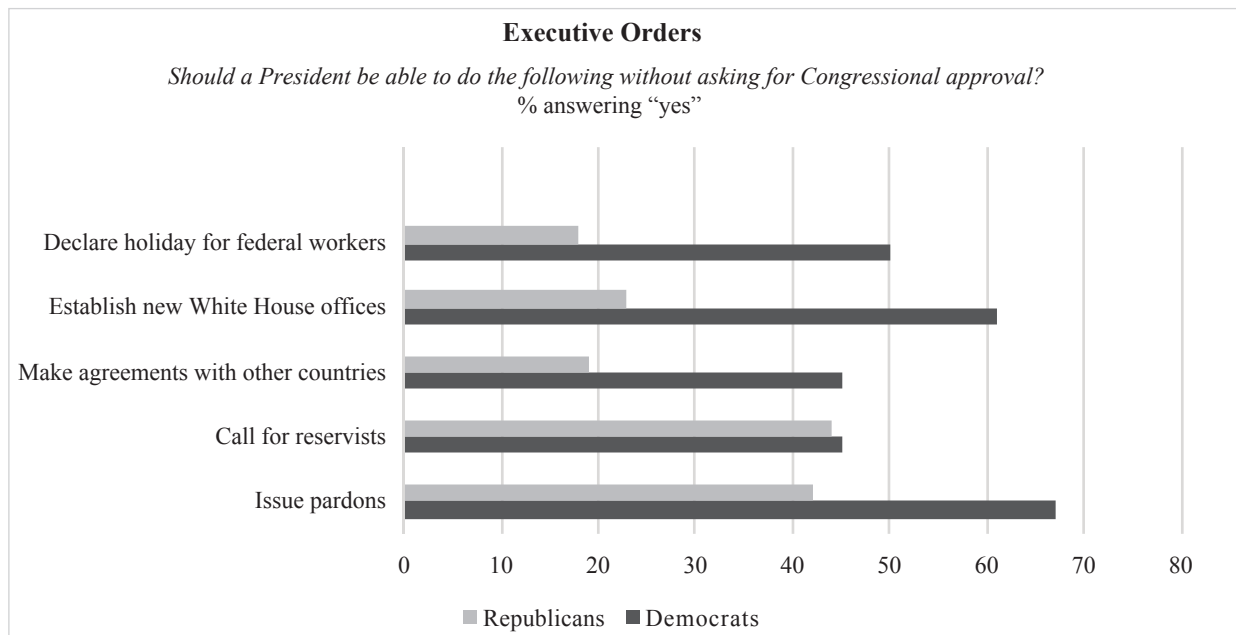
After reading the scenario, please respond to A, B, and C below.

- A. Describe a specific action Congress could take to address the concerns of the American Mortgage Alliance.
- B. In the context of the scenario, explain how ideological commitments about financial regulation could cause partisan divisions about the Congressional action described in part A.
- C. Explain why reverse mortgage providers might argue that prohibiting reverse mortgages violates the U.S. Constitution.

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**Begin your response to this question at the top of a new page in the Free Response booklet and fill in the appropriate circle indicating the question number.**

**GO ON TO THE NEXT PAGE.**



2. Use the information graph to answer the questions.

- A. Identify the most broadly supported type of executive order.
- B. Describe a similarity or difference in the perception of a specific type of executive order, as illustrated in the information graph, and draw a conclusion about that similarity or difference.
- C. Explain how the data in the graph could shape how a Democratic president might shift his or her campaign positions after inauguration.
- D. Explain how executive order types as shown in the information graph demonstrate the balance of powers in the U.S. Constitution.

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**Begin your response to this question at the top of a new page in the Free Response booklet and fill in the appropriate circle indicating the question number.**

**GO ON TO THE NEXT PAGE.**



3. In 1983, Matthew Fraser, a senior in a public high school gave a speech nominating a classmate to serve as the Associated Student body vice president. In the course of this speech, Mr. Fraser made many sexual innuendos, but stopped short of making obscene statements. He was suspended from school for three days for violating school policies against disruptive behavior and vulgar or offensive speech. In addition, he was prohibited from speaking at the graduation ceremony. The student body utilized a write-in vote option to place him second among a vote used to determine graduation speakers, but the school administration continued to refuse him the right to speak at the ceremony.

In the ensuing case, *Bethel School District v. Fraser* (1986), the Supreme Court held in a 7 to 2 decision that no constitutional violation existed. The majority opinion stated that the right to free speech for students did not extend to speech that was vulgar or potentially disruptive.

Based on the information above, respond to the following questions.

- A. Identify the constitutional clause that is common to both *Bethel School District v. Fraser* (1986) and *Tinker v. Des Moines Independent Community School District* (1969).
- B. Based on the constitutional clause identified in part A, explain why the facts of *Tinker v. Des Moines Independent Community School District* (1969) led to a different holding than the holding in *Bethel School District v. Fraser* (1986).
- C. Describe an action that members of the student body who disagree with the holding in *Bethel School District v. Fraser* (1986) could take to limit its impact.

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**Begin your response to this question at the top of a new page in the Free Response booklet and fill in the appropriate circle indicating the question number.**

**GO ON TO THE NEXT PAGE.**

4. The United States Constitution establishes the judiciary as an independent branch of the federal government. In recent decades the legitimacy of the Supreme Court has been brought into question as its power has increased.

Develop an argument about the extent to which the judicial branch has followed its original design in the U.S. Constitution.

Use at least one piece of evidence from one of the following foundational documents:

- Article III of the Constitution
- *Federalist* No. 78
- *Marbury v. Madison* (1803)

In your essay, you must:

- ✓ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
- ✓ Support your claim or thesis with at least TWO pieces of accurate and relevant evidence.
  - One piece of evidence must come from one of the foundational documents listed above.
  - A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
- ✓ Use reasoning to explain why your evidence supports your claim or thesis.
- ✓ Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.

---

**Begin your response to this question at the top of a new page in the Free Response booklet and fill in the appropriate circle indicating the question number.**

**STOP**

**END OF EXAM**



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## Duration

One or two class sessions of approximately 40 minutes each

## Resources

### 1. Student handout



### 2. Student handout with vocabulary



### 3. Multiple-Choice questions



### 4. Study Guide: Northern Renaissance



## Objectives of Lesson

- To read a historical source in order to understand Christian humanism in the Northern Renaissance
- To identify some of Erasmus' specific criticisms of the Catholic Church
- To practice multiple-choice questions related to Topic 1.3

## College Board Objectives from the 2019-20 CED

- **Topic 1.3:** The Northern Renaissance (p. 42)
- **Learning Objective 1.D:** "Explain how Renaissance ideas were developed, maintained, and changed as the Renaissance spread to northern Europe."
- **Key Concept 1.2-I.A:** "Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform" (p. 42).
- **Key Concept 1.4.V:** "Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms" (pp. 63, 72).

## Relevant Course Theme

**Theme 3—Cultural and Intellectual Developments (CID):** "The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies."

## Student Activities

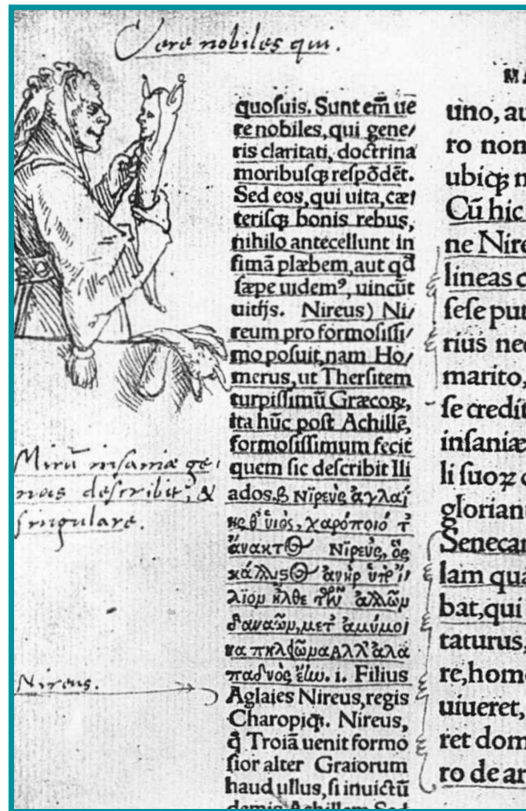
- Close reading of a historical source (either in class or for homework)
- Class discussion of Erasmus' argument
- Multiple-choice practice questions
  - Answer key: 1 (D), 2 (C), 3 (A)

## How to Use This Lesson

Erasmus was an erudite writer who advocated passionately for reform within the Catholic Church. *The Praise of Folly* is a challenging source for most students, which is why the CED specifically suggests that students highlight unfamiliar words while reading Erasmus in the "Sample Instructional Activities" on p. 37. We have provided two versions of the text (one with definitions and one without), so that you can choose whether you want students to look up the words themselves as they read or consult the annotated version. You can use the discussion questions below to lead a class through a close analysis of the source. You can also use the brief multiple-choice sample (drawn from another section of *The Praise of Folly*) to reinforce the lesson with test-taking strategies.

## Historical Context

The Catholic Church underwent a series of transformations and reforms in the late Middle Ages. The wide range of monastic orders that flourished between 1200 and 1500 is testament to both the flexibility and diversity of Catholic institutions during this time period. At the same time, the Church faced fierce criticism for corruption from within, as various reformers, including Jan Hus, John Wycliffe, and others during the 1300s and 1400s challenged church practices and sometimes even church doctrines. During the 1400s, writers and artists of the Italian Renaissance turned their attention to classical sources of inspiration and focused their attention on mastering Greek and classical rhetoric. Erasmus of Rotterdam was heir to both of these significant trends in European history, and yet not fully part of either of them. He did not associate his calls to reform with those of Henry VIII or Martin Luther, and his style of Renaissance humanism is distinct from that of his Italian counterparts. That is why Erasmus is considered the father of Christian humanism in the North during the early 1500s and why he is so important to the AP European History curriculum. Erasmus is a reminder that not all efforts to reform the Catholic Church came from Protestants and that Renaissance writers had a complex relationship with the Christian past and the Christian present of the 1500s.



This image is taken from a first-edition copy of *The Praise of Folly*. Note that the text also contains quotations in Greek, an important language for humanist scholarship in both Italy and the North. The sketches in the margin are by Hans Holbein the Younger and would themselves be included in later print editions of the book.

## Questions for Discussion

1. In the first two paragraphs, what specific criticisms of bishops does Erasmus make?
2. In the last sentence of the first paragraph, why does Erasmus say that bishops consider dying “uncouth”? Is he trying to be humorous?
3. How do priests use the “writings of the ancients” (paragraph 3)? Does Erasmus suggest how they should be used instead?
4. In paragraph 4, Erasmus offers a critique of both priests and common people. What is he accusing them of doing? What should they do instead?
5. In the final paragraph, what does Erasmus claim about the purpose of his argument?

**Erasmus of Rotterdam, *The Praise of Folly* (1511)**

...A most inhuman and abominable thing, and more to be condemned, that those great princes of the Church and true lights of the world should be reduced to a staff and a wallet. Whereas now, if there  
*Line* is anything that requires their pains, they leave that to Peter and Paul  
5 that have leisure enough; but if there be anything of honor or pleasure, they take that to themselves. By which means it is, yet by my courtesy, that hardly any kind of men live more sumptuously or with less trouble; as believing that Christ will be well enough pleased if in their mystical and almost theatrical pontificality, ceremonies, titles of holiness and the  
10 like, and blessing and cursing, they play the parts of bishops. To work miracles is old and antiquated, and not in fashion now; to instruct the people, troublesome; to interpret the Scripture, pedantic; to pray, a sign one has little else to do; to shed tears, silly and womanish; to be poor, base; to be vanquished, dishonorable and little becoming him that scarce  
15 admits even kings to kiss his slipper; and lastly, to die, uncouth; and to be stretched on a cross, infamous.

Theirs are only those weapons and sweet blessings which Paul mentions, and of these truly they are bountiful enough: as interdictions, hangings, heavy burdens, reproofs, anathemas, executions in effigy, and  
20 that terrible thunderbolt of excommunication, with the very sight of which they sink men's souls beneath the bottom of hell: which yet these most holy fathers in Christ and His vicars hurl with more fierceness against none than against such as, by the instigation of the devil, attempt to lessen or rob them of Peter's patrimony. When, though those words in the Gospel, "We  
25 have left all, and followed Thee," were his, yet they call his patrimony lands, cities, tribute, imposts, riches; for which, being enflamed with the love of Christ, they contend with fire and sword, and not without loss of much Christian blood, and believe they have then most apostolically defended the Church, the spouse of Christ, when the enemy, as they call  
30 them, are valiantly routed. As if the Church had any deadlier enemies than wicked prelates, who not only suffer Christ to run out of request for want of preaching him, but hinder his spreading by their multitudes of laws merely contrived for their own profit, corrupt him by their forced expositions, and murder him by the evil example of their destructive life...

35 And as to the common herd of priests, they account it a crime to degenerate from the sanctity of their prelates. How soldier-like they bustle about the divine right of titles, and how quick they are to pick the least thing out of the writings of the ancients that they may fright the common people and convince them, if possible, that more than a tenth is due! Yet  
40 in the meantime it least comes in their heads which duties they owe the people. Nor does their shorn crown in the least admonish them that a priest should be free from all worldly desires and think of nothing but heavenly things. Whereas on the contrary, these cheerful men say they have sufficiently discharged their offices if they but anyhow mumble through  
45 a few occasional prayers, which, so help me, Hercules! I wonder if any god either hear or understand, since they do neither themselves, especially when they thunder them out in that manner they are used to.

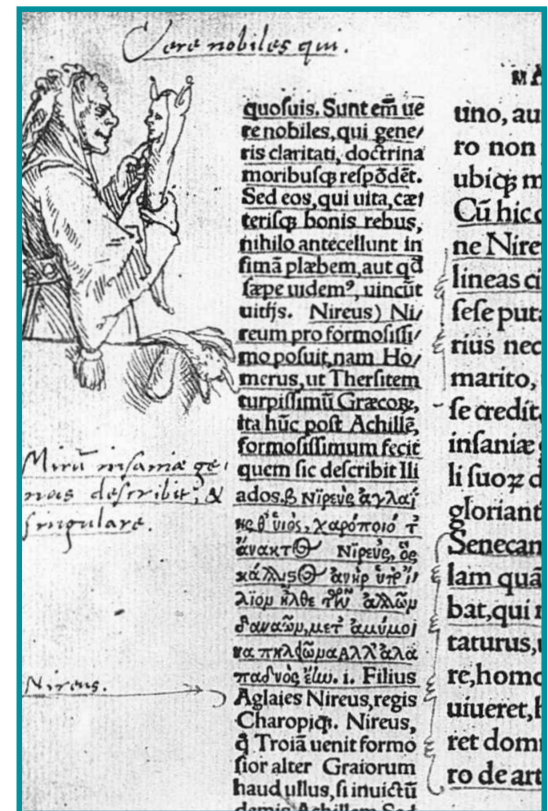
But this they have in common with those of the heathens, that they are vigilant enough to the harvest of their profit, nor is there any of them  
50 that is not better read in those laws than the Scripture. Whereas if there is



anything burdensome, they prudently lay that on other men's shoulders and shift it from one to the other, as men toss a ball from hand to hand, following the example of lay princes who commit the government of their kingdoms to their grand ministers, and they again to others, and leave all  
55 study of piety to the common people. In like manner the common people put it over to those they call "ecclesiastics," as if themselves were no part of the Church, or that their vow in baptism had lost its obligation.

Again, the priests that call themselves "secular," as if they were initiated to the world, not to Christ, lay the burden on the regulars; the  
60 regulars on the monks; the monks that have more liberty on those that have less; and all of them on the mendicants; the mendicants on the Carthusians, among whom, if anywhere, this piety lies buried, but yet so close that scarce anyone can perceive it. In like manner the popes, the most diligent of all others in gathering in the harvest of money, refer all their apostolical work  
65 to the bishops, the bishops to the parsons, the parsons to the vicars, the vicars to their brother mendicants, and they again throw back the care of the flock on those that take the wool.

But it is not my business to sift too narrowly the lives of prelates and priests for fear I seem to have intended rather a satire than an oration, and  
70 be thought to condemn good princes while I praise the bad. And therefore, what I slightly taught before has been to no other end but that it might appear that there's no man can live pleasantly unless he be initiated to my rites and have me favorable to him.



This image is taken from a first-edition copy of *The Praise of Folly*. Note that the text also contains quotations in Greek, an important language for humanist scholarship in both Italy and the North. The sketches in the margin are by Hans Holbein the Younger and would themselves be included in later print editions of the book.

## Passage

### Erasmus of Rotterdam, *The Praise of Folly* (1511)

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when they thunder them out in that manner they are used to.

But this they have in common with those of the heathens, that they  
are vigilant enough to the harvest of their profit, nor is there any of them

## Vocabulary

- ① **Abominable**—something that causes moral revulsion
- ② **Pontificality**—the office of the pope; in the context of "theatrical," it means an exaggerated and self-regarding dignity
- ③ **Pedantic**—overly concerned with formal scholarship
- ④ **Uncouth**—lacking in good manners
- ⑤ **Interdiction**—a Catholic legal censure that withdraws most sacraments of Christian burial from a person or even a district
- ⑥ **Anathema**—a Catholic legal censure that denounces someone or something as accursed
- ⑦ **Effigy**—a representation of a person; an "execution in effigy" is the practice of executing a representation of a person instead of their actual body
- ⑧ **Excommunication**—to banish someone from the Catholic Church
- ⑨ **Peter's patrimony**—the possessions and land of the papacy near Rome
- ⑩ **Apostolically**—referring to the earliest followers of Jesus and leaders of the Church
- ⑪ **Prelate**—a bishop or other high official of the Catholic Church
- ⑫ **Tenth**—a tithe of 10 percent of one's money
- ⑬ **Shorn crown**—a reference to the tonsure hairstyle of monks

## Passage

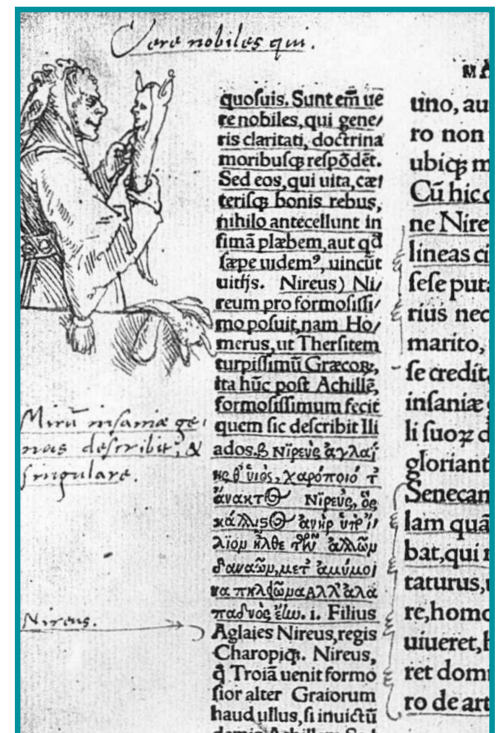
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Again, the priests that call themselves "secular," as if they were initiated to the world, not to Christ, lay the burden on the regulars; the  
60 regulars on the monks; the monks that have more liberty on those that have less; and all of them on the mendicants; the mendicants on the Carthusians, (15) (16) among whom, if anywhere, this piety lies buried, but yet so close that scarce anyone can perceive it. In like manner the popes, the most diligent of all others in gathering in the harvest of money, refer all their apostolical work  
65 to the bishops, the bishops to the parsons, the parsons to the vicars, the vicars to their brother mendicants, and they again throw back the care of the flock on those that take the wool. (17) (18)

But it is not my business to sift too narrowly the lives of prelates and priests for fear I seem to have intended rather a satire than an oration, and  
70 be thought to condemn good princes while I praise the bad. And therefore, what I slightly taught before has been to no other end but that it might appear that there's no man can live pleasantly unless he be initiated to my rites and have me favorable to him.

## Vocabulary

- (14) **Ecclesiastics**—leaders of the Catholic Church
- (15) **Mendicants**—the Catholic monastic orders that focus on poverty, traveling, and serving in cities, including the Dominicans, Augustinians, and Franciscans.
- (16) **Carthusians**—a Catholic monastic order founded in the year 1084
- (17) **Parson**—a minister in charge of a parish
- (18) **Vicar**—a deputy of a bishop



This image is taken from a first-edition copy of *The Praise of Folly*. Note that the text also contains quotations in Greek, an important language for humanist scholarship in both Italy and the North. The sketches in the margin are by Hans Holbein the Younger and would themselves be included in later print editions of the book.

Questions 1-3 refer to the passage below.

“[T]here is no doubt but that that kind of men are wholly ours [i.e., followers of Folly] who love to hear or tell contrived miracles and strange lies and are never weary of any tale, though never so long, whether it be of ghosts, spirits, goblins, devils, or the like; which the further they are from truth, the more readily they are believed and the more do they tickle their itching ears. And these serve not only to pass away time but bring profit, especially to mass priests and pardoners...

Or what should I say of them that hug themselves with their counterfeit pardons [i.e., indulgences]? That have measured purgatory by an hourglass, and can without the least mistake demonstrate its ages, years, months, days, hours, minutes, and seconds, as if it were in a mathematical table? Or what about those who, having confidence in certain magical charms and short prayers invented by some pious imposter, either for his soul's health or profit's sake, promise to themselves everything: wealth, honor, pleasure, plenty, good health, long life, lively old age, and the next place to Christ in the other world, which yet they desire may not happen too soon, that is to say before the pleasures of this life have left them?”

Erasmus, *The Praise of Folly*, 1511

1. Which of the following best describes the main claim made by Erasmus in the passage?
  - (A) The final authority of all Christian truth is to be found in the Bible, not the teachings of the Catholic Church.
  - (B) The salvation of Christians is not determined by free will, but by the sovereignty of God.
  - (C) Church authorities, such as the pope and bishops, are too concerned with collecting money.
  - (D) Many Christians have been distracted and deluded by superstitions and earthly pleasures.
2. The passage best reflects which of the following intellectual developments of the early sixteenth century?
  - (A) The rejection of religion by early scientific and secular thinkers
  - (B) The celebration of classical literature, especially sources from ancient Rome and Greece as well as the Bible
  - (C) The criticism of folk customs and rituals among ordinary Christians
  - (D) The spread of ideas from the Northern Renaissance southward to Italy
3. Erasmus' critique most clearly exemplifies which of the following?
  - (A) Christian humanists' emphasis on the need for reform
  - (B) Reluctance to support the authority of the pope in Rome
  - (C) The Enlightenment value of rationalism and evidentiary proof
  - (D) Enthusiasm about new maritime technologies and expanding trade networks



# Topic 1.3: The Northern Renaissance



## OVERVIEW

The Northern Renaissance refers to developments in humanistic studies and art that occurred north of the Alps. The printing press played a pivotal role in spreading humanistic studies across the European continent from their source in Italy. The philosophy of Christian humanism was more prevalent in Northern Renaissance literature and art than it was in the Italian Renaissance.

## WHEN DID IT HAPPEN?

It took time for Italian Renaissance humanism to spread beyond Italy, but by the turn of the 16th century, the invention of the printing press and an increase in global trade had helped to popularize humanistic studies in Northern Europe. Think of the Northern Renaissance as a 16th-century intellectual and artistic movement happening at the same time as the Protestant Reformation.

## KEY TERMS

### Christian Humanism

Christian humanism merged humanistic philosophy with traditional Christian teachings. Christian humanists, such as **Erasmus** and **Thomas More**, used their knowledge of the classics to advocate for reforms in the Church and society.

### Altarpieces

Altarpieces are works of art designed to be displayed behind a church altar. They were common in Northern Renaissance art before the Protestant Reformation. During the Reformation, many altarpieces were destroyed.

### Printmaking

Northern Renaissance artists used the newly-invented printing press to mass produce visual art. *The Praise of Folly* and other popular books published by Northern Renaissance writers also included printed illustrations.

## COMPARISON

*The Italian Renaissance and Northern Renaissance were **different** because...*

Northern Renaissance humanists were more religious and focused more on social reform, while Italian humanists were more focused on secular concerns and individual achievement.

*The Italian Renaissance and Northern Renaissance were **similar** because...*

Both Italian and Northern humanists studied the classics (Greek, Roman, and biblical literature) and modeled their writings after classical authors.

## ERASMUS OF ROTTERDAM

Erasmus was one of the best-known proponents of Christian humanism. In his book, *The Praise of Folly*, Erasmus used the Gospels to criticize several Catholic Church practices, such as the wealth of the bishops. In the Gospels, the Apostles were poor. If the bishops sought to be like the Apostles (as they claimed to be their successors), they should be poor as well. In this way, Erasmus used a classical text in order to advocate for social reform.

Although Erasmus was a devout Catholic and never criticized the Catholic Church's doctrines, the publication of *The Praise of Folly* is often cited as a cause of the Protestant Reformation because of his criticism of the Church's corrupt practices.

Erasmus was a close friend of **Thomas More**, an English humanist best known for writing *Utopia*, in which he described a fictional perfect society. This text typified the Northern Renaissance because it criticized prevailing social norms, such as religious intolerance and capital punishment for small offenses like theft.



*Erasmus of Rotterdam (1523) by Hans Holbein the Younger*

## NORTHERN RENAISSANCE ART

Northern Renaissance artists developed a style that emphasized realistic portrayals of people in natural settings performing everyday tasks. Like Italian Renaissance artists, they incorporated the three-dimensional perspective and the latest advancements in human anatomy, but with less emphasis on idealized human forms and color schemes. **Altarpieces** and other religious compositions were also more prevalent in Northern Renaissance art than in Italian Renaissance art.



*The Harvesters, by Pieter Bruegel the Elder, portrays agricultural workers engaged in everyday tasks.*



## WHAT IS FIGURATIVE LANGUAGE?

When we speak, most of what we say is literal. When I ask my child to pick her clothes off the floor, I mean, literally, pick up those clothes. If, however, I ask my daughter to clean her pig sty of a room, I do not literally mean that her room houses pigs. I am speaking figuratively. I am expecting to her understand my displeasure through a figurative example. **Figurative language** is looking beyond what the words literally mean and figuring out what extra meaning the non-literal language adds to the text, whether it is a short story, a novel, or a poem.

When searching for meaning, we can look at the dictionary meaning of a word, the **denotation**, as something literal. We can also look at the **connotation** of a word, the emotions, and images that are evoked upon hearing a word. This can lend itself to a figurative reading. For example, if we use the image of a dove flying during a battle, it is, quite literally, a bird. However, if we consider that a dove is the symbol of peace and it was flying overhead during a battle, now we have something. Now the connotation of peace exists in our brains at the same time as the word dove, and we can build deeper meaning into the text.

Figurative language comes in many forms: imagery, simile, metaphor, personification, allusion, and symbol are some of the basics. It is important to look at the **function of words** within a text and determine why an author chose a particular example of figurative language over another. How did the author intend for this portion of the text to function, and why would that matter to the meaning of the text as a whole? Those are always the guiding questions we should ask ourselves as we read.

### Imagery

When reading a text, it is important to remember that authors inset **imagery**, visually appealing language, because there are details about the world they envision that they need the reader to understand for the story to come alive. On the opening page of H.G. Well's classic tale, "The Time Machine," we get a description of the Time Traveler at a dinner party at his house. As you read the excerpt below, watch for the imagery and the function it serves:

The Time Traveller (for so it will be convenient to speak of him) was expounding a recondite matter to us. His grey eyes shone and twinkled, and his usually pale face was flushed and animated. The fire burned brightly, and the soft radiance of the incandescent lights in the lilies of silver caught the bubbles that flashed and passed in our glasses.

Did you notice how excited the Time Traveler is to be telling his story and showing his invention to a room full of his friends? His eyes "shone and twinkled," leading the reader to believe

## NOTES

## Personification

With **personification**, giving human traits to non-humans entities, it is important to consider which entity is given which human traits? These authorial choices can reveal intentions from the author that the reader may miss if he or she isn't reading closely. Our job is, ultimately, to determine what meaning is being conveyed.

Carefully read the excerpt below, taken from the first chapter of Emily Bronte's "Wuthering Heights":

One may guess the power of the north wind blowing over the edge, by the excessive slant of a few stunted firs at the end of the house; and by a range of gaunt thorns all stretching their limbs one way, as if craving alms of the sun.

When looking at the underlined portion of the excerpt, we see that the "gaunt" thorns, the scraggly, undernourished thorns, are begging the Sun for small sums of money. The setting in Wuthering Heights is so dismal that even the thorns have to beg for scraps. The personification allows us to learn more about the setting and the tone of the text.

## Allusion

**Allusions** are references to a person, object, place, event, literary work, or idea. As we read, if we find these references, they are like bread crumbs through the wilderness of the text. If we miss the breadcrumbs, we may still find the trail and be fine. However, if we find the breadcrumbs and understand them, we may glean a deeper understanding of the text and get to the trail faster. Allusions are placed into texts to deepen our reading experience, but we can't be expected to catch all of them. So if you find an allusion that you recognize, consider why that specific reference is important and what the comparison points are for the text you are currently reading.

An example of allusion from Mary Shelley's "Frankenstein," is when Creature (the monster) appeals to his creator, Dr. Frankenstein, regarding his paternal abandonment and mistreatment.

Remember that I am thy creature; I ought to be thy Adam, but I am rather the fallen angel.

In this allusion to Adam from the Bible, we are reminded that Dr. Frankenstein overstepped the boundaries of science by creating Monster and also that Monster is regarded more as a demon than a human. Shelley is able to use this allusion to not only deepen characterization but also to propel her overarching themes in the text.

## NOTES