To Be or Not to Be, That is the question:

Hamlet c. 1601 (William Shakespeare)
# COURSE THEMES

The following chart lists the 6 main themes of the course accompanied by a breakdown of the kinds of things you should be writing about regarding these themes.

<table>
<thead>
<tr>
<th>INTELLECTUAL AND CULTURAL</th>
<th>Changes in religious thought and institutions</th>
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<tbody>
<tr>
<td></td>
<td>Secularization of learning and culture</td>
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<td></td>
<td>Scientific and technological developments and their consequences</td>
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<td></td>
<td>Intellectual and cultural developments and their relationship to social values and political events.</td>
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<td></td>
<td>Major trends in literature and the arts</td>
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<td></td>
<td>Developments in social, economic, and political thought, including ideologies characterized as &quot;-isms,&quot; such as socialism, liberalism, nationalism</td>
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<td></td>
<td>Developments in literacy, education and communication</td>
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<td></td>
<td>The diffusion of new intellectual concepts among different social groups</td>
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<td></td>
<td>Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual</td>
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<td></td>
<td>Impact of global expansion on european culture</td>
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<tr>
<td></td>
<td>Intellectual and cultural developments and their relationship to the rise and functioning of the modern state in its various forms</td>
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</table>

<table>
<thead>
<tr>
<th>POLITICAL AND DIPLOMATIC</th>
<th>The rise and functioning of the modern state in its various forms</th>
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<tbody>
<tr>
<td></td>
<td>Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence</td>
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<tr>
<td></td>
<td>The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics</td>
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<td></td>
<td>The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions</td>
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<tr>
<td></td>
<td>The growth and changing forms of nationalism</td>
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<td></td>
<td>Forms of political protest, reform and revolution</td>
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<td></td>
<td>Relationship between domestic and foreign policies</td>
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<tr>
<td></td>
<td>Efforts to restrain conflict: treaties, balance of power diplomacy, and international organizations</td>
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<tr>
<td></td>
<td>War and civil conflict: origins, developments, technology, and their consequences</td>
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</tbody>
</table>
AP EUROPEAN HISTORY ESSAY WRITING

On the AP test in May, you will have three separate essays to write. Two of these will be Free Response Questions (FRQ's) and the third will be a Document-Based Question (DBQ). While the DBQ requires additional skills, the basic format of the essays is essentially the same. When writing an historical essay, you should follow these steps:

1) **Analyze the question**: Make sure you are answering the question that was asked, not the question you wanted the test to ask! As you read the question, underline key terms and ideas that must be included. Familiarize yourself with the types of essay questions posed by the College Board. Also bear in mind that over 50% of the essay questions ask you to compare and contrast, even though the question may not use this exact wording. Analysis is one of the skills that separates AP students from the general student body. AP essays are not asking you to merely spout information, but to point out relationships between events, people, eras, and ideas.

2) **Plan your paragraphs**: This should not be something that takes a great deal of your time, but take 2-3 minutes to jot down key words, names, dates, or ideas. Use this as an outline. Since part of your grade depends upon your organization, this planning can be the key to a successful essay.

3) **Develop a thesis**: This should NOT simply reword the question. Rather, it should provide a specific answer to the question in the form of an argument. That is, the body of your essay has the sole task of proving your thesis statement. Therefore, your thesis needs to not only indicate the direction of your argument, but it should also indicate the major points, or divisions, you will address in the body. Remember, a good thesis should include a topic, direction, and at least three divisions.

4) **Write your introduction**: Your introduction should begin with a solid topic sentence indicating time and place. Gradually, the paragraph should grow more specific, leading to your specific thesis statement. Your thesis MUST appear in your introductory paragraph, but it should not be the first sentence.

5) **Write your body paragraphs**: In an AP-level essay, there should be AT LEAST THREE body paragraphs. Using the divisions in your thesis as a guide to organization, write your body paragraphs to support the argument you made in your thesis. You must use specific, factual information (names of people or places, important events, dates, etc.) to support any generalizations. Likewise, when using specific terminology, be sure to DEFINE the terms. While any specific information is better than none, you also want to try to include information that NOT EVERYONE knows (i.e. Ninja turtle artists vs. female artists of the Renaissance). This is more likely to impress your reader and lead to a higher score. Finally, make sure you are ACCURATE. It is better to leave something out entirely than to include potentially inaccurate information!!

6) **Write your conclusion**: This last paragraph should give a brief summary of your entire argument. You should attempt to restate your thesis in a way that pulls its major threads together. You should not introduce any new information in your conclusion.

In addition to the steps above, you should also follow some general rules of good writing:

1) Always write in the third person.
2) Avoid pronouns or generalizations (“the people”). Specifics are always better.
3) Avoid metaphors, clichés, sarcasm, moralizing, or personal soapboxes.
4) Use appropriate transitions both between and within paragraphs.
5) Try to spell words correctly, especially if they appear in the question. If you are not sure of a spelling, choose one and stick with it throughout the entire essay.
6) Practice good grammar, including subject-verb agreement, punctuation, capitalization, and usage. Do not try to use 50-cent words if you do not know how to use them correctly. However, avoid using short, choppy sentences.
7) WRITE LEGIBLY!! All of your essays will be handwritten, and the average reader spends about 30-45 SECONDS on each essay. If your essay is illegible, it may result in a lower score than you deserve!
INDICATORS OF ANALYSIS IN ESSAYS

Essays indicate analysis of the content learned when they:

1) Contain a strong introduction which:
   a. indicates understanding of the tasks of the question,
   b. establishes the context for discussion (i.e. necessary background and/or definition of terms),
   c. suggests organizational framework or structural categories of the response.

2) Structure the response logically.

3) Answer the question in a thesis-driven response containing strong, accurate evidence.

4) Relate evidence to the terms used in the question.

5) Recognize patterns.

6) Make subtle distinctions.

7) Perceive complexity. (Hint: Nothing in history is ever black-and-white or all-or-nothing.)

8) Present clear, precise arguments.

9) Draw connections (pro/con, cause/effect, similarities/differences, whole/part).

10) Provide strong, accurate, relevant evidence to support generalizations.

11) Draw conclusions from specific evidence.

12) Attempt to evaluate the relative importance of the issues of arguments (may recognize the limitations of sources of information).

13) Argue with the question of its underlying assumptions. (But don’t avoid the question!)

14) Discuss beyond the who, what, where, and when and answers how, why, and so what.

15) Contain a conclusion which summarizes the major argument or issues presented and relates this summary to the terms of the question. (Do not simply rewrite your original thesis word-for-word.)
# AP EURO DBQ ESSAY BASICS

## Introduction Formula

| H — History | Write a detailed description and Overview of the History behind the event. |
| O — Overview | Write a detailed sentence regarding the dates/time period/era of the events. |
| T — Time Period/Era/ Dates | |
| T — Thesis | This should NOT simply reword the question. Rather, it should provide a specific answer to the question in the form of an argument. That is, the body of your essay has the sole task of proving your thesis statement. Therefore, your thesis needs to not only indicate the direction of your argument, but it should also indicate the major points, or divisions, you will address in the body. Remember, a good thesis should include a **topic, direction, and at least three divisions.** |

## Formatting Tips

- **Underline** your Thesis
- Make sure your **Thesis** is the **last line** of your Introduction.
- You should write the following in the **margins** next to your entry.
  - Thesis
  - Doc #
  - POV
- You need to refer to documents by **source name** and **reference** them after each sentence. Ex. (Doc 1).
A GUIDE TO WRITING A DBQ

The purpose of the DBQ (Document Based Question) is not to test your knowledge of the subject, but rather to evaluate your ability to practice the historian's craft. This means how you work with primary and secondary sources. You will be required to work with the documents and use them to answer a question.

Writing the DBQ is an acquired skill, one that takes practice. You should not get discouraged if you do not "get it" right away. The goal is to acquire the skill by May.

Remember that there is actually no right or wrong answer. Your answer is YOUR interpretation of the content of the documents. As long as your answer is logical and your interpretation is supported by the content of the document you are correct.

The following is your guide to writing a successful DBQ.

HISTORICAL CONCERNS

1. Read carefully the question prompt and the historical background. Underline the tasks demanded and the terms which are unique to the question.

2. Read the documents carefully.
   a. Make sure that you understand the content of the document.
   b. What is the author's Point of View (POV).
   c. Where is the tension or social anxieties?
      • Are there people from the same place with differing POV?
      • Is a Frenchman critiquing the French or is it an Englishman?
         ○ Which is biased, which has great knowledge?
   d. What is the origin of the document?
   e. Is the document valid or is it hearsay?
   f. If time, gender or age were changed would the person be saying the same thing?

3. You should strive to use most of the document (omitting no more than 1 or two).
4. Do not simply site the documents in "laundry list" fashion. You should strive to IMPOSE order on the documents. Find groupings for the documents. Can they be organized into a format? What is the OVERALL picture presented by the documents. Can you use the documents implicitly?

5. Your essay should be an ANALYSIS of the documents and their content. You are demonstrating analysis if you are doing the following:
   a. The essay contains a thesis which divides your answer into categories.
   b. The documents are used as evidence to support your thesis.
   c. Frequent reference is made to the terms of the question.

Be certain that your answer is always focused directly on the question. Do not drift afield.

6. Be certain that, if the question allows, you exploit all of the following in writing your answer.
   a. Point of View (POV) is both indicated and discussed from several angles.
   b. The Validity (VAL) of documents is noted.
   c. Change Over Time (COT) is recognized and discussed (if this occurs in the documents)
   d. Did the pendulum of history swing in the chronological course of the documents? Did it swing back again?

**LITERARY CONCERNS**

1. The essay has an adequate introduction in which the time frame is noted.

2. The thesis provides an answer to the question and divides the answer into categories.

3. Proper essay style is used (think 5 paragraph format where applicable).

4. Grammar and spelling are adequate (do not misspell words that are supplied in the documents).

5. You have not referred to yourself in the essay and you have not told the readers what they are "going to learn".

6. A great majority of the documents have been used in a manner which makes their use readily apparent to the reader.
7. Quotations are limited to a phrase which is placed within the context of your answer.

8. ALL PARTS OF THE QUESTION have been answered.

9. A conclusion exists which summarizes the evidence, restates the thesis and indicates a direction for further study or occurrences.

10. Base all of your comments on the documents, NOT on outside information. Outside information may be used to enhance understanding but it must not be the basis of your argument.
ANALYZING POINT OF VIEW/BIAS IN THE AP DBQ

WHAT IS MEANT BY ANALYZING POINT OF VIEW/BIAS IN HISTORICAL SOURCES?

Simply put, your task is to act as an historian sifting through sources. Part of this job involves you reviewing the source of the document and understanding why the sources said or wrote what is in the document. In other words, you are analyzing what it is about the source that made them say or write what is in the document. In the end, you are measuring the credibility, legitimacy, reliability and pertinence of the source.

WHERE TO FIND POINT OF VIEW/BIAS IN THE DOCUMENTS:

One will find point of view/bias in the documents by looking at the source of the document. Look for sources that, by their nature, may be of interest (i.e.: what it is about that person…). Remember, what is in the document (look for exaggeration) will verify whether the source’s point of view is of interest.

PRESENTING POINT OF VIEW/BIAS IN YOUR ESSAY:

After citing the document using parenthetical citation, give in the next few sentences your analysis of point of view/bias.

PHRASES/SENTENCES TO USE WHEN PRESENTING:

- One should approach this document with caution because the source...
- The point of view expressed in this document is of interest because...
- The source of this document possesses a unique point of view because...
- One should take into account the point of view of the source because...

HOW MANY SOURCES MUST YOU USE IN YOUR DBQ ESSAY THAT SHOW AN ANALYSIS OF POINT OF VIEW/BIAS?

You must analyze point of view/bias in at least 3 documents.

EXAMPLES-OF SOURCES THAT MAY BE USED FOR ANALYSIS OF POINT OF VIEW/BIAS:

- Religious figures
- Extreme individuals
- The illiterate
- People with an agenda
- The poor
- The rich

WHY YOU NEED TO KNOW IT:

It is part of the rubric for doing the AP European DBQ. It is worth 1 point out of the 6 basic core points one can earn. Also, without it, one is not qualified to receive the bonus points.

WHAT IS MEANT BY ANALYZING POINT OF VIEW/BIAS IN HISTORICAL SOURCES?

Simply put, your task is to act as an historian sifting through sources. Part of this job involves you reviewing the source of the document and understanding why the sources said or wrote what is in the document. In other words, you are analyzing what it is about the source that made them say or write what is in the document. In the end, you are measuring the credibility, legitimacy, reliability and pertinence of the source.
A Quick Guide to Working with Primary Sources

This quick guide provides some basic steps for analyzing the documents and visual sources in this book. For more detailed help in working with primary sources, see pp. xlv—xlix.

Reading and Analyzing a Written Document

The following questions will help you understand and analyze a written document:

• Who wrote the document?
• When and where was it written?
• What type of document is it (for example, a letter to a friend, a political decree, an exposition of a religious teaching)?
• Why was the document written? Under what circumstances was it composed?
• What point of view does it reflect?
• Who was its intended audience?
• What about the document is believable and what is not?
• What can the document tell us about the individual that produced it and the society from which he or she came?
• What were the social anxieties at the time from the perspective of the writer?

Viewing and Analyzing a Visual Source

These questions will help you to understand and analyze a visual source:

• When and where was the image or artifact made?
• Who made the image or artifact? How was it made?
• Who paid for or commissioned it?
• Where might the image or artifact have originally been displayed or used?
• For what audience(s) was it intended?
• What message(s) is it trying to convey?
• How could it be interpreted differently depending on who viewed or used it?
• What can this image tell us about the individual that produced it and the society from which he or she came?
• What were the social anxieties that causes the individual to produce it?
POWER WORDS FOR WRITING

When writing essays, you can convey your message more forcefully if you use more powerful words. The first column displays verbs which demonstrate conviction and purpose on the part of the writer. Following are two columns which deal with the most common form of essay, the compare / contrast. Consider using these words to more forcefully get your point across. These words should become a standard part of your essay writing skill by the time you take the exam in May.

<table>
<thead>
<tr>
<th>DESCRIPTIVE VERBS</th>
<th>COMPARE</th>
<th>CONTRAST</th>
</tr>
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<tbody>
<tr>
<td>Asserts</td>
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<td>Compliments</td>
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<td>Criticizes</td>
<td>Agree</td>
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<tr>
<td>Demonstrates</td>
<td>Also</td>
<td>Conversely</td>
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<tr>
<td>Embraces</td>
<td>As well</td>
<td>Differently</td>
</tr>
<tr>
<td>Exemplifies</td>
<td>Both/all</td>
<td>Disagree</td>
</tr>
<tr>
<td>Illustrates</td>
<td>In addition</td>
<td>However</td>
</tr>
<tr>
<td>Indicates</td>
<td>In common</td>
<td>In contrast</td>
</tr>
<tr>
<td>Portrays</td>
<td>In comparison</td>
<td>None/either</td>
</tr>
<tr>
<td>Reflects</td>
<td>Shares the view</td>
<td>On the other hand</td>
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<tr>
<td>Reveals</td>
<td>Similarly</td>
<td>Unlike</td>
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<tr>
<td>Signifies</td>
<td>Too</td>
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<tr>
<td>Strengthens</td>
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<td>Symbolizes</td>
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<td>Undermines</td>
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</table>
TRANSITIONAL PHRASES

The use of transitional phrases help to clarify the meaning and guide the reader from point to point throughout the essay. Additionally they provide the appearance of organization. Some helpful phrases follow:

**To Clarify a sequence of events:** first, second, third, next, finally, last

**To show a similar relationship:** similarly, in like manner, likewise

**To point out a dissimilarity:** in opposition to, in contrast to, on the other hand

**To emphasize a point:** indeed, in fact, surely, certainly

**To show or point out a result:** consequently, as a result, therefore, hence

**To summarize a position:** in summation, finally, in conclusion, in short

**To illustrate a point:** for example, by way of illustration, for instance

**To contrast a position:** on the other hand, however, but, yet, despite, although

**To record time:** now, gradually, later, eventually, immediately, at once, at this point, next, afterward, soon, then

*Note how the transitional phrases affect the following paragraphs.*

**Without Transition Words:**

Lenin modified Marxism in several ways. He posited a tightly organized cadre of committed revolutionaries in place of the proletariat. He telescoped the agarian and industrial revolutions so that they could both take place in a limited time frame. With NEP he retreated on communism when expediency required that he make a partial regression. He was able to adapt Marxism to the unique conditions facing him in Russia. The November 1917 revolution and its success could not have been achieved without his revision.

**With Transition Words:**

Lenin modified Marxism in several ways. First, he posited a tightly organized cadre of committed revolutionaries in place of the proletariat. Second, he telescoped the agarian and industrial revolutions so that they could both take place within a limited time frame. And last, with NEP he retreated on communism when expediency required that he make a partial regression. In short, he was able to adapt Marxism to the unique conditions facing him in Russia. Without such adaptations, the November 1917 revolution and its success could not have been achieved.
RENAISSANCE DBQ

THE QUESTION: The period known as the Renaissance witnessed a change in the nature of man. Compare and contrast the views held by the renaissance thinkers documented in the following quotations.

**DOCUMENT 1**

Here the question arises: whether it is better to be loved than fearer or feared than loved. The answer is that it would be desirable to be both but, since that is difficult, it is much safer to be feared than to be loved, if one must choose. For on men in general this observation may be made: they are ungrateful, fickle, and deceitful, eager to avoid dangers and avid for gain and while you are useful to them they are all with you, offering you their blood, their property, their lives, and their sons so long as danger is remote, as we noted above, but when it approaches they turn on you. Any prince, trusting only in their words and having no other preparations made, will fall to his ruin.

Machiavelli, The Prince” 1513

**DOCUMENT 2**

As man is born, the Father has planted in him seeds of every sort, shoots of every life; those which each man cultivates will grow, and bear their fruits in him. If these are vegetables, he will become a plant; if sensual, a brute; if rational, a heavenly being; if intellectual, an angel and son of God. But if Man, not contented with any creature's lot, betakes himself into the center of his oneness, then, made one with God, in the solitary darkness of the Father he who was created above all things will excelle all things. Who would not admire this chameleon of ours?

Giovanni Pico, the Count of Mirandola. "The Oration on the Dignity of Man” 1486

**DOCUMENT 3**

The richest gifts are occasionally seen to be showered, as by celestial influence, upon certain human beings; nay they sometimes supernaturally and marvelously gather in a single person--beauty, grace, and talent united in such a manner that to whatever the man thus favored may turn himself, his every action is so divine as to leave all other men far behind...This was...the case of Leonardo de Vinci...who had...so rare a gift of talent and ability that to whatever subject he turned his attention...he presently made himself absolute master of it...

He would without a doubt have made great progress in the learning and knowledge of the sciences had he not been so versatile and changeful...the instability of his character led him to undertake many things, which, having commenced, he afterwards abandoned.

Giorgio Vasari. "Lives of the Painters" 1568

**DOCUMENT 4**

Just as it is disgraceful and sinful to be unmindful of God so it is reprehensible and dishonorable for any man of discerning judgement not to honour you as a brilliant and venerable artist whom the very stars use as a target at which to shoot the rival arrows of their favour. You are so accomplished, therefore, that hidden in your hands lives the idea of a new king of creation, whereby the most challenging and subtle problem of all in the art of painting, namely that of outlines, has been mastered by you that in the contours of the human body you express and contain the purpose of art...And it is surely my duty to honour you with this salutation since the world has many kings but only one Michelangelo.

Pietro Aetino. "Letter to Michelangelo” 1537
I have always possessed extreme contempt for wealth...I have on the contrary led a happier existence with plain living and ordinary fare...the pleasure of dining with one's friends is so great that nothing has ever given me more delight than their unexpected arrival.

I possess a well-balanced rather than a keen intellect--one prone to all kinds of good and wholesome study, but especially to moral philosophy and the art of poetry. The later I neglected as time went on, and took delight in sacred literature...Among the many subjects that interested me, I dwelt especially on antiquity, for our own age always repelled me, so that, had it not been for the love of those dear to me, I should have preferred to have been born in any other period than our own. In order to forget my own time, I have constantly striven to place myself in spirit in other ages, and consequently I delighted in history...

Francesco Petrarch. "Letter to Posterity" 1372

I am not so much in love with my conclusions as not to weigh what others will think about them, and although I know that the meditations of a philosopher are far removed from the judgement of the laity, because his endeavor is to seek out the truth in all things, so far as this is permitted by God to the human reason, I still believe that one must avoid theories altogether foreign to orthodoxy.

Nicholas Copernicus. "Dedication of the Revolutions of the Heavenly Bodies" 1543

THE TASK OF ANSWERING THE QUESTION

The Question: The period known as the Renaissance witnessed a change in the nature of man. Compare and contrast the views held by the renaissance thinkers documented in the following quotations.

THE INTRODUCTORY PARAGRAPH

DEFINE THE TERMS OF THE QUESTION

The Period

The Renaissance began in Italy during the 1300's, other countries at later times joined in. The Renaissance extends into the early 1600's if we accept the view that there was a renaissance in Russia under Czar Peter the Great (d. 1725).

Renaissance

Jacob Burckhardt, the noted 19th century Swiss historian, believed that the Renaissance meant "rebirth" and that it could have only begun in Italy in the 14th century.

Rebirth of Classical Civilization (modified to meet contemporary needs)

The western world undertook a rebirth of sorts after the Medieval period. The qualities of the modern world which developed during the renaissance period included: power centered in urban
areas, social mobility, status dependent upon talent rather than birth (meritocracy), and secularization. The belief developed that "this world" was the most important as opposed to the medieval view that the most important world was the one entered after death.

**Thesis:**

In order to construct a good thesis, you must read the documents carefully and note similarities and differences. Then try to group similarities and differences into three broad categories. Your thesis should indicate the three categories in which you have found similarities and differences. You will then be able to write a paragraph for each category for the body of your essay.

**How do you determine categories?**

One easy way is to think about the qualities of the Renaissance. You know that the Renaissance was a rebirth (with modifications). Therefore, interest in the Classical World, humanism, artistic expression, and individualism all dominated the age. Can you determine in what ways the view of man was expressed within these categories?

**Example:**

A similarity between all the writers chosen is that they were all interested in the classical world. You can easily support this similarity in regard to each writer's view of the nature of man with reference to the documents. However, each writer expressed this interest in a unique way and came up with different ideas about the nature of man.

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**IF YOU WILL TAKE THE TIME TO OUTLINE YOUR THOUGHTS AND DEVELOP A GOOD WORKABLE THESIS, THE ESSAY WILL ALMOST WRITE ITSELF.**

**Notes for the Body**

Begin each paragraph with a topic sentence that extends the thesis. End each paragraph with a sentence that summarizes the paragraph and ties the summary back to the thesis. For this particular essay, your summary sentence would note the ways in which the writers were similar and the ways in which the writers were different. If you can't do this, your information is irrelevant to the question and you should rewrite the paragraph.

Identify and critique each source: the documents were selected to present you with a variety of types: funeral oration (speech), carnival song, preface to a longer work, a political treatise, a scientific/personal notebook, and a biography. Each type of writing has a unique bias and unique validity. You should be discussing these as you summarize the information. Each author is someone you should know--if not, you aren't studying!!

**Change Over Time:**

This DBQ covers a relatively short period of time, but you should be able to see both changes and continuities over time. This "time element" seems to be a usual consideration in writing DBQ's.
Interpretations of the Documents:

Briefly, here are some of the things you should have noted. The following are not definitive abstracts and I am sure you will have additional ideas.

<table>
<thead>
<tr>
<th>Document 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machiavelli--The Prince</td>
</tr>
<tr>
<td>The nature of man is evil. a prince cannot afford to risk the welfare of the state by being a &quot;good&quot; man.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Document 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pico--Oration on the Dignity of Man</td>
</tr>
<tr>
<td>Man is a chameleon who can mold himself into anything he desires. Humanism, neoplationism and individualism.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Document 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vasari--Lives of the Artists</td>
</tr>
<tr>
<td>Man possesses talent and intelligence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Document 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pietri--Letter</td>
</tr>
<tr>
<td>Michelangelo is a unique talent, which Pietri is talented enough in his own right to recognize. Individualism, Humanism, Rationalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Document 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francesco Petrarch--Letter to Posterity</td>
</tr>
<tr>
<td>Petrarch see the ancient past as a better time. He is not concerned about storing treasures for the future but rather on improving himself. Humanism, Individualism, Rationalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Document 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Copernicus--Dedication of the Revolutions of the Heavenly Bodies</td>
</tr>
<tr>
<td>Sure of himself, he knows what he can prove. Rationalism, Individualism</td>
</tr>
</tbody>
</table>

See what other ideas you can pull out of the documents. Remember that all similarities and all differences must relate to the NATURE OF MAN.

CONCLUSION

Summarize the important points made in each paragraph. A quick way is to rewrite the last sentence in each paragraph. State how these points support the thesis. Then restate the thesis.