# AP European History Practice

Use this key to check answers and read the explanations.

1. Classroom summary of Raphael’s School of Athens. The fresco places Plato and Aristotle at the center of a scene framed by Renaissance architecture. Which development does this choice of subject illustrate?

A. Renewed interest in ancient Greek learning
B. The growth of Protestant churches in Italy
C. The spread of industrial design in cities
D. A shift toward medieval feudal law

Correct answer: A. Renewed interest in ancient Greek learning
Raphael put ancient Greek philosophers in a setting drawn from contemporary Italian architecture. The combination shows how Renaissance artists engaged with classical learning.

2. Classroom summary of Martin Waldseemüller’s 1507 world map. The map names America and shows western lands separated from Asia by water. What development in Europe helps explain these features?

A. Court painters began to use perspective to create depth in landscapes.
B. The revival of classical studies led mapmakers to copy ancient maps without revisions.
C. Atlantic voyages led mapmakers to revise inherited accounts of world geography.
D. Printed nautical charts made European mapmakers abandon labels for landmasses.

Correct answer: C. Atlantic voyages led mapmakers to revise inherited accounts of world geography.
The map drew on reports from voyages across the Atlantic. It records how a European mapmaker revised established geographic ideas in response to that information.

3. Classroom summary of the 1521 Edict of Worms. Emperor Charles V condemned Martin Luther and ordered that his writings could not be copied or sold. What was the edict trying to do?

A. Set up a council where Luther would govern church printing.
B. Use imperial authority to suppress the spread of Luther’s reform ideas.
C. Have local rulers publish Luther’s writings as imperial teaching.
D. Require readers to buy Luther’s works from licensed printers.

Correct answer: B. Use imperial authority to suppress the spread of Luther’s reform ideas.
The edict targeted readers and printers as well as Luther. Restricting the circulation of his works was one way imperial authority defended existing religious institutions.

4. Classroom summary of the move to Versailles in 1682. Louis XIV brought the French royal court and government into the same palace complex. Which approach to governing does the move illustrate?

A. Separating ministers from the king’s household and court
B. Transferring royal authority to an elected national assembly
C. Dividing the central government among independent provinces
D. Concentrating political life around the monarchy

Correct answer: D. Concentrating political life around the monarchy
Versailles housed ministers as well as the royal court. Placing government and court life near the king helped concentrate authority around the monarchy.

5. Classroom summary of the English Bill of Rights of 1689. The Crown must have Parliament’s agreement to raise taxes. Which political development does this requirement illustrate?

A. Wider use of royal decrees to set taxes
B. A stronger parliamentary check on the Crown
C. A transfer of control over taxes to church officials
D. The abolition of the English monarchy

Correct answer: B. A stronger parliamentary check on the Crown
The requirement gave Parliament a check on one important use of royal power. This exemplifies the growth of constitutional limits on the English monarchy after the Glorious Revolution.

6. Classroom summary of Galileo’s Starry Messenger from 1610. Through a telescope, Galileo tracked four objects that changed positions as they traveled around Jupiter. What claim does this observation directly support?

A. Some celestial objects orbit a body other than Earth.
B. Earth’s full yearly path around the Sun was measured.
C. Jupiter’s path around the Sun takes exactly one Earth year.
D. Every object visible through the telescope orbits Jupiter.

Correct answer: A. Some celestial objects orbit a body other than Earth.
The observations showed that the objects were moons orbiting Jupiter. That evidence challenges the idea that all heavenly motions are centered on Earth.

7. Classroom example based on the eighteenth-century Encyclopédie. A student finds an engraved plate about fan making in the same project that treats science and the liberal arts. Which interpretation does the plate support?

A. The editors used illustrations to replace discussion of how crafts were practiced.
B. The project valued practical trades only when they were taught in universities.
C. The plates were used chiefly to preserve lists of aristocratic family names.
D. The project treated skilled trades as knowledge worth recording and sharing.

Correct answer: D. The project treated skilled trades as knowledge worth recording and sharing.
Including an illustrated record of fan making shows that the editors considered a workshop craft worthy of study. The larger publication presented trades alongside scholarly subjects.

8. Classroom summary of Articles 6 and 13 of France’s 1789 Declaration of the Rights of Man and of the Citizen. The law applies equally to citizens, and citizens contribute to public expenses according to their means. Which proposal fits both principles?

A. Apply separate laws for hereditary estates and base contributions on each citizen’s means.
B. Apply a common law and charge every citizen the same sum.
C. Apply a common law and base contributions on each citizen’s means.
D. Apply separate laws for hereditary estates and exempt one estate from contributions.

Correct answer: C. Apply a common law and base contributions on each citizen’s means.
Article 6 calls for the same law for citizens. Article 13 calls for contributions apportioned according to means. A flat payment would miss the second principle, even if the same rule applied to everyone.

9. Classroom summaries of two British records. The 1833 Factory Act created inspectors and limited children’s hours in textile factories. A report from 1836 describes unusually long shifts for boys at one mill. Which claim draws on both records?

A. Parliament regulated child labor, and an inspector investigated an apparent breach at one mill.
B. The 1836 report prompted Parliament to establish the first inspections in 1833.
C. The law brought textile mills into compliance before the inspector’s visit.
D. The one report establishes the typical hours for children in every industry.

Correct answer: A. Parliament regulated child labor, and an inspector investigated an apparent breach at one mill.
The law establishes a standard and a way to enforce it. The report records testimony the inspector gathered about a possible violation at a specific mill.

10. Classroom summary of the Frankfurt Constitution, adopted by the National Assembly in 1849. It proposed a hereditary emperor for a German nation-state and gave parliament a substantial role. Which political project combined these choices?

A. A unified republic with an elected president as head of state
B. A loose confederation with separate governments and no national parliament
C. An absolute monarchy with national authority held by the emperor alone
D. German national unification under a constitutional monarchy

Correct answer: D. German national unification under a constitutional monarchy
A national state addressed the demand for German unity. The hereditary emperor and the role assigned to parliament combined monarchy with constitutional government in the Assembly's proposal.

11. Classroom summary of Articles 34 and 35 of the 1885 Berlin General Act. Signatories agreed to notify one another of new claims on African coasts and to establish authority in newly occupied coastal areas. Which claim fits the scope of the document?

A. It required an election among residents before any claim could be recognized.
B. It assigned every African inland boundary to a European government.
C. It set procedures among signatories for new coastal claims and occupations.
D. It accepted flag raising alone as sufficient proof of authority along the coast.

Correct answer: C. It set procedures among signatories for new coastal claims and occupations.
The two requirements gave other signatories notice of new claims and required occupying powers to establish authority on the ground along the coast.

12. Classroom summary of the 1919 Weimar Constitution. Article 22 provides for Reichstag elections by men and women. Article 48 gives the president emergency powers and lets the Reichstag demand their withdrawal. Which interpretation accounts for both articles?

A. The constitution gave the president a permanent power to cancel national elections without legislative review.
B. The constitution combined broad voting rights with emergency executive powers subject to a legislative check.
C. The constitution gave emergency authority only to parliament and confined voting to men.
D. The constitution left elections to the German states and gave the national legislature no role in emergencies.

Correct answer: B. The constitution combined broad voting rights with emergency executive powers subject to a legislative check.
Article 22 provides for broad participation in elections. Article 48 gives the president power in specified emergencies, with a provision for the Reichstag to require those measures to end.

13. Classroom exercise on the 1938 Munich Agreement. The actual agreement set a timetable for German occupation of the Sudetenland. A fictional newspaper claims the agreement secured lasting peace. Which judgment evaluates that claim against the agreement itself?

A. The agreement shows that Czechoslovakia signed as an equal party to the territorial settlement.

B. The agreement proves peace endured because it sets a schedule for the occupation.

C. The agreement can establish only that the newspaper’s readers supported the concession.

D. The agreement documents a territorial concession. Later evidence is needed to judge whether peace endured.

Correct answer: D. The agreement documents a territorial concession. Later evidence is needed to judge whether peace endured.

The agreement records the terms accepted by Germany, Britain, France, and Italy. The timetable is evidence of planned occupation. How long peace lasted is a separate historical question.

14. Classroom summary of the 1950 Schuman Declaration. It proposes placing French and West German coal and steel production under a common authority within a body other European countries could join. What is the logic of beginning with those industries?

A. Managing key industries together could give former rivals shared interests and form a basis for broader cooperation.

B. The proposal aimed to protect national markets with higher tariffs between the participating countries.

C. Transferring both industries to French control would make economic integration unnecessary.

D. The plan called for a complete political union before any economic cooperation could begin.

Correct answer: A. Managing key industries together could give former rivals shared interests and form a basis for broader cooperation.

Schuman proposed an initial step with a limited economic scope. By bringing core industries under common management, the plan aimed to deepen cooperation and reduce the risk of another war.

15. Classroom summary of a 1961 report in a West German employers’ magazine. A liaison office in Istanbul was to place Turkish workers in jobs in specified West German districts. Which additional finding would most directly support a claim that the program filled known labor shortages in those districts?

A. Records of applications in Istanbul matched with notices announcing the planned recruitment office.

B. Maps of the districts matched with factory construction plans approved before recruitment began.

C. Records of unfilled jobs in the districts matched with placement records showing recruits filled those jobs.

D. West German industrial output figures matched with population totals for all of Turkey.

Correct answer: C. Records of unfilled jobs in the districts matched with placement records showing recruits filled those jobs.

Matching vacancies with actual hires would connect a labor shortage to workers placed through the program. The magazine report describes what the employment offices intended to do.