AP European History ----- SUMMER ASSIGNMENT 2019

Due on the day of 10th Grade registration -- Friday August 7, 2020 by 3PM.

Welcome to AP European History
Congratulations, you have chosen to take on the challenge of Advanced Placement European History for the upcoming school year. This fast-paced college-level course covers European History from the Renaissance (1400s) to the present (Brexit). We cover a lot of information in a brief amount of time and the course is demanding and rigorous. Therefore, the purpose of this assignment if both to develop a sense of some of the required writing skills for the courses and get a head start on the content that influences our first unit of study, The Renaissance.

◊ The assignment is due by Friday August 7 no later than 3PM whether you attend registration or not. This is the end time of 10th grade registration. If you do not complete the assignment by the registration due date, you will automatically be dropped from this class.

◊ This is an individual assignment, not a group assignment – do not copy responses from other students. The assignments must be typed (Google Docs or Word) and submitted through Canvas and “Turn-it-in” will be utilized to check for plagiarism

SUMMER ASSIGNMENT CHECKLIST:

☐ Signup for the “AP European History Summer 2020” course on CANVAS using this link: https://culver.instructure.com/enroll/6C47NR

☐ Download the pdf files for Chapters 11 & 12 of the Textbook – Western Civilization, 10th Edition by Jackson Spielvogel (available on the Canvas assignment page under “files”)

☐ Part I: Read and take notes on Chapter 11 using the study guide questions included at the end of the assignment to guide you. Be able to answer the questions regarding the European Union.

☐ Part II: Complete the Short Answer Questions in your own words: Use the information from Chapter 11 to aid your answers. Do not rely solely on the information in the primary sources.

☐ Part III: Learn the map of Europe. There will be a test on the modern map of Europe Monday August 24.

☐ Study and review material from Chapter 11 and about the European Unit for the Summer Assignment Exam on Friday August 21.

☐ Submit via Canvas only Part II all as one complete document by Friday August 7 at 3PM

☐ PART IV: BRING TO CLASS ON Friday AUGUST 21 YOUR COMPLETED CHAPTER 12 STUDY GUIDE: This needs to be printed out and completed in your own handwriting.

If you have any questions feel free to contact Ms. Snyder at rachelsnyder@ccusd.org. At any point over the summer if you decide that you prefer to be enrolled in Regular World History, email CulverHighsummerwork@ccusd.org and your school counselor.
Please have the following materials with you on the **first day** of school:

- **You do not need a separate binder for this class.** It is preferred that you don’t. Often students bring the wrong binder to class and students are not allowed to go to their locker during class time. An assignment in one’s locker will not be accepted as late work is not accepted. **If you do opt to have a binder designated for only this class, it needs to be bigger than 1 inch** (You will not be able to fit your spiral notebook for notes in your binder if it is too small)!

- **8 1/2”x 11” College Ruled Notebook Paper** –this is preferable. However if you can only find 8”x10.5” that is fine. (Do not plan on using the kind that needs to be torn out from a spiral notebook; or the kind that requires you to tear-off the spiral edges, for your written work that is turned into me). **Spiral edged paper is not accepted and the class will not wait for you to de-frag the assignment!**

- **5-Binder Dividers labeled –Notes, SAQs/DBQs/LEQs (Short Answer Question/Document Based Questions/Long Essay Questions), Terms, SSA/PSA (Secondary Source Analysis and Primary Source Analysis), and Study Guides**

- You may want to have a few packages of index cards at home to use as a study tool (4x6).

- **Spiral Notebook** for notes- you will want to get at least 100 -120 pages (It is recommend that it be no bigger as you will keep this in your binder). **Please get the kind that has 3-ring holes punched into them.** Do not get the one with dividers. Please have this already in your binder behind the divider “Notes” when you come to school on Thursday August 22.

- **5 Different colored highlighters** – This should be easily accessible in a pouch in your binder.

- A small stapler for your binder

- Glue Stick and/or scotch tape.

**Important Message:** **You DO NOT need to bring your textbooks to class!**

**Texts required for this course (You will only need Western Civilization to complete your summer assignment):**

- **Western Civilization** AP ed. 10 by Jackson Spielvogel. You will be accessing the material from the attached pdf (See Summer Assignment website).


- **The Prince** by Machiavelli.
PART I

CHAPTER 11 STUDY GUIDE:
“The Later Middle Ages: Crisis and Disintegration in the 14th Century”

Chapter 11 KEY TERMS:
You will want to be familiar with the following terms from Chapter 11 in Spielvogel. Some of these terms might be in Chapter 12 or you might need to check the internet. Please be adaptable problem solvers. If you cannot find a term in your textbook you will need to do some research for the definition. You should be able to identify the Who, What, Where, When, and historical significance of any term assigned in this class. Like the questions below, these terms will not be collected. This is your responsibility. Bold words are especially important!

YOU DO NOT NEED TO TURN ANYTHING IN FOR PART I
Summer Assignment Exam Friday August 21

“Little Ice Age”
Black Death
Flagellant
Giovanni Boccaccio
The Antichrist
Pluralism
Edward III
Pogroms

Great Schism
Bubonic Plague
Dante
The Decameron
Purgatory
Parliament
Peasants Revolt 1381
Condottieri

Pope Boniface VIII’s Unam Sanctum
taille and gabelle
Divine Comedy
Joan of Arc
Chaucer’s Canterbury Tales
Babylonian Captivity (1305-1377)
Petrarch
Golden Bull

Vernacular literature
Yersinia pestis
Hundred Years’ War
Estates-General
Lollards
Jacquerie 1358
Christine de Pisan
Crusades

Feudalism (Not in the textbook):
1. What was it and when and why did it develop (go back to the 800s)? Make sure understand the concept of feudalism.
2. How were people interdependent (In a sense, how did it work)?
3. Explain medieval serfdom.

The Black Death:
4. What were some of the causes for the Black Death?
5. Identify another theory that the Plague might not have been caused by rats.
6. Look at the map Spread of the Black Death on page 302. Is there a general pattern between distance from Sicily and the elapsed time before a region was infected with the plague?
7. What caused the spread of the Black Death in Europe?
8. What impact did the Black Death have on European society?
9. What impact did the Black Death have on the European economy?
10. How did people try to fight against the plague?

Hundred Years’ War:
11. What was the 100 Years War?
12. Why did it continue for so long?
13. Who were some of the major players?
14. What were the various causes?
15. What technological improvements occurred in the field of weaponry?
16. Who was Joan of Arc and what is her significance?
17. Look at the maps on page 310. What gains had the English made by 1429, and how do they correlate to proximity to England and the ocean?
18. How did the Hundred Years’ War bring about change militarily?
19. How did the Hundred Years’ War bring about change politically?
The Decline of the Church: Papal Schism: aka Western Schism, aka Great Schism, aka Avignon Schism, aka Babylonian Captivity

20. What was the Avignon Papacy and how did that lead to the Great Schism? Make sure understand the both parts of the question.

21. Explain the Conciliar Movement and whether it was successful or not?

22. How did the Great Schism cause a loss of power in the Catholic Church?

23. Who has more power in the world? Princes or the Pope? Back up your answer.

24. What kinds of governments existed in the German and Italian states?

25. How did changes in literature and art in the late Middle Ages signal a break from the old medieval style?

The European Union (internet):

1. European Coal and Steel Community, 1951
   a. Who proposed this?
   b. What countries were involved?
   c. Why coal and steel?
   d. Who were Jean Monnet and Robert Schuman and what is their relation to the ECSC?

2. Identify the components of the following Treaties:
   a. Treaties of Rome, 1957
   b. Single Europe Act, 1986
   d. Treaty of Lisbon, 2007

3. What countries are currently in “the Euro zone?”

4. Why was/is the European Union controversial? Why were (are) some countries afraid of joining?

5. What was Brexit in 2016?

6. As of the beginning of the summer 2020 what is the current situation with Brexit?

PART II: Short Answer Questions based on Primary Sources (6- complete all)

Read the following documents in Chapter 11 and respond to the prompts. Read all parts of the question before responding. Answers must be in a complete sentence (1 paragraph altogether). Try and incorporate historical evidence (key terms and details) relevant to the source/question and try to avoid overgeneralizations and vague descriptions. Complete either by Google Doc/Word and Submit through Canvas by 3 PM Friday August 7.

There should be absolutely no use of “I/My” in your answers.

1. Read the Opposing Viewpoints documents on page 301. How could Boccaccio's explanation lead to distrust of religious authorities? How much should a historian trust a confession extracted by torture and why?

2. Read The Cremation of the Strasbourg Jews on page 304. What were the several possible motives—religious, economic, and others—that led to the killing of many Jews during the Middle Ages, particularly in the aftermath of the Black Death? Why might someone believe von Königshofen's assertion that the Jews were killed for their money?

3. Read A Revolt of French Peasants on page 307. Why did the peasants react so strongly against their noble lords? What seems to be the principal motivations of the actions? How did the Black Death contribute to their unrest?

4. Read The Hundred Years' War on page 313. What does this document reveal about the nature of late medieval war and its impact on civilian populations? In what ways do the great medieval chroniclers like Froissart (question 3) shape our understanding of these times by the very subject matter and style of writing in their works? How reliable is Froissart's account? If French soldiers had sacked an English town, would the account have been different? Why or why not?

5. Read Boniface VIII's Defense of Papal Supremacy on page 319. Why did Boniface VIII make these extreme assertions of papal authority? What does the fact this declaration caused such a violent reaction say about prior understandings of papal power?
6. Read *A Liberated Woman in the Fourteenth Century* on page 326. What does the legal assumption that women are without rights say about the philosophical assumptions of late medieval society? Who would benefit the most from the legal disempowerment of women? Do you think Grazida answered her questions truthfully why or why not?

PART III: MAP ASSIGNMENT: Map Test is Monday August 24
You are expected to have a general knowledge of European Geography before we begin our discussion of Modern European History. There are plenty of websites where you can find not only maps of Europe, but also blank maps in which you may practice. And yes, you should be able to label a blank map without a word bank. Here’s two: [http://www.worldatlas.com/webimage/testmaps/europe.gif](http://www.worldatlas.com/webimage/testmaps/europe.gif) & [http://www.eduplace.com/ss/maps/europe.html](http://www.eduplace.com/ss/maps/europe.html)
A good physical map of Europe is located at [http://www.ezilon.com/maps/europe-physical-maps.html](http://www.ezilon.com/maps/europe-physical-maps.html)
Two websites that are very useful in studying for the map tests are: [http://www.sheppardsoftware.com/European_Geography.htm](http://www.sheppardsoftware.com/European_Geography.htm) & [http://www.lizardpoint.com/fun/geoquiz/euroquiz.html](http://www.lizardpoint.com/fun/geoquiz/euroquiz.html)

Know the following:

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PART IV
DUE THE 2ND DAY OF SCHOOL – Friday AUGUST 21
LATE PACKETS WILL NOT BE ACCEPTED AND STUDENTS WILL BE REMOVED FROM THE CLASS.

YOU MAY NOT TYPE THIS ASSIGNMENT: WRITE IN BLUE OR BLACK PEN

Read Chapter 12 in the Western Civilization textbook by Spielvogel (see pdf): Western Civilization Recovery and Rebirth: The Age of Renaissance
Complete “Chapter 12 Study Guide which is at the very end of the summer assignment. Complete your answers on the actual study guide, but your answer should incorporate the question into the answer or have a topic sentence, unless you are asked to simply list your answer. Make sure you write in your own words and make sure you answer all parts of the question. You will be completing approximately 19 of these study guides throughout the year. Remember, this is due the 2nd day of school.
Chapter 12 Reading
Due Friday August 21

HANDWRITTEN ANSWERS ONLY
Print out these pages and staple them together. If you think you will need more space to write (maybe because you have large writing), adjust the spacing before printing. Be detailed with your answers.

Characteristics of Renaissance Society 331-338
1. What does the word Renaissance mean and why was the term used?

2. List and explain five characteristics of the Renaissance (answer shouldn’t have anything do with the break from the middle ages or an age of recovery, etc…).
   a. 
   b. 
   c. 
   d. 
   e. 

3. What is meant by l’uomo universale?

4. What was the Hanseatic League? How many cities were members by 1500? Over what goods did it have a monopoly? What led to its decline?

5. What were some important Italian goods and industries?

6. Who were the Medicis?
7. What were three characteristics of a “Renaissance Man” according to *The Book of the Courtier*? Give specific details.
   a. 
   b. 
   c. 

8. How did children become adults?

9. Why did women fear childbirth?

10. At what age did women marry, and why were husbands generally much older?

**The Italian States in the Renaissance, 338-343**

11. What were the five major Italian states, and what regions of Italy did they occupy?
   a. 
   b. 
   c. 
   d. 
   e. 

12. Who were the *condottiere* and why were they able to play a major role throughout the Italian peninsula?

13. Why was the *Peace of Lodi* in 1454 significant?
The Intellectual Renaissance in Italy, 343-349

14. Explain the concept of humanism and what did it characterize?

15. Why is Petrarch referred to as the father of Italian Renaissance humanism?


17. Of what subjects did the liberal arts curriculum consist?

18. Who went to school?

19. What were some early types of books printed on the Guttenberg press?

20. What were four results of printing?
   a. 
   b. 
   c. 
   d.
The Artistic Renaissance, 349-356

21. Describe and explain the new artistic standards that arose during the Renaissance.

22. Use what you know about humanism to identify one Renaissance value in the painting and sculptures on pages 349-355. **Be specific about the various ideas tied to humanism** and what from the various pieces of art reflect those ideas. Be sure to also read each of the pieces captions. Skip the interior of San Lorenzo.

- *Tribute Money* by Masaccio
- *Primavera* by Botticelli
- *David* by Donatello
- *The Last Supper* by Leonardo da Vinci
- *School of Athens* by Raphael
- *Creation of Adam* by Michelangelo
- *David* by Michelangelo
- *Arnolfini and His Bride* by Jan van Eyck
- *Adoration of the Magi* by Albrecht Dürer
23. What qualities made Michelangelo an artistic genius in Vasari’s eyes? What did Vasari believe was the source of such genius (See excerpt pg 355)?

24. How were the great artists such as Leonardo, Raphael, and Michelangelo viewed by the public? Explain the financial gains of artists such as these men.

25. In what ways was northern art different than Italian art? You can write this out or make a T–Chart. Be specific.

The European State in the Renaissance, 356-360

26. What was the impact of the Hundred Years’ War on France?

27. What actions did King Charles VII of France take to strengthen his power? What impact did this have on the Estates-General?
   A. 
   B. 
   Impact:
28. Why was Louis XI known as the “Spider King”?

29. How did Louis XI maintain a constant income?

30. Describe the problem Louis XI faced in trying to suppress the power of the nobility? Who was at the problem? What brought an end to this problem for Louis?

31. What territories came under Louis XI’s royal control during his reign?
   A.  
   B.  
   C.  
   D.  

32. Following the Hundred Years’ War what event caused major domestic problems for England (1455-1485)? Which royal families were fighting one another?

33. Who won in 1485? From which family was the new king and what was the dynasty he established called?

34. How did Henry VII strengthen monarchical power?
   1.  
   2.  
   3.  

35. By the end of Henry VII’s reign, the royal treasury had quite a surplus. How did he accomplish this?
   1.  
   2.  
   3.  

36. Whose support did Henry VII have by the end of his reign enabling him to leave England stable and prosperous?
37. What were the strongest kingdoms to emerge from the Middle Ages in the Iberian Peninsula?
   A. 
   B. 
   C. 
   D. 
   E. 

38. What kind of union was created by the marriage of Isabella of Castile and Ferdinand of Aragon?

39. What was kept separate by each kingdom?
   A. 
   B. 
   C. 
   D. 
   E. 
   F. 
   G. 

40. How did Isabella and Ferdinand try to strengthen their royal power?

41. How were Isabella and Ferdinand able to make the strongest army in the 16th century?

42. Why did Ferdinand and Isabella want to control the Catholic Church in Spain?

43. How did the Spanish monarchs make the clergy instruments of their power?

44. Why did Ferdinand and Isabella suppress the Jews and Muslims in Spain?

45. Concern over the authenticity of Jewish conversion to Christianity led to what in 1478 in Spain?

46. When were the Jews expelled from Spain? How many left?

47. When were the Muslims expelled from Spain?

48. Beginning in 1438 which dynasty controlled the Holy Roman Empire?

49. Explain in your own words the relevance of the quote “Leave the waging of wars to others! But you, happy Austria, marry…”

50. What is the Reichstag?

51. What kind of problem did HRE Maximilian I face when trying to centralize or increase his power?
52. Why was it difficult for eastern European rulers to centralize control over their territories?
   A. 
   B. 

53. What was the Polish *Sejm*?

54. Who controlled the *Sejm*?

55. What did the *Sejm* do after 1511?
   A. 
   B. 

56. Why did the Bohemians ally themselves with the Poles and Slovaks?

57. King Matthias Corvinus in the 15th century centralized his power over what country?

58. The princes of where, rose to power by allying with the Mongol Khans?

59. Who created a Russian principality?

60. When were the Mongols thrown out of the principality of Moscow?

61. **Map 12.2**: What aspects of Europe’s political boundaries help explain why France and the Holy Roman Empire were often at war with each other?

62. **Map 12.3**: What aspects of Portugal’s geography help explain why it became a major seafaring nation, with little overland trade with Europe?

The “Church in the Renaissance” will be included in Unit 2