

Advanced Placement European History Summer Assignment for 2017-2018 School Year



Welcome to AP European History!

If you are reading this, then you have enrolled in AP European History for the 2017-2018 school year. This is a demanding but hopefully rewarding course which will require that you do some preparation before you arrive on the first day of school. We will be doing 2 pre-AP days in August. Please know that it will be an important time for class bonding and introductory material on the Late Middle Ages, so try your best to attend (I completely understand last minute family trips, etc., that you have no control over. You will be able to make up the time with me with if you cannot make it on the assigned days).

The enclosed packet contains 4 assignments, which I estimate should take you around 6 hours total. If they take longer, then you may be overdoing it or you may not be working in a quiet (phone-free, radio-free, etc.) environment.

To do this work you will need access to our digital copy of *A History of Western Society Since 1300* by McKay (through the course I will add you to on ItsLearning) as well as *Western Civilization: Sources, Images, and Interpretations* by Sherman, which you should pick up the last week of class (June 6-8). **Do not leave school without checking out the texts!** I will be available to issue books in room 231 during lunch. Because we will be discussing these topics at the very beginning of the school year, I strongly suggest you resist doing them until August so the information will be fresh. All work will be collected on the first day of school.

There are four general purposes for this preparatory work:

- 1) To get your juices flowing about European History, particularly our first topic- “The End of Feudalism & the Renaissance”. The AP course technically begins with the Renaissance, but we will need the background of the Late Middle Ages to better understand why the Renaissance is such an important turning point.
- 2) To accelerate our movement through this topic. As you will come to learn, this course is simply too big for one school year. We will battle this reality all year by various means. If there is one topic that most of you have already had limited exposure to in Global Studies, the Renaissance is it. Therefore, we will move quickly through this material.
- 3) To orient you to the workload and variety of assignments you will have this year. Reading is your primary “homework” all year long. What you do with this information is to analyze and respond to it. I hope these assignments will give you a taste of these processes.
- 4) To help you start thinking like a historian. How do we know what we know about the past? What evidence do we use to understand history, and how reliable is that evidence?

If you have any questions, you can contact me through email at hvoight@gsgis.k12.va.us, or you can send me a message through ItsLearning (checked less frequently).

Learning Objectives

As with all units of study, learning objectives will help focus your thinking and confirm your understanding. As you work through these assignments, think about the answers to the following questions:

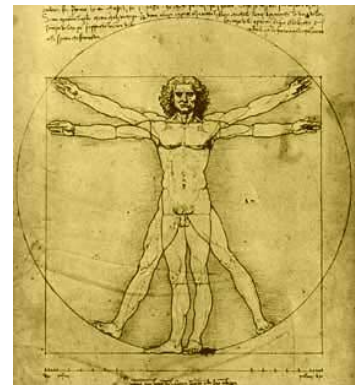
- A) What were the major disasters/upheavals/crises of the late Middle Ages that defined European society? (See Assignment #2)
- B) What factors set the stage for the Renaissance? Why did it happen in Italy first? (See Assignment #1)
- C) What was new and what was “reborn” in the Renaissance? (See Assignment #1)
- D) How was the Renaissance a secular social movement? How was it a religious social movement? (See Assignment #1 & #2)
- E) How are the Italian Renaissance and the Northern Renaissance similar? How are they different? (See Assignment #2)
- F) How does the Renaissance effect social values, politics, religious climate, art, literature and science during this time period? (See Assignment #2 & #3)
- G) Is the Renaissance a singular revolution diverging from the Middle Ages or is it part of a continuing evolution of European society? (See Assignment #3)

All assignments are due on the first Pre-AP day. If you cannot attend, they are due the first day of school. Oral contributions will be expected immediately!

Evaluation of both assignments will be done on effort, creativity and depth of analysis.

I am sure that many of you will be thinking about European History all summer long and wondering what else you might do to prepare yourself for this class. I would suggest (but not require) skimming the following:

- McKay’s section on “Historical Thinking, Reading, and Writing Skills for AP European History” (pp. xxxv-xlvi)
- Sherman’s section on “Using This Book” (pp. xvii-xix)



Assignments- Summer 2017

- ❖ **Assignment #1: Reading & Study Guide** (You may type or handwrite your answers)
 - Read Chapter 11 “The Later Middle Ages” (pp.322-355) in the McKay text that can be found online.
 - Read these pages as an introduction to our first unit- “The End of Feudalism and Renaissance Europe”. As with all reading this year, keep in mind the learning objectives as you read; these are some of the essential things you must know. Also, you have been given a list of key terms, events, & people for this unit. This list is not exhaustive but should be a good start. Look for the terms as you read, and get to know them (*not all of them will be present in this chapter*).
 - Complete the Chapter 11 Guided Reading
 - You will have an open-study guide quiz on the first day of school on this chapter, but you should complete the chapter by the first Pre-AP day to better participate in discussion.
- ❖ **Assignment #2: Late Middle Ages Map**
 - You will complete the map on the Late Middle Ages. This map should be shaded and labeled completely. It should look as professional and neat as possible. I suggest making a couple copies for yourself before you start, just in case you mess up and want to start over.
- ❖ **Assignment #3: Comic Strip**
 - After doing the introductory reading, you will need to synthesize the information. Instructions for this assignment are noted on the attached sheet in the section entitled “Late Middle Ages Comic Strip.” All the background you should need is contained in the pages you have read and your current understanding. Be creative, have fun! Further details are on p.4
- ❖ **Assignment #4: Analysis Questions** (all responses should be typed)
 - **Part A:** First, as practice, you will read “Contract of a Plague Doctor” and answer the accompany questions. As you answer the questions, pay close attention to the type of information you will need to analyze as you read primary sources. Answer the questions thoroughly, using complete sentences.
 - **Part B:** Analysis of three key historical questions. Then, read Sherman’s chapter on “The Renaissance” (pp.3-17). The impact of the Renaissance on all parts of European society is our focus. You are presented with a series of “primary” and “secondary” sources that relate to the effects of the Renaissance. Your job is to use these sources to formulate an answer to three questions. Write a paragraph or two to answer each question but most importantly, indicate how you came to your conclusion by citing evidence from specific sources (Author’s Last name, page # in Sherman). Ex- (Castiglione, 9). Further details are on p.4



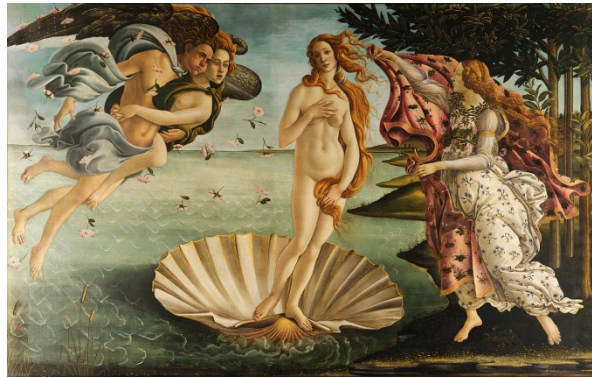
The Upheaval in Western Christendom, 1300-1560

Key Terms, Events & People

- | | | | |
|------------------------------|---------------------------|--------------------------|---|
| • The Black Death | • Indulgences | • Humanism | • Christian Humanists |
| • The Hundred Years War | • Renaissance | • Vernacular | • Johann Muller |
| • The “Babylonian Captivity” | • Italian City-States | • Dante | • Nicholas Copernicus |
| • The Great Schism | • The Medici Family | • Petrarch | • Mysticism |
| • Lollards | • Lorenzo the Magnificent | • Baldassare Castiglione | • Lay Religion |
| • Hussites | • Individualism | • Courtier | • Sisters & Brothers of the Common Life |
| • Council of Constance | • Secularism | • Machiavelli | • Erasmus |

Assignment #3 Late Middle Ages Comic Strip

As you read through the parts of the McKay chapter assigned, note 6 of the disasters/upheavals/crises of the late Middle Ages that had the deepest impact on Europe in the long and short term. Then divide a sheet of white paper into 6 frames. Sketch the 6 disasters/upheavals/crises and leave room for captions explaining *the short and long term significance of each*. Here's the twist for the artistically disinclined: represent the people by using inanimate objects (pieces of toast, push pins, bananas, etc). Example: Cupcakes wearing turbans and brandishing swords scaling the walls of Constantinople. I am looking for effort and creativity, not artistic talent. Please use color to embolden your submission.



Assignment #4 Part B: Analytical Reading

Directions: You are a prominent historian. You are given the task of outlining a chapter for an upcoming text book. This chapter is to discuss the impacts of the Renaissance on European values, art & society. There are three critical questions which you wish to address in your chapter:

- 1) What was the ideal man of the Renaissance? Ideal woman? How had this changed from the Middle Ages? (See Petrarch, Vergerio, Pizan and Castiglione)
- 2) How had art changed stylistically from the Middle Ages? (See Raphael, van Eyck, Holbein)
- 3) How much of a revolutionary event was the Renaissance- was it a continuing evolution of European society from the Middle Ages or a revolution? How significant was it? (See Burkhardt, Burke, and Chabod)

The answers to each of these questions are the sub-theses of your chapter. Fortunately, you have a wonderful research assistant (Dennis Sherman) who has already compiled a selection of both primary and secondary sources. Some of these will be relevant to your arguments, others may not be. Some—especially the secondary sources- will contradict each other; try to deal with these contradictions as best you can; this is the job of a historian!

Your end-product for this assignment is an answer (thesis statement) for each question and the reasons that led you to this answer. Responses should be no more than a paragraph or two; support should be noted in the form of a parenthetical reference (Author last name, page #) that shows how you came to your conclusion.

Chapter 11: The Later Middle Ages

Guided Reading Questions

Define all terms bolded in the chapter:

- | | | | |
|----------------|-----------------------------|-------------------|----------------------------|
| • Great Famine | • Hundred Years' War | • Great Schism | • English Peasants' Revolt |
| • Black Death | • representative assemblies | • conciliarists | • Statue of Kilkenny |
| • flagellants | • Babylonian Captivity | • confraternities | |
| | | • Jacquerie | |

Please note – you can either 1) create a separate list of terms with their definitions or 2) incorporate the definition into your answers to the following questions. If you choose to do option 2, please highlight or otherwise designate where the definition is located (asterisk, bold, etc.)

Prelude to Disaster (pgs. 324-325)

1. What caused the Great Famine, and what were its demographic, social, economic, and political effects?

The Black Death (pgs. 325-332)

2. How did the Black Death become such an epidemic in Europe?
3. Discuss the impact of the plague on the following aspects of European society:

• Economy	• Demographics (population)	• Art
• Religion		• Intellectual Pursuits

The Hundred Years' War (pgs. 332-338)

4. List and explain the distant causes of the Hundred Years' War.
5. List and explain the immediate causes of the Hundred Years' War (political, propaganda, economic)
6. Explain the early English successes in the war.
7. Who was Joan of Arc? How did she influence the war?
8. What was the aftermath of the war in the following areas: economy, society, politics

Challenges to the Church (pgs. 338-343)

9. What was the Babylonian Captivity, and how is it related to the Great Schism?
10. Who were the following men, what were their chief complaints, and what reforms did they call for?

• William Occam	• Marsiglio of Padua	• John Wyclif	• Jan Hus
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11. How did the Great Schism change views of the Catholic Church?
12. What was the role of Lay Piety and Mysticism during this time period?

Social Unrest in a Changing Society (pgs. 343-353)

13. Describe the Peasant Revolts in the following regions. Why did they happen? What were the results?

• Flanders	• France	• England
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14. How did the production of goods change in the 14th century? How did this change the role of the following groups?

• Guilds	• Capitalists	• Men	• Women
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15. How did these changes lead to urban conflict?
16. Describe and explain the changes in marital patterns as a result of turmoil.
17. Describe and explain the following social issues and what changed during this time period.

• Fur Collar Crime	• Ethnic Tensions	• Literacy and Vernacular
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Summer Assignment: Europe during the Late Middle Ages

Directions: Label items listed below on the map provided. Maps MUST be neat. Here are my recommendations –

Use colored shading for regions and countries

Use symbols for mountains, cities, and rivers

Use BLACK ink to write names

- **Nations**
 - Portugal
 - Castille
 - Navarre
 - Aragon
 - France
 - Holy Roman Empire
 - Papal States
 - Kingdom of Naples
 - Hungary
 - Brandenburg
 - Poland
 - Teutonic Knights
 - Russia
 - Sweden
 - Norway
 - Denmark
 - England
 - Ireland
 - Scotland
 - Sicily (Aragon)
 - Corsica (Genoa)
 - Sardinia (Aragon)
- **Bodies of Water**
 - Baltic Sea
 - North Sea
 - English Channel
 - Bay of Biscay
 - Strait of Gibraltar
 - Mediterranean Sea
 - Aegean Sea
 - Strait of the Dardanelles
 - Strait of the Bosphorus
- **Rivers**
 - Po
 - Tiber
 - Ebro
 - Seine
 - Rhine
 - Elbe
 - Oder
 - Danube
 - Volga
 - Thames
- **Regions**
 - Flanders
 - Crimea
 - Iberian Peninsula
 - Balkan Peninsula
 - Silesia
 - Alsace-Lorraine
 - Ruhr Valley
 - Sicily
 - Sardinia
 - Corsica
- **Mountains**
 - Apennines
 - Alps
 - Caucasus
 - Urals
 - Balkans
 - Pyrenees
- **Cities**
 - Amsterdam
 - Antwerp
 - Madrid
 - Lisbon
 - London
 - Edinburgh
 - Paris
 - Vienna
 - Budapest
 - Prague
 - Wittenberg
 - Berlin
 - Sarajevo
 - Moscow
 - St. Petersburg
 - Milan
 - Rome
 - Venice
 - Naples
 - Florence
 - Genoa
 - Geneva

Name: _____ Date: _____ Per: _____

H. Voight – AP Euro



The Contract of a Plague Doctor

The following contract was negotiated by the administrators of the Italian city of Pavia and Giovanna Ventura in 1479.

Questions for Analysis

Please answer the following questions in short paragraphs. Cite specific clauses to support your assertions and be sure to explain how the clause supports you assertion. Type your responses.

1. Explain the desire(s) and fear(s) guided Master Ventura his the negotiations?
2. Explain the desire(s) and fear(s) guided Pavia's administrators' negotiations?
3. Speculate on what kind of man Ventura was.
4. Where was Ventura from? What was his social class?
5. If Ventura's motivation was not purely humanitarian, why did he seek to become a plague doctor in the city of Pavia?

Clause 1 The community of Pavia and its council shall provide the sum of 30 florins per month to Master Giovanni de Ventura.

Clause 2 Payment of said funds shall be made two months in advance (there is a note which amended this to one month in advance).

Clause 3 This clause stipulated that the community must make adequate security pledges to guarantee payment of salary.

Clause 4 The community of Pavia and its council shall provide Dr. Ventura with "an adequate house in an adequate location, completely furnished.

Clause 5 The community of Pavia and its council shall continue to pay Master Giovanni Ventura for a period of two months after the termination of his employment.

Clause 6 The said Master Giovanni shall not be bound or held under obligation except only in attending the plague patients. [It later was added that] Giovanni must treat all patients and visit infected places as it shall be found to be necessary].

Clause 7 The community of Pavia and its council "shall grant citizenship to Giovanni Ventura. [It later was added] according to how he shall behave himself.

Clause 8 In the event- may God forbid it- that the said Master Giovanni should die in the exercise of these duties, that the heirs shall not be required to make restitution' of any pan of his salary...

Clause 9 The said Master Giovanni shall not be able to ask a fee from anyone, unless the plague victim himself or his relatives shall freely offer it.

Continued on back...

Clause 10 Whenever and however it shall come about- God forbid that it should that because of a plague of this kind the city may be brought so low that Master Giovanni can't have his wage nor the things necessary to his existence, that then and in that case Master Giovanni may be released from his obligation without any penalty.

Clause 11 The community of Pavia and its council is under obligation to maintain a barber who should be at least adequate and capable...

Clause 12 The community of Pavia and its council has and is under the obligation to provide said Master Giovanni with all and everything which is necessary for his life...

Clause 13 Should the Community of Pavia and its council not observe the previously agreed conditions, either partially or totally, then and in that case it would be" possible to said Master Giovanni to be totally free from any engagement notwithstanding the previous clauses or others to be made. [It later was added] the doctor shall notify the community at least ten days in advance so that the Community would be on the condition to provide (for a substitute).

Clause 14 Said Master Giovanni would have and should be obliged to do his best and visit the plague patients twice or three times or more times per day, as it will be found necessary.