

Advanced Placement European History Summer Assignment for 2014-2015 School Year

Welcome to AP Euro History!

If you are in receipt of this information, then you have enrolled in AP European History for the 2014-2015 school year. This is a demanding but hopefully rewarding course which will require that you do some preparation before you arrive for the “AP Days” in August.

The enclosed packet contains 3 assignments, which I estimate should take between 2-3 hours each to complete (a total of 6-9 hours). 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 a copy of *A History of the Modern World* by Palmer & Colton as well as *Western Civilization: Sources, Images, and Interpretations* by Sherman, which you should pick up during exam week (June 9-13). **Do not leave school without checking out the texts!** I will be available to issue books in room 231 during lunch breaks of exam week- Monday, Tuesday & Thursday. 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 our first AP Day.

There are four general purposes for this preparatory work:

- 1) To get your juices flowing about European History, particularly our first topic- “End of Feudalism & the Renaissance”.
- 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 an 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?



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:

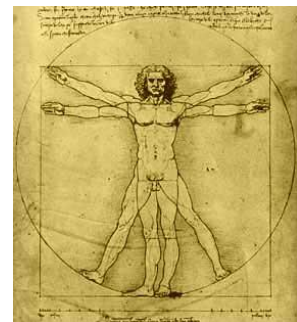
- A) What were the major disasters/upheavals/crises of the late Middle Ages that defined European society? (See Assignment #2)
- B) What factors set the stage for the Renaissance? Why did it happen in Italy first? (See Assignment #1)
- C) What was new and what was “reborn” in the Renaissance? (See Assignment #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)

Again, the written pieces of Assignment #2 and #3 are due on the first AP Day. 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:

- Palmer & Colton’s section on “Geography & History” (pp. 1-8)
- Palmer & Colton’s chapter on “The Rise of Europe” (pp.9-48)
- Sherman’s section on “Using This Book” (pp. xvii-xix)



Assignments- Summer 2014

- ❖ **Assignment #1-** Read the first 4 sections of Palmer & Colton’s chapter on “The Upheaval in Western Christendom 1300-1560” (pp.49-72). Read these pages as an introduction to our first unit- “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. No notes or identifications are required but you will be tested on this later.

- ❖ **Assignment #2-** After doing the introductory reading, it’s time to do some synthesis. Instructions for this assignment are noted on the attached sheet in the section entitled “Late Middle Ages Comic Strip” and “Renaissance Venn diagram.” All the background you should need is contained in the pages you have read and your current understanding. You may also find helpful information for your diagram in the Nauert piece in Sherman (pp.17-18). Be creative, have fun!

- ❖ **Assignment #3-** Analysis of three key historical questions. Start by reading 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).



The Upheaval in Western Christendom, 1300-1560
Key Terms, Events & People

<ul style="list-style-type: none"> • The Black Death • The Hundred Years War • The “Babylonian Captivity” • The Great Schism • Lollards • Hussites • Council of Constance • Indulgences • Renaissance • Italian City-States • The Medici Family • Lorenzo the Magnificent • Individualism • Secularism 	<ul style="list-style-type: none"> • Humanism • Vernacular • Dante • Petrarch • Baldassare Castiglione • Courtier • Machiavelli • Christian Humanists • Johann Muller • Nicholas Copernicus • Mysticism • Lay Religion • Sisters & Brothers of the Common Life • Erasmus
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Assignment #2

Part A: Late Middle Ages Comic Strip

Part B: Renaissance Venn diagram

Part A: As you read through the beginning of the Palmer & Colton 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. Pages 49-55 should be particularly relevant for this. 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.

Part B: During your reading of the rest of the chapter (pp. 55-72) pay close attention to the similarities and differences between the Italian and Northern Renaissance. This will focus on politics, culture, and society. This will then be turned into a detailed Venn diagram. At a *minimum* consider these areas:

- Religious climate
- Scholars, education & literature
- Politics & power structure/ hierarchy
- Development in arts & sciences



Assignment #3

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 divergence? 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.