

## Advanced Placement European History Summer Assignment for 2021-2022 School Year



### *Welcome to AP European History!*

If you are reading this, then you have enrolled in AP European History for the 2021-2022 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.

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 to join the AP Euro Summer Assignment Schoology group. It will give you access to the texts you need to complete the assignments. **If you were not on my roster as of May 28, you may need to contact me to add you to the group.** You can find my email address below.

Because we will be discussing these topics at the very beginning of the school year, I 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](mailto:hvoight@gsgis.k12.va.us).**

## 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:

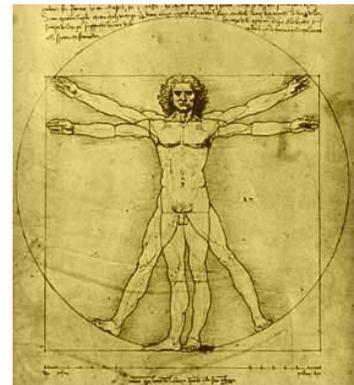
- A) What factors set the stage for the Renaissance? Why did it happen in Italy first?
- B) What was new and what was “reborn” in the Renaissance?
- C) How was the Renaissance a secular social movement? How was it a religious social movement?
- D) How are the Italian Renaissance and the Northern Renaissance similar? How are they different?
- E) How does the Renaissance effect social values, politics, religious climate, art, literature and science during this time period?
- F) Is the Renaissance a singular revolution diverging from the Middle Ages or is it part of a continuing evolution of European society?

All assignments are due on the first day of school. We will have our first chapter quiz on Day 1 and 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 “AP Historical Thinking Skills: A Primer” (pp. HTS-1 – HTS-20)
- Sherman’s section on “Using This Book” (pp. xvii-xix)



## Assignments - Summer 2020

- ❖ **Assignments #1 & 2: Chapter Readings & Study Guide** (You may type or handwrite your answers)
  - Read Chapter 11 “The Later Middle Ages” (pp.322-353) and Chapter 12 “European Society in the Age of the Renaissance” (pp. 386-387) in the McKay text.
    - You are reading 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 and Chapter 12 Guided Readings
    - You will have an open-study guide quiz on the first day of school on these chapters.
    - You must **HAND WRITE** your answers.
    - You only have to answer each question in as much detail as you think you need to get the “gist” of the question. This may be a single word, or it may be a couple sentences. While you need to answer the question completely, the amount you write is complete up to you.
    - You need to define the vocabulary in the chapter. Some of the vocabulary is also answered in the questions. You can either (a) define all vocabulary separately at the beginning or end of the guided reading or (b) define the word as you answer the questions and **HIGHLIGHT** the word.
    - Try to complete the chapter and Guided Reading in no more than 1.5 to 2 hours (for each chapter)!
- ❖ **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)
  - 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 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**

- |                            |                            |   |
|----------------------------|----------------------------|---|
| 1. Indulgences             | 8. Humanism                | 15. Christian Humanists                   |
| 2. Renaissance             | 9. Vernacular              | 16. Johann Muller                         |
| 3. Italian City-States     | 10. Dante                  | 17. Nicholas Copernicus                   |
| 4. The Medici Family       | 11. Petrarch               | 18. Mysticism                             |
| 5. Lorenzo the Magnificent | 12. Baldassare Castiglione | 19. Lay Religion                          |
| 6. Individualism           | 13. Courtier               | 20. Sisters & Brothers of the Common Life |
| 7. Secularism              | 14. Machiavelli            | 21. 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 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; support should be noted in the form of a parenthetical reference (Author last name, page #) that shows how you came to your conclusion.