

AP European History Summer Assignment

**Failure to COMPLETE this assignment will result in you being dropped from AP Euro*

You will turn in this assignment over the summer through turnitin.com. Part two of your assignment must be submitted by Monday, August 7 at 11:59 pm. If you are unclear about this, or have difficulty creating a turnitin.com account, email me and I will help you.

Part One – Create Google Classroom and turnitin.com accounts

We will use several online resources over the year, but the two primary ones we will use are Google Classroom and turnitin.com. You cannot enroll in either of these until after your summer registration appointment, when you know what class period you have Euro. Once you know your class period, do the following:

A. To enroll in my Google Classroom, you must know your school Google account and password. Your school Google account is: yourID#@stu.wvusd.org. If you do not know this, wait until we return to school to sign up. To enroll, go to classroom.google.com. From there, click 'add class'. You will need to enter the class join code (below). I recommend you add the app if you have a Smartphone. Please sign up to receive notifications so that you know when I have posted something, check your school email daily, or commit to checking Google Classroom every day.

Period 1 join code: hrspbz

Period 2 join code: edm58be

Period 3 join code: davylqs

Period 4 join code: xuuyf2

Period 5 join code: llg8jv

B. To set up a turnitin.com account, simply go to turnitin.com and click on 'create account' at the top of the screen. Then just follow the directions. Once you set up an account (or if you already have an account) you will need the following information to enroll in my turnitin.com class:

Period 1 class ID: 15368818

Period 2 class ID: 15368832

Period 3 class ID: 15368838

Period 4 class ID: 15368843

Period 5 class ID: 15368852

For all classes, the enrollment key/password is: ilovehistory

****DO NOT ENROLL IN GOOGLE CLASSROOM OR TURNITIN.COM UNTIL AFTER YOUR SUMMER REGISTRATION SO THAT YOU ENROLL IN THE CORRECT CLASS PERIOD***

Part Two – Vocabulary, Video Lecture, Document Packet, Questions

You will not need your textbook until the first day of school. All of the documents and sources you need are linked or attached below. All of Part Two should be completed on the same document and submitted to turnitin.com by Monday, August 7 at 11:59 pm. Please label each section (see below), then complete the work for each section under that heading. Please do the assignments in the order they are listed, because each builds upon knowledge from the previous assignment.

- A. Vocabulary
- B. Video Lecture
- C. Primary Sources
- D. Short Response Questions

A. Please thoroughly define each of the following terms. All definitions should be in YOUR OWN WORDS. All of these are common terms we will encounter over the course of the year, and you need to be familiar with them. Most of these terms will be in the glossary in the back of your textbook. If you use a dictionary rather than the glossary, make sure you are looking at the definition in the context of history and government. There will be a vocabulary quiz the third day of school on these terms.

- Absolutism

- Capitalism
- Commercial Revolution
- Constitutionalism
- Culture
- Divine Right
- Economy
- Feudalism
- Free Enterprise
- Heresy
- Holy Roman Empire
- Humanism
- Idealism
- Individualism
- Monarchy
- Nationalism
- Papacy
- Progress
- Radicalism
- Republic
- Revolution
- Secular
- Socialism
- Westernization

B. Video Lecture

Watch *The Western Tradition: The Late Middle Ages (Episode 23)* available here:

http://www.learner.org/vod/vod_window.html?pid=841

As you watch, answer the questions below in your own words, using complete sentences. You may have to stop the video several times as you go. You are welcome to watch the video and discuss it with other students in the class, but you must submit your OWN WORK.

1. In what ways were the Middle Ages a period of change?
2. What were some of the 'same old horrors'?
3. What percent of the population were peasants? For how long would this be true?
4. What specific changes did trade and the rise of the town bring?
5. What was tearing down the old feudal structure?
6. What was 'Germany' during the late Middle Ages?
7. What caused the Hundred Years War?
8. What were the effects of the Hundred Years War on France?
9. How many people did the Black Death kill off in some places?
10. What does Dr. Weber say the costs of war were?
11. How does Dr. Weber describe the feudal contract?
12. How did the monarchs get the nobles to support them in war?
13. What two events happened in 1453?
14. What was the War of the Roses? What was the "only good thing" about the war?
15. How did Henry VII use the war to increase his power as king of England?
16. What showed Europe's recovery from death and destruction by the end of the 15th century?
17. What new anti-feudal group appeared at the end of the 15th century and into the 16th century?
18. How did the urban elites undercut the power of the nobility?
19. How did the growth of the cities impact rural areas?
20. What were the symptoms of the development of the urban middle class?
21. What were the 'condottieri'? How did they reflect the emerging significance of the lower classes?

22. What is the significance of members of the middle classes being given noble titles and becoming advisors to monarchs? What had begun to gain people power?
23. What changes did land speculation bring to Europe?
24. What was so significant about the changes of this time? What did the changes bring into question?
25. Why were revolts so much more significant in towns and cities?
26. How did the Catholic Church deal with the heresy of the time?
27. Who was St. Francis?
28. What were the Dominicans known for?
29. Who was Savonarola?
30. What did St Thomas Aquinas say about how God made man? How did this reflect the changes going on during this period?
31. What distinction did Aquinas make between religious and civil authority? What were the implications of this?
32. What is the "community of man" that Dr. Weber describes in explaining Aquinas?

C. Primary Source Readings - Middle Ages

One of the ways we learn about the past is through the words and the creations of people who lived at that time. These are called primary sources - they are direct accounts of the past. Primary sources are first hand accounts of an event - in other words, these sources are from people who lived through the events, not from historians explaining the events after the fact. Primary sources allow us to be detectives, looking at sources for clues about the past.

Primary Source Readings and questions are available from this link:

https://docs.google.com/a/wvusd.k12.ca.us/document/d/11ymbABifZWfX1WJjSP4V1Ab7W0u-xdgiNU6_IzI4/edit?usp=sharing

The document begins with a brief summary of the calamitous 14th century (the end of the Middle Ages), followed by an explanation of how to read primary sources. There is a template of a S-HIPP chart that you should copy and paste onto your summer work document for each of the three sources. As you read each source, you will answer the questions in the chart to analyze the source, as well as answer the comprehension questions that follow each source.

D. Short Response Question

Please answer the following question. You should answer each part separately. Each part (A, B, C) should be 2-4 sentences.

1. Historians have traditionally referred to the 1300s as the calamitous 14th century.
 - A. Identify and explain one catastrophe that supports this characterization of the 14th century.
 - B. One of the results of the calamitous 14th century was a decrease in people's faith in the Catholic church. What do you think might be a long term result of this loss of faith?
 - C. Based on the various sources you used for your summer assignment, do you think that the 14th century was a turning point in European history? Use specific examples to support your opinion.

Part Three – European Maps

Please complete the following two maps which bookend the course. You will need to print out each map, identify the required elements, and color each map. Your maps should be stapled together and turned in on the third day of school (August 16). If you will be absent, your maps should be turned in by a friend or put in my mailbox in the office. Please make sure your name is written on your maps.

1. Print out and complete the following **1450 Europe** map.

https://docs.google.com/document/d/1HLAb6dX-pww_NnwhSmJ6W6_RSSYTd2U6YcZJhAMXZsA/edit

(directions for completing this map are on the map document)

2. Print out and complete the following **Modern Europe** map. You may print out two copies and include states on one copy and cities on the other. For the quiz, you are also responsible for knowing the geographic features already included on the map.

https://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf

Directions for completing:

Identify the following States/Regions and Cities on the map, and then color the map. No two adjacent areas should be the same color.

States/Regions

Great Britain
France
Germany
Belgium
The Netherlands
Spain
Italy
Russia
Greece
Poland
Austria
Hungary
Czech Republic
Slovakia
Switzerland
Slovenia
Croatia
Serbia
Bulgaria
Romania
Belarus
Ukraine
Lithuania
Latvia
Estonia
Finland
Sweden
Norway
Denmark

Cities

London
Paris
Berlin
Brussels
Amsterdam
Madrid
Rome
St. Petersburg, Moscow
Athens
Warsaw
Vienna
Budapest
Prague

Part Four – Excitement and Preparation

- A. Get fired up for AP Euro!! I cannot wait to start next year! This will be a challenging class – part of the summer work is to prepare you for the level of achievement I will expect next year. If you have any questions at all while you are working on this assignment, please do not hesitate to email me at eclark@wvusd.k12.ca.us. I will help you with whatever you need. When you email, please put your name and 'AP Euro' in the subject field.
- B. There will be a summer work quiz on the vocabulary, video, readings, and Modern Europe Map on **Wednesday, August 16**.
- C. Take some time this summer to relax and recharge so that you come into your sophomore year prepared to make it the best one yet!