

SUMMER ASSIGNMENT 2018 AP European History

Hello AP EURO Class of 2018-19,

Below is the summer assignment to introduce you to Advanced Placement European history. I am looking forward to our class and think you will enjoy learning about the origins of so much of our own history and culture. You have not had this subject before but you will find it interesting and totally doable! It will offer you skills and knowledge that will be useful in many other applications. My email addresses are: lgibson@carliseschool.org and nfg799@comcast.net. Write me at either one if you have questions or need help this summer. Linda Gibson

Buy the textbook McKay's A History of Western Society, since 1300 for AP, 11th edition and the source book Western Civilization Sources, Images, and Interpretations from the Renaissance to the Present by Dennis Sherman. **BUY USED BOOKS FOR BOTH.** Do this summer written work. Then see below for a movie assignment.

(1)FOR textbook MCKAY A HISTORY OF WESTERN SOCIETY #1 Chapter 12, the first chapter is about the many crises of the late middle ages. Your job is to read about these crises, understand the causes of the crisis event, and find its effects. Don't forget to notice dates. This class requires a great deal of essay writing. Try to follow the model below. Write an essay about one of these crisis events. Use the subtopics above, what is the crisis, what were the causes, what were the effects, when did it happen. They are complicated, not occurring in a day or a week. Some lasted for years. I will do one as an example. You do one more using this model. The other three are The Babylonian Captivity and the Great Schism, the Black Death, and unrest in the changing society.

The Hundred Years War: causes and effects (sample essay)

The Hundred Years War between England and France lasted from 1337 to 1453. It had long and short range causes. Disputes over control of the land, succession to the French throne, and economic conflicts were among the causes. (first sentence of thesis) Successes and losses were felt by both sides but the French were the eventual victors.(second sentence of thesis) Effects were political, like the stimulation of nationalistic feelings in both countries and the impetus towards parliamentary government in England, social, like the loss of life on both sides, and technological, including the development of new weapons and tactics which furthered the trend toward the centralization of power. (third sentence of thesis)

Enmity between France and England dated back centuries. The English King Henry III controlled the part of France called the Aquitaine inherited from Henry II's wife, Eleanor of Aquitaine. The French king tried to take it. Also in dispute was the leadership of France, the king having died childless. On the female side, the king of England was his nearest relative but the French did not want him to inherit so they ruled that the throne could not be inherited through a woman, passing the crown to the king's nephew. Some French nobles and Flemish merchants dependent on English wool supported England and Scotland supported France. Many supporters on each side had economic and mercenary motives. The war began with sea raids and proceeded to castle and town sieges and cavalry charges. The English were early victors due to their use of long bows. A lull in fighting was ended in 1415 when Henry V invaded and won the Battle of Agincourt using long bows to defeat a much larger French army which put him in position to demand surrender and the hand of the France princess. Their son was to inherit the French throne but Henry died soon and the war took a French turn. Joan of Arc, an inspired Christian peasant girl who heeded spiritual voices, became the leader of the French army and led them to victory in 1429. Even after her capture and execution, France continued to win retaking all English territory in France except for the town of Calais.

Effects of the war were enormous in both countries. France was economically devastated being the site of the battles leading to peasant unrest and heavy taxes. Likewise English taxes rose and the English economy was damaged. Social unrest was exacerbated by disruption in normal law enforcement and social life. Several war effects caused the central governments to grow in power. Only central governments could afford new warfare technology like canon. Canon made castles, traditional strongholds of provincial lordly rivals to the kings, obsolete. The English Parliament was called frequently so that the king could beg for war monies. This frequency empowered the local representatives, nobles and especially commoners. They began to bargain tax money for improved treatment from the king. No such movement took hold in France where the king distrusted representative assemblies and people self-identified as local residents not Frenchmen. A nationalistic feeling did grow in both countries.

Causes and effects of the Hundred Years War were both echoes of medieval conflicts and precursors of military and political phenomena to come.

(2) Reading and questions for textbook McKay p. 338-354 #2 Here is the second McKay book assignment for chapter 13. European Society in the Age of the Renaissance

1. What new social/economic class developed in twelfth-century Italy? Were the city-states they ruled really “republics?” What kind of governments did they have?
2. What five powers dominated the Italian peninsula in the fifteenth century? How did the Italian city-states contribute to modern diplomacy?
3. Explain the concept of individualism or individual achievement and say how that typifies the Renaissance?
4. What is humanism? What do humanists emphasize?
5. Who invented movable type? Where? How did the invention of movable type revolutionize European life?

6. Identify Savonarola and tell what he did and what happened to him. What is the bonfire of the vanities?
7. Why is Petrarch famous?
8. Who were the Medicis? How did they make their fortunes and come to rule Florence? What did a patron of the arts do?
9. Pico della Mirandola wrote *On the Dignity of Man*. What is the central idea?
10. How did the Renaissance in northern Europe differ from that of Italy?
11. Discuss Christian humanism using the works and ideas of Thomas More and Desiderius Erasmus. What written works are they most famous for writing?
12. How could Italy have avoided becoming a battleground for the European superpowers after 1494?
13. What did Castiglione do that made him famous? How do you like his portrait on page 381? What do you think of his hat?
14. What were the obstacles to royal authority faced by the kings of France in the fifteenth century? How did Charles VII and his successors strengthen the French monarchy?
15. What devices did Henry VII of England use to check (limit) the power of the aristocracy and strengthen the monarchy?
16. What were the methods used by Ferdinand and Isabella to accomplish more national power and national expansion?
17. Why were blacks valued in Renaissance society? What roles did they play in the economic and social life of the times?
18. In what ways did life for upper-class women change during the Renaissance?
19. How was Renaissance art different from medieval art? We are going to study more about the art and the artists. They are hugely important and beautiful.
20. Who were the New Christians (converses) in Spain and why were they ultimately killed or expelled?

21. What did Machiavelli write and what were the ideas in his famous work? There is always a question on the final exam about Machiavelli.
22. What is the man thinking on page 388, the one whose leg is being chewed?
23. Why is Leonardo da Vinci called a Renaissance Man? What does that phrase mean? Name three things he did. One is paint portraits.

(3) ASSIGNMENT FOR SOURCE BOOK BY DENNIS SHERMAN WESTERN CIVILIZATION SOURCES, IMAGES, AND INTERPRETATIONS

An important part of AP EUROPEAN HISTORY is learning to read documents and understand the point of view of the speaker, the message, the kind of source it is, the context in which it is said, and the connections and differences between it and others on the same topic. To make a start on acquiring this important skill, read the introduction starting on page xv through page 6 where the first letter to Boccaccio ends. This section of the book shows you step by step how to read and analyze a historical document. Your assignment, when you finish this preliminary reading, is to try the analysis technique on the third one by Christine de Pisan. Just following the steps that the author did on the first one and see what you can do. Don't worry if you have difficulty figuring it out, we will spend lots of time learning document reading in class next year. Just give it a try.

(4) AP EUROPEAN HISTORY SUMMER MOVIE ASSIGNMENT 2015 Watch this film: *The Agony and the Ecstasy* 1965 This Renaissance era film highlights the relationship between Pope Julius II (Rex Harrison) and Michelangelo (Charlton Heston) in 1508-1512 when the pope commissioned Michelangelo to paint the ceiling of his small Sistine Chapel

near the massive rebuilt St. Peter's Basilica. This ceiling became one of the most famous works of art on earth. Things to look for: (1) the power of the pope during this time just before the Protestant Reformation, (2) the vast sums of money gathered from the many faithful church members across Europe and spent by the pope for his building and art projects as well as his army,(3) the deference and respect given to the Catholic Church even though many of its clerics were not very admirable, and (4) the subservient status of an artist in relation to his wealthy patron, even a world famous artist like Michelangelo. Be prepared to discuss the movie in class.