Welcome to AP European History! In order to prepare for an exciting and rigorous course of study in European History it is imperative that you begin preparation during the summer break. This summer assignment will introduce you to the historical context and historiography of the Late Medieval Period where our study of European History begins, as well as the skills necessary to be successful in this course. Students must complete all parts of the Summer Assignment outlined below. Students who are unable to complete the assignment might need to reconsider whether AP Euro is the right fit for their schedule.

Students must stop by the MA Library to pick up a textbook and a packet in order to complete the Summer Assignment. Do not wait until the last minute to pick up your text!!! Everything is due the first day of school in August. Be prepared for a test on material the first week.


1. Read and Take Notes on Chapters 12 and 13 of the Textbook
   Chapter 12, “The Crisis of the Later Middle Ages” p379-411
   Chapter 13, “European Society in the Age of the Renaissance” p413-451
   • A Key Terms list can be found in the “AP Euro Summer Packet”. These Key Terms should be incorporated in your notes as they are addressed in the text.
   • Student notes should be unique (your own original work) and structured using a recognizable format such Cornell or Outline format. (see packet for guidelines on note-taking)
   • There will be a multiple choice exam on the content during the first week of school.

2. Complete DBQ #1, p. A3-4, based on Chapters 12 and 13.
   • Familiarize yourself with the process recommended by the College Entrance Examination Board on page A-2 of your textbook.
   • Essay should be typed, no longer than 3 pages, in MLA format.
   • A hard copy is due on the first day of class. Students will be given a code to submit the essay to Turnitin.com.

3. Required Readings on the Significance of the Middle Ages
   • Read all three texts. Each chapter is from a different book by popular historians and relates to the Middle Ages.
     o William Manchester, A World Lit Only By Fire. p3-28
     o William Pelz, A People’s History of Modern Europe. p1-17
     o Morris Bishop, The Middle Ages. p294-325.
   • Guiding Questions can be found in the packet. Students should keep these questions in mind as they read and be prepared to discuss in class during the first couple weeks.

4. Maps of Europe
   • Be able to label a political map of Europe (nations and capitals)
   • Be able to locate and label physical features (islands, bodies of water, major mountain ranges, peninsulas)
   • See your packet for a list of locations you need to know.
   • Knowledge will be assessed during the first week of school.
Key Terms

Students should make sure these terms are integrated into their chapter notes where it is appropriate. Students should be familiar with these terms. It is not enough to know *what* each term is (define), students must also know *how* the terms fit into the chapter / are related to other terms (significance). Note that a list of these terms can also be found in the text on pages 408 and 447 – at the end of each chapters.

Chapter 12: The Crisis of the Later Middle Ages

- Great Famine
- Black Death
- bubonic plague
- flagellants
- Crécy
- Agincourt
- Joan of Arc
- representative assemblies
- nationalism
- Babylonian Captivity
- Schism
- conciliarists
- merchet
- banns
- peasant revolts
- Jacquerie
- racism
- *Dalimil Chronicle*
- Statue of Kilkenny

Chapter 13: European society in the Age of the Renaissance

- Renaissance
- communes
- popolo
- signori
- oligarchies
- princely courts
- republic
- individualism
- humanism
- secularism
- *The Prince*
- gabelle
- Pragmatic Sanction of Bourges
- royal council
- court of Star Chamber
- justices of the peace
- hermandades
- New Christians
Required Readings & Guiding Questions

All of the supplemental readings are included in this packet. These readings will compliment Chapter 12 of the textbook and offer further discussion and analysis of the Middle Ages by historians. There is no written assignment over the summer, but you are required to read all of them and be prepared to discuss in class. There will be an assignment based on these reading during the first weeks of school. It will be clear if you have not read them.

Required Readings:

2. William A. Pelz. “‘The King’s in His Castle ... All’s Right with the World’: The Collapse of the Middle Ages.” A People’s History of Modern Europe. p.1-17

Guiding Questions:

In order to guide your reading, students should keep the following questions in mind.

- To what extent is it appropriate to refer to the Middle Ages as the “Dark Ages”? Were they “dark”? What does that label imply?
- Analyze continuity and change over the course of the Middle Ages.
- Pay attention to power dynamics. Who has power? How do they gain and maintain power? What is the basis of their power?
- Consider the role of the Catholic Church in the Middle Ages. What role did the Catholic Church play in the social, economic, political, and religious life of the Europeans in the Middle Ages?
- What challenges did Europe face in the Late Middle Ages? Consider challenges faced by the Catholic Church, secular leaders, and peasants.
Map of Modern Europe

1. Locate the following on the map provided. You may use an atlas or other reference materials to find the locations.
2. Make sure you use a current map of Europe.
3. Make sure you clearly identify and label each location.
4. You may use another blank map, or enlarge the one provided, if you need more space.
5. Coloring is optional.

*Be prepared to locate each of the following on a map test the first week of school*

**Political Map**

Know the names and locations of the following countries of Europe and their capitals

- Albania
- Andorra
- Austria
- Belarus
- Belgium
- Bosnia & Herzegovina
- Bulgaria
- Cyprus
- Croatia
- Czech Republic (Czechia)
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Kosovo
- Latvia
- Lithuania
- Luxembourg
- Macedonia (North)
- Malta
- Monaco
- Moldova
- Montenegro
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Russia
- San Marino
- Serbia
- Slovakia
- Slovenia
- Spain
- Sweden
- Switzerland
- Turkey
- Ukraine
- United Kingdom
- (England, Scotland, Wales)
- Vatican City

**Physical Features / Regions**

Know the names and locations of the following physical features (islands, bodies of water, major mountain ranges, and peninsulas)

- Adriatic Sea
- Aegean Sea
- Alps (Mountains)
- Apennine Mts.
- Atlantic Ocean
- Balkan Peninsula
- Baltic Sea
- Black Sea
- Carpathian Mts.
- Corsica
- Crete
- Crimean Peninsula
- Danube River
- Elbe River
- English Channel
- Iberian Peninsula
- Loire River
- Mediterranean Sea
- Normandy (France)
- North Sea
- Oder River
- Po River
- Pyrenees Mts.
- Rhine River
- Sardinia
- Scandinavian Peninsula
- Seine River
- Sicily
- Strait of Gibraltar
- Tagus River
- Thames River
- Tiber River
- Ural Mountains
Guidelines for Note-Taking

Note-Taking: Writing vs. Typing Notes

The Research
Two professors (one from Princeton and one from UCLA) conducted a study by running three experiments. They had students take notes in a classroom setting. The study looked at students taking notes on a variety of things: bats, bread, algorithms, faith, and economics. After, the students were tested on:

- Memory of factual detail
- Conceptual understanding of the material
- Ability to synthesize and generalize information

The study revealed that students who wrote their notes on paper learned more than those who typed their notes. Students who wrote their notes by hand were aware they wouldn’t catch every word. It forced them to focus on listening and digesting, then summarize in their own written words. The process made the brain work more efficiently; it also fosters comprehension and retention of the material.

The research shows that students who took notes on their laptop did take more notes. But, they retained much less. This is because students who use a laptop simply type a record of the lecture. They don’t use their brain to process what is being taught. Therefore, students are merely transcribing, not processing.

“A Learning Secret: Don’t Take Notes with a Laptop”
These excerpts are from an article that appeared in Scientific American in June 2014, based on a study conducted by Pam Mueller and Pam Oppenheimer which were also published in Psychological American, Journal of the Association for Psychological Science.

“Those who wrote out their notes by hand had a stronger understanding and were more successful in applying and integrating the material than those who took notes with their laptops... they listen, digest, and summarize so that they can succinctly capture the essence of the information. Thus, taking notes by hand forces the brain to engage in some heavy “mental lifting,” and these efforts foster comprehension and retention.”

“Moreover, high verbatim note content was associated with lower retention of the lecture material. It appears that students who use laptops can take notes in a fairly mindless, rote fashion, with little analysis or synthesis by the brain. This kind of shallow transcription fails to promote a meaningful understanding or application of the information.”

Common Abbreviations for Note Taking

- ≈ Approximately
- ≠ not equal to
- b/w between
- w/ With
- ↑ Increasing
- ? Question
- w/o without
- ↓ Decreasing
- % Percent
- < Less than
- esp. Especially
- etc. Et cetera
- > Greater than
- b/c Because
- # Number
- = The same as, or equal to
- @ At, at about
- → Resulting in
Outlining as a Form of Note Taking

Outlining uses a highly structured and logical system to present a picture of the main ideas and subsidiary ideas of any subject. Outlines can be used to synthesize information from another text for later reflection and use as an organized note-taking system. General guidelines for outlining from a text include:

- **Read First.** Always read a section or paragraph before outlining.
- **Outline should include Headings/Subheadings** → main ideas → supporting details
- **Indentations and a consistent system of symbols** keep levels of information clear and shows the relationship between entries
- **Use key words and short phrases, rather than complete sentences**
- **Leave spaces between sections or main ideas.** You may want to add additional details later based on class discussion.
- **Write the chapter number and title at the top of the first page**
- **Headings and Subheadings in the text are an indication that you may want to start a new section.**

Example 1 (template)

<table>
<thead>
<tr>
<th>I.</th>
<th>Main Idea/Section Heading. Everything from here to II should relate to this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Subtopic/subheading that supports the main idea</td>
</tr>
<tr>
<td>1.</td>
<td>One important or key idea from that section/subsection</td>
</tr>
<tr>
<td>2.</td>
<td>Another important or key idea from that section/subsection</td>
</tr>
<tr>
<td>a.</td>
<td>Supporting Details</td>
</tr>
<tr>
<td>b.</td>
<td>Supporting Details</td>
</tr>
<tr>
<td>c.</td>
<td>Supporting Details</td>
</tr>
<tr>
<td>d.</td>
<td>Supporting Details</td>
</tr>
</tbody>
</table>

| B. | Subtopic or subheading of the section |

Example 2 (with content)

I. Late Medieval Revival

A. Revival of Empire in Central Europe

1. Otto I built strong empire in Germany; 10th century
   a. Secured power and borders using his family, fortune, and strong territorial position.
      i. Invaded Italy 951 AD
      ii. Secured borders against Hungarians 955 AD
      iii. Put family members in positions of power
   b. Secured power using the Catholic Church
      i. Bishops became gov’t officials/agents of king
      ii. Religious men had fewer loyalties or heirs
      iii. In return for aid, Pope John XII crowned Otto emperor; 962

The Cornell Note Taking System

This format provides the perfect opportunity for following through with the 5 Rs of note taking:

**Record:** During the lecture, record as many meaningful fact and ideas as you can in the Note Taking Area

**Reduce:** As soon as possible after the lecture, summarize these facts and ideas concisely in the Cue column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory

**Recite:** Cover the Note Taking Area and, using only your cue column, talk over the facts and ideas of the lecture as full as you can in your own words. Then verify what you said with the Note Taking Area

**Reflect:** Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten

**Review:** Spend at least 10 minutes every week in quick review of all your notes, and you will retain most of what you have learned

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**Note Taking Area:** Record the lecture as fully and as meaningfully as possible here

**Cue Column:** While you are in class taking notes, keep this column empty. Soon after class, reduce your notes to concise jottings as cues for Reciting, Reviewing, and Reflecting

**Summaries:** Sum up each page of your notes in a sentence or two
General Formatting Expectations for Typed Essays
**This course will follow MLA 8 formatting and citation guidelines. See MLA or Purdue OWL for further details about MLA 8.**
- Times New Roman, 12 pt Font
- Double Spaced
- Simple Heading on first page – name, date, course, assignment (no cover page unless requested)
- Page Numbers in upper right-hand corner
- Always underline your thesis statement
- Follow MLA 8 requirements for citations and formatting

Mrs. Aitoro’s Pet Peeves
- Confusing lead and led
- Inconsistent capitalization
- Trying to relate everything back to “today” rather than analyzing it for its historical significance.
- Starting your essay with a gimmick. ex: random quote, dictionary definition

Good writing is essential in all subject areas, but each subject area has its own conventions. KNOW THEM!!

Conventions for Writing in History
“...professional historians have generally agreed on a number of conventions, or practices, that distinguish history writing from writing in other academic disciplines.”
- Write in a FORMAL, ACADEMIC VOICE.
  - Avoid conventional slang.
  - Don’t get too friendly with your subjects. George Washington is not your best friend. He can be referred to as George Washington, Washington, or President Washington, but never simply George.
- History is written in the PAST TENSE
- DO NOT use the first or second person (I, us, you).
- Beware of unclear actors. Monitor your use of pronouns
- Avoid absolutes. Words like never, always, etc.
- Avoid vague generalizations (“people always say that...”)
- You DO NOT have to directly quote every source. Paraphrase if you can, quote if you must.
  - No QUOTE BOMBS. When you do quote, introduce the source and context. Something that is worth a direct quote should be explained and analyzed.
- Avoid PRESENTISM or ANACHRONISM –
  - DO NOT relate all historical arguments back to the present. Investigate the past on its own terms. Pay attention to the chronological order of events.
  - Treat historical subjects with RESPECT. Aim to understand rather than judge the past. Historical actors were not privy to contemporary values

For DBQ (Document Based Question) Essays
- Make sure you understand what the QUESTION is asking. *Is there a date range you need to be aware of? What content information will you need to discuss? Most importantly, what is it asking you to make an argument about?*
- The INTRODUCTION PARAGRAPH should provide historical context for your essay. Include at least 2-3 sentences of historical context before presenting your argument. Are there terms in the question that need to be defined?
- THESIS STATEMENT should appear at the end of your Introduction Paragraph, and must fully answer the question
- Refer to documents by the author or context, such as "According to President Washington in his Farewell Address..." Cite documents at the end of the sentence like this: (Doc A).
- You cannot manipulate documents to try and fit your argument. For example, you cannot take a word or phrase from the document and use it in a way that masks or contradicts the original purpose of the document.
- Most essays fall into one of three categories. Your essay needs to be in the third category: Historical Argument.
  1. COLLECTION OF FACTS → merely describes each document one after the other. This is not sufficient.
  2. NARRATIVE DESCRIPTION → uses the documents to tell the story of what happened. Still not there.
  3. HISTORICAL ARGUMENT → organizes / groups documents along with explicit analysis that addresses the prompt in order to make and support a historical argument. This is the type of essay you need to write.

References:
- Purdue Online Writing Lab. https://owl.purdue.edu/owl/purdue_owl.html