AP European History

Summer Assignment Packet

Menlo-Atherton High School
2021-2022 School Year

What’s in this packet?

- Overview of the Summer Assignment
- Key Terms for Chapter 11 and 12
- Supplemental Reading Guiding Questions
- Guidelines for Note-Taking
- Guidelines for Essay-Writing
- European Maps

Digital copies of the required readings can be found on M-A Bears website

0 Peter Burke, “The Arts in Renaissance Italy” The Italian Renaissance: Culture and Society in Italy, p. 17-31

** STUDENTS NEED ACCESS TO A TEXTBOOK TO COMPLETE THE ASSIGNMENT**

Be on the lookout for communication about picking up a text or accessing it online.

Student Name:
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 and Renaissance 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 them.

In order to complete the Summer Assignment students should have access to the textbook and the AP Euro Summer Assignment Packet. The packet includes detailed instructions and overviews for each task. A pdf of the packet is available below. Hard copies of the new textbook OR digital access to the online textbook will be made available during the summer. Stay tuned for updates!


Western Civilization (Textbook)

1. Read and Take Notes on Chapters 11 and 12 of the Textbook
   - Chapter 11, “The Later Middle Ages”, pgs 299-330
   - Chapter 12, “Recovery and Rebirth”, pgs 331-364
   - 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.

   - Familiarize yourself with the process recommended by the College Entrance Examination Board on page A2-3 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

AP European History Summer Assignment Packet

3. Required Readings on the Middle Ages and Renaissance
   - William Manchester, “Medieval Mind,” p.3-28
   - Morris Bishop, “The End of an Era” p.294-325
   - Peter Burke, “The Arts in Renaissance Italy” p. 17-31
   - Students are required to Read and Annotate each of the chapters. Annotations will be checked during the first week of school.
   - 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 of weeks.

4. Maps of Europe
   - Create your own copy of political and physical maps of Europe.
   - Map #1: Label a political map of Europe (nations and capitals)
   - Map #2: Label physical features (bodies of water, mountains, etc.)
   - 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). Guiding Questions are included on the first page of each chapter.

### Chapter 11: The Later Middle Ages: Crisis and Disintegration in the Fourteenth Century

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feudal System</td>
<td>Estates General</td>
</tr>
<tr>
<td>Manor System</td>
<td>condottieri</td>
</tr>
<tr>
<td>Roman Catholic Church</td>
<td><em>Unam Sanctum</em></td>
</tr>
<tr>
<td>Black Death</td>
<td>French papacy / Babylonian Captivity</td>
</tr>
<tr>
<td>Flagellants</td>
<td>Great Schism</td>
</tr>
<tr>
<td><em>Decameron</em>, Boccaccio</td>
<td>Conciliar Movement / conciliarism</td>
</tr>
<tr>
<td>Pogroms</td>
<td>Mysticism</td>
</tr>
<tr>
<td><em>Ars moriendi</em></td>
<td>Modern Devotion</td>
</tr>
<tr>
<td><em>Jacquerie</em></td>
<td>Vernacular</td>
</tr>
<tr>
<td>Hundred Years' War (causes, phases, effects)</td>
<td>Dante, <em>Divine Comedy</em></td>
</tr>
<tr>
<td>Cannon</td>
<td>Petrarh</td>
</tr>
<tr>
<td>Longbow</td>
<td>Chaucer</td>
</tr>
<tr>
<td>Joan of Arc</td>
<td>Christine de Pizan</td>
</tr>
<tr>
<td>scutage</td>
<td>Giotto</td>
</tr>
<tr>
<td>Third Estate</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 12: Recovery and Rebirth: The Age of the Renaissance

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance</td>
<td>Botticelli</td>
</tr>
<tr>
<td>City-states</td>
<td>Donatello</td>
</tr>
<tr>
<td>Valois-Habsburg Wars</td>
<td>Brunelleschi</td>
</tr>
<tr>
<td>Machiavelli, <em>The Prince</em></td>
<td>Raphael</td>
</tr>
<tr>
<td>classicism</td>
<td>Michelangelo</td>
</tr>
<tr>
<td>Individualism</td>
<td>Van Eyck</td>
</tr>
<tr>
<td>Secularism</td>
<td>Durer</td>
</tr>
<tr>
<td>Humanism</td>
<td>New Monarchs</td>
</tr>
<tr>
<td>Petrarh</td>
<td><em>Taille</em></td>
</tr>
<tr>
<td>Civic humanism</td>
<td>War of the Roses</td>
</tr>
<tr>
<td>Neoplatonism</td>
<td>Reconquista</td>
</tr>
<tr>
<td>Pantheism</td>
<td>Cardinal Ximenes</td>
</tr>
<tr>
<td>Hermeticism</td>
<td>Expulsion of the Jews</td>
</tr>
<tr>
<td>Printing press</td>
<td>Heretic</td>
</tr>
<tr>
<td>“Renaissance man”</td>
<td>Wyclif</td>
</tr>
<tr>
<td>Geometric perspective</td>
<td>Jan Hus</td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td>Nepotism</td>
</tr>
<tr>
<td>Masaccio</td>
<td></td>
</tr>
</tbody>
</table>
Required Readings & Guiding Questions

These supplemental readings will compliment Chapters 11 & 12 of the textbook and offer further discussion and analysis of the Middle Ages and Renaissance by historians. These readings will expose students to some of the major debates among historians of this period, and support our class discussion about the role of history. Students must read and annotate all chapters, and be prepared to share their annotations and participate in class discussion. There will be an assignment based on these readings during the first weeks of school. It will be clear if you have not read them.

Required Readings:


Annotations: Students are required to read and annotate the supplemental texts. Students can choose how they would like to annotate the text, but a hard-copy of the annotations must be turned in for grading during the first week of school.

- If you are able to print the chapters, you can annotate in the margins of the text.
- If you are reading the texts online, keep a page of notes with specific page numbers as your annotations.

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? How did the role of the Catholic Church change over the course of the 15th and 16th centuries?
- What challenges did Europe face in the Late Middle Ages? Consider challenges faced by the Catholic Church, secular leaders, and the common people / peasants.
- Why did the Renaissance begin in Italy? What themes or characteristics came to define arts and culture in the Italian Renaissance?
- How did the Renaissance differ from the Middle Ages? Is the Renaissance the end of the Middle Ages, or the beginning of the modern era?
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
- with
- increasing
- question
- without
- decreasing
- percent
- less than
- 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. **THIS IS THE METHOD WE WILL USE DURING THE YEAR.**

- **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)**

I. **Main Idea/Section Heading.** Everything from here to II should relate to this
   A. **Subtopic/subheading that supports the main idea**
      1. **One important or key idea from that section/subsection**
      2. **Another important or key idea from that section/subsection**
         a. **Supporting Details**
         b. **Supporting Details**
         c. **Supporting Details**
         d. **Supporting Details**
   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
Guidelines for Essay Writing

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

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.
  o Avoid conventional slang.
  o 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.
  o 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 –
  o 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.
  o Treat historical subjects with RESPECT. Aim to understand rather than judge the past. Historical actors were not privy to contemporary values

Mrs. Stone’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!!

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 you 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.
  o COLLECTION OF FACTS merely describes each document one after the other. This is not sufficient.
  o NARRATIVE DESCRIPTION uses the documents to tell the story of what happened. Still not there.
  o 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
Map of Modern Europe

** You need to create TWO maps that you will add to your binder. You can print and label the maps provided or create your own. DO NOT simply print a completed map from the internet. Creating your own map is required.

1. Locate the following on an updated map. 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 the one provided. You can also create your own map on a blank sheet of paper.
5. Coloring is optional.

*Be prepared for a map test the first week of school*

Map #1: Political Map
Label the names and locations of the following countries of Europe and their capitals:

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>Hungary</td>
<td>Portugal</td>
</tr>
<tr>
<td>Andorra</td>
<td>Iceland</td>
<td>Romania</td>
</tr>
<tr>
<td>Austria</td>
<td>Ireland</td>
<td>Russia</td>
</tr>
<tr>
<td>Belarus</td>
<td>Italy</td>
<td>San Marino</td>
</tr>
<tr>
<td>Belgium</td>
<td>Kosovo</td>
<td>Serbia</td>
</tr>
<tr>
<td>Bosnia &amp; Herzegovina</td>
<td>Latvia</td>
<td>Slovakia</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>Lithuania</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Cyprus</td>
<td>Luxemburg</td>
<td>Spain</td>
</tr>
<tr>
<td>Croatia</td>
<td>Macedonia (North)</td>
<td>Sweden</td>
</tr>
<tr>
<td>Czech Republic (Czechia)</td>
<td>Malta</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Denmark</td>
<td>Monaco</td>
<td>Turkey</td>
</tr>
<tr>
<td>Estonia</td>
<td>Moldova</td>
<td>Ukraine</td>
</tr>
<tr>
<td>Finland</td>
<td>Montenegro</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>France</td>
<td>Netherlands</td>
<td>(England, Scotland, Wales)</td>
</tr>
<tr>
<td>Germany</td>
<td>Norway</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>Poland</td>
<td>Vatican City</td>
</tr>
</tbody>
</table>

Map #2: Physical Features / Regions
Label the names and locations of the following physical features (islands, bodies of water, major mountain ranges, and peninsulas). I recommend creating a key with frequently used symbols.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Feature</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adriatic Sea</td>
<td>Danube River</td>
<td>Rhine River</td>
</tr>
<tr>
<td>Aegean Sea</td>
<td>Elbe River</td>
<td>Sardinia</td>
</tr>
<tr>
<td>Alps (Mountains)</td>
<td>English Channel</td>
<td>Scandinavian Peninsula</td>
</tr>
<tr>
<td>Apennine Mts.</td>
<td>Iberian Peninsula</td>
<td>Seine River</td>
</tr>
<tr>
<td>Atlantic Ocean</td>
<td>Loire River</td>
<td>Sicily</td>
</tr>
<tr>
<td>Balkan Peninsula</td>
<td>Mediterranean Sea</td>
<td>Strait of Gibraltar</td>
</tr>
<tr>
<td>Baltic Sea</td>
<td>Normandy (France)</td>
<td>Tagus River</td>
</tr>
<tr>
<td>Black Sea</td>
<td>North Sea</td>
<td>Thames River</td>
</tr>
<tr>
<td>Carpathian Mts.</td>
<td>Oder River</td>
<td>Tiber River</td>
</tr>
<tr>
<td>Corsica</td>
<td>Po River</td>
<td>Ural Mountains</td>
</tr>
<tr>
<td>Crete</td>
<td>Pyrenees Mts.</td>
<td></td>
</tr>
<tr>
<td>Crimean Peninsula</td>
<td>Rhine River</td>
<td></td>
</tr>
</tbody>
</table>