

**AP European History
Summer Assignment (2018-2019)**

DUE FIRST DAY OF SCHOOL

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Room 224

Step One: Join Goggle Classroom: 4b5xg6j

All materials and announcements will be posted here.

Step Two: Read Chapter 11 from McKay textbook and complete chapter outline.

Step Three: visit <https://www.tomrichey.net/ap-european-history.html>

View Videos for the AP Euro DBQ and LEQ. Review and familiarize oneself with rubrics in the packet.

Step Four Complete the Map. Identify the nations, regions, and cities.

Step Five: Practice AP Style Assessments

Please familiarize yourself with AP style multiple choice questions and short answer questions. There are 10 source based multiple choice questions, and 2 short answer questions. You will write your short answer questions in the space provided. Short answers have several components. You should be able to fully answer each component in 2-3 well developed sentences. You may not exceed space provided.

You will have a quiz on McKay Chapter 11 and the European Map during the first week of school.

Grade breakdown:

Part Two: 25 points (based on completion and effort)

Part Four: 10 points (based on accuracy and completion)

Part Five: 20 Points (Multiple Choice based # of correct responses, Short answers based on 5 point scale for historical accuracy)

Name:

AP Euro

Chapter 11

Step One—Read the Chapter and Take Notes As You Go

This outline reflects the major headings and subheadings in this chapter of your textbook.

Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section.

CHAPTER 11: The Later Middle Ages, 1300–1450

I. Prelude to Disaster

A. Climate Change and Famine

1. The Little Ice Age (1300–1450)
2. Great Famine (1315–1322)

B. Social Consequences

1. Abandonment of Villages and Declining Population
2. Scapegoats
3. Governmental Responses

II. The Black Death

A. Pathology

1. *Yersinia Pestis*
2. Pneumonic Transmission
3. Effects on the Body

B. Spread of the Disease

1. From China to Europe
2. Spread Within Cities
3. Mortality Rates

C. Care of the Sick

1. Remedies
2. Care by the Clergy
3. Escape

D. Economic, Religious, and Cultural Effects

1. Agriculture
2. Inflation
3. Religious Responses
4. New Universities

III. The Hundred Years' War

A. Causes

1. Disagreements over Royal Land Rights
2. Succession Dispute
3. French Nobility Divided
4. Propaganda
5. Economic Reasons

B. English Successes

1. Initial English Successes
2. Later English Successes

C. Joan of Arc and France's Victory

1. Joan of Arc
2. Capture and Trial
3. Ultimate French Victory

D. Aftermath

1. Havoc in England and France
2. Technology and the Nation State
3. Representative Assemblies
4. Nationalism

IV. Challenges to the Church

A. The Babylonian Captivity and Great Schism

1. Babylonian Captivity (1309–1376)
2. Atmosphere of Luxury
3. The Great Schism (1378–1417)

B. Critiques, Divisions, and Councils

1. William of Occam (1289–1347)
2. Marsiglio of Padua (ca. 1275–1342)
3. Conciliarists
4. John Wyclif (ca. 1330–1384) and the Lollards
5. Jan Hus (ca. 1372–1415)
6. Resolution of the Schism

C. Lay Piety and Mysticism

1. Lay Piety
2. Confraternities
3. Brethren and Sisters of the Common Life
4. Mystical Experiences

V. Social Unrest in a Changing Society

A. Peasant Revolts

1. Flanders (1320s)
2. Jacquerie (1358)
3. English Peasants' Revolt (1381)

B. Urban Conflicts

1. Roots of Revolt
2. "Honor" Uprisings
3. Decline of Women's Workforce

C. Sex in the City

1. Late Age of First Marriage
2. Prostitution
3. Rape
4. Homosexuality

D. Fur-Collar Crime

1. Noble Bandits
2. Robin Hood

E. Ethnic Tensions and Restrictions

1. Ethnic Diversity and Colonization

2. Legal Dualism

3. Blood Descent

F. Literacy and Vernacular Literature

1. Dante's *Divine Comedy*

2. Chaucer's *Canterbury Tales*

3. Spread of Lay Literacy

AP EURO DBQ RUBRIC

Updated July 2017

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			

Accurately **DESCRIBES** the content of **at least THREE** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using **at least SIX** documents. These documents should meet (and exceed) the standard set for the description point.

For **at least THREE** documents, **EXPLAINS HOW** or **WHY** the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

The response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

TOTAL POINTS:

17

AP EURO LEQ RUBRIC

Updated July 2017

Name: _____

LEQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.

*To earn one point, the response must identify **two or more** specific historical examples of evidence relevant to the topic of the prompt.*

2. SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.

To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

ANALYSIS & REASONING

(Must Earn 1 to Earn 2)

1. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

2. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

**TOTAL
POINTS:**

/6

AP EUROPEAN HISTORY

SUMMER MAP ASSIGNMENT

During the first week of class, students will be expected to pass a map quiz. The following nations, regions, and cities listed below are eligible to be assessed.



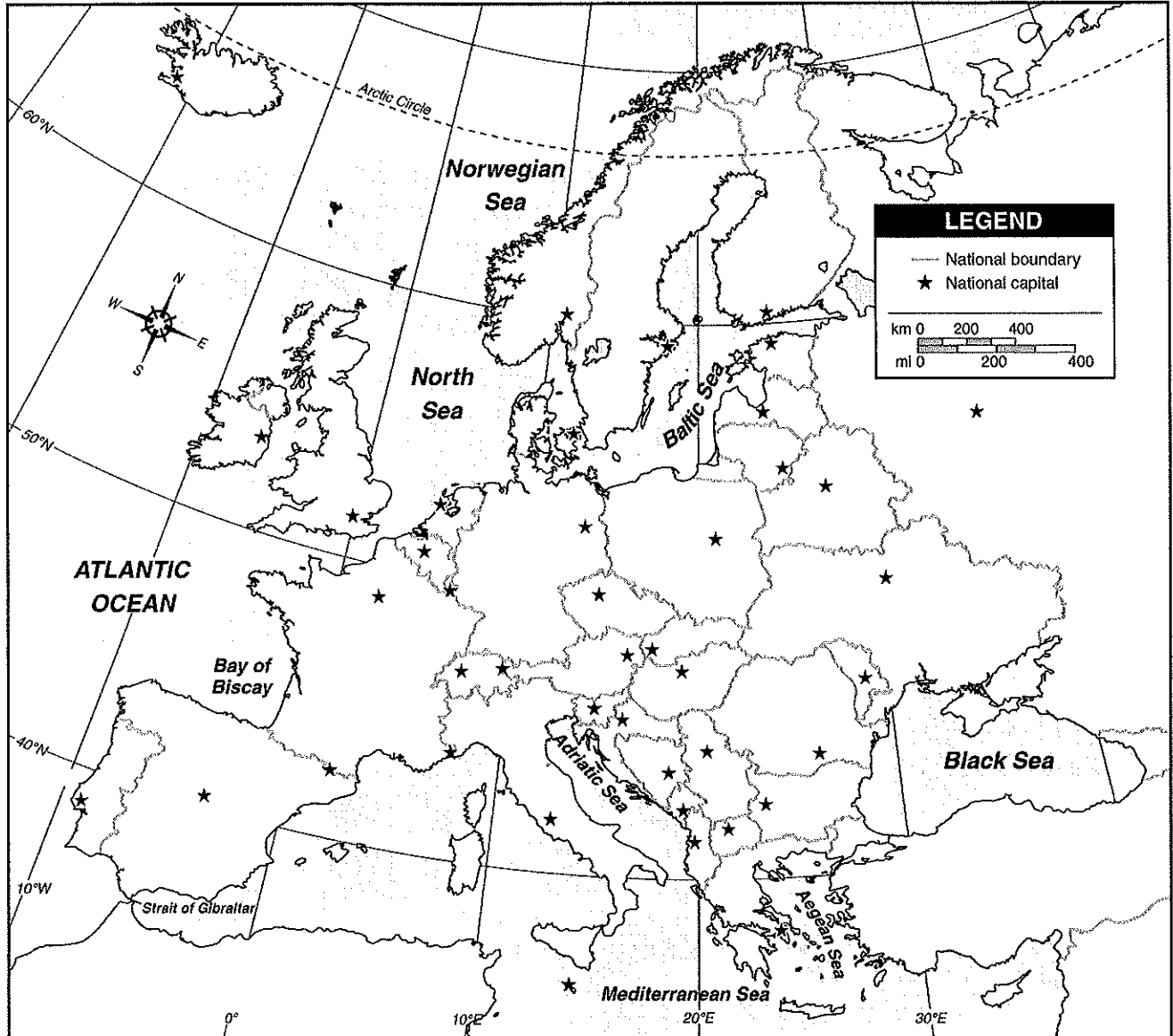
Nations and Regions	Cities
<p style="text-align: center;"> Austria The "Balkans" The "Baltic States" Belgium Czech Republic Denmark France Germany Greece Hungary Iceland Italy Ireland The Netherlands Norway Poland Portugal Russia Serbia Slovakia Spain Sweden Switzerland Ukraine Turkey United Kingdom (UK) <i>[ID England & Scotland]</i> </p>	<p style="text-align: center;"> Amsterdam Berlin London Moscow Paris Prague Rome St. Petersburg Vienna </p>

The following map is a great one to use for practice:
http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf

Name _____

Date _____

Europe



AP Practice Questions

Multiple-Choice Questions

Questions 1-4 refer to the following excerpt:

"In the year of Our Lord 1348 the deadly plague broke out in the great city of Florence, most beautiful of Italian cities. Whether through the operation of the heavenly bodies or because of our own iniquities which the just wrath of God sought to correct, the plague had arisen in the East some years before, causing the death of countless human beings. It spread without stop from one place to another, until, unfortunately, it swept over the West. Neither knowledge nor human foresight availed against it, though the city was cleansed of much filth by chosen officers in charge and sick persons were forbidden to enter it, while advice was broadcast for the preservation of health. Nor did humble supplications serve. Not once but many times they were ordained in the form of processions and other ways for the propitiation of God by the faithful, but, in spite of everything, toward the spring of the year the plague began to show its ravages."

--Giovanni Boccaccio, *The Decameron*, 1348-1353

1. The excerpt would be most useful to historians as a source of information about which of the following?
 - (A) The role of religion in Florence during the mid-14th century
 - (B) The harshness of life in Florence during the mid-14th century
 - (C) The ways in which the plague spread throughout Europe during the 14th century
 - (D) The role of Florence in the Italian peninsula.
2. The excerpt best reflects an effort by Boccaccio to
 - (A) encourage efforts to slow down the spread of the plague
 - (B) display that all attempts to end the plague were failures
 - (C) explain medieval efforts to both justify and slow down the spread of the plague
 - (D) relate the plague to human's sinful behavior.
3. For the most part, the plague spread mostly in areas
 - (A) that were along bodies of water
 - (B) that were in eastern Europe
 - (C) that were along commercial trade routes
 - (D) that were rural
4. One result of the plague was that
 - (A) the Jewish population were entirely removed from the Iberian peninsula
 - (B) many Jews fled eastward to Russia and Poland to escape persecution in the west
 - (C) flagellant groups attempted to convert non-Christians in an attempt to end the plague.
 - (D) the flagellant movement grew throughout the rest of the 14th century

Questions 5-7 refer to the following excerpt from a poem:

*The year of fourteen twenty-nine
The sun came out to shine again
It brings the season new and good,
Which we had not directly seen
Too long a time, while many passed
Their lives in sorrow; I am one.
But now, no longer do I grieve
Because I see what pleases me*

*And you, the King of France, King Charles,
The seventh of that noble name,
Who fought a mighty war before
Good fortune came at all to you:
Do, now, observe your dignity
Exalted by the Maid, who bent
Your enemies beneath the flag
In record time (that's something new!)*

*And people thought that it would be
Impossible indeed for you
To ever have your country back
For it was nearly lost; but now,
It's clearly yours; no matter who
Has done you wrong, it's yours once more,
And though the clever Maid who did
Her part therein—thanks be to God! ...*

*When I reflect upon your state
The youthful maiden that you are,
To whom God gives the force and strength
To be the champion and the one
To suckle France upon her milk
Of peace, the sweetest nourishment
To overthrow the rebel host:
The wonders passes Nature's work!*

--Christine de Pizan, *The Poem of Joan of Arc*, July 31, 1429

5. Based on the poem, it can be inferred that Christine de Pizan
 - (A) believed that Joan of Arc would be a more effective military leader than King Charles VII
 - (B) was afraid that King Charles' future military actions would lead to future defeat
 - (C) was suspicious of King Charles
 - (D) believed that France had gained a heroine and a new sense of nationalism as a result of the 1429 Battle of Orleans

6. What country did Christine de Pizan consider the "rebel host" in the second to last line of the fourth stanza above?
 - (A) England

-
- (B) Italy
 - (C) Spain
 - (D) The Holy Roman Empire

7. Another reason that the French were able to win the Hundred Years' War was
- (A) the strong leadership that existed in France throughout the duration of the war
 - (B) that they were able to use the long-bow and cross-bow more effectively than their enemies
 - (C) the effective use of gunpowder and the cannon towards the end of the war
 - (D) that they had more allies than their enemies

Questions 8-10 refer to the following excerpt:

"We are compelled, our faith urging us, to believe and to hold—and we do firmly believe and simply confess—that there is one hold catholic and apostolic church, outside of which there is neither salvation nor remission of sins..."

We are told by the word of the gospel that in His fold there are two swords—a spiritual, namely, and a temporal...One sword, moreover ought to be under the other, and the temporal authority to be subjected to the spiritual. ..

Indeed we declare, announce and define, that it is altogether necessary to salvation for every human creature to be subject to the Roman pontiff.

--Pope Boniface VIII, *Unam Sanctum*, 1302

8. Which of the following was the most immediate cause for the excerpt?
- (A) Pope Boniface's desire to control the Italian peninsula
 - (B) Pope Boniface's desire to assert the power of the papacy over the power of a monarch
 - (C) To influence the spread of Roman Catholicism into non-Catholic areas of Europe
 - (D) To keep the papacy in Rome
9. One immediate result of the *Unam Sanctum* was
- (A) increased prestige for the papacy
 - (B) Pope Boniface excommunicating Philip IV of France
 - (C) acceptance of Pope Boniface's claims by most European monarchs
 - (D) the Great Schism
10. A major change that occurred within a few years of the *Unam Sanctum* was
- (A) The movement of the papacy to Avignon
 - (B) The growth of the conciliar movement
 - (C) The defeat and exile of Philip IV of France
 - (D) The defeat and exile of Pope Boniface

