

AP European History Summer Assignment

Welcome to Mr. Quinn's or Mr. Hanson's A.P. European History class, an accelerated and demanding introduction to European History and culture from 1450-present. Because this class is similar to a college freshmen-level course, students should expect, for example, that the reading and writing load will be heavier than most high school history classes. With that in mind, it requires seriously committed students who are willing to work far above the level required in a "regular" high school history class. To that end we prepared a summer assignment that will ensure that you are adequately prepared for the rigors of this course from day one. It is your responsibility to work on this assignment over the summer and come to school in **August 2010** with the assignment 100% completed. Failure to do so may result in you being dropped from the class, more than likely it will result in an extremely low grade on the first quiz and exam. Lastly, to ensure that everyone does their own work, the summer assignment must be **handwritten and in your own words** (quoting or paraphrasing text is acceptable). You have the requirements and the assignment, go to it, and **DON'T GET BEHIND!**

Feel free to email us at anytime over the summer if you have any questions or concerns regarding the assignment!

Mr. Quinn

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Mr. Hanson

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Required Course materials: Check out both from school library before summer break!

1. **A History of Western Society (since 1300) Text Book, Eighth Edition**
2. **Sources of the Western Tradition – Primary Source Readings, Fifth Edition**

I. ID-Sigs

Please use the format that follows. For each ID, you must include two significances.

ID-SIG FORMAT

- A. Identification—The ID is the traditional definition of the term. Who? What? When? Why? Always list the date when applicable.
- B. Significance—This is the importance of an event or person. This may represent a far more encompassing concept or pattern. Included in the Significance would also be the effects of the event or person.
SIG verbs: represents, demonstrates, illustrates, is evidence of, is an example of, symbolizes, indicates.

Identify each term/event or person listed and then and state significance of each one

EXAMPLES:

Cesar Borgia

ID: An Italian soldier and politician, he was the younger son of Pope Alexander VI.

SIG: 1. As the son of Pope Alexander VI, Cesare was instrumental in the consolidation of the Papal States, and has been considered the prototype of Niccolò Machiavelli's Prince —intelligent, cruel, treacherous, and ruthlessly opportunistic.
2. The name Borgia became synonymous with political corruption, including adultery, simony, theft, rape, bribery, incest, and murder.

Renaissance:

ID: Period of time from the 14th century to the late 16th century in Europe that was characterized by intellectual and economic changes.

SIG: 1. Helped Europe emerge from the economic stagnation of the Middle Ages and experienced a time of financial growth coupled with changes in artistic, social, scientific, and political thought.
2. Characterized by the Humanist movement as a "rebirth" of civilization, which sought to recreate the culture of antiquity.

Chapter 13: Renaissance

Reading: pp. 413-447

ID-Sigs:

- | | | |
|---|--------------------------|-----------------------------------|
| 1. Great Commercial revival of the 11th Century | 9. Girolamo Savonarola | 18. gabelle |
| 2. Florence | 10. League of Cambrai | 19. taille |
| 3. communes popolo | 11. Habsburg-Valois Wars | 20. Pragmatic Sanction of Bourges |
| 4. signori | 12. Individualism | 21. Concordat of Bologna |
| 5. oligarchies | 13. Humanism | 22. Star Chamber |
| 6. princely courts | 14. Secularism | 23. reconquista |
| 7. City-states | 15. Quantification | 24. hermandades |
| 8. balance of power | 16. Office of the Night | 25. New Christians |
| | 17. Christian Humanism | |

II. Text Reading Questions: Short answer questions should be completed in full sentences and cover the entire question.

Interpreting question language:

Describe: tell about, or give an account of something. You should paint a picture using words.

Explain: discuss the meaning of or clarify something, and or to give greater detail.

Analyze: break it down to its most basic elements or components, as well as examine the relationship between the elements (or the components and the whole)

Discuss: write about the topic and include a treatment of more than one point of view. You should address the pros and cons of different sides of the subject

Compare & Contrast: compare – means identify the similarities between two or more things / contrast – means find the dissimilarities, or differences, between two or more things

Assess: evaluate or appraise the value of the statement. In other words, you should judge the character, validity, or reliability of a statement or organization

A. Chapter 13 pgs. 413-441 European Society in the Age of the Renaissance

- 1) Identify the principle city-states and discuss their political, social, and economic characteristics.
- 2) Analyze the role of 15th century Florence and the patron in the development of Renaissance art.
- 3) Identify how each of the following individuals contributed to Italian Humanism by discussing their significant work/s:
 - a. Francesco Petrarch:
 - b. Pico della Mirandola:
 - c. Lorenzo Valla:
 - d. Giovanni Boccaccio:
 - e. Baldassare Castiglione:
 - f. Niccolo Machiavelli:
 - g. Laura Cereta:
- 4) Identify the Artist and their significant contributions/ works of art:
 - a. Giotto:
 - b. Masaccio:
 - c. Donatello:
 - e. Leonardo da Vinci:
 - f. Michelangelo Buonarroti:
 - g. Raphael:
- 5) Discuss how the Renaissance impacted the status of women in both work and society.
- 6) Discuss the role of slaves in Renaissance Europe and the contrasting views regarding slavery.
- 7) Discuss the characteristics of the northern renaissance.
- 8) Identify the humanist / artist and their significant contributions:
 - a. Thomas More:
 - b. Desiderius Erasmus:
 - c. Francois Rabelais:
 - d. Jan van Eyck:
- 9) Identify the challenges or obstacles faced by the monarchs of each of the following countries and discuss the degree of success each had in securing a centralized state.
 - a. Spain:
 - b. France
 - c. England

III. Free Response Questions:

Respond to the following questions by writing a short essay (1 page) response for **EACH**. Use the **FRQ outline format** (Webpage: VMHS.net – teachers link – Mr. Quinn) to structure your response. Your essays should be hand written, include a thesis statement, and respond to the question by providing supporting evidence.

- 1) **To what extent and in what ways may the Renaissance be regarded as a turning point in the Western intellectual and cultural tradition?**
- 2) **Analyze the ways in which the two works, Perugino's *Christ Delivering the Keys of the Kingdom to Saint Peter* (1481-1483) and Michelangelo's *David* (1501-1504), represent the values of Italian Renaissance culture.**
Use the following websites to view the images:
<http://casasantapia.com/art/perugino/christhandingthekeys.html>
<http://www.artchive.com/artchive/M/michelangelo/david.jpg.html>
- 3) **Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450-1550.**