

May 2018

Dear AP European History Students,

Welcome to your first foray into an AP class! Any advanced placement class requires hard work, intellectual curiosity, and a commitment to personal growth. Within this history course, you will be introduced to major historical events, people and trends that defined European History from the Middle Ages to the present.

All students are strongly encouraged to dedicate themselves to the goals of this Advanced Placement Social Studies course. Your summer assignment is your first demonstration of commitment to the course and its expectations.

Purpose: Due to the depth and breadth of AP European History, we need you to read the first chapter of the book. This chapter establishes the turning point which ushers in Europe's Modern Age. In addition, you will be preparing for an activity on the first day of school.

Assignment:

- To access the textbook pages – you need to join the “AP European History Summer Reading” Schoology Group:
Access Code = **J6KJJ-5P84M**
 - The Chp. 11 text pages are in several forms / locations once you are in the group:
 - **“Resources”** – this is a page by page color version AND a black and white PDF version
 - **“Albums”** – opens a color version in the Media Album & you can read by hitting “Next” at the top of the screen.
- THOROUGHLY read Chp. 11, “The Later Middle Ages” in McKay’s 12th ed. *A History of Western Society* and using your technique of “Read a little, write a little”!! answer questions 1- 20 of the reading guide completely (answers should be extensive and highly detailed, using vocabulary when appropriate).
- We just want you to note we didn’t give you documents to analyze (You’re welcome ☺)

Academic Integrity:

This is an individual assignment. At no point should you collaborate, work with, share, talk about, look at the page at the exact same time, discuss on the bus (or car , or walk.....you get our point ☺) on the way to school, about the assignment with another student enrolled in the course. Seriously – if answers are too similar, disciplinary action will be taken.

Due date: Weds. Aug. 15th at the beginning of the period

We look forward to meeting you in the Fall and traveling through European History with you. If you have any questions before then, please send an email to one of the teachers; we will check messages periodically throughout the summer.

Have a wonderful summer!

Sincerely,

Mrs. Monica Clark
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*Glenbard East High
School*



AP European History

NAME: _____

AP European History
The Later Middle Ages
Chapter 11

Terms You Probably Already Know: *The following are some terms that are probably already familiar to you. We will not spend time in class going over these terms, but you're still required to know what they are.*

Black Death: bubonic plague that first struck Europe in 1347. It spread in either the bubonic form by flea bites or in the pneumonic form directly from the breath of one person to another. In less virulent forms, the disease re-appeared many times until 1701.

Flagellants: people who sought to do penance believed that the plague was Gods punishment for sin by flagellating (whipping) one another.

Hundred Years War: 1337 – 1453; a time when England and France were fighting over a variety of social, political and economic reasons.

Joan of Arc: French peasant girl who raised the (English) siege of Orleans (1429), which marked the turning point in the Hundred Years War.

Nationalism: a sense of unity among a people living in a particular area, based on language, shared customs, culture, often accompanied by hostility to outsiders (xenophobia).

Peasant revolts: revolts by peasants in the fourteenth and fifteenth centuries, often caused by social and economic conditions

Representative assemblies: these flourished in many European countries between 1250 and 1450 as the precursors to the English Parliament, German diets, and Spanish cortes.

Great Schism: a division, or split, in church leadership (1377-1418) when there were two, then three, popes.

Vernacular: the local language that people actually spoke, rather than Latin.

Secular: not concerned with religion ie. not controlled by a religious body, or concerned with religious / spiritual matters.

**Clark/ Hildreth's Cool
Pix and Books !!**

If you find yourself with some extra time on your hands, we LOVE the following books and movies!!!

**Please note that some of these are rated "R" – please discuss them with parents and guardians before watching well!*

Movies

- A Knight's Tale (2001)
- Robin Hood (2009 - R or Disney!)
- Ladyhawke (1985)
- Princess Bride (1987)
- First Knight (1995)
- Tristan and Isolde (2006)
- Monty Python's Search for the Holy Grail (1975)
- Ivanhoe (1952)
- The Messenger (1999 - R)
- Braveheart (1995 – R)

Books

- Queen Isabella (Alison Weir)
- Eleanor of Aquitaine (Alison Weir)
- The Time Traveler's Guide to Medieval England (Ian Mortimer)
- A World Lit Only By Fire (William Manchester)

Lay Piety: Corruption and scandal within the Church, during the 14th and 15th centuries, created a loss of the spiritual mystique that had always surrounded the Church. Thus, laypeople began to develop their own forms of piety.

The Guild System: The organization of artisanal production into trade-based associations, or guilds, each of which received a monopoly over its trade and the right to train apprentices.

The ballads of Robin Hood: a collection of folk legends from late medieval England which describe the adventures of the outlaw hero and his merry men as they avenge the common people against fur collar criminals.

After reviewing the terms above, read the attached Chp. 11 “The Crisis of the Later Middle Ages” and answer the following questions clearly and concisely. Answers should be sufficiently descriptive. Terms in bold should be incorporated within the specified response and underlined!

Reading Guide, pp. 324- 332 (we have completed #1 for you as a sample of a correct answer; (R.G #s 1 – 4)

1. Demographics is the study of population statistics. **Fully describe** how the fourteenth century “Late Middle Ages” in Europe differed demographically from the High Middle Ages due to climate change and famine. **Little Ice Age** **Great Famine**

In the early 1300's, temperatures dropped and precipitation increased. This shift in weather has been dubbed the Little Ice Age. Lasting from 1300 – 1450, this event changed the demographics of Europe. The colder climate decreased the amount of crops that could grow in one year; known as the Great Famine. Both humans and livestock created a decrease in population. This decrease was for three reasons. One, undernourished bodies could not fight off diseases as effectively as healthy bodies, which was especially true of children and elderly. Secondly, a decrease in food caused starvation, and finally, people postponed marriage. This postponement decreased a couple's reproductive years, so an overall drop in birth rate can be inferred. The major demographic differences were less people, higher death rates among the oldest and youngest, and later marriage.

2. **Fully describe** the Black Death.

a. Identify the **TWO** types of plague and the accompanying symptoms:

b. Explain why the plague was so easily spread throughout Europe:

3. Analyze the source, Treating the Plague (pg. 328-329) along with the information on text pgs. 329-330 and **fully describe** the treatment and care of the sick during the plague years

(5 – 7 sentences). You must include, but NOT limit your answer to, the following terms:

Boccaccio's Decameron

4. Describe effects of the plague in each of the following areas (be sure to discuss BOTH positive AND negative effects)

a. Economic:

b. Religious:

c. Cultural:

5. Identify and **explain** THREE causes of the 100 Years War. You must include, but NOT limit your answer to, the following terms :

Edward III Philip VI Flemish cloth Aquitaine

a.

b.

c.

6. Fill out the following chart for the Hundred Years' War.

	<u>France</u>	<u>England</u>
Goals		
Leaders		
Strategies/Tactics		
Battles/Victories		

7. Explain Joan of Arc's influence on the course of the Hundred Years' War. Include her fate.

a. Joan of Arc's actions / influence:

b. Fate of Joan of Arc:

8. **Analyze** and **explain** the impact of the Hundred Years' War on the following:

a) warfare styles, weapons & techniques:

b) the economy (of BOTH France & England):

c) the English development of representative assemblies:

d) the growth of nationalism:

9. **Identify** each of the following AND **EXPLAIN** how each led to decreasing prestige in the Roman Catholic Church.

a. **Great Schism**

b. **Conciliarism**

c. **Council of Pisa (1409)**

d. **Council of Constance (1414-18)**

10. Fully **explain** the arguments of William Occam and Marsiglio and the criticisms each had of the Catholic Church.

a) William Occam:

b) Marsiglio:

11. Read the “Meister Eckhart – Individuals in Society” account (pg. 359) and imagine you are a clerical observer. Write a note to your bishop **explaining** what in these attitudes you find threatening to the church.

12. **Explain** and account for the increasing religious conflict in many areas of Europe. Include, what impact did it have on have on the Church and intellectual life.

J. Wycliffe/Lollards

J. Hus

William of Occam

a) in England:

b) in Bohemia:

13. **Analyze** the importance of lay piety in everyday Medieval life.

You must include, but NOT limit your answer to, the following terms :

mysticism

lay piety

confraternities

Brethren and Sisters of the Common Life

Imitation of Christ

Bridget of Sweden

a) **Define & describe** lay piety:

b) **Explain** why there would be an increase of lay piety movements at this time in Europe.

c) **Identify & describe** multiple examples of organizations which formed & individuals who gained popularity, in response to the rise of lay piety.

14. Fully **describe** the various examples of social unrest during the late Middle Ages.

<u>Revolt</u>	<u>Causes</u>	<u>Goals</u>	<u>Results</u>
<i>Flemish peasants revolt (1320s)</i>			
<i>jacquerie (1358)</i>			
English Peasants Revolt (1381)			

15. Fully **describe** how social patterns changed by the late Middle Ages in each of the following areas:

a) marriage patterns:

b) prostitution trends:

c) homosexuality:

d) crime:

16. **Compare** how Irish minorities vs. other groups were treated.

17. **Explain** the concept of & importance of the notion of “blood” in social divisions.

18. Read, “Listening to the Past: Christine de Pizan” (pg. 348)

a) Fully **describe** her contributions to the Medieval world.

b) **Explain** why her accomplishments were unusual for the time period.

19. Provide a **summary** for the following authors and their works, and **explain** how each reflects social trends during the late Middle Ages.

a) Dante:

b) Chaucer:

20. Label the following countries of contemporary Europe on the map below.

Albania	Estonia	Luxembourg	Slovakia
Austria	Finland	Macedonia	Slovenia
Belarus	France	Montenegro	Spain
Belgium	Germany	Netherlands	Sweden
Bosnia-	Greece	Norway	Switzerland
Herzegovina	Hungary	Poland	Ukraine
Bulgaria	Ireland	Portugal	United Kingdom
Croatia	Italy	Romania	
Czech Republic	Latvia	Russia	
Denmark	Lithuania	Serbia	



TASK WORDS AND THEIR MEANINGS:

PRIMARY TASK WORDS

ANALYZE: Break down the question into smaller parts to better understand the whole (often using GRAPES). *“Analyze how traditions and culture of Hogwarts School of Witchcraft and Wizardry affected the educational experience of its students.”*

EVALUATE: Judge the value or character of something; appraise; evaluate the positive points and the negative points; give an opinion regarding the value of; discuss the advantages / disadvantages of. *“Evaluate the impact of year-round schooling on student learning and the overall community.”*

ASSESS THE VALIDITY: Determine the extent to which a statement is true or not. *“Assess the validity of the following statement: ‘The freshman class is the most influential class at Glenbard East High School.’”*

TO WHAT EXTENT: The range over which something extends; scope; the point, degree, or limit to which something extends; magnitude (calls for an opinion at the end). *“To what extent was Katniss Everdeen, responsible for the revolution that followed the Quarter Quell?”*

COMPARE: Examine for the purpose of noting similarities AND differences. *“Compare Marquardt and Westlake Middle Schools.”*

CONTRAST: Examine in order to show dissimilarities or points of difference ONLY. *“Contrast the ways in which Taylor Swift and the Beatles have influenced contemporary American music.”*

SUB-TASK WORDS

(These words are often found in conjunction with the primary task words)

DESCRIBE/EXPLAIN: Give an account of; tell about; make clear causes or reasons for; make known in detail; tell the meaning of *“Describe/Explain how economic, geographic, and social factors prompted SpongeBob Squarepants to continue to live in Bikini Bottom.”*

DISCUSS: Talk over, write about; consider or examine by argument or from various points of view; debate; present the different sides of. *“Discuss the extent to which reality television was or was not detrimental to American society.”*

IDENTIFY: Cite specific events and phenomena, and show a connection. *“Identify the social and economic factors in the kingdom that explain why Cinderella was able to marry Prince Charming.”*