

# AP European History: Summer 2023

Welcome to AP European History. Details of your summer assignment are provided below. If you are reading this, hopefully you have had the opportunity to receive a textbook from me. In the event that you have not, you will need to make certain decisions about the validity of online sources. If you have questions as to whether one is valid, contact me.

## **4321 Notes (20 Points Apiece)**

Complete a set of 4321 Notes (guidelines are attached) for each set of topics provided below.

Chapter 1: The Black Death, The Hundred Years War, Challenges to the Church (1309-1417), Peasant Revolts

Chapter 2: The Italian Renaissance, New/National Monarchies, Northern Renaissance, Age of Exploration

## **Renaissance Questions (40 Points)**

Listen to episodes 105 and 106 of the podcast "Our Fake History" (linked on Schoology, but available anywhere). Each is approximately one hour long. You will complete eight out of the ten questions that I have provided. Please answer four out of the five questions for episode 105 and four out of the five questions for episode 106.

Questions should be answered in complete sentences and while lengths may vary, they're written to where 4-5 sentences should be sufficient for each.

## **LEQ #1 (40 Points)**

Using information from the two podcast episodes (you can use additional sources, but you shouldn't need to) and the attached LEQ rubric, respond to the prompt provided below.

*Evaluate the extent to which the Renaissance should be considered a distinct period in history*

Scoring guidelines will be as follows.

6/6: 40/40

5/6: 37/40

4/6: 34/40

3/6: 32/40

2/6: 30/40

1/6: 28/40

## **Contact**

Any questions can sent via Schoology message or be emailed to me at [shane.jensen@cape.k12.de.us](mailto:shane.jensen@cape.k12.de.us). There is a Schoology course containing all necessary resources for your summer assignment (assignments can eventually be submitted there, but don't have to be).

## **Turn In/Grading Policy**

Summer work will be eligible for extra credit if turned in at any time before Friday August 18. All work received afterward up until the beginning of the school year will be eligible for regular credit.

Work can be dropped off in the main office at Cape Henlopen High School or submitted digitally to the Schoology course.

Unless special arrangements are made, the end of our first unit in class will be the cut off point for any late summer work submissions.

*I hope all of this is clear, again if there are any questions having read this, or any that arise in the future, please contact me. I've worked with many of you before, and I'm very much looking forward to doing so again. Those of you that I haven't had the chance to meet yet, I'm looking forward to meeting you and getting to know you. Here 's to a great summer, and a great year.*

*-Jensen*

## AP European History (4321 Notes)

For each textbook chapter that we address you will be tasked with creating a set of 4321 Notes. These notes should be completed on a single sheet of lined paper and will be due on or before the first day that we address each chapter in class. Check the syllabus for specific due dates for each chapter.

These are going to be considered an integral part of what we're trying to do in class (coming in prepared) so as such, they will be penalized if turned in late.

### Guidelines

For each set of notes, you will divide your sheet of lined paper into **four** boxes with the corresponding headings for each one listed at the top. Within each box you should list and briefly explain **three** important individuals, inventions, events, philosophies, battles, etc...**two** important dates (can be just years, or more specific) and **one** comment or question that you will at least consider bringing up and contributing to the discussion when the topic arises in class.

Within this folder, I have scanned a copy of what one of these could/should look like. If you have any questions at any time, feel free to ask them of course.

## Sample 4321 Notes (Introduction)

<u>Greece</u>	<u>Rome</u>
<ul style="list-style-type: none"> <li>- Battle of Plataea: Greek victory ending imperial ambitions in Greece by Persia</li> <li>- Socrates: Athenian philosopher credited as one of the founders of Western thought</li> <li>- Plato: Follower of Socrates, writer of the Republic and founder of Academy in Athens</li> <li>- 431 BCE-404 BCE: Peloponnesian War between Athens and Sparta</li> <li>- 338 BCE: Philip of Macedonia defeats allied Greek forces at Chaeronea</li> <li>- <u>Greek philosophy was incredibly influential, but who influenced the main Greek philosophers?</u></li> </ul>	<ul style="list-style-type: none"> <li>- Tiberius Gracchus: Famous tribune of the plebes who sparked political chaos in an attempt to redistribute land</li> <li>- Julius Caesar: Military leader who would march on Rome and seize power before being killed by senators to preserve the republic</li> <li>- Constantine: 4<sup>th</sup> century Roman Emperor who began process of turning the Empire toward embracing Christianity</li> <li>- 27 BCE: End of Roman Republic, Octavian (Augustus) crowned as Emperor</li> <li>- 380 CE: Christianity adopted as the official religion of the Roman Empire</li> <li>- <u>How similar was the system of government in the Roman Republic to our system?</u></li> </ul>
<u>Early Religion: Formation/Conflict</u>	<u>High Middle Ages</u>
<ul style="list-style-type: none"> <li>- Judaism: World's first monotheistic religion, founded in the Middle East, would influence creation of Christianity and Islam</li> <li>- Christianity: Religion formed by followers of Jesus Christ, evolved out of Judaism during first and second centuries CE</li> <li>- Islam: Religion founded in 7<sup>th</sup> century Saudi Arabia, would come into military conflict with Christian Europe</li> <li>- 1054 CE: East/West Schism divides Christianity into Catholic and Orthodox branches</li> <li>- 1095 CE: Pope Urban II calls for Crusade at Council of Claremont</li> <li>- <u>The Crusades sound really interesting, what were some other issues surrounding them?</u></li> </ul>	<ul style="list-style-type: none"> <li>- Charlemagne: Founder and leader of the Carolingian Empire, united Europe territorially for first time since Roman Empire</li> <li>- Gregory VII: 11<sup>th</sup> century Pope who came into conflict with Holy Roman Emperor over investitures</li> <li>- Feudalism: System of socio-political hierarchy revolving around lords, vassals, and fiefs</li> <li>- 962 CE: Otto I crowned as 1<sup>st</sup> Holy Roman Emperor</li> <li>- 1250 CE: Beginning of period that would be known as "Little Ice Age"</li> <li>- <u>How was power balanced during feudalism between kings and nobles? Who was really stronger?</u></li> </ul>

### **“Is the Renaissance a Myth?” Part 1**

1. Identify the meaning of the term “Renaissance” as used by historians. Explain the origin and popularization of the term.
2. Describe three of the main characteristics associated with the Renaissance as a historical period.
3. Describe two of the arguments made by Jakob Burckhardt regarding the existence and/or importance of the Renaissance as a unique historical period.
4. Identify Francesco Petrarch. Explain how his role in the Renaissance has been traditionally viewed/interpreted.
5. Explain two criticisms of Burckhardt’s conclusions regarding the Renaissance as a period that birthed “individualism” and/or “modernity.”
6. Identify and briefly describe two events/achievements of the “Renaissance of the 12<sup>th</sup> Century.”
7. Explain how the existence of the “Renaissance of the 12<sup>th</sup> century” contradicts the idea of the Renaissance as described by Jakob Burckhardt.

### **“Is the Renaissance a Myth?” Part 2**

1. Identify the historical event that makes 1453 an important year in the study of European/World History. Explain how the events of 1453 have traditionally led to it being used as a traditional starting point for the Renaissance.
2. Describe one reason for the prominence of Aristotle’s philosophy in Europe during the medieval era. Which philosopher’s (re)introduction to Europe is associated with the start of the Renaissance?
3. Describe two individuals and/or events related to the 1438 Council of Florence.
4. Explain how the work of Gemistos Plethon at the Council of Florence contradicts the traditional understanding of the reintroduction of Plato to Europe.
5. Identify and describe two changes observable in art done during the period after the 13<sup>th</sup> century.
6. Explain the importance Filippo Brunelleschi in the fields of both painting and architecture. Identify one important innovation that he developed.
7. Explain two important cultural changes that can be attributed to the expansion of printing on the European continent post-1440.

## AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Descriptor Rules
A THESIS/CLAIM (0–1 pt)	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>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.</i>
B CONTEXTUALIZATION (0–1 pt)	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>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.</i>
C EVIDENCE (0–2 pts)	<b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>
	<b>OR 2 pts.</b> Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D ANALYSIS AND REASONING (0–2 pts)	<b>1 pt.</b> Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>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.</i>
	<b>OR 2 pts.</b> 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.	<i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> <li>• <i>Explaining nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>