

AP European History Summer Assignment

Greetings! I am so excited to get rolling for next year! The following exercise will be helpful in familiarizing yourself with *some* of the key topics we will address in the coming year.

The Goal: To create an academic base from which to build as the year progresses

Please use quality, online resources (universities, museums, encyclopedias, etc.) to familiarize yourself with the topics below and to help you develop your research skills. In order for the course to engage deeply with the content in the table below (and beyond) as well as hone critical reading, writing, and thinking skills in the year to come, we first desire to acquire a foundation of *some* of the key topics we will explore together in the coming year.

In the table below, you will find *some* key topics that we will discuss, and as you move to the right, you will find some key people, events, and ideas connected to the topic.

For each topic, you will first be asked to *contextualize*. Contextualization is one of the *most important* skills we will be working on in the coming year. To contextualize anything is to understand the circumstances around the person, the idea, the action, etc. *To begin working on this skill*, simply identify: who, what, where, when.

Next, for each topic you will be given some key people, events, and/or ideas. The goal is to have *two* bullet points below each person, event, or idea:

Bullet point 1 – very briefly, who or what is this person, idea, event

Bullet point 2 – very briefly, how is this person, idea, event connected to the topic in the left-hand column.

A note: history communication consists of nouns and verbs. To avoid confusion, avoid pronouns (“the people”), adjectives (“great”), and adverbs (“successfully”). Be precise. Exactly who or what is being discussed? Exactly what is happening?

Rather than say: The people had a great uprising and successfully led a revolution.

Consider the clarity and precision of the following: The French peasantry challenged local aristocrats, leaders of the Catholic Church, and the French King to overthrow the centuries old feudal system.

Address the main idea with precision and cut out any extra words. In an exercise like this, extra words make the table an overwhelming pile of information, rather than a base from which to build your knowledge as the school year progresses.

There will not be a quiz the first week of school, so this is not an exercise in memorization. Your tables will be uploaded in a dropbox in schoology so I can get a sense of your understanding of the topics. To be sure, you will be responsible for this information as the course progresses, yet, we are aiming for deep understanding and analysis which is much more rigorous (and fascinating!) than memorizing terms. I expect you will have questions—excellent! That is why we come together as a community of scholars!

Get together with friends if you like, the sooner we begin to build a community of scholars the sooner we will build each other up in our goal of pursuing academic excellence!

Note: For a time gage, I’d aim for 30 minutes per row. There will be time for questions and time to amend and clarify your work. In fact, I fully expect each student will need to clarify original ideas as the year progresses.

I look forward to discussing what you have learned in August! With care, Mrs. Bell

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Topic	Contextualize <i>Very briefly, provide who, what, where, when</i>	Key People <i>Very briefly, who is this person?</i> <i>Very briefly, how does the person connect to the topic at left?</i>	Key Events <i>Very briefly, what is this event?</i> <i>Very briefly, how does the topic connect to the topic at left?</i>	Key Ideas <i>Very briefly, what is this idea?</i> <i>Very briefly, how does the idea connect to the topic at left?</i>
Italian Renaissance		Medici Family Michelangelo		Humanism Secularism Individualism
Protestant Reformation		Martin Luther Charles V	Diet of Worms	<i>Sola Fides</i> <i>Sola Scriptura</i>
Western Hemisphere Colonialism		Isabella & Ferdinand Montezuma Bartolome de las Casas	Spanish-Aztec War Columbian Exchange	
Scientific Revolution		Copernicus Isaac Newton		Heliocentrism Inductive Reasoning Deductive Reasoning
Absolutism & Constitutionalism		Louis XIV Catherine the Great	Divine Right Mercantilism	Glorious Revolution in England

The Age of Enlightenment		Thomas Hobbes John Locke Jean Jacques Rousseau Mary Wollstonecraft		Adam Smith's Capitalism
The French Revolution		Three Estates Olympe de Gouges	Tennis Court Oath Storming of the Bastille	<i>Declaration of the Rights of Man and Citizen</i>
Industrialization		Chartists	Railroads Bessemer Process	Robert Owen's <i>Utopian Socialism</i> Karl Marx and Friedrich Engels's <i>Communist Manifesto</i>
Eastern Hemisphere Imperialism			Berlin Conference Boxer Rebellion	Social Darwinism
WWI		Archduke Franz Ferdinand	Schlieffen Plan	Alliance System Nationalism
Interwar Years & WWII			Treaty of Versailles 1920s Economic Depression in Germany League of Nations Fascism	

Cold War Era		Joseph Stalin	Marshall Plan NATO Warsaw Pact	Iron Curtain
Modern Europe			United Nations European Union Decolonization	UN <i>Universal Declaration of Human Rights</i>