

AP EUROPEAN HISTORY - SUMMER ASSIGNMENT

What you will need for AP European History:

- A binder to organize handouts – nothing smaller than 2” – you may want to consider a smaller binder for class and a larger one at home to consolidate completed chapters
- Someplace to keep class notes – this can be a notebook, notepaper, or in Google Docs
- Consumable books
 - **VERY STRONGLY RECOMMENDED:** *Barron’s AP European History*. The 2022-23 version is the most current. This can be purchased through any online book retailer, or in Barnes and Noble. A new copy is encouraged, so that you will have use of the online resources that accompany the book.
 - **This book is not required for the course, but if you are planning to take the AP Exam in May, it will be an important resource.**
 - If you would like to purchase an additional study guide for practice and review, *5 Steps to a 5* or *AP Achiever* are well reviewed.

I can be reached at ashe@ndnj.org over the summer. I check my e-mail about once a week, so I will get back to you about any questions, but it might take a few days.

Textbook readings: A PDF of the textbook can be found at this link: [CHAPTER 11 AND 12](#). It is hosted on Google Drive. You **must** be logged into your ND email account in order to be able to view the file.

Assignments Overview:

Assignment 1: Maps of Europe – Due 9/5 (second day of classes)

Assignment 2: Chapter 12 Graphic Organizer – Due 9/7 (Thursday after Labor Day)

Assignment 3: Renaissance Art Summary – Due 9/11 (Monday after Labor Day)

Assignment 1: Maps of Europe – Due 9/5

Use whatever resources you like to label the countries on the map of Europe, and to respond to the questions on the Europe Then and Now map.

The goal here is not to memorize the maps, but more to have an appreciation of the region in which particular countries and ethnicities may be found.

Chapter 11: The Later Middle Ages

No historical events take place in a vacuum. Two of the most important skills we will be practicing in this course are causation and continuity/change over time – the connections between events, to understand why things happened and how they changed or didn't change. You can't talk about the Renaissance without first understanding the period that preceded it.

Read Chapter Eleven, "The Later Middle Ages". The link to the online PDF of the text is posted on page 1 of this packet. At the end of the reading, you should be familiar with the following ideas and concepts:

1. How did the spread of the plague shape European society?
2. How did the Hundred Years' War contribute to a new sense of nationhood in England and France?
3. What challenges faced the Catholic Church in the 14th century, and how did church leaders, intellectuals, and ordinary people respond?
4. How did the literature of the era reflect the events, circumstances, and values of the era?

Suggested viewing: Crash Course World History and World History II on You Tube

- o Crash Course World History
 - Christianity from Judaism to Constantine
 - Fall of the Roman Empire
 - The Dark Ages...How Dark Were They, Really?
 - The Crusades: Pilgrimage or Holy War?
 - Venice and the Ottoman Empire
 - Russia, the Kievan Rus, and the Mongols
- o Crash Course World History II
 - Disease
 - Climate Change, Chaos, and the Little Ice Age
 - The Vikings
- o Crash Course European History
 - The Middle Ages
- o Mankind: The Story of Us
 - Episode 5: The Plague (Watch from 13:00-36:00)
 - Found here: <https://www.youtube.com/watch?v=P8hojGZlzOc> or by searching YouTube for Mankind Story of Us Episode 5)

Chapter 12: European Society in the Age of the Renaissance

ASSIGNMENT # 2 – Chapter 13 Graphic Organizer – Due 9/7

Directions: Read Chapter 12. Use the information in Chapter 12 to complete the attached graphic organizer.

ASSIGNMENT # 3 - Art Summary – Due 9/11

Following the model provided, write an art summary outline for the Renaissance. You may use any scholarly source you like for your research into the style. The Annotated Mona Lisa, theartstory.org (they also have a nice ap), and Encyclopedia Britannica are all good places to start. Art outlines **MUST** be typed, and **MUST** be submitted to Turnitin.com to receive full credit.

*For the Renaissance art summary, you **MUST** address the differences between Northern and Italian art and techniques, and you **MUST** include Michelangelo and Jan Van Eyck as two of your artists.*

Turnitin.com Directions: You should have already used this program in past history classes. Your user ID is your personal e-mail. If you have forgotten your password, click on the link “Retrieve Password” and follow the instructions. If you have never used Turnitin.com before, click on the link “Create Account” and follow the instructions to create a student account. The Turnitin.com class ID and password will be provided in the first week of school.

Vocabulary Directions: The following terms are essential concepts, people, events, and ideas that you should know by the end of the chapter. We will have regular vocabulary quizzes throughout the semester, some in class and some online. You can use any resource you like to define terms and study for your quizzes, but remember that many Quizlets are made by students and may not be wholly accurate.

*Remember – students make Quizlet!

- | | |
|---------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Renaissance | 11. Donatello |
| 2. Humanism | 12. Leonardo DaVinci |
| 3. Secularism | 13. Michelangelo |
| 4. Individualism (the book talks about it but doesn't use the term) | 14. Northern Renaissance |
| 5. Girolamo Savonarola | 15. Johann Gutenberg |
| 6. Cesare Borgia | 16. Christian humanism |
| 7. The Medici Family | 17. Jan van Eyck |
| 8. Niccolo Machiavelli | 18. Thomas More |
| 9. Virtu | 19. Desiderius Erasmus |
| 10. The Donation of Constantine | 20. New Monarchs (Ferdinand and Isabella of Spain, Henry VII of England) |

Map Activity

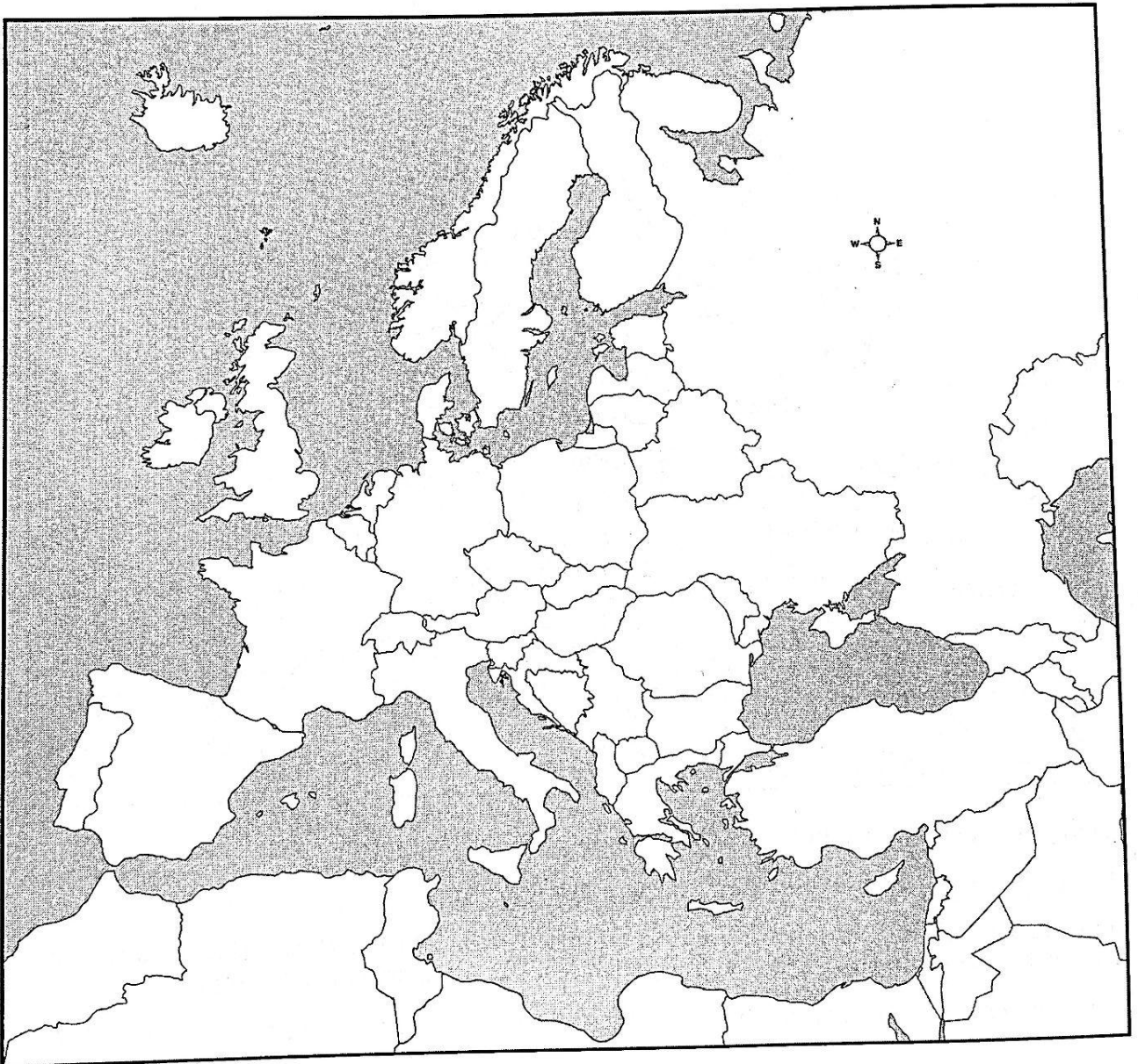
Directions: Label the following countries of contemporary Europe on the map below.

Albania
Austria
Belarus
Belgium
Bosnia-Herzegovina
Bulgaria
Croatia
Czech Republic
Denmark

Estonia
Finland
France
Greece
Hungary
Ireland
Italy
Latvia

Lithuania
Macedonia
Netherlands
Norway
Poland
Portugal
Romania
Russia

Serbia-Montenegro
Slovakia
Slovenia
Spain
Sweden
Switzerland
Ukraine
United Kingdom



The Changing Face of Europe

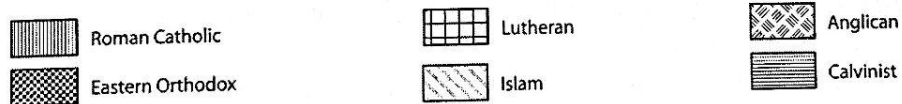
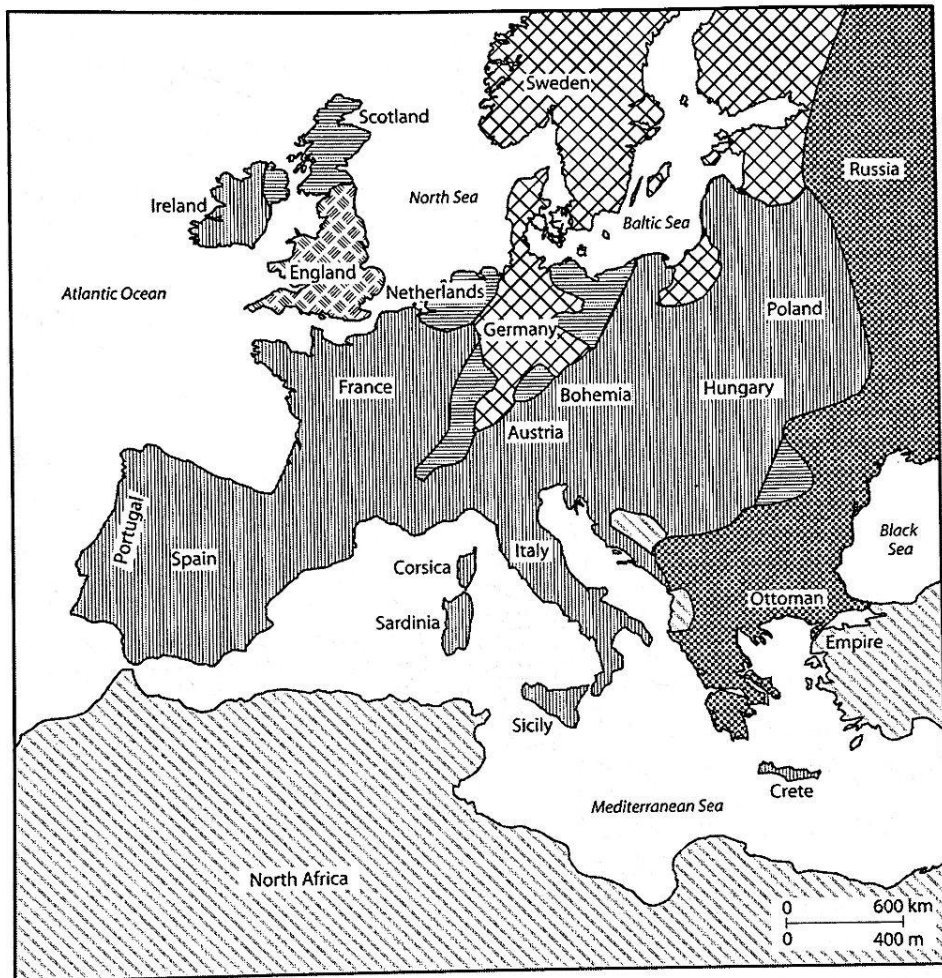
Directions: Use each map as a resource to answer the questions that accompany it.

European Ethnic Groups



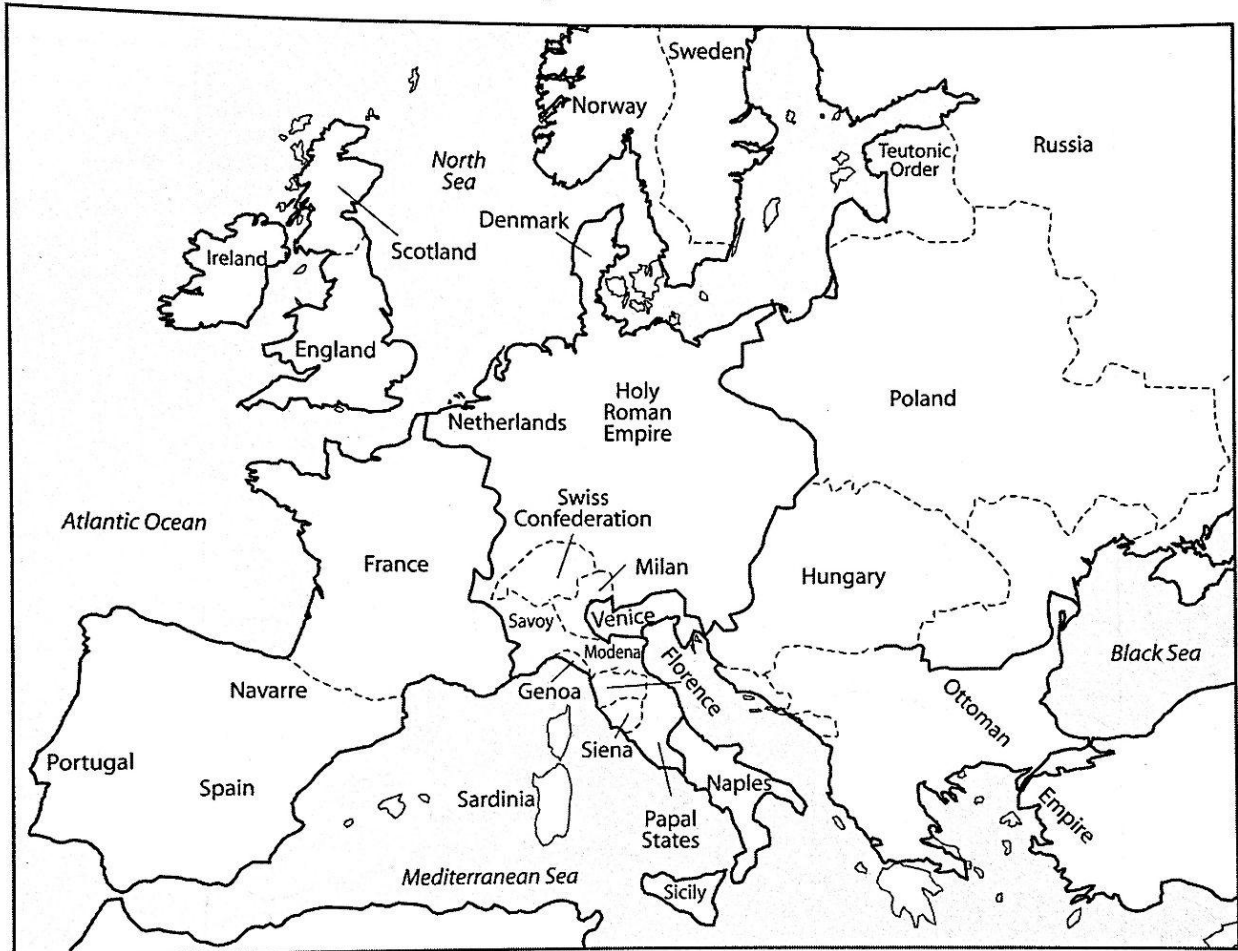
1. Identify at least seven ethnic groups/nationalities that are not independent nations.
2. List three nations that include one or more ethnic groups.
3. Note the location of the following Celtic groups: Breton, Welsh, Gaelic (Scots), and Erse. What does the scattering of these groups suggest about their earlier history?
4. How have changes in Eastern Europe altered the ethnic makeup of European countries?

Religious Differences



1. Before the advent of Lutheranism and Calvinism, what institution unified Western Europe?
2. What area of Europe was excluded from the Reformation?
3. What present-day countries are located in the area where the Orthodox Church developed?
4. What present-day countries are Catholic? Lutheran? Anglican?
5. In what countries did Calvinism have considerable influence?

Europe Then and Now



1. What present-day countries' geographic boundaries have changed little since 1520?
2. What political units on the map of 1520 no longer exist today?
3. What present-day countries were part of the Holy Roman Empire?

Art Styles Outline Format

Picture of an especially notable work of the period, with artist and title

Style

Years (approximate)

Major Characteristics of the Style

Developments: new techniques, styles, subgenres, and themes

5-6 Major figures (with a brief synopsis of career including important works):

5-6 Major works that best exemplify the style, with an explanation as to why:

Impact, both on culture and on artistic style to come:

Works Cited (in proper Chicago/Turabian format)



"Untitled," Keith Haring

- **Style:** Post-Modernism
- **Years:** Late 20th Century
- **Characteristics:** reaction against artistic influences of the modern period. More political, focusing on contemporary issues like AIDS, homelessness, racism, violence. Used a variety of materials and formats, such as photography and video art, as well as performance art. Postmodern art is meant to be ironic or playful, and blur the line between low and high concepts of art, often with little respect for authority. Lots of emphasis is placed on being original and authentic.
- **Developments**
 - Pop Art makes use of popular culture in art for the first time

- Photography is more widely used
- Sub genres include pop art (based on consumer culture), neo-expressionism (based on political commentary), international styles (including African, Latin American, and Asian), and cartooning
- Graffiti and cartoon are considered art styles for the first time
- Art does not necessarily have one meaning, determined by the artist. Interactive works became more common.
- Revisited old painting styles for purposes of parody and pastiche
- **Major figures:**
 - *Julian Schnabel* - American artist and filmmaker, Schnabel forms a bridge between neo-Expressionism and post-modernism. Famous for his "plate paintings"—large-scale paintings set on broken ceramic plates. Uses a variety of materials to create paintings that are almost sculptural. Schnabel claims that he's *aiming at an emotional state, a state that people can literally walk into and be engulfed*. Directed Oscar-nominated film "The Diving Bell and the Butterfly." Important works include "Hope"
 - *Barbara Kruger* – American conceptual artist. Famous for photographs with bold, declarative captions. Addresses cultural constructions of power, identity, and sexuality. Goal was to create art that was often superficial, without deeper meaning, similar to many Pop artists. Considered to be one of the founders of camp aesthetic in art. Major works include "Belief + Doubt," "I Shop therefore I Am," and "Picture This."
 - *Robert Longo* – American painter and sculptor. Leading figure in the appropriation art subgenre. Best known for the "Men in the City" series and "Cindy", using dramatized poses and black and white clothing to emphasize sculptural qualities in drawing. Works with illustrator Diane Shea. Also a director of film and music videos.
 - *Cindy Sherman* – American photographer and film director. Best known for portrait work. Emphasizes the role of women in the arts. Focused on the rift between reality and filmed roles and identities of women. Is often the subject of her own photographs, done in series based around a single theme. Best known for the "Untitled Film Stills" series.
 - *Eric Fischl* – American painter, sculptor, and printmaker. Neoexpressionist artist who worked mainly in American suburbs. Often compared to Edgar Degas for his use of light and color to depict individuals. Self-described "painter of the suburbs." Work often focuses on issues of sexuality. Famous works include "Sleepwalker," "Bad Boy," and "Birthday Boy."
- **Major Works:**
 - "Hope," Schnabel – A good example of the post-modern style because it illustrates appropriation art and makes a statement on the AIDS crisis.
 - "untitled #228," Sherman – Illustrates the transformative nature of photographic art. Also an example of appropriation art because it was based on paintings done by the Old Masters.
 - "Cindy," Longo – draws on commercial images to comment on urban life. Though not specifically pop art, has a similar sensibility.
 - "A Visit To/A Visit From/The Island," Fischl – In this work Fischl comments on immigration issues in the 20th century. The works are socially topical, and make use of a variety of painting techniques.
 - "untitled," Keith Haring – Illustrates the rise of graffiti style and cartoon style art.

- **Impact** – Post-modernism has asked viewers of art to reconsider exactly what art is, and what subject matters are appropriate for the artist to touch on. The techniques were often graphic-design oriented, and photography played a much larger role in post-modernism than in earlier art forms.

Works Cited

“Postmodern Art.” *The Art Story: Modern Art Insight*. The Art Story Foundation. 2018. Accessed 5 May 2018.

“Postmodern Art.” *Wikipedia*. Wikimedia Foundation, Inc. 3 January 2018. Accessed 5 May 2018.

Strickland, Carol. *The Annotated Mona Lisa, Second Edition*. Kansas City: Andrews McMeel Publishing. 2007.

Name: _____

Chapter 12: The Renaissance

Complete the graphic organizer as you read Chapter 12. DO NOT simply hunt for the answers; doing so will leave holes in your understanding of the text. Be sure to include details regarding political/diplomatic, cultural/intellectual and social/economic themes.

I. The Evolution of the Italian Renaissance

How did each of the following Italian cities gain the wealth that was the basis for the Renaissance?			
Venice	Milan	Genoa	Florence

a. Communes and Republics

Why was the union between rural nobility and mercantile aristocracy beneficial for both groups?

Trace the evolution from republic to oligarchies in Italy:

b. The Balance of Power Among the Italian City States

Describe the following city-states:			
Venice	Milan	Florence	The Papal States

What is a *Balance of Power*? How was it achieved in Italy?

II. **Intellectual Hallmarks of the Renaissance** – identify and explain the following terms:

Virtu

Humanism

Education

How did the following developments affect European society during the Renaissance?	
<i>The Courtier</i> (1528) by Baldassare Castiglione	<i>The Prince</i> (1513) by Niccolo Machiavelli
Moveable type by Johann Gutenberg	How did the Renaissance affect the status of women?

What role did art and architecture play in the Renaissance? Why were artists celebrated as “men of genius?”

III. The Renaissance in the North

What was different about the Renaissance in the North?

What was *Christian Humanism*?

Thomas More & *Utopia* (1516)

Desiderius Erasmus & *The Praise of Folly* (1509)

I. Politics and the State in the Renaissance (ca 1450-1521)

What methods did monarchs of the era use to consolidate power?

France, England & Spain: How did the monarchs consolidate their power in each specific nation?

Nation	France	England	Spain
Significant monarchs			
Economic activities			
Religious activities			
Political activities			