

AP EUROPEAN HISTORY - SUMMER 2026

Welcome to AP Euro. Details of your summer assignment are available below. If you're reading this, hopefully you've had the chance to get a textbook from me (this isn't a necessity, but it will make the job easier). If you haven't received one, you may have to make some decisions regarding the validity of some online sources. If you have any questions about these sources, you're welcome to contact me.

4321 Notes (20 Points)

Read Chapter 2 of the Spielvogel text (p. 24-57) and complete a set of 4321 Notes (guidelines are attached) for the following topics.

- Italian States in the Renaissance
- Intellectual/Artistic Renaissance
- The European State in the Renaissance
- The Church in the Renaissance

Questions (35 Points)

Part of your summer assignment will be to listen to *The Rest is History's* series on the Medici and the Italian Renaissance. *The Rest is History* is hosted by two British historians who do a great job alternately analyzing different historiographical perspectives and bringing color to some of the events that we will cover in class.

I have attached twelve questions labeled with the corresponding episode that they apply to. Please complete them in complete sentences. I would recommend reading over the questions before listening so that you know what to pay attention to. 2-4 sentences per question should be sufficient.

Links to the episodes will be provided on Schoology but can be found on any podcast platform.

LEQ (40 Points)

Using information from the three podcast episodes (you're welcome to use additional sources, but it shouldn't be necessary) and the attached LEQ rubric, respond to the prompt below in a well-structured essay of approximately three paragraphs.

Evaluate whether the dominance of the Medici family in Florence from 1438-1492 represented the fulfillment or contradiction of Renaissance ideals.

Scoring Guidelines will be as follows,

6/6 - 40/40

5/6 - 38/40

4/6 - 35/40

3/6 - 32/40

2/6 - 28/40

1/6 - 24/40

Contact

Questions can be sent via Schoology message or emailed to shane.jensen@cape.k12.de.us. There is a Schoology course containing all the necessary resources for your assignment. Assignments will eventually be able to be submitted there, but don't necessarily have to be.

Grading

Any portion of the summer work that is submitted before Monday August 17, 2026 will be eligible for extra credit. All work received before Friday August 28, 2026 will be eligible for regular credit.

Work received after Friday August 28, 2026 may be subject to point deductions.

Work can be submitted digitally to the Schoology course or dropped off in the main office at the high school.

Unless special arrangements are made Friday September 18, 2026 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 from having read this or if there are 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. For 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 to 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 paper and will be due at any time during our coverage of that chapter. They can be completed as part of a preview for new material or as a summary of covered content.

Guidelines

For each set of notes, you will divide your sheet of 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 sentence summarizing the heading topic as a whole OR one question that you will at least consider bringing up and contributing to the discussion when the topic arises in class.

Sample 4321 Notes: Chapter 1

The Black Death	The Hundred Years War
The Decamerion – Literary work by Giovanni Boccaccio that recorded reactions to the plague ranging from moderation and temperance to hedonism and immorality. Flagellants – Religious fanatics who beat themselves in ritual penance believing it would bring divine help. Yersinia Pestis – Bacterial pathogen carried by rats and transmitted by fleas that caused the plague <i>1347 – Plague enters Italy</i> <i>1348 – Plague enters London and Paris</i> <u>How impactful was the Black Death on economies in European states?</u>	Edward III – English King who started the war by asserting his claim to the French throne. Estates General – Medieval French Parliament comprised of clergy, nobles, and commoners. Treaty of Troyes – Signed after the Battle of Agincourt, disinherited French heir and made Henry V successor to French king <i>1356 – Battle of Poitiers, English victory, French King captured</i> <i>1415 – Battle of Agincourt, English victory under Henry V, paved way for Treaty of Troyes in 1420</i> <u>Most important impact of the war was the consolidation of French territories, and the end of English holdings in France.</u>
Challenges to the Church (1309-1417)	Peasant Revolts
Unam Sanctum – Papal bull that declared royal, temporal authority, to be subject to the spiritual power of the Pope Philip the Fair – King of France whose dispute with Boniface VIII led to the Avignon Papacy Clement V – Avignon Pope who in an effort to begin raising revenue developed purgatory as a greater concept and began selling indulgences. <i>1309 – Start of the Avignon Papacy and Church subservience to the French crown</i> <i>1378 – Papacy is returned to Rome, start of the Western Schism between Clement VII and Urban VI</i> <u>What was the primary attitude among the general European population toward these challenges?</u>	Taille – Direct tax levied on the French peasantry, from which the nobility was immune. John Wycliffe – English theologian and writer who helped lead the Lollard movement which was popular among the peasantry. Lollards – Followers of Wycliffe, who questioned established hierarchy of society, particularly regarding the papacy and the church. <i>1358 – Start of the Jacquerie rebellion in France</i> <i>1381 – Beginning of the English peasant's rebellion</i> <u>How many examples of peasant revolts took place prior to this era? What were the major influences among the peasants?</u>

Podcast Questions - The Rest is History

Episode 1 - The Medici: Masters of Florence

1. The hosts describe "cloth and credit" as each playing a major role in Florence's emergence as an important city. Describe how each of these variables enabled Florence's rise.
2. Foreigners described Cosimo de Medici as the "lord of the city, the master of the city" but Cosimo does not hold public office. Describe how he wields power after his struggles with the Albizzi.
3. In 1439, Cosimo played a major role in hosting an ecumenical council of the western and eastern churches in Florence. Describe two major developments associated with this council.
4. The hosts describe a dual role played by the church and by patrons such as Cosimo in promoting new developments in art. Describe two examples of art or artists supported by Cosimo.

Episode 2 - The Medici: Lorenzo the Magnificent

1. Describe one way in which Lorenzo attempted to use Renaissance ideals to project a favorable public image for himself.
2. Having assumed power, Lorenzo behaved in both similar and distinct ways from his father and grandfather. Briefly describe one way that he was similar and one way he was distinct.
3. The hosts introduce a plot against Lorenzo and the Medici known as the Pazzi conspiracy, describe one cause of the Pazzi conspiracy.
4. While the Pazzi conspiracy against Lorenzo very famously fails, describe one consequence of the failure of the Pazzi conspiracy for Florence.

Episode 3 - The Medici: Curse of the Mad Monk

1. One of the major themes of the Renaissance is an effort to emulate the Ancient Greeks and Romans, the hosts regularly return to comparing the Medici to Augustus Caesar. Describe one attempt by the Medici to emulate a practice of the Romans.
2. An additional characteristic of the Renaissance was to appreciate or patronize the arts. Describe whether the hosts believe that Lorenzo's reputation related to the arts is earned or unearned.
3. The latter portions of Lorenzo's reign saw a decline in the Florentine economy and a rise in political corruption. Describe EITHER one cause of this decline or one further consequence for Florence associated with this decline.
4. Girolamo Savonarola presented himself as someone who was against the policies and values associated with the Renaissance and the Medici. Describe a specific example of one of his criticisms.

AP EURO LEQ RUBRIC

Updated September 2023

Name: _____

LEQ Topic: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

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.

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THESIS / CLAIM

Responds to the prompt with a historically defensible thesis / claim that establishes a line of reasoning.

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.

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EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. Provides at least two **SPECIFIC EXAMPLES** of evidence relevant to the topic of the prompt.

To earn one point, the response must identify at least two specific historical examples of evidence relevant to the topic of the prompt.

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2. **SUPPORTS AN ARGUMENT** in response to the prompt using at least two specific and relevant examples of evidence.

To earn two points the response must use specific at least two pieces of historical evidence to support an argument in response to the prompt.

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ANALYSIS AND REASONING (Must Earn 1 to Earn 2)

1. Uses **HISTORICAL REASONING** (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

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, or the evidence may be overly general or lacking specificity.

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2. Demonstrates a **COMPLEX UNDERSTANDING** of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.

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SOPHISTICATED ARGUMENTATION

- ☐ Exploring nuance by analyzing multiple themes or perspectives
- ☐ Explaining both similarity and difference, both continuity and change, both causes and effects, multiple causes or effects, multiple similarities or differences, or multiple continuities or changes
- ☐ Explaining relevant and insightful connections within and across periods or geographical areas

EFFECTIVE USE OF EVIDENCE

- ☐ Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt
- ☐ Explaining how at least four pieces of specific and relevant evidence support a nuanced or complex argument that responds to the prompt

TOTAL POINTS:

/ 6

Complex understanding can be demonstrated in any portion of the essay, but not merely by a single phrase or reference.