

2021-22 AP European History - Summer Assignment
Mr. Le Clainche

Hello everyone,

Click on the link below to watch a presentation about the AP Euro course.

You will have to complete a small task on Loom after watching the video. Then, proceed with the rest of your summer assignment.

<https://www.loom.com/share/c3997a1b92bf44d68b71e8421edb7c91>

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Welcome to the challenging, rewarding, and hopefully enjoyable AP European History course.

With this class comes a great deal of responsibility including maintain rigorous reading habits schedule, preparing for several challenging quizzes and tests, retaining knowledge throughout the year, and learning from critique so that you can improve your skills. If you do not think you are ready for these responsibilities, then I would encourage you to look for an alternate course. Our drop-add period is the first two weeks of school, August 31st – September 11th. During this period you will have opportunity to drop this course if you feel it is in your best interest. I would encourage you to at least wait out the first week and to speak with both myself and your academic advisor before you make the decision.

For this class, you will need a laptop and **Microsoft Word**. You will use pen/pencils on the AP quizzes and tests in class.

Your summer assignment consists of the following:

1. Maps to Label – **Due Monday, August 30, 2021**
2. Identifications and Short Answer Questions – **Due Monday, August 30, 2021**

You will have a formal assessment by the end of the first week of school covering the summer assignment. Late Summer Assignments will not be accepted and will be entered as a 0/100. Make use of the time you have been given this summer to prepare for the coming year. It should not take you long to finish this assignment.

Send your work to Christophe.leclainche@img.education
Use pdf (not pdf pages!) or Microsoft Word to send your work.

I'm looking forward to seeing you in August.

The Summer Assignment is divided into 2 parts:

Part 1: Mapping Exercises

You will label two different maps using atlas, and/or the internet.

Part 2: Chapter 2 “Renaissance and Discovery” (older version)

Answering questions and complete graphs based on a pdf document titled “Chapter 2”

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Part 1: Mapping Exercises

Students need basic geographical knowledge in order to understand European history. The maps below gives students a starting point for identifying regions and their locations relative to other regions and landforms. Geospatial awareness is fundamental knowledge for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP European History course.

Materials: Internet, maps provided, colored pencils

Directions: Please input the following information on the maps provided.

Map 1: Political Map (recent)

- | | | |
|-------------------|--------------------|---------------|
| 1) Portugal | 8) Belgium | 15) Romania |
| 2) Spain | 9) Netherlands | 16) Russia |
| 3) France | 10) Germany | 17) Estonia |
| 4) Ireland | 11) Sweden | 18) Latvia |
| 5) United Kingdom | 12) Italy | 19) Lithuania |
| 6) Poland | 13) Greece | 20) Denmark |
| 7) Austria | 14) Czech Republic | 21) Hungary |

Map 2: Physical Map

Label body of water and rivers (in blue...yes, you have to draw the rivers)

- | | | |
|-----------------|------------------------|----------------------|
| 1) Loire River | 5) Elbe River | 6) English Channel |
| 2) Po River | 6) Guadalquivir River | 7) Baltic Sea |
| 3) Rhine River | 7) Strait of Gibraltar | 8) Black Sea |
| 4) Danube River | 5) Seine River | 9) Mediterranean Sea |

Label the physical locations below in brown

- | | |
|-----------------|---------------------------|
| 1) Sicily | 5) Scandinavian Peninsula |
| 2) Alps Mts | 6) Iberian Peninsula |
| 3) Pyrenees Mts | 7) Balkan Peninsula |
| 4) Sardinia | |

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MAP 1: Political Map (today)



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MAP 2: Physical Map



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Part 2: Completion of Chapter 2

Answers all exercises, questions, graphs found below with the help of pdf doc "Chapter 2"

The Renaissance in Italy (1300-1500)



Map is about 1300 A.D to 1360 A.D.

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Exercise #1: Video: What was the Renaissance?

Link: <https://www.loom.com/share/71e6d45ca501414a82d340d06daddf9f>

1. What was the state of Italy in the 1300-1500s?

Your answer here

2. What was the main component of the Renaissance?

Your answer here

3. What is the key word used in this video to describe the Renaissance? Could you give some examples?

Your answer here

4. Where will the Renaissance thrive first?

Your answer here

5. The Duke of Milan (from the Sforza family) was what we call a *patron* during the Renaissance. From this video could you explain what it is?

Your answer here

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Exercise 2: Why were the Italian city-states a favorable setting for a cultural rebirth?

Strength of Italian City-States

GEOGRAPHY/ECONOMY (3)	TAKING ADVANTAGE OF A GLOBAL CONFLICT
-Your answer here	-Since the Middle Ages... Your answer here
- Your answer here	-Their struggle diverted... Your answer here
- Your answer here	-It helped Italian city-states ... Your answer here

What was the main political result of the increasing wealth and prosperity in Northern Italy?

Your answer here:



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Exercise #3: At the heart of the Italian Renaissance was humanism. What was Humanism?

HUMANISM

Def:

Your answer here:

Are humanists Christians? Explain.

Your answer here:

Why was education important?

Your answer here:

Petrarch (-1374)

Who was he briefly?

Your answer here:

His work?

Your answer here:

His legacy?

Your answer here:

Educational Goals

Goal?

Your answer here:

Are women affected by education?

Your answer here:

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Civic Humanism

Purpose of humanism?

Your answer here (p.68)

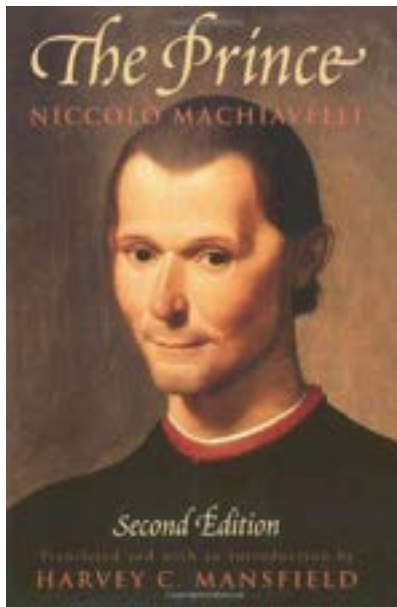
Application of humanism?

Poets, artists, and scholars mingled with politicians at the courts of Renaissance Italian rulers. A literature of “how to” books sprang up to help ambitious men and women to rise in the Renaissance world.

One famous Renaissance writer: N. Machiavelli with “The Prince”

A guide to rulers on **how to gain and maintain power** = ruthless power politics (“the end justifies the means”).

Note: the contrary of Plato’s ideas on leadership based on high ideals!



Petrarch: “The Father of Humanism”

- Francesco Petrarch, the most famous of the early Florentine humanists
- Petrarch was a poet and scholar. He lived from 1304 to 1374.
- Devoted his life to recovering, copying, and editing Latin manuscripts.
- Petrarch used Latin for his letters and essays. But, he wrote his poems and songs in Vernacular Italian.
- Petrarch was acclaimed as the finest practitioner of the sonnet form.



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Exercise 4: High Renaissance Art (p.68)

A GOLDEN AGE IN THE ARTS		
Humanist concerns	New techniques	Mannerism
... Your answer here:	- ... Your answer here: - Use of ... Your answer here: = ... Your answer here: - Linear perspective = ... Your answer here: - ... Your answer here:	Def: ... Your answer here:



Mona Lisa by Leonardo da Vinci

School of Athens by Raphael

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The Sistine Chapel in Rome by Michelangelo



Example of mannerism art: *Autumn* by G. Arcimboldo, 1575.

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Exercise 5: Slavery in the Renaissance



Enslaved Black Africans in Renaissance Italy.

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Exercise #6: Italy's Political Decline: The French Invasions (1494-1527)

1200s late 1400s	1494	-	1527
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Italian city-states relied on internal cooperation for its peace and safety from foreign invasions (Turks).

Ex: **Treaty of Lodi**: Milan-Naples-Florence alliance (against Venice and Papal States)

Tensions between Milan and Naples = Milan called France for help = mistake because it revived French dynastic claim to Naples ...and Milan.

Spain got involved to counter-balance French influence in Italy.

A Series of invasions weakened the Italian city-states.



Battle of Marignano, 1515. French (and its ally the Republic of Venice) victory over the Old Swiss Confederacy and its ally the Duchy of Milan.

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Exercise #7: The Northern Renaissance

<p>HOW DID THE RENAISSANCE REACH NORTHERN EUROPE (FLANDERS)?</p> <p>- Your answer here</p> <p>- Your answer here</p> <p>- Your answer here</p>	<p>HOW WAS THE NORTHERN RENAISSANCE DIFFERENT FROM THE ITALIAN ONE?</p> <p>- Your answer here</p> <p>- Your answer here</p> <p>- Your answer here</p>
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The Printing Press
<p>What were the conditions that helped creating a printing press?</p> <ul style="list-style-type: none">• Expansion... Your answer here• Northern European kings... Your answer here• The invention Your answer here

RESULT?



To learn more about the printing press take a look at this youtube video, first 11 minutes:
<https://www.youtube.com/watch?v=0ojyCDRc8uc>

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Exercise #8: Who was Erasmus?



Who was **Erasmus**?

Your answer here

What did he believe in?

Your answer here, elaborate.

What was the Church's opinion about Erasmus?

Your answer here

Other humanists

In Germany, Von Hutten (-1523):

Supporter of academic freedom, good scholarship, German nationalism and Luther's religious reform.

In England, T. More (-1535):

A Catholic who wrote "**Utopia**": description of an ideal society in which men and women live in peace and harmony (based on reason and tolerance). No one is idle, all are educated, and social justice is applied by holding all property and goods in common!



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Portuguese and Spanish possessions in the 1500-1600s

Exercise #9: Voyages of Discovery and the New Empires in the West and East.

<p>Reason? Your answer here</p>	<p>Who was Henry the Navigator? Your answer here</p>
<p>First, the Portuguese</p>	
<p>where? First, the maritime explorations ... 1487: ... Your answer here 1498: ... Your answer here</p>	<p>Results? Establishment of Your answer here</p>

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Reason?

Your answer here

Christopher Columbus?

Your answer here

**Second, the
Spanish**

first conquests?

1519: ... Your answer here

1533: ... Your answer here

Beginning of an imposing ... Your answer
here

Results?

- **Wealth from ...** Your answer here

-**The Columbian Exchange: ...** Your
answer here

-**Rise and by extend...** Your answer
here

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Exercise #10: The Economy of Exploitation.

EXPLOITATION OF AMERICAS

The Encomienda System	The Repartimiento System	The Hacienda system
<p>Spanish monarchs granted the conquistadors the right to demand labor or tribute or taxes from Native American in a particular area. The N. Am. were enslaved under the most brutal conditions Pb: so many had died that the encomienda system could no longer function Opposition to this system: <u>Bartolome de Las Casas</u></p>	<p>System forcing the local population into low-paid or unpaid labor for a part of each year on Spanish-owned farms, mines, and workshops and on public work projects. It's a different form of slavery!</p>	<p>Used on Spanish-owned plantations producing commercial crops and livestock. Haciendas used both free and indentured labor (form of debt bondage, debt peonage).</p>

Other example of the exploitation of America: The Potosí Mine

Location: Bolivia

Metal extracted: silver, the largest one in the world in 1545!

Working conditions: paid labor at minimum wages; inhuman working conditions, child labor, men...

Impacts on Spain and Europe: **between 1550 and 1800 a massive supply of silver (and gold) is produced.**

- 1) The majority was used to pay for Asian luxuries: silk, tea, spices (China used the silver as a currency!)
- 2) Massive government expenditure on war leading to ultimately bankruptcy despite military successes
- 3) Lack of Spanish commercial infrastructures profited to other European merchants which produced the necessary commercial services.

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Rubric Summer Assignment AP European History

Maps: Labels - Accuracy	100% of the items are labeled and located correctly 5	At least 90% of the items are labeled and located correctly 4	At least 89 - 80% of the items are labeled and located correctly 3	Less than 80% of the items are labeled and located correctly 2	/5
Amount of information	All topics are addressed and all questions answered with at least 1/2 sentences or key terms about each 10	All topics are addressed and most questions answered with at least 1/2 sentences or key terms about each. 8	All topics are addressed, and most questions answered with 1 sentence or key terms about each. 6	One or more topics were not addressed. 4	/10
Quality of information	Information clearly relates to the main topic and/or it includes several supporting details and/or examples. 10	Information mostly relates to the main topic and/or it provides 1-2 supporting details and/or examples. 8	Information sometimes relates to the main topic and/or examples are given. 6	Information has little or nothing to do with the main topic. 4	/10
					/25
					/100