

**SUMMER READING ASSIGNMENT**  
**AP EUROPEAN HISTORY 2018-2019**

Welcome to AP European History. This course is an intensive college level course, which covers the periods from the Renaissance to the post Cold War era. Due to the time constraints of the course, we have some summer research and background knowledge we need to attain to start the year off well.

Your assignment is due the first day we start school in August. Don't wait until the last minute! The book we are using – The Annotated Mona Lisa – can be found online in a PDF version (free) or can be purchased for less than \$5.00 on Amazon.com.

Summer Assignment:

1. Read The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern – starting with the period on the Renaissance. (you do not need to read the information before this unless you have a strong interest in art)
2. Complete *The Calamitous 14<sup>th</sup> Century: Was it that bad?* Activity
3. Label and learn the map of Europe included – there will be a test on this around the start of school.

Have a great summer!

*Mrs. Wagner*

## SUMMER READING ASSIGNMENT – AP EUROPEAN HISTORY

The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern by Carol Strickland, Ph. D.

- This assignment is designed to evaluate your ability to teach yourself. This skill is indeed imperative in any AP/college course because – given the strict time constraints – we will not be able to cover all the material in class and you will be responsible to digest significant portions of it by yourself.
- In The Annotated Mona Lisa, the sections listed below (see box) touch on all the major art periods we will cover. This book will introduce you to all the major artists and explain the cultural/historical context that fueled these artists creativity.
- A timeline at the beginning of each section ties all of this information together, noting the historical events that shaped the art world and the world at large. Be sure to READ and refer back to these timelines as you work through the text to help you envision a more complete “picture” of each art movement.
- You should use the structure of the book to help you navigate the material. Make sure you understand the historical and cultural context of each art period and the overall trajectory art has taken over the centuries. For instance, think about the different trends chronologically:
  - Why did Baroque come after Renaissance but before Impressionism? Why are classical themes introduced again in Neo-Classicism?
  - How did the techniques and the subjects change over time and why?
  - What was the role of art in the different periods and how did the position/role/job of that artist in society change over time?
  - You should know the main representatives of each period and their basic techniques/approaches to art. You should also trace artistic influence; who relied on whose ideas; who added to or modified whose method, etc.
- Do not let yourself be overwhelmed by the details. FOCUS ON EUROPEAN ART. The American art sections give you a fuller picture of the development of art over time but we will not be concerned with them in AP Euro.
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### ART MOVEMENTS YOU NEED TO RESEARCH IN THE BOOK

Renaissance (Italian and Northern), Baroque, Rococo, Neo-Classicism, Romanticism, Realism, Impressionism (and post), Cubism, Surrealism, Expressionism

The following page is an example of the structure you can use for each section to help you organize the materials necessary to complete this reading project. This assignment is due the first day back to school in August.

What to include on the following chart for each movement (each movement should have its own page) For Renaissance – Italian and Northern – one page is fine – specify which area you are discussing. The same goes for Impressionism and post.

1. Name of period and approximate dates
2. Timeline of 5 historical events from that period.
3. Characteristics of the period.
4. Role of the artist of that period in society
5. Choose 3 artists from the period and include (2 works of art they completed, their dates of birth and death and the country they are from)
6. Choose one piece of art from number 5 and explain how it expresses or contains characteristics or components from the movement.
7. Explain the movement’s relationships to other artistic movements.

(need 10 of these pages when complete)

Time period and dates	
Timeline	Characteristics
Role of artist in society:	
Three artists:	
Explain one piece of art:	
Relationship	

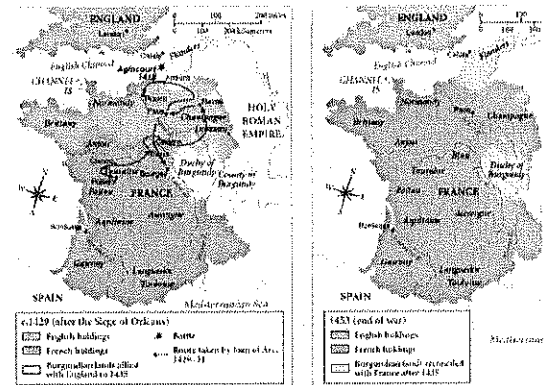
**AP Euro Summer Skills Packet: Complete the following activities – all activities due on the first day of school.**

**The Calamitous 14th Century: Was it that bad? (AP)**

**Directions:** In *A Distant Mirror*, Barbara Tuchman describes “a violent, tormented, bewildered, suffering and disintegrating age” known as the Dark Ages. Read about the various events associated with the Late Middle Ages and rank them in order of importance from 1 to 8 in creating a dark period in European History.

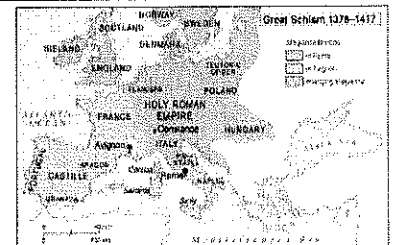
**The Babylonian Captivity (1309-1378):** During this time period, the Pope moved from Rome (Italy) to Avignon (France) known as the Avignon Papacy. This initiated a series of seven French popes who reigned from Avignon, and who generally favored France. The city of Rome was left destitute. A contemporary account noted: “...living in [Avignon], in the Babylon of the West... Here reign the successors of the poor fishermen of Galilee [who] have strangely forgotten their origin. ...to see these men loaded with gold and clad in purple, boasting of the spoils of princes and nations; to see luxurious palaces and heights crowned with fortifications, instead of a boat turned downwards for [their] shelter...”

**Hundred Years War (1337-1453):** During most of the middle ages, wars had been short and small in scale. In the 14th century, a new trend developed as a series of conflicts between the English and the French known as the Hundred Years' War (1337 to 1453) occurred. In 1328, Charles IV, the son of Philip the Fair, died. An assembly of French barons gave the crown to Philip VI of Valois, the nephew of Philip the Fair. Edward III, King of England, asserted that he had a superior claim to the throne because his mother was Philip the Fair's daughter making him Philip the Fair's grandson. However, the French did not want an English king on their throne. Hence, the war began and both European monarchs imposed high taxes upon the people. The French taxed salt, bread, and wine. The war, fought entirely on French soil, raged off and on for more than 100 years. English victories were followed by French victories, then a period of stalemate would ensue, until the conflicts again rose to the surface. This war marked the end of English attempts to control continental territory and the beginning of its emphasis upon maritime supremacy. By the end of the Hundred Years War, the French population had been cut in half because warfare and disease (i.e. Black Death).



**Black Death (1347 to...):** In the early 1330s an outbreak of deadly bubonic plague occurred in China. In October of 1347, several Italian merchant ships returned from a trip to the Black Sea, one of the key links in trade with China. When the ships docked in Sicily, many of those on board were already dying of plague. Once people are infected, they infect others very rapidly. Within days the disease spread to the city and the surrounding countryside. Plague causes fever and a painful swelling of the lymph glands called buboes, which is how it gets its name. The disease also causes spots on the skin that are red at first and then turn black. After five years, 25 million people were dead--one-third of Europe's population. Medieval society never recovered from the results of the plague. So many people had died that there were serious labor shortages all over Europe. European Christians prayed devoutly for deliverance from the plague but their prayers were not answered. The Italian writer Boccaccio said: “its victims often "ate lunch with their friends and dinner with their ancestors in paradise... No doctor's advice, no medicine could overcome or alleviate this disease... Many ended their lives in the streets both at night and during the day; and many others who died in their houses were only known to be dead because the neighbours smelled their decaying bodies. Dead bodies filled every corner.”

**Great Schism (1378-1415):** In the year 1378, the Roman Catholic Church split when the King of France decided that he did not like the Italian Pope and elected one of his own. During the Great Schism, there were two popes claiming authority over the Catholic Church. (The "Babylonian Captivity" was one of the main factors causing the Great Schism). In 1377, Pope Gregory XI made a significant move and returned the papacy to Rome. After Pope Gregory XI died, an Italian Pope was elected. However, the French did not like him. Therefore, they elected their own pope who ruled from Avignon where the pope had been living. Western Europe was politically divided over which pope to support. France, Sicily, Scotland, Castile (Spain), Aragon (Spain) and Portugal supported the Avignon pope while Rome, Flanders (Belgium), Poland, Hungary, and Germany supported the Roman pope. Many citizens were confused over this split. The effects of this split on the general population can be summarized as follows, "The papal office suffered the most; the pope's authority diminished as pious Christians became bewildered and disgusted." (The schism ended with the election of a single pope, Pope Martin V, in 1417.)



**English Peasant Revolts of 1381:** The peasants who survived the Black Death wanted to improve their lifestyle. Feudal law stated that peasants could only leave their village if they had their lord's permission. However, after the Black Death, lords actively encouraged peasants to leave the village where they lived to come to work for them. Peasants could demand higher wages as they knew that a lord was desperate to get in his harvest. So the government faced the prospect of peasants leaving their villages to find a better 'deal' from a lord thus upsetting the whole idea of the Feudal System which had been introduced to tie peasants to the land. To curb peasants roaming around the countryside looking for better pay, the government introduced the Statute of Labourers in 1351 that stated: *No peasants could be paid more than the wages paid in 1346. No lord or master should offer more wages than paid in 1346. No peasants could leave the village they belonged to.* In 1381, Wat Tyler and peasant supporters marched to London in order to present a petition to the king. 60,000 strong, the petitioned called for the abolition of serfdom and end to heavy taxation. Workers in the cities, especially London, rose in support of the peasants and their demands. King Richard II, then only fourteen years of age, offered to meet the peasant demands. Before the meeting, the rebels plundered Lambeth Palace and burned books and furniture. King Richard II agreed to meet with Wat Tyler and his peasant followers. At the meeting, Wat Tyler was knocked off his horse and stabbed in the stomach, killing him. The rebellion was over. Wat Tyler's head was cut from his corpse and displayed on London Bridge.

**OTHER PEASANT REVOLTS:**

Bulgaria, 1277-1280	Flanders, 1323-1328	Estonia, 1343-1345
Hungary, 1382	Kent, 1450	Cornish, 1497

**Little Ice Age (1250 - 1850) and the Famine of 1315:** Around 1250, glaciers began expanding and ice flows crept southward across the globe. By 1300, summers grew cold and wet. Torrential rains plagued the globe and weather became unpredictable. Winters brought unprecedented snowfall. The resulting weather changes made agriculture difficult. Massive rainfall and cooler temperatures ruined crop yields in Europe. The poor weather killed crops and other plants. Throughout the fourteenth century, Europe experienced a number of famines leading to mass starvation. Climate change wiped out crops leaving people with less to eat. The worst of the famines began in 1315. In spring 1315, rain fell especially heavy and continued into summer while the temperatures remained cool. Crops failed and there was little straw or hay for animals. Scarcity led to a spike in food prices. Wheat prices rose by as much as 300% in parts of Europe making it impossible for many to buy. People began to starve to death. As people died, life expectancy dropped from 35 to 30 years. People ate their animals, seeds, grass, and each other. The elderly intentionally starved themselves to death to save food for others. Parents abandoned their children. The famine killed up to 25% of the population. Real numbers are difficult to determine. The poor weather let up in 1317, but Europe did not recover until 1325.

**Population Growth and Decline Statistics**

Time Period	Index	Time Period	Index
1000-1050	109.5	1500-1550	113.0
1050-1100	104.3	1550-1600	114.1
1100-1150	104.2	1600-1650	112.4
1150-1200	122.0	1650-1700	115.0
1200-1250	113.1	1700-1750	121.7
1250-1300	105.8	1750-1800	134.3
1300-1350	69.9	1800-1850	141.5
1350-1400	88.2	1850-1900	150.8
1400-1450	133.3	1900-1950	136.7

The indices are based on the figures for 100 (that is 1000 = 100). These figures are estimates only.

**Rank:**

- Babylonian Captivity   
  Hundred Years War   
  Black Death   
  Great Schism  
 Peasant Revolts   
  Little Ice Age   
  Famine of 1315   
  Population Change

**Rationale:** (explain why you chose what you did for the most impactful)

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### **Map Activity:**

On the blank map you will need to fill in all of the following. 38 countries and 8 bodies of water.

#### **Countries:**

- |                   |               |                    |                |
|-------------------|---------------|--------------------|----------------|
| 1. Iceland        | 14. Finland   | 24. Greece         |                |
| 2. Ireland        | 15. Latvia    | 25. Macedonia      |                |
| 3. United Kingdom | 16. Lithuania | 26. Albania        |                |
| 4. France         | 17. Belarus   | 27. Bosnia         |                |
| 5. Spain          | 18. Ukraine   | 28. Serbia         |                |
| 6. Portugal       | 19. Moldova   | 29. Croatia        |                |
| 7. Germany        | 20. Romania   | 30. Slovenia       |                |
| 8. Belgium        | 21. Bulgaria  | 31. Slovakia       |                |
| 9. Netherlands    | 22. Turkey    | 32. Czech-Republic |                |
| 10. Denmark       | 23. Estonia   | 33. Austria        |                |
| 11. Poland        |               | 34. Italy          |                |
| 12. Norway        |               | 35. Switzerland    | 37. Russia     |
| 13. Sweden        |               | 36. Hungary        | 38. Montenegro |

#### **Bodies of Water:**

1. Atlantic Ocean
2. Norwegian Sea
3. North Sea
4. Baltic Sea
5. Mediterranean Sea
6. Adriatic Sea
7. Aegean Sea
8. Black Sea

# EUROPE

