

AP European History Summer Assignment

This summer assignment in AP European history will serve two purposes. First, it is designed to act as a springboard into our analysis of European history. For the purposes of AP European History our inquiry begins around 1450. To lay the base for our study you will develop a basic understanding of the foundation of western civilization, the fall of the Roman Empire, the Middle Ages and the beginnings of Renaissance thought. Second, the vast scope of the course requires that we get a head start during the summer to ensure that we have time for review before the national exam in May.

You are responsible for completing the summer assignment by the first few days of class. Be ready on those days to be assessed on your work for the summer assignment. I will check my email several times during the summer, so please email me if you have any questions!

Part I – Maps of Modern Europe

Knowing Europe's geography is essential in building a strong foundation for AP European History. You have two maps, a political map and a physical map. You will not have to label and turn in the maps; I am only providing them for you to help. However, you will be responsible for knowing the locations. You will have a quiz on both these maps on the second day of class.

There are plenty of websites on which you can find maps of Europe. Here are a few websites that should help you:

<http://www.ezilon.com/maps/europe-physical-maps.html>

<http://www.worldatlasbook.com/europe/europe-political-map.html>

MAP 1 – Political Map

Please know the following countries:

Iceland	Belgium	Russia
Ireland	The Netherlands	Estonia
United Kingdom	Germany	Latvia
Portugal	Denmark	Lithuania
Spain	Norway	Belarus
France	Sweden	Ukraine
Luxembourg	Finland	Georgia

Armenia	Kosovo	Czech Republic
Turkey	Montenegro	Hungary
Greece	Bosnia and Herzegovina	Austria
Bulgaria	Croatia	Liechtenstein
Romania	Slovenia	Switzerland
Albania	Poland	Italy
Serbia	Slovakia	Vatican City

Know the following capitals (please note that you do not have to know the capital of every country listed above – only the ones listed here):

Reykjavik	Berlin	Sarajevo
Dublin	Copenhagen	Warsaw
London	Oslo	Prague
Lisbon	Stockholm	Budapest
Madrid	Helsinki	Vienna
Paris	Moscow	Bern
Brussels	Kiev	Rome
Amsterdam	Athens	Vatican City

MAP 2 – PHYSICAL MAP

Please know the following:

- (a) Bodies of Water – Atlantic Ocean, North Sea, Baltic Sea, Strait of Gibraltar, Mediterranean Sea, Adriatic Sea, Aegean Sea, Dardanelles, Bosphorus Strait, Black Sea
- (b) Regions – The Balkan Peninsula, The Baltic States, Crimean Peninsula, Iberian Peninsula, Normandy, Rhineland, Scandinavia

Part II – Reading and Discussion Questions

The following is a brief history of Europe from the fall of the Western Roman Empire to the Renaissance. As this class begins in the late Middle Ages and the Renaissance it is necessary to have a good working knowledge of the events in European history after the fall of Rome. This should stand as review for you, as this information should be somewhat fresh in your minds! Read the passage, "Medieval Europe: From the Fall of Rome to the Renaissance." Answer the discussion questions on a separate sheet of paper – HANDWRITE YOUR ANSWERS or no credit will be given. Have these ready to turn in on the first day of class.

MEDIEVAL EUROPE: FROM THE FALL OF ROME TO THE RENAISSANCE

A BACKGROUND READING LINKING CLASSICAL TO MODERN TIMES

From approximately 200 B.C. to 476 A.D., the "civilized" areas of Europe and the Near East were dominated, ruled, and imprinted with a lasting influence from the Roman Empire. At its greatest extent, the Roman Empire stretched east to include Greece, Turkey, Syria, Mesopotamia and Persia; it stretched south to encompass Africa north of the Sahara from the Atlantic to Egypt; and, it stretched north and west in Europe with its frontiers on the Danube and the Rhine and included Great Britain south of Scotland and Hadrian's Wall. This great empire crumbled for a variety of reasons including: internal political corruption; the economic and social difficulties arising from ruling such a vast territory; the high cost of warfare to maintain the empire; labor surplus problems largely caused by slavery; overindulgence by the citizenry; and immorality, indolence, and reduced production causing heavy public welfare expenses. Religious and ethnic strife caused division of the people of Rome from within while Germanic tribes invaded the Empire from the North and East. The fall of Rome actually occurred gradually over a period of many years, but is usually set at 476 A.D., the year Odoacer, a chieftain from a Germanic tribe, seized the city and proclaimed himself emperor.

Although the western Roman Empire and the government in Rome itself fell, the Empire lived on in the East. The Emperor Diocletian had divided the Empire during his reign (284-305) to increase administrative efficiency. The Emperor Constantine (reigned, 324-337) had erected a new capital on the site of the Greek city of Byzantium, which controlled the passage from the Black Sea to the Mediterranean, calling it Constantinople. Theodosius I (r. 378-395) was the last emperor to actually rule both portions of the Empire simultaneously. The Eastern Roman, or Byzantine, Empire contained more diverse nationalities than the West. The dominant language of the Byzantine Empire was Greek rather than Latin, and it featured a much heavier influence from Hellenistic, Semitic, and Persian cultures. The Byzantine Empire contained most of the Roman Empire's rich commercial centers including Alexandria, Athens, and Damascus, as well as Constantinople. While Rome and the western Empire fell, the Byzantine Empire survived at Constantinople, the modern city of Istanbul, until 1453 when it was conquered by the Ottoman Turks. Only then did the city cease to be the cultural and economic center of Byzantine rule in the East.

During the centuries of Roman rule, the entire civilized European world was united under one rule. (The Romans called everyone who was not Roman a barbarian.) When Rome fell, that union also vanished: For centuries there was no unity and there were no nations as we know them today. As the many nomadic Germanic tribes from northern Europe moved across the continent during this period, sometimes called the "Dark Ages", what political organization did exist in Europe grew out of the tribal organization of

these peoples. Only a few of these tribes made a lasting impression. The Angles and Saxons established their rule and culture in Great Britain (hence the name "Angleland") and the Franks (as in "France") dominated northern and western Europe. The Vandals are remembered for their especially destructive behavior, and the word Gothic (from the Goths) was later used to describe these tribes collectively.

Charlemagne (French for Charles the Great) was King of the Franks from 768-814 and was able to unite most of western Europe into the Frankish Kingdom which lasted from 800-860. On Christmas Day, 800 A.D., after restoring Pope Leo III (reigned, 795-816) in Rome from which he had been driven by invaders, Charlemagne (reigned, 768-814) was crowned by the Pope as "Emperor of the Romans". The Frankish Kingdom then became known as the Holy Roman Empire, a name that would remain until the Empire was dissolved by Napoleon in 1806. Voltaire would later note that it was neither Holy, nor Roman, and not an empire because it was only a confederation of German tribal states. This was the first serious attempt (many others would follow) to re-establish the rule and grandeur of Europe along the lines of the fallen Roman Empire, which has continued to be a mythical ideal to be re-established someday. It also established an entangling relationship between Church and State that would dominate Europe for centuries.

At this time in history, without modern communication methods and with travel more difficult and hazardous than ever, it was difficult even for good rulers to maintain strict control over wide-spread lands. Thus, governing rested mainly in the hands of the local nobility. When Charlemagne died, his empire passed to his son, Louis I, "the Pious" (reigned, 814-840), who in turn divided the empire among his three sons. These sections roughly became some of the main divisions of Western Europe we find today: France, Germany and the middle kingdom of northern Italy. However, Charlemagne's grandsons, the rulers of these three kingdoms were far less than competent. Between their poor rule and the continuing invasions of Europe by Moslems, Slavs, Magyars and Vikings (or Norsemen), Charlemagne's empire was lost except in name and tradition.

After the breakup of Charlemagne's empire, European political organization was characterized by weak kings and strong nobles or lords who ruled their estates rather independently. This kind of political organization is known as feudalism. Feudalism was also a social and economic organization based on a series of reciprocal relationships. The king in theory owned the land which he granted to lords who in return would give service, usually in the form of military aid, to the king. The receiver of the land became a vassal, and these grants of land were known as fiefs. Sometimes these fiefs were larger than a lord could himself administer. So he, in turn, granted use of part of the land to lesser lords who pledged their service in return. This system continued on until, at the lowest level, a knight (the lowest level of this landed nobility) administered only a small feudal estate.

Each of these lords was part of the nobility and therefore above the level of true labor. The actual farming and other necessary labor on the land were performed by serfs who were bound to the land and actually transferred from one landlord to another with its title. They produced the necessities of the estate. In return, they received protection by the nobles and a share of the produce of the land. The serf was not a slave in the true legal sense, for a class of slaves, usually prisoners from war, did exist. A small class of free men also existed having won their freedom for themselves and their descendants for service to some past lord. They usually performed the special skills of craftsmen, artisans, and merchants and were the beginning of a middle class.

During the Middle Ages, warfare was almost constant between lords who fought for power, land, or wealth. Probably hardest hit by this near constant warfare were the serfs whose homes and fields were often the scenes of battles and suffered the damages. Indeed, the very slave-like status of the serf was due to his need for protection from this warfare. Feudal manors provided both political and social organization, as mentioned above. They also were individual economic units, nearly self-sufficient due to

medieval warfare, the difficulties of travel, and the resultant lack of trade. The feudal estate featured a manor-home, usually a fortified castle surrounded by protective walls, belonging to the lord, surrounded by fields, herds and villages where serfs lived and worked. The serfs by their labor provided everything needed on the estate.

An important economic characteristic of the period was the decline in travel and trade. Under the Roman Empire, there had been a great amount of trade between the widespread areas of the Empire. Legions patrolled the roads and the roads linked the provinces. After the fall of Rome, with no government to supply protection or to keep the roads and bridges repaired, travel became difficult and dangerous. This danger, coupled with ignorance and lack of desire to change the situation by the powerful lords, whose manors required little trade, led to the decline in travel and trade.

One reason for the early Middle Ages being designated as the Dark Ages is that education and learning also declined. People were busy with their roles in life. There was no government to sponsor education. Because of the lack of trade and travel, contact with the scholars of the ancient world was lost. However, while civilization in Europe declined, learning and discovery was progressing in Asia and the Middle East waiting to be rediscovered by future generation of Europeans.

The Roman Catholic Church was the only center of knowledge during this period and learning was mostly religion-centered. True scholarship lived on in the monasteries where devout monks had withdrawn from the corruption and violence of the outside world. There they preserved the ancient writings of the advanced civilizations of Greece and Rome; this treasure of Classical knowledge awaited its discovery by people in the future who cared more for these achievements. The dominant philosophy of the late Middle Ages was best articulated by St. Thomas Aquinas (1224-1274) and known as scholasticism. Although Aquinas' scholasticism attempted to reconcile all new knowledge with accepted Christian dogma, it ran into many problems. Learning emerged from the Dark Ages and the long conflict between science and religion was about to begin. Under scholasticism, if reason and religious dogma clashed, reason must always give way because religious knowledge was considered to be without error. In fact, nearly everything in feudal Europe seemed to be religiously centered. Religion and the after-life became the focal point of thought and living. The influence of religion can also clearly be seen in the art, architecture, literature, and music of the time. Perhaps because life was so hard on earth, the peasants endured it concentrating on and longing for their reward in the after-life.

The Roman Catholic Church remained the only stable and unifying institution left over from the old Roman days and therefore came to dominate the lifestyle of the feudal era. The Church claimed superiority over all earthly political figures (as heaven was supreme over earth). As Pope Leo III had crowned Charlemagne, later popes claimed to be superior to kings and all other feudal rulers of the temporal world. The Church's official name of Roman Catholic (meaning universal with its headquarters in Rome) was reminiscent of the old Empire. The dream of a new Roman Empire in the image of the Church was envisioned by Pope Gregory VII (1073-1080) as "Christendom". The Church reached the height of its power and influence under Pope Innocent III (reigned, 1198-1216). The Church's hierarchy paralleled that of ancient Rome: The Pope occupied the position of the emperor. The bishops presided over bishoprics, as the governors had once presided over the Roman provinces. Local parish priests ministered to each local community. Geographically or politically important bishops became archbishops and, in time, the College of Cardinals, appointed by the Pope, occupied a legislative position equivalent to that once held by the Roman Senate. The Cardinals had the further responsibility to elect each new pope. The Church had its own law, canon law, and its own court system which was a rival to that of the new emerging monarchies.

The Church was the constant link the people and God. Church doctrine held that one could only get to heaven by doing good works and observing the sacraments. The seven sacraments (baptism, confirmation, communion, penance, holy matrimony, holy orders, and extreme unction or last rites) kept an individual constantly connected with God and the Church from birth to death. Individuals could be punished by

excommunication, the process of being cut off from the Church when a person could not receive the sacraments. Whole geographic areas could be punished through interdiction which prohibited the performance of any of the sacraments in that district. Interdiction was a powerful weapon against immoral, rebellious or independent feudal rulers. On the other hand, the Church actually provided the only real opportunity in the Middle Ages for an exceptional individual to excel and rise above the social status of his birth. The Church was far more organized than any political state in Europe, but such extensive organization and the access to great wealth also provided the opportunity for corruption. This would be one of the major causes of the loss of prestige that would come at the end of the Middle Ages.

The social structure of Europe during the Middle Ages was strictly divided into three classes or "estates". The First Estate, composed of the ordained officers of the Church, from Pope to parish priest and wandering monk, constituted a separate class claiming authority from God. The nobility, by virtue of its land ownership and its right to bear arms, made the nobles' primary function as warriors. They comprised the Second Estate. Everyone else, mostly peasants, was grouped into a Third Estate with no base for power. Problems with this social structure were inevitable. A new money economy emerged and many commoners of the Third Estate became richer and more powerful than the old nobility of the Second Estate whose members' wealth was based solely on land ownership.

The system of feudalism decentralized the power of the state and made for a weak national government. Feudal lords were the real power in their local provinces. Since the soldiers in a feudal army were as likely as not recruited and paid by the lord, kings were very dependent upon their loyalty and weakened because of this feudal system. A centralized government would mean a loss of local power of the feudal lords. The Church also favored this system of weak national monarchies. Both the old nobility and the high-ranking Church officials had much power to lose if strong national governments developed. In order for the modern nation-state with its central government to emerge, new monarchs would have to challenge this entrenched power system.

Feudal Europe was a self-perpetuating society for almost a millennium. The lack of learning and education and the lack of travel and trade tended to keep society as it was. Even if new ideas, products, and methods were discovered, they were not widely introduced. More than any other factor, it was a series of religious wars known as the Crusades that were responsible for bringing Europe out of the Dark Ages into the high Middle Ages and eventually the Modern Age. These wars were fought by northern European Christian lords and kings who were responding to a call from Pope Urban II (reigned, 1088-1099) to drive the Muslims from the Holy Land in Palestine after the Turks began to restrict religious pilgrimages and persecute Christians in the Middle East. The threat from invading tribes had lessened along with the opportunity to gain new lands. Also, the Pope promised salvation to all who fought in these religious wars. So, many of these lords went off to the Middle East to fight for God and glory. The Crusades went on over a period of time beginning in 1095 and lasting for over 300 years. They were militarily unsuccessful, and many of the soldiers seemed more interested in looting and fortune hunting. Also, the native Muslims proved a formidable foe. However, the Crusades were a turning point in the history and development of Europe. The Crusades brought tremendous economic, social, and political changes to Europe.

First, trade was gradually re-established. During the Crusades, soldiers brought back many of the products of the East including spices and textiles. As Europeans became more and more accustomed to having these luxuries, they began to expand their trade. With increasing trade, there came a need for new products to sell and people to carry on these transactions. Therefore, a whole new class in society was created: the merchants and craftsmen of the middle class. Cities also began to grow as centers of population and trade. Venice, Genoa, and Pisa in Italy became great port cities as the trade between the Middle East and western Europe passed through them. Italy thus became the gateway to Europe in the late Middle Ages. Neither the independently wealthy cities nor the growing, newly wealthy, but non-noble,

middle class fit into the political or social structure of feudalism. Land had been the only real source of wealth in the Middle Ages. However, the expanding use of money for trade made land ownership less important, as land does not bring wealth unless it produces a surplus for sale. Thus, the feudal system was breaking down and would eventually be replaced. The only question was what way of life would arise to take the place of this long-entrenched system.

Feudalism had dominated Europe politically, socially and economically since the return of order after the fall of Rome.

The new traders and merchants developed a system of their own to bring order to the new state of economics. To maintain the quality and prices of goods and services, the "guild system" was developed. By this system, merchants and craftsmen maintained control over their own professions. A townsman was forbidden to practice a trade or enter a business without the approval of the guild membership that consisted of those regarded as master craftsmen. To practice a trade, one began as an apprentice usually as a young boy assigned to work under the tutelage of a master craftsman. Apprentices frequently lived with the master and performed many other menial tasks other than those related directly to learning the craft. After years of service and learning, an apprentice could rise to the rank of journeyman. Journeymen were free to work for other master craftsmen for wages. Only after additional years of work and meeting difficult criteria established by the guild could a journeyman be admitted to the guild as a master craftsman. A master had the right to open his own shop or merchant business. Through this system the guilds could control wages and prices, monopolize trade, set quality standards, and limit the number of people in a business. Once established, the guilds became as rigid in their own way as the old class structure. These merchants and craftsmen formed the basis for a new class of town dwellers, the *bourgeoisie*, *burgesses*, or *burghers*. They would form the basis of a growing "middle class" that really had no place in the old system of estates. The political and social systems were failing to keep up with the economic changes.

Several factors began to strengthen the role of those kings willing and desiring to increase their power in this new society. These stronger monarchs led to the rise of the centralized, modern nation-states as we know them today. First, many landowners had been killed off during the Crusades leaving more land in the hands of fewer people. Second, cities and towns attached their development to the kings, rather than to the lords. They sought protection from the powers of unjust lords by securing promised rights to govern themselves, which they purchased with wealth gained through trade. In return, they were able to pay more in taxes to the king. As a result, the king now had more money to spend in controlling the lords who previously had been largely independent of his authority. Merchants also supported stronger kings in hopes of gaining protection in their travels as well as uniform laws, tariffs, uniform weights and measures, and other trade concessions which would make trade easier and more profitable. Kings had the money, the interest, and stood to profit the most by paying for new modern armies equipped with the first firearms and ocean-going navies armed with cannon needed to protect commerce. The old nobility lacked the wealth to keep up with such changes. Thus, political, social, and economic changes were stimulated by the trade created by the Crusades.

All of these things – the increasing wealth, wider travel, and a greater knowledge of the outside world – led to a new philosophy and outlook on life. Whereas during the Middle Ages, the Church provided the main source of inspiration, now there was a new interest in and concentration on man himself and the world in which he lived. This new age we call the Renaissance, the rebirth of the human spirit. We find this changing outlook on life reflected in the art, the architecture, the literature, the music, a new interest in learning and scientific discovery, the rediscovered curiosity about the world bringing exploration and discovery, and in new political ideas. This new philosophy, which was human-centered and emphasized human reason in the analysis of all things, was called humanism and dominated the period of the Renaissance.

This new age brought many lasting changes to Europe. Most of the changes, however, did not come quickly or easily. For many centuries much of the history of Europe would feature a clash between the old traditions of the Middle Ages and the new ways of the so-called modern world.

DISCUSSION QUESTIONS: Answer each of the following questions in complete sentences. Please be as in-depth as possible. 3-4 sentences minimum.

1. Why did trade and travel decline after the fall of Rome?
2. What were the connections between "The Holy Roman Empire" and "The Church"?
3. Define feudalism and describe the characteristics of its organization.
4. Why were strong kings rare and central government generally missing under the feudal system?
5. What were the benefits supposedly derived from the feudal system? Who benefited the most?
6. What was the importance of "the Church" and the Christian religion in the lives Europeans in the Middle Ages?
7. How did the ritual and sacraments of the Church establish a constant, ongoing relationship with its individual members?
8. How did the Church use the powers of excommunication and interdiction in maintaining its power?
9. How were the education, learning and knowledge of Europe preserved during the lowest point of the Middle Ages, the so-called "Dark Ages"?
10. Who belonged to each of the three estates of medieval European society and what was the primary duty of a member of each estate? How was this different from the social classes in modern society?
11. How did the guilds improve the lot of freemen? How did they help business and trade? How did they restrict its growth?
12. Who were the *bourgeoisie*, *burgesses*, *burghers*? Why did they not fit in the traditional class structure of the Middle Ages?
13. Why was the social structure of Europe challenged by the growing number of townspeople and the changing economy?
14. How did the Crusades help begin the change from Medieval society into modern?
15. Why and in what ways did kings and central governments grow stronger at the end of the Middle Ages?
16. What obstacles stood in the way of the creation of strong central governments?
17. Describe the Renaissance. Why does the author call it a rebirth of the human spirit?
18. Define Humanism. How did it contrast to earlier and more traditional viewpoints?

Part III: ACADEMIC VOCABULARY AP EUROPEAN HISTORY

The vocabulary below is from previous AP Exams. You may see these terms on a unit test at some time during the school year. Some are relevant to history and some are general vocabulary you should understand. You will be quizzed on these terms within the first week of school.

Annex

Arable

Armaments

Autonomy

Belligerent

Bureaucracy

Clergy

Coalition

Commodities

Compulsory

Conscription

Convene

Demographic

Despot

Dissent

Doctrine

Dogma/dogmatic

Domestic

Ecclesiastical

Egalitarian

Encroachment

Espouse

Explicit

Facilitate

Faction

Franchise

Grass-roots

Grievances

Hamper

Ideological

Imperial

Indigenous

Institution

Laity

Legitimacy

Monarchial

Monasticism

Nobility vs. Aristocracy

Overarching

Pacifist

Partition

Perpetuate

Piety

Plausible

Precipitate

Promulgate

Secular

Self-sufficient

Sovereign

Status quo

Subordinate

Subjugation

Subsidize

Suppress

Suffrage

Tariffs

Theological

Veneration

Xenophobia

Yield (as related to agriculture)

Part IV: Textbook Work
Chapter 2 Terms and Questions

Chapter 2: Renaissance and Discovery

DEFINITIONS are simply just that, the definition of a word/term. However, pay close attention to the historical context of each term and remember that you cannot define a word with the word. Many definitions can be found in the text reading or in the back of the textbook. Make sure your definitions include enough historical context to be meaningful to you later in the year.

EXAMPLE: city-state – A city that with its surrounding territory forms an independent state. Renaissance Italy was organized into powerful city-states such as Florence, Naples, Genoa, Milan, Venice, and the Papal States (you may use this example!)

ID TERMS are to be written with a thorough description in your own words. A thorough description includes information addressing WHO, WHAT, WHEN, WHERE, and WHY DO I CARE (i.e. what is the significance of...)

EXAMPLE: Cosimo de' Medici – A wealthy Florentine banker who took control of Renaissance Florence in 1434. Cosimo and his family, including his grandson, Lorenzo the Magnificent controlled the city government, were great patrons of the arts, and also produced three popes during their tenure. Florence became the most powerful Italian city-state under their rule. (you may use this example!)

***Remember – these definitions and terms will be something you will use for review in May before the AP Euro Exam – make these worth it!!

MAJOR THEMES / BIG QUESTIONS: (as you work through the chapter, bear these questions in mind)

1. What were the politics, culture, and art of the Italian Renaissance like?
2. What was the political climate like within Italy and how was it affected by foreign intervention?
3. Who were the powerful new monarchies of northern Europe and how did they differ from the Italian states?
4. In what ways were the thought and culture of northern Europe influenced by the Italian Renaissance and in what way did they distinguish themselves from it?
5. What were the motives for European voyages of discovery, and what were the consequences?

pp. 59-68 (stop before High Renaissance Art)

Write DEFINITIONS for the following:

city-state	Renaissance	despotism	oligarchy	patron
humanism				

Write ID-TERMS for the following:

Cosimo de' Medici (and family)	Francesco Petrarca
Baldassare Castiglione, <i>Book of the Courtier</i>	
Pico della Mirandola, <i>Oration on the Dignity of Man</i>	Lorenzo Valla, <i>Donation of Constantine</i>
Christine de Pisan	

1. **THINK BACK ON WHAT YOU KNOW** Kagan (the author of our textbook) refers to three crises of the late Middle Ages: the demographic, the political and the religious. To what three specific crises is he referring? Look back in chapter 1, if necessary.

The Renaissance in Italy (1375-1527)

2. Compare and contrast Medieval Europe with Renaissance Italy. Complete the chart.

	Medieval Europe (before 12 th century)	Renaissance Europe (after 14 th century)
Describe (political) society		Growing sense of nationalism and increasingly centralized governments (around a king)
Describe economy	Primarily agrarian	
Describe realm of thought /culture		

3. Why did the Renaissance begin in Italy?
4. Make note of the different types of governments and political systems employed by the five major Italian city-states. We will look at this more closely in class.
5. Explain how Florence was an example of the social division and anarchy within the Italian city-states.

Humanism

6. How would you define Renaissance humanism? In what ways was the Renaissance a break with the Middle Ages, and in what ways did it owe its existence to medieval civilization?
7. Consider the rise of the Medici family in Florence from Cosimo to Lorenzo the Magnificent. What aspects, if any, of their ruling style reflect humanist ideals?
8. When studying history it is important to be familiar with a number of authors and their texts. Unfortunately, we will not have enough time to really delve into most of these texts BUT when an author and text are mentioned in some detail in our textbook we should take note and try to familiarize ourselves with an author and their work. That said; briefly describe the importance of **Francesco Petrarch, Dante Alighieri, and Giovanni Boccaccio.**
9. How did Pico della Mirandola, view human nature? Is this a break from the Medieval way of thinking? If so, how?
10. How did critical humanists, such as Lorenzo Valla, balance their practical and spiritual beliefs?
11. Read “Christine de Pisan Instructs Women on How to Handle Their Husbands” on p.67. Be prepared to discuss in class.

pp. 68-78 (stop at Revival of Monarchy in Northern Europe)

Write DEFINITIONS for the following:

High Renaissance chiaroscuro mannerism virtu

Write ID TERMS for the following:

Treaty (Peace) of Lodi Savonarola
 Niccolo Machiavelli, *The Prince*

High Renaissance Art

1. Compare and contrast the main themes/precepts of medieval art and High Renaissance art.

2. Complete the chart:

Artist	Work(s)	Significance
Leonardo da Vinci		
Raphael		
Michelangelo		
Albrecht Durer (you may have to look back in the text a bit)		
***give yourself some extra room – we will add to this list in class		

3. What did the famous literary and artistic figures of the Renaissance have in common that might be described as the “spirit of the Renaissance”?

Slavery in the Renaissance

4. How was slave-owning in the Renaissance justified?

Italy’s Political Decline: The French Invasions (1494-1527)

5. Why did the French invade Italy and how did this event trigger Italy’s political decline?

Charles VIII’s March Through Italy

6. How did Savonarola excuse/explain/rationalize Charles’ invasion?

Pope Alexander VI and the Borgia Family

7. Read this section and then explain in what way(s) Pope Alexander VI was “probably the most corrupt pope who ever sat on the papal throne”.

Pope Julius II

8. Why was Pope Julius II known as the “warrior pope”? What is a “secular papacy”?

Niccolò Machiavelli – much more on him in class

9. What does Machiavelli envision for Italy?

10. What are the conflicting historical views of Machiavelli’s *The Prince*?

pp. 78-86

Write DEFINITIONS for the following:

Sovereignty Habsburgs (aka Hapsburgs)

Write ID-TERM cards for the following:

Louis XI Ferdinand and Isabella
Court of Star Chamber the Printing Press
Erasmus Thomas More, *Utopia*

Revival of Monarchy in Northern Europe

1. Describe the basic structure of feudalism in the High Middle Ages. Include the increasing importance of towns and townspeople by the mid-fifteenth century.

2. Why was it important for monarchs interested in centralizing their governments to find ways to work around political bodies like the *Cortés*, the Estates-General, and Parliament?

3. No one ruler can control all of the people all of the time, but they can try... Explain the new role of civil servants in the 15th century and how they often aided in centralization.

France

4. Identify the steps taken during the reign of Charles VII (1422-1461) to move France toward a more centralized state.

Spain

5. In what ways were Castile and Aragon unified, in what way(s) were they independent? Who felt threatened by this unity?

6. How did the discovery of the “New World” impact Spain in the 16th century?

England

7. Briefly describe the War of the Roses? Who won? (Be sure to read the whole section first before you answer this question)

8. How did Henry VII unite England?

9. How was Henry VII able to “govern without dependence on Parliament for royal funds”?

Holy Roman Empire

10. In what way(s) was the Holy Roman Empire unable to begin the political centralization process which France, Spain and England had begun?

The Northern Renaissance

11. Describe the culture of northern humanists.

The Printing Press

12. Think about the types of books, pamphlets, texts, and posters being printed after the advent of moveable type. Who read these? Who benefited the most from the printed word? Who would have felt the most threatened by new-found literacy?

Erasmus

13. Explain how Erasmus may have represented the embodiment of the northern Renaissance.

Humanism and Reform

14. How does Thomas More’s *Utopia* represent humanist ideas?

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Write DEFINITIONS for the following:

conquistador monopoly encomienda inflation

Write ID-TERMS for the following:

Hernan Cortes Francisco Pizarro Bartolomé de Las Casas

Voyages of Discovery and the New Empires in the West and East

1. Explain the importance of Prince Henry “the Navigator” (1394-1460) and of Portugal in the early days of the Age of Exploration.

2. What motivated countries to explore during this time?

Intended and Unintended Consequences

3. Name at least two different ways Spain’s increased expansion into the New World impacted other European countries.

The Spanish Empire in the New World

4. By the early 15th century what similarities and differences could one identify between the Aztec empire and the growing “new monarchies” of northern Europe?

5. Cortés only had 500 men when he landed in Mexico. How then, was he able to defeat the mighty Aztec empire?

6. Pizarro had even fewer men than Cortés, only 200. Explain how he was able to conquer the Incan Empire which stretched some 2500 miles from north to south on the western coast of South America and had a population of close to 12 million.

The Church in Spanish America

7. What was the two-fold desire of missionaries in the New World? What moral conflict(s) arose once conquest began?

The Economy of Exploitation

8. What did the *encomienda* system provide for the Spanish? How did it prove Spanish disregard for native people?

9. What was the ultimate cost of Spanish (and later additional European countries') labor servitude on the Native American and African populations?

The Impact on Europe

10. Create a T-chart of the pros/cons of Columbus's discovery of America.