

**\*AP EURO: 2017-2018**  
**Summer Info**

Welcome to Advanced Placement European History! The purpose of this letter is to familiarize you with AP Euro and the expectations of the course. It will also provide you with the Required Summer Assignments to prepare you for the year. We have a TON of material to cover – 1300 to 2012 to be exact. We need to hit the ground running on day one!

**BOOK & RESOURCES:**

We will be using the Spielvogel, Jackson J. *Western Civilization*. 6th ed. Belmont, CA: Thomson Wadsworth, 2006 textbook.

- I will give you a link to download *AP European History Crash Course* by Larry Krieger.
  - **This is completely optional to read**, but will help add to your arsenal to study with.
  - This text does a phenomenal job explaining history as a story, pulling out the most important events and tying them to other events in a clear and concise manner. (Crash Course also includes test taking strategies. PS, the author is an AP Euro teacher!)

This should NOT replace your text book as a source. Do not have the false assumption that you will do well on the test by simply reading any of these books!!

**COMMUNICATION:**

Please make sure I have the BEST email to get in touch with you. I will also have a Google Classroom set up. Please join.

**BINDER:**

Please also purchase a three ring binder to hold all your AP Euro materials. You will need to hold onto most class notes and activities to prepare for the AP Exam.

**SUMMER ASSIGNMENTS:**

**Due 1<sup>st</sup> Day of class, 2017- All of these materials are available in Mr. MacIsaac's room (335)**

- 1) Read Chapter 11, take notes
- 2) Complete the Book Questionnaire
- 3) Complete SOAPSTONE for 3 primary sources
- 4) Complete the Mapping activity
- 5) Read and complete the work for *Out of the Flames: The Remarkable Story of a Fearless Scholar, a Fatal Heresy, and*

*One of the Rarest Books in the World.* by Lawrence and Nancy Goldstone. Book can be found in any bookstore and on Amazon. Some used hardcovers are currently for sale for under \$2.00!

**Optional Extra: Why not surf through YouTube for anything related to the chapter – there are a lot of fun videos and helpful resources for you...**

**\*\*Disclaimer: If you cannot complete the above assignments by the day they are due, I strongly encourage you to rethink your choice in taking AP Euro. You must have a diligent work ethic to be successful in this course!**

The purpose of this letter is not to intimidate you from taking this class, but rather to make sure you are ready to step up your study of history. It is my goal to provide you with the tools necessary to do well in the class and on the AP exam. This goal will require both of us to work very diligently throughout the year. I am committed to doing that work and hope that you share my commitment.

**AFTER YOU READ THIS INTRO LETTER** please email me with your preferred email address and let me know you received it and actually read the entire thing. (dmacisaac@mursd.org.)

I am excited that you have accepted the challenge of taking a college level history course. I can't wait for our year to begin!

## AP European History Bookwork: Read these directions first

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Answer each of the following questions to the best of your ability. As most of the time in class will be spent unpacking material found in the book **at home**, it is extremely important that you focus on understanding each of these questions. Especially later on in the year when you've forgotten a lot of the details learned over the summer and the fall, your homework (like this) will serve as a study guide. If you've invested the time doing this work, you will do much better in class.

From "Intro to Students of Western Civilization," (starting on page xxi)

1. What are those things that, according to Jackson Spielvogel (the author of the textbook) are "unique aspects of Western Civilization?"?

2. In regards to the dating of time, what does "AD" mean? How is it used to date things?

3. In regards to the dating of time, what does "BC" mean? How is it used to date things?

4. Why have many historians began shifting to using CE and BCE?

5. From what year to what year was the 3<sup>rd</sup> Century AD?

6. From what year to what year was the 1th Century AD?

7. What century (AD) are we in now?

From "Western Civilization to 1300" (starting on page xxiii)

8. What is the legacy (according to Spielvogel) of the ancient Hebrews/Jews?

9. What are the ideological (ideas) and philosophical (beliefs/ways of thought) developments of the ancient Greeks?

10. How did Greek culture spread from a handful of cities to the entire Eastern Mediterranean region and points east?

11. How well received was Christianity in the ancient Roman World—at least up through the end of the 3<sup>rd</sup> Century?

12. What institution of the old Roman Empire survived the collapse of the empire and survived until the Middle Ages?

13. What are fiefs, and how did they function?

14. Describe the medieval nobility.

15. Describe the role of the Catholic Church and the clergy (the church officials-priests, monks, etc) during the middle ages.

From Chapter 11 (starting on page 283)

16. What was the climate change that occurred in the early 1300s?

17. What was the outcome of the climactic change?

18. What was the impact of the plague across Europe?

19. How did the population density impact the spread of the plague?

20. What was the mass-psychological response that people had to the plague?

21. Who were the flagellants?

22. How were the Jews impacted by the Plague and the after-effects of it?

23. What happened to wages as a result of the Plague? Why?

24. Describe the French Jacquerie. Why did it start? How did it play out?

25. Describe the English Peasants' Revolt. Why did it start? How did it play out?

26. Describe the revolt of the *ciompi* in Florence.

27. How were the three previously mentioned revolts similar?

28. How were the three previously mentioned revolts dissimilar?

29. What was the dispute that sparked the “Hundred Years’ War” between England and France—what was Edward III’s claim to the French throne?

30. How were the French and British armies in The Hundred Years’ War different?

31. Describe the battle of Crecy.

32. How did the campaigns of the English Black Prince impact the French countryside?

33. So what was the Battle of Agincourt, and how did Henry V “win” the Hundred Years’ War?

34. Who was Joan of Arc, and how did she change the direction/course of the war?

35. How did relations between Lord and Vassal (or kings and lower nobility) change over the course of the 1400s?



36. Describe how the English Parliament's role changed over the course of the mid 1400s.

37. Describe the physical and political makeup of the Holy Roman Empire.

Describe each of the following Northern Italian city/states in the 1400<sup>th</sup> Century

38. Milan

39. Florence/Tuscany

40. Venice

41. How did taxes impact church-state conflicts in the late Middle Ages (especially conflicts between the large nation-states and the papacy)?

42. Why did the papacy (the office of the pope) move to Avignon, France?

43. Why were there eventually two different rival popes (in what became known as the Great Schism)?

44. So which countries tended to support the French pope?

45. Which countries tended to support the Roman pope?

46. How did the “Babylonian Captivity” (term often used to describe the time when the papacy had been relocated to Avignon) and the “Great Schism” impact the prestige of the Roman Catholic Church?

47. How did the “Great Schism” finally end?

48. Why would people have been attracted to the “Brothers of the Common Life,” (or “Sisters of the Common Life”) rather than seeking fulfillment in the traditional Catholic Church?

49. So the educated people spoke Latin. What exactly is the “vernacular?” What does Spielvogel mean when he discusses the “development of vernacular literature?”

Give a 1-2 sentence summary of each of the following literary works:



56.How did the Bubonic Plague impact European Art?

57.How did the Plague change economic opportunities for the survivors?

58.Did traditional social roles (the husband working, the woman staying in the home and out of the public eye) become more pronounced or less pronounced during the 14<sup>th</sup> Century?

59.How did the plague change the practice of medicine?

60.How effective were guns by the early 1400s?

# The Crisis of the Later Middle Ages

1300-1450

Beginning around 1340, a series of disasters brought drastic change to western Europe. The Black Death (or Black Plague), beginning in 1347, killed an estimated 30 to 60 percent of western Europe's population. In the wake of the plague, peasant uprisings were frequent, and the urban poor periodically revolted against the wealthier guilds. In some cases those revolts brought about the end of serfdom or the expansion of political rights. Between 1337 and 1453, the Hundred Years' War — in actuality a series of wars and civil wars — wreaked havoc on France. Although these conflicts helped revolutionize warfare with new technologies, tactics, and strategies, the ideals of chivalry, which were derived from older military practices, remained as popular as ever. The papacy began to lose prestige and power — first during its exile to Avignon (ah-veen-YOHN), France, between 1309 and 1376. While dissent over the rightful holder of the papacy resulted in the Great Schism (1378-1417), and further weakened people's faith in the Church, new saints emerged to exert religious influence.

## DOCUMENT 12-1

GIOVANNI BOCCACCIO

### The Decameron: *The Plague Hits Florence*

ca. 1350

*The first wave of the Black Death began in the late 1340s. The disease spread rapidly, and contemporaries understood very little about it, although they*

*From The Decameron, or Ten Days' Entertainment of Boccaccio (Chicago: Stewart & Kidd Company, 1920), pp. xix-xxii.*

*did associate it with rats. The only effective countermeasures were quarantine and isolation. The infection, which spread along trade routes from Central Asia, killed some 75 million people. Even after the first incidence receded, plague returned to Europe in many subsequent outbreaks until the 1700s, with varying mortality rates. In this document, excerpted from his famous collection of novellas, the Italian writer Giovanni Boccaccio (JEE-loh-VAH-nee-buh-CAH-chee-oh) detailed the chaos unleashed in Florence as a result of the plague.*

In the year then of our Lord 1348, there happened at Florence, the finest city in all Italy, a most terrible plague; which, whether owing to the influence of the planets, or that it was sent from God as a just punishment for our sins, had broken out some years before in the Levant<sup>1</sup>; and after passing from place to place, and making incredible havoc all the way, had now reached the west, where, in spite of all the means that art and human foresight could suggest, such as keeping the city clear from filth, and excluding all suspected persons, notwithstanding frequent consultations what else was to be done; nor omitting prayers to God in frequent processions: in the spring of the forgoing year, it began to show itself in a sad and wonderful manner; and, different from what it had been in the east, where bleeding from the nose is the fatal prognostic, here there appeared certain tumors in the groin, or under the armpits, some as big as a small apple, others as an egg; and afterwards purple spots in most parts of the body; in some cases large and but few in number, in others smaller and more numerous, both sorts the usual messengers of death. . . .

These accidents, and others of the like sort, occasioned various fears and devices amongst those people who survived, all tending to the same uncharitable and cruel end; which was to avoid the sick, and everything that had been near them, expecting by that means to save themselves. And some holding it best to live temperately, and to avoid excesses of all kinds, made parties, and shut themselves up from the rest of the world; eating and drinking moderately of the best, and diverting themselves with music, and such other entertainments as they might have within doors; never listening to anything from without, to make them uneasy. Others maintained free living to be a better preservative, and would balk no passion or appetite they wished to gratify, drinking and revelling incessantly from tavern

<sup>1</sup> the Levant: The eastern Mediterranean.

<sup>2</sup> wonderful: Astonishing.

to tavern, or in private houses: which were frequently found deserted by the owners, and therefore common to every one, yet avoiding, with all this irregularity, to come near the infected. An... such at that time was the public distress, that the laws, human and divine, were not regarded; for the officers, to put them in force, being either dead, sick, or in want of persons to assist them, every one did just as he pleased. A third sort of people chose a method between these two: not confining themselves to rules of diet like the former, and yet avoiding the intemperance of the latter; but eating and drinking what their appetites required, they walked everywhere with odors and nosegay<sup>3</sup> to smell to; as holding it best to corroborate the brain: for they supposed the whole atmosphere to be tainted with the stink of dead bodies, arising partly from the distemper itself, and partly from the fermenting of the medicines within them. Others of a more cruel disposition, as perhaps the more safe to themselves, declared that the only remedy was to avoid it: persuaded, therefore, of this, and taking care for themselves only, men and women in great numbers left the city, their houses, relations, and effects, and fled into the country; as if the wrath of God had been restrained to visit those only within the walls of the city. . . . I pass over the little regard that citizens and relations showed to each other; for their terror was such that a brother even fled from his brother, a wife from her husband, and, what is more uncommon, a parent from its own child.

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<sup>3</sup>odors and nosegay<sup>s</sup>: Perfumes and small bunches of flowers.

JEAN FROISSART

*The Sack of Limoges: On Warfare  
Without Chivalry*

ca. 1400

*The Hundred Years' War (1337–1453) broke out when Edward III of England claimed to be the legitimate heir to the French throne. Although there were extensive truces, France and England remained at war for most of this period. The war was also a civil war, in that large sections of France, especially Burgundy and Aquitaine, supported the English. Over the course of the conflict, both countries supported standing armies, which had not existed in western Europe since the end of the Roman Empire, and medieval warfare changed radically, as new weapons and tactics were introduced. However, some of these innovations — such as the one the English used to attack the French city of Limoges — offended those who still believed that the chivalric code should govern warfare. The author of this document, Jean Froissart (FROISSART; ca. 1337–1405) was court poet to Philippa of Hainaut (HEY-NO), the wife of King Edward III. Froissart traveled extensively with the queen in England, Wales, France, and Spain, and therefore was an eyewitness to many important events during the war.*

The prince of Wales remained about a month, and not more, before the city of Limoges: he would not allow of any assaults or skirmishing, but kept his miners steadily at work. The knights in the town perceived what they were about, and made countermine to destroy them; but they failed in their attempt. When the miners of the prince (who, as they found themselves countermined, kept changing the line of direction of their own mine) had finished their business, they came to the prince, and said: "My lord, we are ready, and will throw down, whenever you please, a very large part of the wall into the ditch, through the breach, if which you may enter the town at your ease and without danger." This news was very agreeable to the prince, who replied, "I wish then that you would prove your words

to-morrow morning at six o'clock." The miners set fire to the combustibles in the mine; and on the morrow morning, as they had foretold the prince, they flung down a great piece of wall, which filled the ditches. The English saw this with pleasure, for they were all armed and prepared to enter the town. Those on foot did so, and ran to the gate, which they destroyed as well as the barriers, for there were no other defenses; and all this was done so suddenly that the inhabitants had not time to prevent it.

The prince, the duke of Lancaster, the earls of Cambridge and of Pembroke, sir Guiscard d'Angle and the others, with their men, rushed into the town. You would then have seen pillagers, active to do mischief, running through the town, slaying men, women, and children, according to their orders. It was a most melancholy business; for all ranks, ages, and sexes cast themselves on their knees before the prince, begging for mercy; but he was so inflamed with passion and revenge that he listened to none, but all were put to the sword, wherever they could be found, even those who were not guilty: for I know not why the poor were not spared, who could not have had any part in this treason; but they suffered for it, and indeed more than those who had been the leaders of the treachery. There was not that day in the city of Limoges any heart so hardened, or that had any sense of religion, who did not deeply bewail the unfortunate events passing before their eyes; for upwards of three thousand men, women, and children were put to death that day. God have mercy on their souls! for they were veritable martyrs.



JOAN OF ARC  
*Letter to the English*

1431

*Joan of Arc (ca. 1412–1431), a peasant woman from eastern France, helped the French win important victories against the English in the Hundred Years' War. She claimed to have heard the voices of Saint Michael, Saint Catherine, and Saint Margaret commanding her to drive out the English and to take the crown prince to Reims (REIMS) for coronation. Some historians argue that Joan was more important as a symbol, inspiring French morale, while others argue that she was a skillful military strategist. She wrote the letter that follows to encourage the English to withdraw from France. After her capture by Burgundian troops, the English put her on trial for heresy, and she was burned at the stake.*

In the name of Jesus and Mary — You, King of England; and you, Duke of Bedford, who call yourself Regent of France; you, William de la Pole; you, Earl of Suffolk; you, John Lord Talbot; and you, Thomas Lord Scales, who call yourselves Lieutenants of the said Bedford, in the name of the King of Heaven, render the keys of all the good towns which you have taken and violated in France, to the Maid<sup>6</sup> sent hither by the King of Heaven. She is ready to make peace if you will consent to return and to pay for what you have taken. And all of you, soldiers, and archers, and men-at-arms, now before Orleans, return to your country, in God's name. If this is not done, King of England, I, as a leader in war, whenever I shall meet with your people in France, will oblige them to go whether they be willing or not; and if they go not, they will perish; but if they will depart I will pardon them. I have come from the King of Heaven to drive you out of France. And do not imagine that you will ever permanently hold France, for the true heir, King Charles, shall possess it, for it is God's wish that it should belong to him. And this has been revealed to him by the Maid, who will enter Paris. If you will not obey, we shall make such a stir as hath not happened these thousand years in France. The Maid and her soldiers will have the victory. Therefore the Maid is willing that you, Duke of Bedford, should not destroy yourself.

<sup>6</sup>Maid: Joan refers to herself as "the Maid."

# SOAPStone: A Strategy for Reading and Writing

By Ogden Morse  
Academic Director  
Way Interactive, Inc.

## Introduction

### Dissecting the Acronym

#### Using the Strategy

## Introduction

For many students, the creation of a piece of writing is a mysterious process. It is a laborious, academic exercise, required by teachers and limited to the classroom. They do not see it as a way of ordering the mind, explaining their thoughts and feelings, or achieving a personal voice.

One of the problems for these students is that they have no conscious plan that will enable them to begin the process and then to organize and develop their ideas. Without a strategy, particularly if they are under time constraints, they simply begin to write and the quality of their compositions is often erratic.

Students need to recognize that any good composition, whether written, spoken, or drawn, is carefully planned. This composition has integral parts that work together in a complex and subtle arrangement to produce meaning. Originally conceived as a method for dissecting the work of professional writers, SOAPStone provides a concrete strategy to help students identify and use these central components as a basis for their own writing.

SOAPStone (Speaker, Audience, Occasion, Purpose, Subject, Tone) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to plan their compositions.

## Dissecting the Acronym

### Who is the Speaker?

**The voice that tells the story.** Before students begin to write, they must decide whose voice is going to be heard: their own, or a fictional character. Regardless, students should determine how to insert and develop those attributes of the speaker that will influence the perceived meaning of the piece.

### What is the Occasion?

**The time and the place of the piece; the context that prompted the writing.** Writing does not occur in a vacuum. All writers are influenced by the *larger occasion*: an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the *immediate occasion*: an event or situation that catches the writer's attention and triggers a response.

### Who is the Audience?

**The group of readers to whom this piece is directed.** As they begin to write, students must determine who the audience is that they intend to address. It may be one person or a specific group. This choice of audience will affect how and why students write a particular text.

## What is the Purpose?

The reason behind the text. Students need to consider the purpose of the text in order to develop the thesis or the argument and its logic. They should ask themselves, "What do I want my audience to think or do as a result of reading my text?"

## What is the Subject?

Students should be able to state the subject in a few words or phrases. This step helps them to focus on the intended task throughout the writing process.

## What is the Tone?

The attitude of the author. The spoken word can convey the speaker's attitude and thus help impart meaning through tone of voice. With the written word, tone extends meaning beyond the literal, and students must learn to convey this tone in their diction (choice of words), syntax (sentence construction), and imagery (metaphors, similes, and other types of figurative language). The ability to manage tone is one of the best indicators of a sophisticated writer.

## Using the Strategy

In an effort to introduce this strategy into the classroom, the College Board created a one-day professional development workshop for language arts teachers in grades 6-12. Pre-AP: Strategies in English — Writing Tactics Using SOAPStone addresses three types of writing: narrative, persuasive, and analytical, using material in a sequence that reflects the degree of difficulty in thinking and composition associated with each. The general format of this workshop is first to take participants through the same process students would use in analyzing examples of texts by professional writers and then in discovering and discussing the elements peculiar to each type.

Then, after dissecting each model, students are given a prompt for a composition of their own. Before they begin, however, they must complete a SOAPStone. The following example — in essence, simply a slightly blunter and swifter application of the SOAPStone category descriptions given above — precedes the persuasive essay assignment:

### Who is the Speaker?

(Who are you? What details will you reveal? Why is it important that the audience know who you are?)

### What is the Occasion?

(How does your knowledge of the larger occasion and the immediate occasion affect what you are writing about?)

### Who is the Audience?

(What are the characteristics of this group? How are they related to you? Why are you addressing them?)

### What is the Purpose?

(Explain to yourself what you hope to accomplish by this expression of opinion. How would you like your audience to respond?)

### What is the Subject?

(Just a few words. What are you talking about?)

### What is the Tone?

(What attitude[s] do you want your audience to feel? How will your attitude[s] enhance the effectiveness of your piece? Choose a few words or phrases that will reflect a particular attitude.)

Now, before you begin to write your persuasive essay, whether it be a letter or an editorial, look back at your responses to the SOAPStone questions. Starting with Speaker and continuing in order to Tone, write a statement that contains all of these responses, beginning with: I am...

The SOAPStone strategy may appear to be somewhat formulaic and rigid, but it helps students, especially novice writers, clarify and organize their thoughts prior to writing. It provides a specific structure for the text; by the time students have finished answering the SOAPStone questions, they will have an outline of what they think, where they are going with their ideas, and why they are writing.

This strategy is not a substitute for the hard work and practice necessary for students to increase their skill in the use of language or in the development of individual writing styles. But it is an important first step.

Date Completed: \_\_\_\_\_

## I. Mapping Europe

You are expected to have a general working knowledge of the geography of Europe before we begin our studies. Please complete the following maps according to the directions. Maps should be completed and colored neatly – bodies of water blue, countries in varying colors. Use a key when necessary. You will keep these maps in your binder throughout the year.

Complete one map for each of the following:

- A. Modern Europe: Political (countries only)
- B. Modern Europe: Cities
- C. Bodies of Water and Mountains
- D. Europe in 1914: Countries only
- E. Europe in 1815: Countries only
- F. Europe in 1648: Countries only

Reminders for Maps:

- Be thorough and neat
- Please use color when needed
- Provide a KEY (it may be easier than writing in the small spaces encountered on a map of Europe)
- These maps will be used as a resource throughout the year so do your best work
- Map quizzes may occur ☺

A. Modern Europe (Political- Countries only)

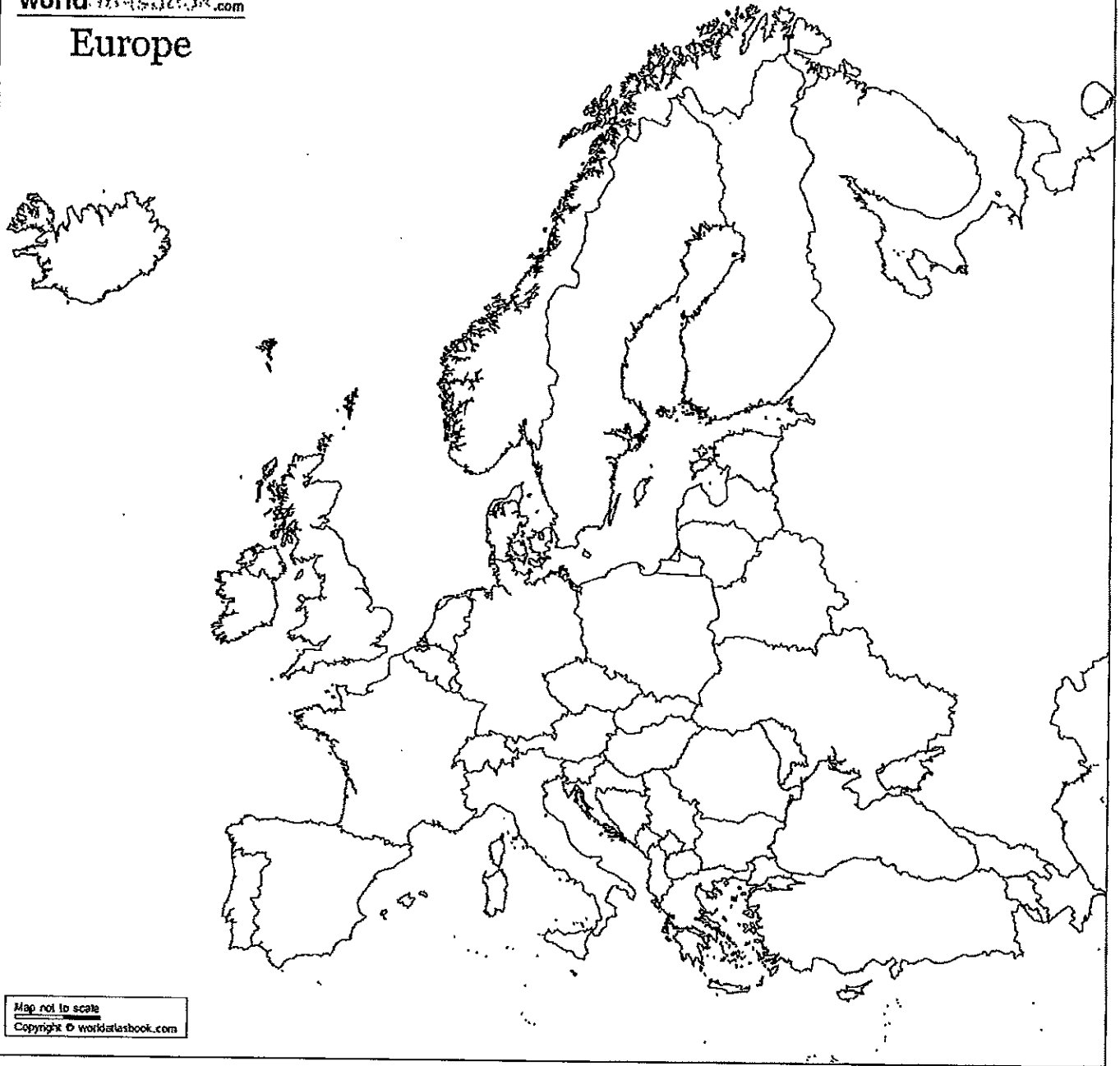
www.graphicmaps.com

# Europe

**Name the Country!**

1 _____	13 _____	25 _____	37 _____
2 _____	14 _____	26 _____	38 _____
3 _____	15 _____	27 _____	39 _____
4 _____	16 _____	28 _____	40 _____
5 _____	17 _____	29 _____	41 _____
6 _____	18 _____	30 _____	42 _____
7 _____	19 _____	31 _____	43 _____
8 _____	20 _____	32 _____	44 _____
9 _____	21 _____	33 _____	45 _____
10 _____	22 _____	34 _____	46 _____
11 _____	23 _____	35 _____	47 _____
12 _____	24 _____	36 _____	48 _____
			49 _____

# Europe



Map not to scale  
Copyright © worldatlas.com

## B. Modern Europe: Cities

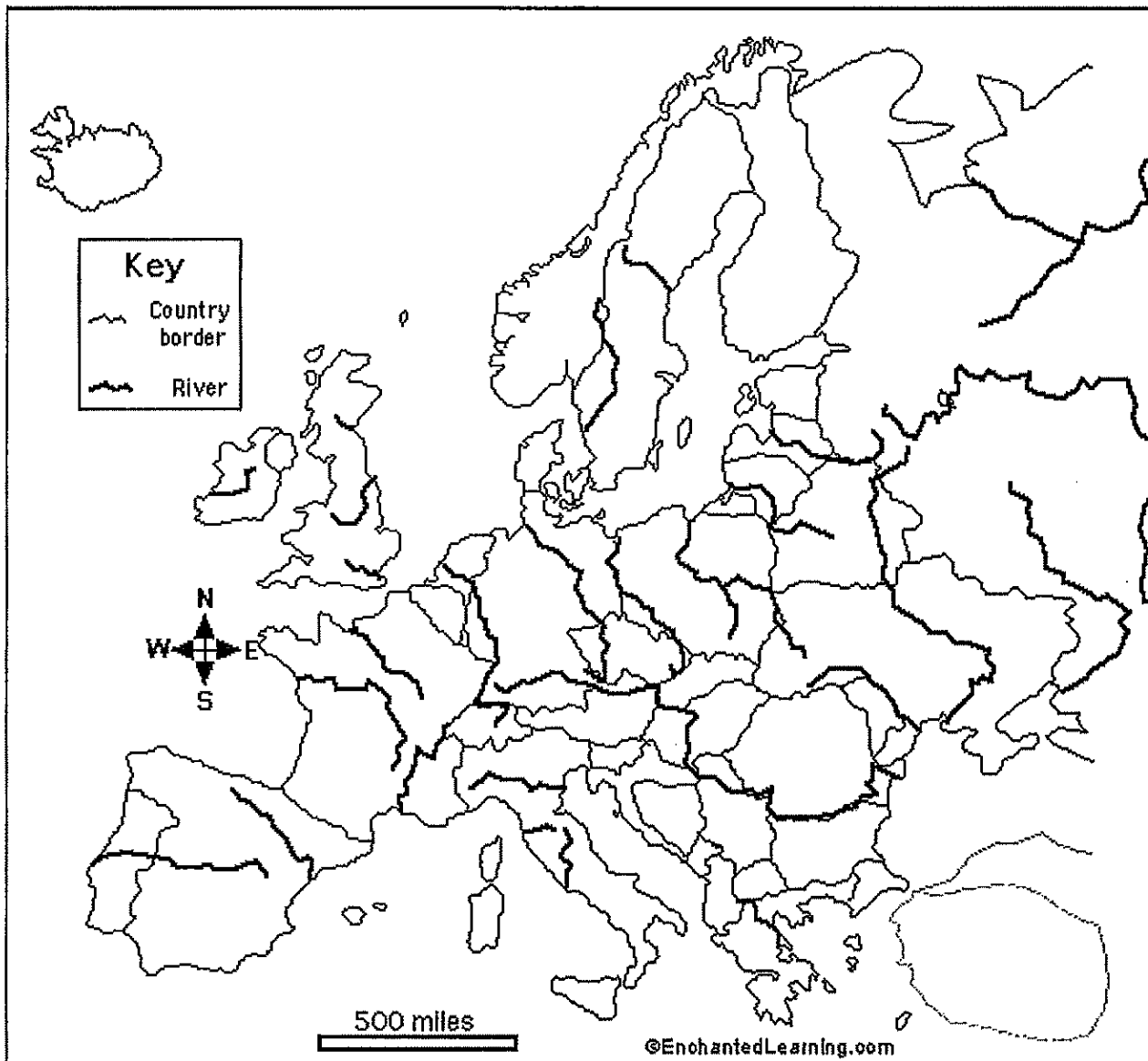
Reykjavik Moscow Tirana Valetta Dublin Tallinn Belgrade London Riga  
Lisbon Vilnius Sarajevo Madrid Minsk Zagreb Andorra la vella Kiev

Ljubljana Paris Chisinau Warsaw Monaco Luxembourg Tbilisi Prague Brussels  
Yerevan Budapest Amsterdam Nicosia Vienna Berlin Ankara Vaduz Copenhagen  
Athens

Bern Oslo Sofia Rome Stockholm Bucharest Vatican City Helsinki Skopje

San Marino

### C. Physical Map of Europe (Bodies of Water and Mountains)

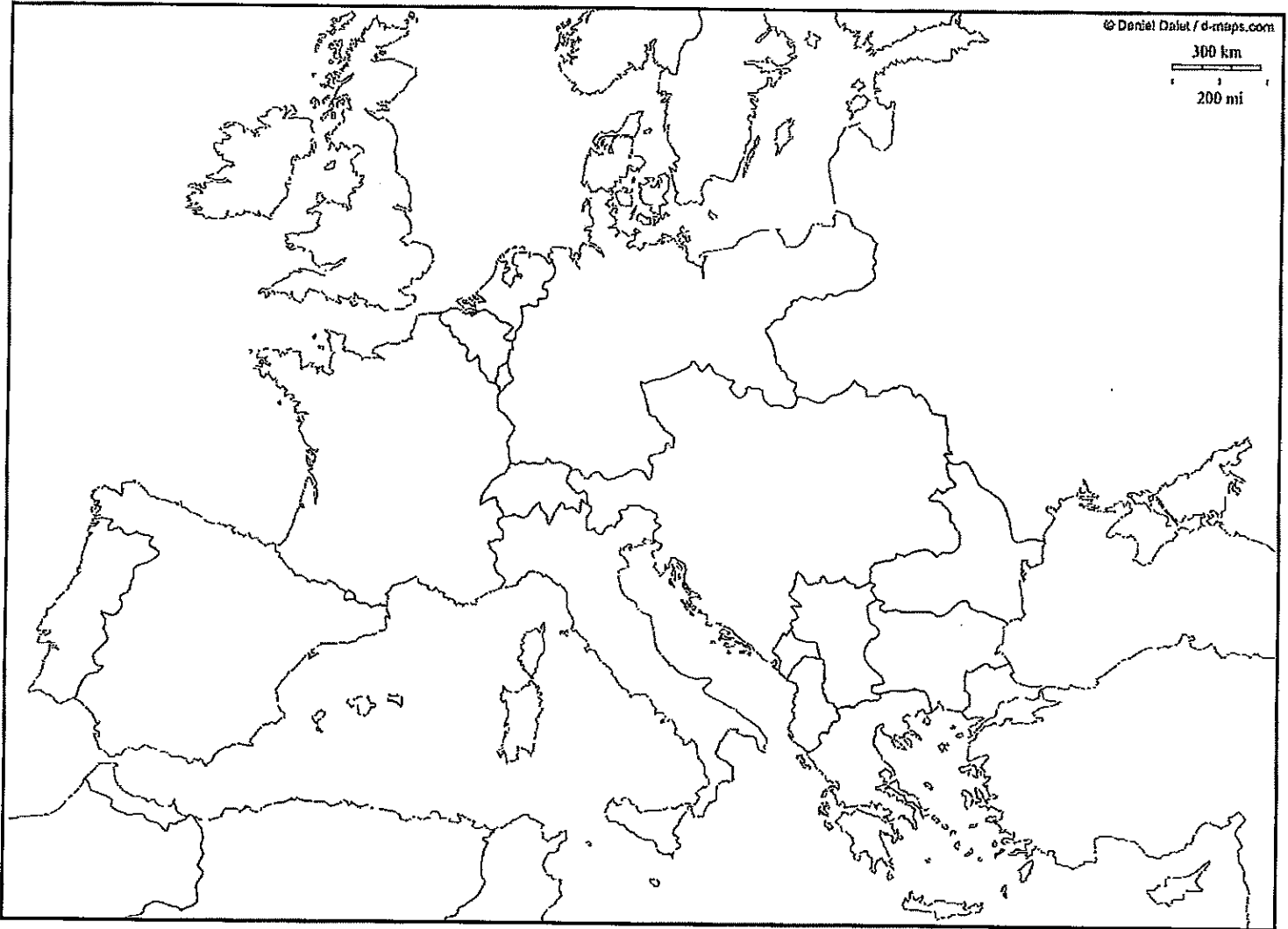


**Bodies of Water:** Atlantic Ocean, Mediterranean Sea, Adriatic Sea, Aegean Sea, Baltic Sea, Black Sea, Caspian Sea, Dardanelles, English Channel, Ionian Sea, Irish Sea, North Sea, Norwegian Sea, Strait of Gibraltar, Tyrrhenian Sea. The River Thames, the Danube, Volga, Rhine, Po, Elbe, Seine,

**Mountains:** The Alps      Caucasus Mts.      Ural Mountains      Apennine Pyrennes      Carpathian Kjolen.



D. Blank Map of Europe: 1914 (countries only)



E. Blank Map of Europe: 1815 (countries only)



F. Blank Map of Europe 1648 (countries only)

**EUROPE**



[www.internationalgiftitems.com](http://www.internationalgiftitems.com)

Date Completed: \_\_\_\_\_

#### IV. Summer Reading Assignment and Book Analysis: Out of the Flames

The AP Euro curriculum calls for students to recognize 5 major themes in European History. For your summer reading assignment, you will focus on three of the themes:

**Theme 3: Objective Knowledge and Subjective Visions (OS):** finding objective truth (scientific study) vs. the importance of subjective truth (religious authority).

**Theme 4: States and Other Institutions of Power (SP):** States, Empires, Republics, Alliances, Holy Roman Catholic Church, etc.

**Theme 5: Individual and Society (IS):** Hierarchical social systems, marriage and family, religious movements – ways in which individuals are placed in and engage with society

Assignment:

- Read through the AP Euro Thematic Learning Objectives
  - Read Out of the Flames by Lawrence and Nancy Goldstone
  - As you read, connect the content of the book to the three themes above
1. **Identify the Big Ideas of the content** *(ie: The Church's doctrines are questioned by emerging scientists and intellectuals)*
  2. **Corroborate** by provide historical evidence (examples/facts) to support the Big Idea *(ie: Servetus questions the Trinity as no reference is made in the original Hebrew or Greek texts of the Bible; equates the Trinity to mysticism and feels Christianity would never be pure until all "superstitions" were eradicated from its practices)*
  3. **Categorize** your Big Idea into one of the Three Themes *(ie: Objective Knowledge and Subjective Visions)*
  4. **Synthesize:** Combine the ideas of your Big Idea with the ideas of the Theme you chose to explain: why did you place the Big Idea with the theme you chose? Full explanation. *(ie: Servetus's questioning of Church doctrine fits into the theme of OS. Servetus was seeking knowledge through ancient biblical texts in Hebrew and Greek so that he could rationalize the Roman Catholics religious teachings and practices. While Servetus did pre-date the Enlightenment and intellectual movement, he is questioning the Church's reliance on a subjective conclusion. Servetus sees the belief in the Trinity as non-rational, causing him to be seen as an enemy of the Church.*

### Theme 3: Objective Knowledge and Subjective Visions (OS)

Starting in the 15th century, European thinkers began developing new methods for arriving at objective truth — substituting these methods for appeals to traditional authorities — and then gradually moved away from belief in absolute truths to increasingly subjective interpretations of reality. Although most early modern Europeans continued to rely on religious authority and ancient texts for their knowledge of the world and as a standard of value, an increasing number argued that direct inquiry (philosophical and scientific) was the principal way to formulate truths and representations of reality. Philosophers of the natural world created a new theory of knowledge based on observation and experimentation, along with new institutions to put the new theories into practice. Science came to be viewed as an objective source of truth about the natural world. Artists, musicians, and writers also employed empirical and quantitative methods to abstract the notions of space, time, and sound in new cultural movements, many of which continued to draw on classical subjects and motifs, such as the Renaissance.

During the Enlightenment, educated Europeans came to accept the world as governed by natural laws, accessible through systematic observation and articulated in mathematics. The results of this intellectual movement were impressive, producing a new understanding of the universe (often designated as Newtonian mechanics) and systems to organize and advance the growing body of knowledge of plants, animals, and minerals. Under the influence of the French Revolution and the Industrial Revolution, intellectuals and activists attempted to employ a similarly scientific approach to the questions of political, social, and economic reform, resulting in the development of such ideologies as conservatism, liberalism, nationalism, socialism, and Marxism. Those in the fine arts and literature both applied and commented on these methods in their depictions of European life during this period of rapid change.

Over time, the new method for acquiring knowledge through observation and experimentation raised questions about the relationship between the observer and the observed. Beginning in the 19th century, new theories called into question the supremacy of reason and the possibility of finding objective truth in favor of subjective interpretations of reality and the importance of nonrational forces. In physics, quantum mechanics and Einstein's theories of relativity, which took the observer into account, challenged Newtonian mechanics, and, in psychology, Freud emphasized the importance of irrational drives in human behavior. Beginning in the 19th century and accelerating in the 20th, European artists and intellectuals, along with a portion of the educated public, rejected absolute paradigms (whether idealist or scientific), replacing them with relative and subjective ones, as exemplified by existential philosophy, modern art, and postmodernist ideas and culture. The emergence of these ideas created a conflict between science and subjective approaches to knowledge. Europeans continued to engage in science and to regard the results of science as being of universal value, while postmodernist thinkers emphasized the subjective component — the role of the actor — in all human activities, including scientific ones.

## Theme 4: States and Other Institutions of Power (SP)

After 1450, the old ideal that Europe constituted a unified Christendom was weakened by the rise of sovereign states. These states asserted a monopoly over law and the management of all institutions, including the church. The growth of secular power played a critical role in the success of the Protestant Reformation, and states gained increasing influence over religious affairs. The military revolution of the early modern period forced states to find new and better sources of revenue, and it spurred the expansion of state control over political and economic functions. In the long view, war became increasingly costly, technologically sophisticated, and deadly. As Europeans expanded overseas, the theaters of European warfare expanded as well.

European polities took a variety of forms — empires, nation-states, and small republics. Absolute monarchies concentrated all authority in a single person who was regarded as divinely ordained, whereas in constitutional governments, power was shared between the monarch and representative institutions. Early modern advances in education, publishing, and prosperity created public opinion and civil society independent of government — developments that supported and were promoted by Enlightenment theories of natural rights and the social contract. Political revolutions and industrialization shifted governance from monarchies and aristocracies to parliamentary institutions that both generated and embodied the rule of law while gradually widening the participation of citizens in governance through the extension of suffrage. In the late 19th century, as European states became increasingly responsive to public opinion and developed mass political parties, they ironically became impersonal and bureaucratic. After World War I, under the pressure of political and economic crises, totalitarian regimes threatened parliamentary governments.

The European state system, originating in the Peace of Westphalia and structuring interstate relations through World War I, assumed that the continent would be divided into independent sovereign states and that war and diplomacy would be the normal means of interstate relations. In the 19th century, the goal of establishing and maintaining a balance of power was challenged by the revolutionary and Napoleonic wars, the emergence of Italy and Germany as states, the weakening of traditional empires, and shifts in the alliance system. New and hardened alliances between countries driven by overseas competition and the growing influence of nationalism undermined diplomatic efforts to stave off war in the first half of the 20th century. In the 20th century, new international organizations (the League of Nations, the United Nations, NGOs) attempted to develop international law and modes of dispute resolution that would promote peace. After the catastrophe of two world wars, European states returned to the goal of a unified Europe, embodied this time not in Christendom but in the secular institutions of the European Union.

### OVERARCHING QUESTIONS:

- ▶ What forms have European governments taken, and how have these changed over time? (SP-1, 2, 3, 4, 5, and 6)
- ▶ In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices? (SP-7, 8, and 9)
- ▶ How did civil institutions develop apart from governments, and what impact have they had upon European states? (SP-10, 11, and 12)

## Theme 5: Individual and Society (IS)

Early modern society was divided into the three estates: clergy, nobility, and commoners, the latter of which included merchants, townspeople, and the overwhelming majority, the peasantry. Within those estates, family, religion, and landed wealth shaped social practices, and inequality of wealth prevailed within each estate. The poor were viewed as objects of charity or dangerous idlers requiring social control, such as disciplinary measures or confinement. Social values and communal norms were sanctified by religion. With the advent of the Reformation, new Protestant denominations clashed with the Catholic Church and with each other to establish new religious practices and social values.

Marriage and family life were constrained by the values of the community. Men and especially women of all estates followed closely prescribed norms. Gathering resources to create a new household often required young adults to work and save for a period of years, and a late age of marriage for commoners (the European family pattern) tended to limit demographic growth. In preindustrial Europe, women's and men's work was complementary rather than separate, as peasants worked communally to bring in the harvest or artisanal women oversaw journeymen and apprentices, kept the books, and marketed the product. Despite female involvement in movements of cultural and social change, gender norms continued to stress women's intellectual inferiority and their duty of obedience to fathers and husbands, as well as limit their access to institutional power. The Protestant Reformation placed new emphasis on the individual's direct relationship to God and the role of women in the family as mothers and assistants in religious instruction and schooling, while excluding them from clerical roles. Social and economic stresses along with negative gender stereotypes led to witchcraft persecution, which victimized elderly women in particular in the 16th and 17th centuries.

Demographic growth spurred social change in the 18th century. The Enlightenment brought a new emphasis on childhood as a stage of life, and the ideal of companionate marriage began to compete with arranged marriages. The French Revolution formally ended the division of society into three estates and continued to challenge traditional society throughout the 19th century; though remnants of the old order persisted into the 20th century. The Industrial Revolution created a division of social classes based on new criteria of capital and labor. The revolutionary emphasis on liberty galvanized many excluded groups to take an active role in politics, and the language of natural rights spurred the development of movements of equality, such as feminism and the end of feudalism and serfdom. The growth of the middle classes in the 19th century tended to anchor men and women in separate spheres and elevate women's role in the home into "the cult of domesticity." Early industrialism negatively affected the working classes and, more generally, shifted the family from a unit of production to one of consumption.

By the late 19th century, a new mass society had emerged defined by consumerism, expanding literacy, and new forms of leisure. The "woman question" that had emerged in the 17th century took on a new intensity as women sought economic and legal rights. World War I profoundly affected European society by conclusively ending the residual hold of old elites on power and democratizing society through shared sacrifice, represented by female suffrage in many nations. Between the

wars, Soviet communism theoretically endorsed equality, yet women often performed double duty as laborers and mothers, while kulaks were considered enemies of the state and thus liquidated. On the other hand, fascist regimes re-emphasized a domestic role for women and created states based on a mythical racial identity. After World War II, the welfare state emerged in Western Europe with more support for families, choices in reproduction, and state-sponsored health care. Economic recovery brought new consumer choices and popular culture. In the Soviet bloc, family life was constrained and controlled by states dedicated to heavy industry rather than consumer goods, though basic needs such as housing, health care, employment, and education were provided within an authoritarian context. The end of the Cold War and the rise of the European Union brought some shared social values to light, as well as contested issues of immigration, guest workers, and the shifting religious and ethnic balance of Europe. Immigrants sometimes challenged secularism in European life and reasserted their religious values. European society has become, with fits and starts, a pluralistic one.

**OVERARCHING QUESTIONS:**

- ▶ What forms have family, class, and social groups taken in European history, and how have they changed over time? (IS-1, 2, 3, 4, and 5)
- ▶ How and why have tensions arisen between the individual and society over the course of European history? (IS-6, 7, and 8)
- ▶ How and why has the status of specific groups within society changed over time? (IS-9 and 10)

Learning Objectives Students are able to ...	Relevant Topics in the Concept Outline	
IS-1 Explain the characteristics, practices, and beliefs of traditional communities in preindustrial Europe and how they were challenged by religious reform.	1.1. IV 1.5. I 1.5. II 1.5. IV 1.5. V	Alchemy and astrology Hierarchy and social status Subsistence agriculture Family economy, gender roles, European marriage pattern Folk culture and communal norms
IS-2 Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.	1.2. I 1.5. I 1.5. II 1.5. III 2.2. I 2.4. IV 3.2. I	Rise of commercial and professional groups Financial and commercial innovations Price revolution and commercial agriculture Urban expansion and problems Agricultural Revolution and cottage industry Urban migration and poverty Industrialization and bourgeoisie
IS-3 Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	1.1. II 1.4. II 2.3. II 3.1. II 3.1. III 3.2. IV 3.3. II 3.5. II 4.4. I	Printing press — Renaissance and Reformation Exploration and colonization Civil society and publishing Industrialization Second industrial revolution and mass production Transportation and consumerism Governmental reform of infrastructure Industry and empire Technology as destructive and improving standard of living



IV. Summer Reading Assignment and Book Analysis: Out of the Flames

Theme 3: Objective Knowledge and Subjective Visions (OS)

Identify: Big Ideas	Chapter/ Page #s	Corroborate: Evidence	Synthesize: Explain why is this Big Idea in this Theme?
1.		A. _____ _____ _____ B. _____ _____ _____ C. _____ _____ _____	
2.		A. _____ _____ _____ B. _____ _____ _____ C. _____ _____ _____	
3.		A. _____ _____ _____ B. _____ _____ _____ C. _____ _____ _____	

Theme 4: States and Other Institutions of Power (SP)

Identify: Big Ideas	Chapter/ Page #s	Corroborate: Evidence	Synthesize: Explain why is this Big Idea in this Theme?
1.		A. _____ _____ B. _____ _____ C. _____ _____	
2.		A. _____ _____ B. _____ _____ C. _____ _____	
3.		A. _____ _____ B. _____ _____ C. _____ _____	

IV. Summer Reading Assignment and Book Analysis: Out of the Flames

Theme 5: Individual and Society (IS)

Identify: Big Ideas	Chapter/ Page #s	Corroborate: Evidence	Synthesize: Explain why is this Big Idea in this Theme?
1.		A. _____ _____ B. _____ _____ C. _____ _____	
2.		A. _____ _____ B. _____ _____ C. _____ _____	
3.		A. _____ _____ B. _____ _____ C. _____ _____	