

HISTORY DEPARTMENT SUMMER

READING LIST: 2017

GRADE	TITLE	AUTHOR
HISTORY 6	PERCY JACKSON AND THE OLYMPIAN (Book 1)	RICK RIORDAN
ISBN: 13:978-0786838653		
HISTORY 7	THE SECRET OF SARAH REVERE	ANN RINALDI
ISBN: 13:978-0152046842		
HISTORY 8	THE KILLER ANGELS	MICHAEL SHAARA
ISBN: 13:9780345348104		
GL HISTORY 9/9H	Agincourt, 1415	BERNARD CORNWELLR
ISBN: 13:9780061578908		
GL HISTORY 10	WE THE LIVING	AYN RAND
ISBN: 13:9780451233592		
GLOBAL HISTORY 10H	BRAVE NEW WORLD	ALDOUS HUXLEY
ISBN: 13:9780060850524		
US HISTORY 11	BOYS IN THE BOAT: NINE AMERICANS THEIR EPIC QUEST FOR GOLD AT THE 1936 BERLIN OLYMPICS	DANIEL JAMES BROWN
ISBN: 13:978-0143125471		
US HISTORY 11H	1984	GEORGE ORWELL
ISBN: 13:9780451524935		
ECO/GOVT 12	GIDEON'S TRUMPET	ANTHONY LEWIS
ISBN: 13: 9780679723127		

AP US HISTORY* SARATOGA: TURNING RICHARD KETCHUM
POINT OF AMERICA'S REVOLUTIONARY WAR

ISBN: 13:978-0805061239

***NOTE: A SEPERATE LETTER WILL BE ATTACHED**

AP MICROECONOMICS NICKEL AND DIMED BARBARA EHRENREICH

ISBN: 13:978-0-8050-8838-0

FREAKONOMICS STEVE LEVITT AND
STEPHEN DUBNER

ISBN: 13:978-06-123400-2

AP EUROPEAN HISTORY* THE MIDDLE AGES MORRIS BISHOP

ISBN: 13:978-0618057030

***NOTE: A SEPERATE LETTER WILL BE ATTACHED**

AP European History students are expected to complete two summer assignments before the first class meeting.

1. Read a book: *The Middle Ages* by Morris Bishop

No written assignment is required to be completed during the summer. Students should arrive ready to take a test on the contents of the book the first week of class. I have created a study guide in order to assist students in monitoring their understanding of the text. Use it!!

2. Learn a map: Students will be expected to be familiar with a basic map of Europe on the first day of class. I have also provided a map to assist in you in better understanding the makeup of Europe. Use it!!

AP EUROPEAN HISTORY

Summer Reading Study Guide

Morris Bishop, The Middle Ages

Chapter 1

"The Long Dark"

Questions to Consider:

1. Bishop describes the Middle Ages as being both a *continuation* and a *formation* (10). Be prepared to answer a question or two asking you to *compare* and *contrast* Western Europe before and after the Fall of the Roman Empire (in AP terms, to *compare* is to show similarities and to *contrast* is to show differences). To what extent was there *continuity* from the days of the Roman Empire and what are some examples of discontinuity and innovation?
2. When did the Middle Ages begin (there are many dates, but what is the most common consensus)?
3. What areas of Western Europe were Christianized during the early Middle Ages?
4. How were classical (Greek and Roman) texts preserved during the early Middle Ages?
5. Bishop refers to the Dark Ages (c. 500-1000 A.D.) as "a time of endings and forgettings" (21). What technologies were lost during this time?
6. What were some of the major technological advances of the "Dark Ages" (38-39)?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Franks Clovis Feudalism Islamic Conquests Battle of Tours Charles Martel	Donation of Constantine Charlemagne <i>The Song of Roland</i> Pope Leo III Vikings	Rollo Normandy Alfred the Great Serfs Trial by Ordeal
---	--	---

Chapter 2

"The High Middle Ages"

Questions to Consider:

1. The period known by historians as the "High Middle Ages" began around _____ A.D.
2. During the eleventh century, the population of Europe (increased / decreased) (slightly / drastically).
3. The High Middle Ages saw an (advance / decline) in the number and quality of European educational institutions and the number of cities (increased / decreased).
4. Bishop identifies two great powers that dominated Western Europe during the Middle Ages. What were these two great powers?
5. What do the *investiture* controversies during the Middle Ages tell us about the extent of power that the Church was able to exercise over temporal rulers during this time?
6. City-states located in the modern nation of _____ dominated maritime trade during the High Middle Ages.
7. In what year was the Battle of Hastings fought?
8. Contrast the French and English monarchs of the High Middle Ages in terms of the power they exercised over their vassals.
9. How were those who founded new *monastic* orders during the tenth and eleventh centuries seeking to change the practice of monasticism (and, by extension, Christianity in general)?
10. For what reasons does Bishop refer to the High Middle Ages as a time of progress?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Holy Roman Empire	Henry II	Parliament
Gregory VII	Common Law	Prince of Wales
Investiture	Thomas à Becket	Clerical Celibacy
Henry IV (<i>HR Emperor</i>)	Archbishop of Canterbury	Simony
William of Normandy	Eleanor of Aquitaine	Peace & Truce of God
Relics	Richard I	Monasticism
Battle of Hastings	John of England	Bernard of Clairvaux
Doomsday Book	Magna Carta	

Chapter 3

"Knights in Battle"

Questions to Consider:

1. In the late Middle Ages, knights were becoming (more / less) prominent on the battlefield.
2. What was the significance of the Church being involved in a knighting ceremony? What was expected of a knight other than being brave in battle?
3. What were the ideal characteristics of a good war horse?
4. In addition to knights, what was the other centerpiece of medieval warfare?
5. The Crusades began in response to a call for help from the _____ emperor to the Roman Pope; however, Urban II proclaimed that the chief goal was to...
6. What rallying cry rang out when Pope Urban II proclaimed the First Crusade?
7. The First Crusade was primarily led by noblemen from _____.
8. When Christian armies took Muslim cities, what typically became of the inhabitants?
9. How successful were the First, Second, Third, and Fourth Crusades in terms of the overall goal of conquering the Holy Land?
10. What overall effect did the Crusades have on
 - the relationship between Eastern and Western Christendom?
 - the European economy?
 - the European system of numbering?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

<i>Cheval</i>	Peter the Hermit	Second Crusade
Crusades	Peasants' Crusade	Saladin
Seljuk Turks	Godfrey of Bouillon	Third Crusade
Urban II	Knights Hospitaller	Richard the Lion-Hearted
Indulgence	Knights Templar	Fourth Crusade
Purgatory	Teutonic Knights	

Chapter 4

"The Noble's Life"

Questions to Consider:

1. What medieval civilization outside of Europe also developed a feudal system?
2. How strong were medieval kings?
3. What was the primary consideration when choosing a wife for a young nobleman?
4. Why would witnesses of a wedding ceremony hit each other?
5. Describe the relationship between a husband and wife in medieval Europe. What roles did each play(118-119)?
6. What was the relationship between chivalry and courtly love in the Middle Ages?
7. How was distinctive dress used to identify people's social class in the Middle Ages (128-29)?
8. Most people today believe that people didn't bathe often in the Middle Ages. Is this accurate?
9. What kind of foods were regularly (and rarely) consumed by medieval aristocrats (135-37)?
10. How effective was the Church's efforts to ban tournaments?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Feudalism	Clergy	Page
Fief	Townspople	Courtesy
Lord	Manorial System	Courtly Love
Vassal	Manor	Chivalry
Nobility	Gentleman	Hunting Rights (139)
Peasants	Christening	Tournaments

Chapter 5

"An Age of Faith"

Questions to Consider:

1. Bishop writes, "In the early Middle Ages the Christian world was neatly divided into three castes." What were those three castes and what was the function of each?
2. How many sacraments were recognized by the Roman Catholic Church?
3. How did medieval Europeans' concept of God differ from that of most Americans today?
4. What sorts of stories circulated among European Christians about their Jewish neighbors?
5. The Church took on many more functions during the Middle Ages than it does today in America and Europe. What were some of the powers and responsibilities that the Church had then that are now most commonly administered by governments?
6. How educated was the average parish priest during the Middle Ages?
7. Compare and contrast monks and mendicant friars as they functioned in the Middle Ages.
8. Why did parish priests often resent mendicant friars?
9. Did later generations of Franciscan friars that followed maintain the original zeal of St. Francis and his followers? Explain why or why not.
10. How did the collection of tithes during the Middle Ages differ from the collection of tithes in most Western nations today?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Vicar	Witchcraft	St. Dominic
Anathema	Relics	Dominican Order
Excommunication	Pilgrims	Heretics
Interdict	Monks	Flagellants
Pope	Chastity	Albigensian Crusade
Cardinals	Monasticism	Inquisition
Sacraments	St. Benedict	Tithes
Transubstantiation	Mendicant Friars	
Purgatory	St. Francis	
Indulgence	Franciscan Order	

Chapter 6

"Towns and Trade"

Questions to Consider:

1. Why was the manorial system of the early Middle Ages unfriendly toward trade?
2. What city was the center of East/West trade during the Middle Ages?
3. What luxury goods were traded heavily throughout the Middle Ages due to the Church's need for these good for sacramental use?
4. How did the establishment of towns affect the balance of power between local lords and the monarch?
5. Bishop notes that "the great international commerce was in textiles." How did this stimulate trade between England and continental Europe?
6. During the early Middle Ages, annual trade fairs were common. What development brought about the demise of these annual trade fairs?
7. In what ways were Jews marginalized and humiliated during the Middle Ages?
8. How did the goals of merchants and craft guilds differ and how did the interplay between them promote a balance of progress and stability?
9. Who were the bourgeoisie and how did they play an increasing role in the economy during the Middle Ages?
10. Describe the relationship between the bourgeoisie and each of the following:
 - The Church
 - The Nobility
 - The Poor

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Bourgeoisie Marco Polo Great Silk Road Caravans	Couriers Trade Fair Usury Merchant Guilds	Monopoly Craft Guilds "Just" Price Third Estate
--	--	--

Chapter 7

"The Life of Labor"

Questions to Consider:

1. What possible avenues did a serf have to gain freedom from the manor?
2. How were millers viewed by the general populace during the Middle Ages?
3. How did medieval peasants mark off their farmland?
4. What attitude did the average medieval peasant have toward agricultural innovations and experimentation? What reasons does Bishop give for this?
5. How fairly and consistently was justice served during the Middle Ages?
6. How did peasant diets compare to those of the upper classes? What meat would a peasant eat? What meat was a peasant forbidden to eat?
7. Did medieval craftsmen have ambitions to become extremely wealthy? What explanation does Bishop give for this?
8. Describe the impact of craft guilds on the following:
 - Consumers
 - Innovation
 - Unskilled Workers
 - The Economy, as a whole
9. Could just anyone learn a skilled trade and join a craft guild in the Middle Ages?
10. What jobs were typically performed by women during the Middle Ages?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Freeman Serf Smith Miller Crop Rotation Three-field System	The "Common" <i>Corvée</i> Manor Courts Nepotism Apprentice Journeyman	Master Physician Surgeon Barber
---	---	--

Chapter 8

"The Life of Thought"

Questions to Consider:

1. What institution controlled education in Western Europe during the Middle Ages? How did this begin to change in the Late Middle Ages?
2. What subjects were students expected to study in order to receive a basic education in grammar schools? In addition, what subjects were studied by university students? Finally, what were the four subjects studied by those seeking to join the learned professions?
3. Bishop compares the education system of the Middle Ages to a guild organization. Why is this comparison appropriate? Note the progression through the scholarly ranks or bachelor, master, and doctor.
4. Medieval scholars held Aristotle to be the preeminent philosopher of the classical period. Explain Aristotle's impact on scholarly discourse during this time.
5. Contrast Aristotle's *realism* with the *nominalism* of Plato. How did these philosophies provide endless avenues for scholarly debate during the Middle Ages?
6. Describe the scholastic approach toward reconciling philosophical and theological truth.
7. Contrast common law and statute law, as well as canon law and civil law.
8. How was the study of science viewed by medieval scholars? What was its place in the curriculum? Also, how did scholasticism inhibit the study of science and the humanities?
9. What technological developments led to an increase in the availability of books and the volume of written material?
10. Briefly describe the content of the typical medieval epic (*chansons de geste*) and explain how the *roman courtois* filled the literary gap created by the genre.
11. What kind of woman was praised by the troubadors of the High and Late Middle Ages?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Alfred the Great	The Scholastic Method	<u>Philosopher's Stone</u>
Grammar Schools	St. Thomas Aquinas	Copyists
Trivium	<i>Summa Theologica</i>	<i>Homme de lettres</i>
Quadrivium	Common Law	Vernacular Literature
Public Schools	Statute Law	<i>Chansons de geste</i>
Universities	Canon Law	<i>Song of Roland</i>
Disputation	Civil Law	<i>Roman courtois</i>
Aristotle	Justinian	Troubadors
Realism	<i>Corpus Juris Civilis</i>	Love Poetry
Nominalism	Natural Philosophy	Dante
Peter Abelard	Alchemy	<i>Divine Comedy</i>
Scholasticism		

Chapter 9

"The Artists' Legacy"

Questions to Consider:

1. From what sources were the styles of medieval art derived?
2. How did Byzantine religious art affect the display of Christ, the Virgin, and the Saints in Western European churches?
3. Bishop notes that in the ninth and tenth centuries, churches were built like fortresses. Why was this the case?
4. Describe and contrast the Romanesque and Gothic styles of architecture. Don't occupy yourself with the fine details as much as general differences from the point of view of the observer – how would they look different if you were standing inside?
5. Bishop describes medieval art as "literary." What does he mean by this?
6. What motivated people to work on cathedrals? What workers would have dominated the building site?
7. How were artists perceived during the Middle Ages? How can that be contrasted with artists in Western societies today?
8. What two calamitous events in the fourteenth century brought about an end to the massive building projects of the French High Middle Ages?
9. What theme dominated the religious art of the Late Middle Ages?
10. What was the primary purpose of art and music in the Middle Ages? How did this begin to change in the Late Middle Ages and what development(s) brought about this change?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

Romanesque Architecture	Renaissance Man
Gothic Architecture	Renaissance Art
Flying Buttresses	<i>Memento mori</i>
Stained Glass	Gregorian Chant
Flamboyant Architecture	Musical Notation

Chapter 10

"End of an Era"

Questions to Consider:

1. "The happy times, or relatively happy times, could not last" (296). The 14th century (1300s) proved to be a major challenge to Europe. How did the pressures of overpopulation contribute to peasant unrest throughout the later Middle Ages?
2. What was the conflict between Pope Boniface VIII and the French King Philip IV about? How does it show growing monarchical power?
3. What was the cause of the Babylonian Captivity? What was the reputation of the papacy in Avignon?
4. Why was the Great Schism an embarrassment for the Church? How did it end?
5. "For a full century the church had exhibited to the world a spectacle of disunion, intrigue, incompetence, and corruption in place of the spiritual and moral leadership for which people longed" (page 303). How did this lead to John Wycliffe?
6. Why would the ideas of Wycliffe have been heretical? Page 305: "This is _____ more than a century before its time!" How did John Hus continue Wycliffe's work in Bohemia (modern day Czech Republic)?
7. What were the causes of the Black Death? How did it impact Europe economically? Socially? Religiously?
8. Why was the Hundred Years War a turning point in the history of warfare?
9. How did the French turn the Hundred Years War around to secure a victory? What role did Joan of Arc play in the Hundred Years War?
10. "This was the twenty-ninth of May 1453. It is one of the hinge-dates of history. It is commonly taken to mark the end of the Middle Ages and the beginning of modern times" (323). What happened on this date and why is it significant to European and world history?

Quiz Yourself:

After reading this chapter, you should be able to identify the following terms (listed here in the order that they appear in the chapter):

<i>Jacquerie</i> <i>Ciampi</i> Pope Boniface VIII Avignon Babylonian Captivity (1305-1378)	Great Schism (1377-1417) Council of Constance John Wycliffe Lollards Black Death	Black Death Hundred Years War (1337-1453) Crécy Joan of Arc Fall of Constantinople
---	---	---

AP EUROPEAN HISTORY

SUMMER MAP ASSIGNMENT

During the first week of class, students will be expected to pass a map quiz. The following nations, regions, and cities listed below are eligible to be assessed.



Nations and Regions	Cities
<p style="text-align: center;"> Austria The "Balkans" The "Baltic States" Belgium Czech Republic Denmark France Germany Greece Hungary Iceland Italy Ireland The Netherlands Norway Poland Portugal Russia Serbia Slovakia Spain Sweden Switzerland Ukraine Turkey United Kingdom (UK) <i>[ID England & Scotland]</i> </p>	<p style="text-align: center;"> Amsterdam Berlin London Moscow Paris Prague Rome St. Petersburg Vienna </p>

The following map is a great one to use for practice:

http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf