

# AP European History

## Summer Assignment



### AP Summer Assignment

#### Course: AP European History

<b>Assignment title</b>	The summer assignment for AP European history consists of two assignments. The first one is to read the book <i>A Taste of Conquest: The Rise and Fall of the Three Great Cities of Spice</i> , and the second is to read, answer questions and take notes from <i>The Western Heritage</i> textbook.
<b>Date due</b>	First day of class
<b>Estimated time for completion</b>	12-16 hours (depending on reading speed)
<b>Resources needed to complete assignment</b>	<input checked="" type="checkbox"/> School assigned textbook <input checked="" type="checkbox"/> Student purchased book(s) <ul style="list-style-type: none"><li>• <i>The Taste of Conquest: The Rise and Fall of the Three Great Cities of Spice</i> by Michael Krondl</li></ul> <input type="checkbox"/> Other supplies: _____
<b>How the assignment will be assessed</b>	Both parts of the assignment will count as a test grade.
<b>Purpose of assignment</b>	<input checked="" type="checkbox"/> Review of foundational material/concepts/skills. <input checked="" type="checkbox"/> Introduce new material/concepts/skills. <input checked="" type="checkbox"/> Expose students to required material/concepts/skills/texts that cannot be covered during the academic year. <input checked="" type="checkbox"/> Have students read material that will be discussed or used in class at the beginning of the year.

## Directions

The summer assignment for AP European history consists of two assignments. The first one is to purchase and read the book *The Taste of Conquest: The Rise and Fall of the Three Great Cities of Spice*, by Micheal Kronl. The second is to read Chapter 11 from *A History of Western Society*, by John McKay, 11th Edition. Be sure you pick this textbook up before the end of the school year, or call the guidance department if you have registered during the summer. The details of these assignments are listed below.

- All work is due on the first day of classes. September 5/6 (depending on your first day of class)
- All work must be done on a separate sheet of paper and NOT TYPED. In your own handwriting
- Please label and number your work as it appears here.
- Feel free to copy the chart, or write the information on separate sheets of paper.
- Put all work together with a paper clip or staple.

## PART I: A History of Western Society

Answer the Skills questions below from the Historical Thinking, Reading and Writing Skills for AP European History, it begins on page xxxv. How to develop “Habits of the Mind” or Historical Thinking skills for AP European History. Using the Historical Think, Reading and Writing Skills for AP European History answer the following questions. McKay page xxxv or 35 to page xliii or page 42

1. What are the four major skills that will help you to develop excellent “habits of the mind”?
2. What is chronological reasoning?
3. What is historical causation? Differentiate between multiple cause and unintended consequences.
4. What does continuity and change mean? Give a modern example?
5. What is periodization? Give an example.
6. How do historian use comparison?
7. What is historical context? What are two levels of historical context? ( this is very important)
8. What is a historical argument? What is NOT part of a historical argument?
9. What is the difference between a primary and a secondary source?
10. Why is it *critical* to consider who wrote a source?
11. What is a perspective or point of view? Why is this very important?
12. How do historians arrive at interpretations?
13. What is the difference between a primary and a secondary source?
14. Why is it important to consider the context/or background of an author or historian?
15. What is synthesis?
16. What are two elements that are essential for good synthesis to occur?
17. What 5 questions should you ask yourself while you are reading?
18. When and only when should you take notes while you read?

**Read Chapter 11 “The Later Middle Ages”** Directions: For each term, give 1 sentence stating what the term is and 1 sentence stating why it is important.

19. Great Famine
20. Black Death and Jews
21. Giovanni Boccaccio
22. *The Decameron*
23. Flagellants
24. Eleanor of Aquitaine
25. King Henry II of England
26. Louis IX of France
27. Salic Law
28. dauphin
29. Philip VI of Valois
30. Henry
31. King Charles VII

32. Representative assemblies (Estates General and the English Parliament)
33. The Commons
34. Clement VII
35. Urban VI
36. Great Schism
37. Conciliarists
38. John Wyclif/lollards
39. Jan Hus/Hussites
40. Constance
41. Martin V
42. Confraternities
43. Thomas a' Kempis
44. Peasant Revolts
45. Statute of Laborers
46. English Peasants' Revolt
47. Richard II
48. Fur Collar Crimes
49. Statute of Kilkenny
50. Vernacular
51. Dante Alighieri
52. *Divine Comedy*
53. Geoffrey Chaucer
54. *Canterbury Tales*

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## Part II: *The Taste of Conquest: The Rise and Fall of the Three Great Cities of Spice* by Michael Krondl

Directions:

- All work must be done on a separate sheet of paper and NOT TYPED. (In your own handwriting)
- Please label and number your work as it appears here.
- Feel free to copy the chart, or write the information on separate sheets of paper
- Put all work together with a paper clip or staple.

Read ***The Taste of Conquest: The Rise and Fall of the Three Great Cities of Spice*** by Michael Krondl and respond to the following questions. Be sure to include the page number. See example below:

Example: What was the Dutch East India Company? The Dutch East India Company of Holland, was motivated exclusively to make a profit. This contrasts with the Portuguese who wanted wealth but also were concerned with the spread of religion. (194,123)

1. Give two reasons for the importance of spices to Europeans.
2. What economic opportunity did spices provide?
3. How did the spice trade connect to the spread of Christianity?
4. What technological advances contributed to Europeans conducting the spice trade?
5. What role did religious wars have in the decline of the spice trade being controlled by just three cities?
6. What role did the spice trade have in the Black Death?
7. What is the connection between the feast of Saint Nicholas and the spice trade?
8. What role did the discovery of the “new world” play in Portugal’s role in the Spice trade?
9. How did Catholic Church, the Popes and/or the Council of Trent influence the spice trade?
10. What is the significance of Goa, the capital of Estado da India, and what was its nickname?
11. Give examples of how the VOC joint stock company operated during the Dutch “Golden Age”? Why was the creation of the United Dutch East India Company historic?
12. Describe Vasco Da Gama’s interaction with the Mughals.
13. Describe how the Dutch conducted trade with the Moluccas? What methods did they use to acquire this trade, and what did they trade?
14. How did spices “challenge” medicine in the late middle Ages and Renaissance?
15. What role does McCormick Spice Company play in the globalization of the spice industry?

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*Comparison Chart for Three Spice Cities*

ASSIGNMENT: Using the format below, **make your own chart** for each of the 3 cities in *A Taste of Conquest*. Use the following as a model and make a separate chart for each of the cities on a different page. Include key terms, people or treaties **that are discussed in the book**. We will use this information when we study the Age of Exploration. Include page numbers from the book as a reference,

**THIS IS THE MODEL YOU WILL USE TO CREATE YOUR COMPARISON CHART**

	Venice	Lisbon	Amsterdam
Dates of Power			
<b>Location:</b> Significance & Benefits			
<b>Political Structure:</b> Key people and how was the government organized?			
<b>Economic Policy:</b> Describe characteristics of who conducted the trade and where trade was conducted in the world			
<b>Social &amp; Cultural:</b> Describe what life was like for residents of the city during the cities thriving time.			
<b>Religion(s)</b>			
<b>Reasons</b> for the rise and success of the city			
<b>Reasons</b> for the decline of the city			