European History

**August 7 - 11 2023**

Text BoxText BoxA group of framed paintings on a wall

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* **Welcome Veterans of AP US History and well as Neophytes! It’s great to be with you and you are part of an AP European program that blew away the national average last year! Thanks for accepting this challenge.**
* **Because we will likely not be getting devices for some time we will use the website below. On the class website you will find a general year-long syllabus that will be updated each week.**

[**https://apusandapeuropeanhistory.yolasite.com/**](https://apusandapeuropeanhistory.yolasite.com/)

* **Since we tend to go to homeroom for the first couple of days, class times in the morning will likely be shortened.**
* **The Completed Summer Assignment will be due on Wednesday August 9th. I will take your work as an email attachment to** [**stephensonmike2112@gmail.com**](mailto:stephensonmike2112@gmail.com) **or a printed copy. This assignment (one of the few all year) was supposed to be typed. And remember, this is a test grade.**

**MONDAY (First Day of School)**

* Fill out class cards, pass out information on *www.classhomework.com* and *quia.com* websites
* Discuss classroom procedures.

**Introduction**

* Welcome to AP European History. Today, paraphrasing General Eisenhower's speech before the D-Day Invasion, "Today you embark upon a great crusade." For some of you, this may be your first AP Class and for still others you may have had AP World or AP Human Geo previously. And for some of you *grizzled old veterans* this serves as your second crusade with me. For me, this is my 30th year leading troops in the *war against history ignorance*!
* Materials: You will have a textbook for The History of Western Society 11th Edition but you will not need it each day. The College Board has announced that the exam in May will be paper and pen…old school. Therefore, we will do much of our work this way. As such you will need a binder/notebook.

**Important information for class**

* Because the availability of student devices is in question for the first weeks of school I will either be producing an agenda in print format or I will utilize a class website. On this website, I post information that is critical for success. Each week I post a detailed lesson plan that lays out the entire week (and sometimes a little more), test information (which sometimes includes take home tests), homework assignments, and documents (which will be plentiful). While I do not mandate that you download and print this each week many students do find this helpful so that note taking in class is much easier. It serves as a back-up but not a replacement for class discussions. I post this each week (usually on Saturday or Sunday morning).

The website is [**https://apusandapeuropeanhistory.yolasite.com/**](https://apusandapeuropeanhistory.yolasite.com/) and is very easy to navigate.

* Another website that we will use extensively for assessments are and [**http://www.quia.com**](http://www.quia.com/) Both of these sites will require me to create a class and enter you. This is why you really need to supply a *usable email*. The Quia.com site provides timed practice and we will use this a great deal outside of class.
* A third key website to utilize is the AP Classroom [**https://myap.collegeboard.org/login**](https://myap.collegeboard.org/login)

This will help us with pacing and practice tests. But this is also how you will register for the AP Exam. You can begin this immediately. Go to the website and use the code below for registration.

**2nd Period N4EGXE**

**6th Period 69V7W3**

**Homework**

* I need your signed procedure form returned tomorrow for your first grade. It is worth a 10% homework grade. You and parent/guardian must sign this for you to receive credit. Let's not start off with a zero or lose 30 points for late submission.
* If you need finishing touches on your Summer work please be ready to submit on Wednesday in print or email form. Email to [stephensonmike2112@gmail.com](mailto:stephensonmike2112@gmail.com)

**TUESDAY (Turn in signed rules and procedures sheet)**

* SWBAT discuss key aspects of the Late Middle Ages (IOT) review from the summer assignment for bell work and quia assessment

Materials Strategy/Format

PPT and copy of summer work Directed discussion

Student Skills

Periodization

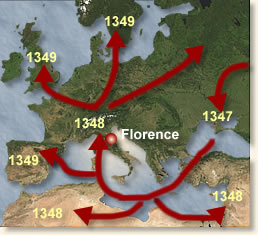
Causation

Contextualization

Introduction and Overview

* Unlike the AP US History course that I teach where the summer work amounts to the first of nine historical periods that we must cover, our summer amounts to three important themes that run through much of the entirety of European History. And this summer work was not about weeding people out or a unique kind of torture. The impact of the Bubonic Plague had major implications for government society and economics of Western and parts of Central Europe. Eastern Europe was also impacted but in a different set of ways. The crisis of the Catholic Church led directly to the Protestant Reformation, a topic that we will discuss for a few weeks. Finally, the Thirty Years War was the start of Nationalist identity in England (UK) and France with implications into the 20th century.
* Today, we will review the summer assignment using the extra credit class cards. These point values on correctly answered questions will be tallied at the end of a grading period and extra points added to create a single class participation grade. The good news is that this is not a grade that you can fail! The lowest point value is 80 and highest is 100. This will help to generate a curve for you and stimulate class involvement. Point values are announced before the question is posed and generally the points go higher with the complexity of questions.

**The Black Death**

By the mid 14th century the Bubonic Plague made its first known appearance in Italy. This means that Italian primacy in trade at least in this case, was both a blessing and a curse. It is now known that the plague had at least three mutations. The most common derives its name from the swellings or *buboes* that appeared on a victim's neck, armpits or groin. These tumors could range in size from that of an egg to that of an apple. Although some survived the painful ordeal, the manifestation of these lesions usually signaled the victim had a life expectancy of up to a week. Infected fleas that attached themselves to rats and then to humans spread this bubonic type of the plague. A second variation, pneumonic plague , was far more deadly. It attacked the respiratory system and was spread by merely breathing the exhaled air of a victim. It was much more virulent than its bubonic cousin - life expectancy was measured in one or two days. The third variant resulted septicemia attacking the circulatory system carrying the plague throughout the body.

Much of what we known about the plague comes from the Italian writer Giovanni Boccaccio who serves as a fairly reliable primary source for the period. How did people react to the dead and dying. How did it alter culture, families, and faith in the Church?

**The Schism in the Church**

* In the aftermath of the collapse of the Roman Empire in the 5th century AD there was little political government in Europe. The Catholic Church served as a social network as well as the religious functions for which it was created. However, by the 14th century the unity of the Church began to sprinter. The Great Western Schism occurred in Western Christendom from 1378 - 1417. In 1378 the papal court was based in Rome and an Italian was elected pope as Pope Urban VI. The cardinals in the French interest refused to accept him, declared his election void, and named Clement VII as pope. Clement withdrew to Avignon, whilst Urban remained in Rome. Western Christendom could not decide which one to obey. Some countries declared for Urban, while other countries accepted Clement. The spectacle of two rival popes, each holding himself out as the only true successor of St. Peter, continued for about forty years and injured the Papacy more than anything else that had happened to it. The Council of Constance 1414-1418 was held and a single pope Martin V was finally named. Why would this seriously weaken the Catholic Church?

**The Hundred Years War**

* The Hundred Years War was not a single engagement but was actually a series of wars between England and France and occasionally other players such as the ill fated Kingdom of Burgundy. The background of the Hundred Years War went as far back as to the reign of [William the Conqueror](http://www.historylearningsite.co.uk/will1.htm). When [William the](http://www.historylearningsite.co.uk/will1.htm) [Conqueror](http://www.historylearningsite.co.uk/will1.htm) became king in [1066](http://www.historylearningsite.co.uk/1066.htm) after his victory at the [Battle of Hastings](http://www.historylearningsite.co.uk/hastings.htm), he united England with Normandy in France. [William](http://www.historylearningsite.co.uk/will1.htm) ruled both as his own. Under [Henry II](http://www.historylearningsite.co.uk/medieval_kings_and_queens.htm), the lands owned by England in France became even larger and the kings who followed Henry found the land they owned in France too large and difficult to control. By 1327, when Edward III became king, England only controlled two areas of France - Gascony in the south and Ponthieu in the north. The spark that started this war as with so many others that you will learn about in France involved a succession crisis. In 1328, Charles IV of France died. Charles did not have any sons to take over his land and all his brothers were dead. He did have a sister called Isabella. She was the mother of Edward III and Edward believed that because of this, he should be king of France. However, the French decided that a cousin of Charles, Philip, should be crowned king.
* Edward was furious but he was not in a position to do anything in the late 1320’s. By 1337 he was ready to fight for what he believed was his and he declared war on Philip. Edward was not only willing to fight for what he believed was his - the crown of France - but also he feared that Philip was a threat to his possessions in France - Gascony and Ponthieu. Edward now had to raise an army. There were men who looked forward to fighting abroad in an army as it gave them the opportunity to plunder treasure and bring things back to England which could make them rich. However, many men were not keen on fighting as they were usually more concerned about [farming](http://www.historylearningsite.co.uk/medieval_farming.htm). A war in the [autumn](http://www.historylearningsite.co.uk/medieval_farming1.htm) could be a disaster as this was harvest time. Unlike France, England did not have a ready supply of knights and instead had to rely upon commoners.
* The [feudal system](http://www.historylearningsite.co.uk/feudal.htm) meant that knights had to provide the king with soldiers when the king demanded them. However, war had moved on from the time of the [Battle of Hastings](http://www.historylearningsite.co.uk/hastings.htm) and the longbow was now the most feared of weapons and not the knight on horseback. The king's officials went around England looking for skilled archers. All young men in [medieval villages](http://www.historylearningsite.co.uk/medieval_peasants.htm) were expected to practice archery so there were many skilled archers to be found. It was left to a village to decide who would actually go to fight but the village as a whole would have to look after the family or families affected by someone leaving. Those who went were paid three pence a day.
* The English armies of the Hundred Years War were small by modern standards. Henry V probably had fewer than 7,000 men at Agincourt, Talbot at Castillon maybe 6,000. Forces were raised principally by voluntary recruitment and organized by aristocratic leaders who contracted to serve the crown with a stated number of men-at-arms (knights and esquires) and archers. The terms, recorded in a written indenture, stipulated wages and an agreed length of service, such as six months or a year, with the possibility of extension. These aristocratic leaders contracted in their turn with those that they recruited into their companies. This method of raising an army ensured an effective command structure much superior to that of the hastily assembled French armies that fought at Crécy and Agincourt). Archers as well as men-at-arms were usually mounted, ensuring a high degree of mobility. Both usually dismounted for battle. The men-at-arms were armed with lance and sword, the archers with the famous longbow.
* The longbow played an important part in the English victories in the field. Its special qualities were its accuracy and penetrating power over a long range (approximately 200 meters) and the ease of rapid discharge, which was much faster than the rate of fire of French crossbowmen. The fire of well-positioned longbowmen was decisive against charging French cavalry at Crécy, and at Agincourt against both cavalry in the first attacking wave and the dismounted men-at-arms in the second wave.
* Archery contributed to victory again at Poitiers, but in this very hard fought battle, charging Anglo-Gascori cavalry had a decisive impact at a critical juncture. The longbow did not make the English invincible. Archers were always very vulnerable if they could be taken in the flank. At Jargeau, Joan of Arc’s cavalry successfully rode down the English bowmen. For her victories Joan d'Arc would later be convicted as a witch and executed.
* In the end the 100 Years War had less immediate than long range implications. The shock in England over the loss of its formerly wide overseas empire was very great. Popular rage against the counselors and commanders deemed responsible had much to do with the outbreak in the mid-1450s of civil war (the 'Wars of the Roses'). The recovery of the lost lands in France long remained a wishful national aspiration, but in material terms the consequences of their loss, for Englishmen living in England at least, was not very great. To some degree this changed the dynamic of Europe for centuries to come as England looked less at continental Europe taking a more global view.
* Since virtually all the fighting was on French soil, there was no English experience comparable to the devastation and dislocation of economic life in the French countryside. Plagues, recurrent after the 1348 Black Death, had much more significant effects on the conditions and living standards of ordinary working people in town and country than the war ever did. The war also strengthened the French monarchy because so many nobles who would normally constrain the king's power were dead. This also had a marked impact on English/British history as we shall see. To a degree the island kingdom developed very distinct differences from the rest of the European Continent.

Conclusion

The main objective of examining the period known as the Late Middle Ages is to draw out the dichotomy between it and the flowering of the Italian Renaissance and the Northern Renaissance. It is a myth that there was no learning or culture in the so-called Dark Ages of the Middle Ages. However, the explosion of interest classical Greco-Roman culture that developed in Italy certainly inspired our first important period to examine this year.

Homework

* Any finishing touches on the Summer Work (due tomorrow)
* Sign up on AP Classroom

**WEDNESDAY (Turn in all completed summer work)**

* SWBAT Explain the ideas behind the concept of the Renaissance (IOT) complete bell work on Thursday (SP-1) (CID-1
* SWBAT Explain why Italy became the focal point of the Renaissance (INT-1)

Materials Strategy/Format

PPT on the Italian Renaissance Lecture-discussion

Student Skills

Causation

Periodization

Contextualization

**History Period One 1450 – 1648 begins today**

* Our course truly begins in what is commonly called the Early Modern Period. Like so many other ideas in this course we are required to alter our thinking a bit from understandings in our world and our nation. Here, modern certainly does not mean high technology and what we see around us nowadays. The word “renaissance” essentially means a “rebirth.” but a rebirth of what? There were two actual phases of the Renaissance, the earlier Italian Renaissance and the later Northern Renaissance. We will discuss the differences later next. The time frame for the Renaissance begins generally around 1350s (14th century) and is thought to have concluded in Italy by the early 1500s (16th Century) following the French invasion and conquest of Northern Italy.
* The key guiding concept of the Renaissance period is known as humanism. This is absolutely crucial for any understanding of the Renaissance (especially in Italy). Humanism is a philosophic idea that embodied the Italian's belief in a better, more learned time. It was their belief that the Greco-Roman classical culture hatched in Athens (5th century BCE) was the high point of human development. But, this had been lost. Running from the fall of the Roman Empire in about the 5th century AD until the year 1000AD we call this period the "Dark Ages" or, the time when classical culture (Greco-Roman ) had been destroyed by Germanic hoards like the Goths and Visigoths and Vandals.
* To a very large degree wealthier, educated Romans became transfixed on the nostalgic idea that, if the ways of the ancients could be recreated, then their world would be better. In fact, it is part of the human condition to believe that "things were better in the past." Here are two terms that you will hear all year: meta-narrative and zeitgeist. Both basically relate to a concept that there is an all -encompassing theme that forms the foundation of history. The term zeitgeist literally means the "spirit of the age."
* When one sees the hell that truly existed in Renaissance Italy I guess it stands to reason that one would seek to escape life for a while. There were constant civil wars and conflicts, plagues, and poverty. So, you see, the whole concept that Italy in the period was some golden age is erroneous. Much of this idea was created by the Italians themselves and earlier historians like Jacob Burckhardt.
* The educational concept of the humanist philosophy was that one should seek to study and learn the ways of the ancients. To do this, language was critical. Most texts were in Greek and/or Latin that ordinary Italians didn't understand. So, a cornerstone to Renaissance learning developed first in translation and literacy. Soon, fiction and non-fiction emphasizing the ancients became popular (Petrarch was known as the Father of Humanism).
* Another facet of humanism that developed was the philosophic idea behind humanism which emphasized the good deeds and the capacity for grace of humans. The philosophic foundation of these tenets was Plato and Aristotle. In Florence, the most important Greek city state, Micheal Chrysolaras founded the Neo-Platonism school. Glorifying mankind would certainly be a key when we examine examples of Italian Renaissance Arts. This became the model of the liberal arts degree that exists today whereby education hopes to expose the student to a diverse set of ideas and fields of study. One can even see that the study of history itself derives from this early 14th century school. One basically studied the "trivium" and the "quadrivium" might be thought of as undergrad and graduate school in courses of math, music, astronomy, rhetoric, and theology.
* Soon, humanism even penetrated the political realm. City leaders often adapted a notion of civic humanism whereby the city leaders were invest in public works. Today, this is known as philanthropy. How do we see that this is still at work today? Who is our modern day Lorenzo di Medici?

Homework

Look over these class notes and be prepared for TIMED BELL WORK tomorrow. Pay attention to key terms.

**THURSDAY**

* **Bell work from yesterday's class discussion (timed)**
* SWBAT Examine political and socio-economic structures in Renaissance Italy (IOT) complete assessment over the weekend (S0P-1)(CID-1)(SCD-1)(ECD-1)

Materials Strategy/Format

Power point Lecture-discussion and review

Student Skills

Periodization

Causation

Contextualization

Introduction

* One One of the toughest lessons for students of history is the desire to classify everything into distinct categories like I have listed on today's objectives. In reality there is serious overlap in the subjects and I think the Italian Renaissance is a great example. Below, I did create categories but as we discuss the topics, I'm sure that you'll easily see the convergence. Take heart, we will not literally discuss the structures in every single country. But Italy was unique for the time. The humanist ideas, the impact of the Crusades and the Plague, the power of the Church and other factors shaped Italy distinct ways.

**Political Structures**

* The first important distinction is the fact that Italy had no king or even nobility like that in the other parts of Europe. While you will later see a title called Holy Roman Emperor, this had little to do with Italy. The political structures were city-states like the one's mentioned yesterday. So, if there was no king were these places "democratic?" Well, of the city-states Venice most closely resembled a democratic state because "citizens" voted on laws in an arrangement similar to Golden Age Athens. Other city-states had similar structures. However, let's examine citizenship in these city-states. Property and wealth were the dominant political reality (as it would be for much of U.S. History). Perhaps the term oligarchy best fits, rule by a privileged elite. The position of despot (or podesta) in Milan was one who was like a hired strongman whose job was to keep the laws of the councils. The “Condottieri” was a mercenary army designed to serve as something of a police (mercenaries).
* The Political structure of Italian city-states are directly linked to socio-economics. In most city states the leaders were members of powerful families: The Medici, Sforza, and Borgias. Each family head was also a key player in politics. The term signoria or grande is often used to explain this. In fact, if you like mafia movies like *The Godfather,* then you sort of know the structure to some degree. The Signoria were not like Presidents or Prime Ministers. They achieved goals, to quote Machiavelli, "by any means necessary." Murder, assassination, and civil uprisings were not uncommon. Between 1378 - 1382 the Ciompi Revolt in Florence even ousted the Medici. This was an early example of a true lower class/peasant uprising. However because of poor leadership, rising taxes, and a Plague outbreak, the Ciompi themselves were toppled. In *The Prince* Machiavelli's political guidebook, he actually condones violence and "dirty tricks" as a means to effective rule. In reality Machiavelli hoped to one day see Lorenzo di Medici be the sole ruler of a unified Italy. However, no other city-state wanted to see Florence…..especially this guy
* The Papacy: There were three very power popes of the Renaissance: Julius II, Alexander VI, and Leo X. Certainly these are not the only popes of the period but all three are noted for their very secular ways, political and military desires, and extravagance. You already know the "warrior pope." Alexander VI was had fathered children but as a powerful Borgia, no one seemed to challenge it. Leo X will be the most well known because his reign helped to spawn the Protestant Reformation.
* Italian political power came to an end despite an attempted balance of power against France known as the Treaty of Lodi. This fell apart in 1494 partly because of Milanese alliance with France.

**Socio-economic Structures**

* In Italy there was a basic pyramidal social structure. At the top were the grandi (we'd call them the super rich) and there were few of these people (see below in economics section for common examples. Next came the popolo grosso and they were sort of what we'd think of as upper middle class. Next came *popolo minuto* and they were like lower middle class down to peasants. By the way, in European History there are really two types of peasants: Urban and Rural. Of the two the urban peasant was the poorest. Any idea why?
* Finally, at the lowest level were slaves. Slavery in Italy was very different than what developed centuries later in America. According to historian Sally McKee, there was a general figure of 2-5% of the total Italian population that were considered slaves. How was slavery in Italy different:
* Slaves were not necessarily African and in fact the term slave comes from the ethnic grouping of "slavs" generally centered in Eastern Europe. Many slaves were prisoners of war and not captured in Africa.
* Slaves in Italy were protected in some measure by laws (although still far less protected than the average peasant). A master could not simply mistreat or kill a slave w/o paying some type of fine.
* Slaves in Italy were commonly manumitted and slavery was not necessarily a life of bondage. In fact a child born to slave parents was not a slave (unlike the system in America).
* Finally more slaves in Italy were like domestic servants and workers. They did not often farm because that's what peasants did. Sometimes slaves would become trusted members of a business and it was not uncommon for slaves to travel for their masters. This means that slaves were sometimes educated which was supposed to be illegal in 19th century America.
* Women and Gender Issues are a key theme of European History and make very likely essay and short answer questions. There is no doubt that Italy was paternal. The man, despite economic level was the king of his home. Divorce in Catholic Italy was incredibly rare so marriage breakups did not occur for reasons like in our society. Spousal abuse and child abuse were not frowned upon by authorizes and even murder charges against a husband depended upon the situation. Especially among the upper class men, affairs were common and even encouraged but this was usually only toward the lower classes. Prostitution was legal or at least accepted in most places. However, woman could not bring charges of rape nor divorce over affairs very easily. There was something of a distinction between upper and lower class women on the issue of rights and education. Upper class education was rare beyond music, poetry, and social skills like dance. Women were something like "trophy wives." Yet, there are some notable exceptions. Isabella D'Este was held in high regard by none other than Leonardo Da Vinci for her intellect. Another was Christine de Pizan who was a noted poet and artist in her own right. One common fact similar to other parts of Europe were working and lower class women who shared economic responsibility and were thus often held in higher regard.

**Economics in Italy**

* One of the most important developments that mark the Italian Renaissance was the growing reliance upon currency and banking. Cash money was not as common in this era and usually was in the form of gold/silver. However, as the economy grew, the nature of money changed. No longer was barter or passing of specie (gold/silver money) as practical. Why? Currency took on a more familiar form as units of exchange with recognized value usually guaranteed by the state.
* Banking and finance was what actually made Italy powerful. As defined nation states developed in Northern Europe, the kings/queens discovered that it takes money to win wars and grow empires. Their own tax bases were weak and borrowing from wealthy bankers was common. Also, the wealth of Italy attracted investments and an early concept of stock developed there.
* A political and economic innovation was the development of embassies where business can be conducted and the actions of royal borrowers could monitored.

**Homework**

See the Friday-Weekend Homework assignment

AP Classroom set up is due tomorrow.

**FRIDAY** (You should be signed up in AP classroom)

* SWBAT Analyze key primary and secondary sources of the Late Middle Age and early Italian Renaissance(IOT) answer guided question sets (SOP-1) (CID-1) (SCD-1) (ECD-1)

Materials Strategy/Format

Source documents Docs analysis and guided questions

Think-Pair-Share

Student Skills

Periodization

Causation

Contextualization

CCOT

Instructions

* Today we are going to delve into some primary source documents related to the period that we are studying. In the packet you’ll find some document excerpts and guided questions. You are free to work together on this and share responses. You will need your own answer sheets. The docs. are due today and be sure to give thorough and complete answers. Detail is usually better than brevity.
* You will simply read the source and answer a few questions at the end of each document.

Conclusion

Don’t forget to complete the Quia Quiz listed above. It is due Monday Morning at 7am

Looking ahead to next week:

* Look at art and literature of the Italian Renaissance
* A view of the Northern Renaissance and the development of the so-called Northern Monarchies
* Unit Test on the Renaissance Period

**You will take your first Quia.com Quiz (see the link below).**

1. The quiz will be document -based and you will be able to save your progress. Remember that the web-notes above are fair game for this process.

2. This is a times quiz but you will be able to save your progress. (Be sure to hit SAVE and not just log out or close lap top)

3. The quiz is due Monday August 16th Morning by 8am

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|  | **Euro Summer Work and early Renaissance Review**  <http://www.quia.com/quiz/5408769.html> |