

AP European History
Summer Assignment – 2025/2026
Due: Wednesday, September 10
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Check list
___ Map
___ Chapter 1 notes and questions
___ Chapter 2 notes and questions
___ Chapter 3 notes and questions
___ Document answers

Chapter Notes for the first three chapters will be uploaded on the Classroom

It is expected that students read all handouts

You will usually find that most of your questions are answered in these pages

Welcome to AP European History! I am looking forward to learning about Europe's history with you next year. AP European History is a college survey course taught in high school. Students may earn college credit with a passing score on the College Board AP European History Examination given in early May 2026. To be successful on that exam, we have to complete the course by the end of April. Don't worry – all previous students really have done just that; I know that you can too! We need to get a "head-start" this summer. It is important that you complete this assignment – it is graded and counts as a significant part of your first quarter grade. Sophomores in AP European History are required to complete the AP assignments ONLY; you are **NOT** required to do the honors or regents summer reading, although they are good books.

While it is great to form study groups, they cannot take the place of independent reading and note-taking. All students are required to have a separate note book that contains their **own original reading notes**.

If you have questions over the summer please email me at the above address, or leave a comment on the Google Classroom. There will be times that I will be away, be patient, I will get back to you.

All assigned work is due in class on Wednesday September 10th

There are no extensions – no exceptions

To avoid potential heartache - Plan ahead and Plan for "what if?"

"What do I need to have on the first week of School?"

- Each assignment is to be typed, stapled, and submitted **separately**
 - You will have **three separate sets** of papers.
 - I will collect the assignments in the following order:
 1. Notes/Outlines to Chapter 1, 2, and 3 + Review Questions + Key Terms [You do not have to write the question – but be sure to number your answers and answer in complete sentences.]
 2. Answers to the Primary Source Questions
 3. Completed map
 - All work is to be **original**, typed, and separately stapled before class. Be sure to follow the MLA format that you used last year. Plagiarism of any kind will result in a **ZERO**.

“The” Summer Assignment

1. Map of Europe

- An outline map of Europe is attached at the end of this document
- Maps will be collected – you will need them to study for the map Quiz
- There will be a **QUIZ** on the map of Europe at the end of the second week of school on Friday September. For the quiz, you will be given a copy of the same outline map and required to identify 20 to 25 nations, bodies of water, and/or mountains. Please, do not try to memorize the map the night before the test.

Be sure to label both A and B below on your map:

- A. The names of all the nations - be sure that you use a current map. The following web sites may help [You do not need to know the location of the capitals.]

1. <http://www.infoplease.com/atlas/europe.html>
2. http://www.yourchildlearns.com/europe_map.htm
3. http://www.eduplace.com/ss/maps/pdf/eur_country.pdf
4. <http://www.euratlas.net/geography/europe/index.html>
5. http://www.toporopa.eu/en/straits_of_europe.html

1. Textbook Readings

The book for this course is the AP Edition The Western Heritage (**Twelfth Edition, AP Edition**) by Kagan, Ozmet, and Turner

- A. Please pick up your texts from your districts as soon as possible. This is a college textbook; you may find the first few chapters challenging. **This is completely normal!** Don't get discouraged; I promise you that with patience you will be able to do the chapter readings in no time. All my students have done this – you can definitely do it too! (To help you with your readings, you should have access to a good college dictionary.)
- i. Read and **fill in the notes** from Chapters 1, 2, and 3 [look up any and all words that you don't know]. Notes should be 8 - 10 pages per chapter.
 1. you will have to have this chromebook/book/binder with you **every day** in class
 - a. I will grade your notes for homework every week, or there may be quizzes given the day notes are due
 - b. Reading notes/outlines are to be your own **original** work. Nothing can take the place of reading the textbook and making careful notes. Your reading notes should not only help you **remember** information but they should help **understand** the material.
 - c. Notes/outlines should be more than a summary of each chapter. Outlines will include diligent note-taking of the chapter. Focus on all vocabulary, important individuals, events, artwork, maps, compare and contrast ideas,

making connections, etc. All outlines must be Hand-Written after the Summer Assignment!!

- d. Pay attention and know the vocabulary in each chapter – these words will appear on my tests as well as the AP Exam

- i. for example – a few words from Chapter One that you should know – flagellants, pogroms, Statute of Laborers, *taille*

- 2. You should print the notes out (in pure black and white is fine), three slides per page with space to fill in the notes. Answers to the notes should be put on the right side of the page. Please see the example below for reference

- ii. Be sure to read the entire chapter – that **includes all primary sources** as well as the sections on *Art and the West*. Part of the AP exam has you work quickly with seven documents, you cannot begin too soon to master the ability to read and analyze documents. The test also deals with artistic trends throughout history.

- iii. There are questions for all the chapters – they require thought. Please, do not copy your answer from the text. Read the text, think, and put your answers in your own words

2. Questions

- i. Chapter 1 – answer questions 1, 2, 4, and 5 on page 47-48
 - ii. Chapter 2 – answer questions 2, 4, 5, and 6 on page 75
 - iii. Chapter 3 – answer questions 1, 3, 5, and 6 on page 103

3. Primary Source Questions

Read the documents attached to the packet starting on page 4. You may have to read it a few times; that is normal. When you are finished, answer the questions at the end of the reading. Be sure to cite the document, use some quotations from the document to support your answers. Make sure you also answer the document questions assigned from the textbook.

For those who want a head-start - Supplies Needed for September

1. Chromebook/Notebook/binder is your choice – see my recommendation above
2. A good College Dictionary – this will help you in all your readings
3. Access to a computer – reminder that there are computers at St. Johns that you can use.
4. Blue or Black Pens and number two pencils
5. Leave your textbook at home – You will use your reading notes/outlines for class discussions
6. Review books for the AP Exam and the Regents will also be needed:

- i. 5 Steps to a 5: AP European History 2024
 - ii. Princeton Review AP European History Premium Prep
 - iii. Barron's AP European History Premium
 - iv. Barron's AP European History Flashcards
 - v. ACHIEVER: Exam Prep Guide for AP European History
 - vi. AP European History Crash Course

7. **Relax** and enjoy the summer – I look forward to getting to know all of you in September!

8. Document 1

CHAPTER 1 OF THE FIRST PART: CONCERNING THE UNIVERSAL AND DISTANT CAUSE

We say that the distant and first cause of this pestilence was and is the configuration of the heavens. In 1345, at one hour after noon on 20 March, there was a major conjunction of three planets in Aquarius. This conjunction, along with other earlier conjunctions and eclipses, by causing a deadly corruption of the air around us, signifies mortality and famine - and also other things about which we will not speak here because they are not relevant. Aristotle testifies that this is the case in his book *Concerning the Causes of the Properties of the Elements*, in which he says that mortality of races and the depopulation of kingdoms occur at the conjunction of Saturn and Jupiter, for great events then arise, their nature depending on the trigon in which the conjunction occurs. And this is found in ancient philosophers, and Albertus Magnus in his book, *Concerning the Causes of the Properties of the Elements* (treatise 2, chapter 1) says that the conjunction of Mars and Jupiter causes a great pestilence in the air, especially when they come together in a hot, wet sign, as was the case in 1345. For Jupiter, being wet and hot, draws up evil vapours from the earth and Mars, because it is immoderately hot and dry, then ignites the vapours, and as a result there were lightning, sparks, noxious vapours and fires throughout the air.

These effects were intensified because Mars - a malevolent planet, breeding anger and wars - was in the sign of Leo from 6 October, 1347 until the end of May this year, along with the head of the dragon, and because all these things are hot they attracted many vapours; which is why the winter was not as cold as it should have been. And Mars was also retrograde and therefore attracted many vapours from the earth and the sea which, when mixed with the air, corrupted its substance. Mars was also looking upon Jupiter with a hostile aspect, that is to say quartile, and that caused an evil disposition or quality in the air, harmful and hateful to our nature. This state of affairs generated strong winds (for according to Albertus in the first book of his *Meteora*, Jupiter has the property of raising powerful winds, particularly from the south), which gave rise to excess heat and moisture on the earth; although in fact it was the dampness which was most marked in our part of the world. And this is enough about the distant or universal cause for the moment.

CHAPTER 2 OF THE FIRST PART: CONCERNING THE PARTICULAR AND NEAR CAUSE

Although major pestilential illnesses can be caused by the corruption of water or food, as happens at times of famine and infertility, yet we still regard illnesses proceeding from the corruption of the air as much more dangerous. This is because bad air is more noxious than food or drink in that it can penetrate quickly to the heart and lungs to do its damage. We believe that the present epidemic or plague has arisen from corrupt air in its substance, and has not changed in its attributes. By which we wish it be understood that air, being pure and clear by nature, can only become putrid or corrupt by being mixed with something else, that is to say, with evil vapours. What happened was that the many vapours which had been corrupted at the time of the conjunction were drawn up from the earth and water, and were then mixed with the air and spread abroad by frequent gusts of wind in the wild southerly, gales, and because of these alien vapours which they carried the winds corrupted the air in its substance, and are still doing so. And this corrupted air, when breathed in, necessarily penetrates to the heart and corrupts the substance of the spirit there and rots the surrounding moisture, and the heat thus caused destroys the life force, and this is the immediate cause of the present epidemic.

And moreover these winds, which have become so common here, have carried among us (and may perhaps continue to do so in future) bad, rotten and poisonous vapours from elsewhere: from swamps, lakes and chasms, for instance, and also (which is even more dangerous) from unburied or unburnt corpses - which might well have been a cause of the epidemic. Another possible cause of corruption, which needs to be borne in mind, is the escape of the rottenness trapped in the centre of the earth as a result of earthquakes - something which has indeed recently occurred. But the conjunctions could have been the universal and distant cause of all these harmful things, by which air and water have been corrupted.

CHAPTER 3: CONCERNING PROGNOSTICATION AND SIGNS

Unseasonable weather is a particular cause of illness. For the ancients, notably Hippocrates, are agreed that if the four seasons run awry, and do not keep their proper course, then plagues and mortal passions are engendered that year. Experience tells us that for some time the seasons have not succeeded each other in the proper way. Last winter was not as cold as it should have been, with a great deal of rain; the spring windy and latterly wet. Summer was late, not as hot as it should have been, and extremely wet - the weather very changeable from day to day, and hour to hour; the air often troubled, and then still again, looking as if it was going to rain but then not doing so. Autumn too was very rainy and misty. It is because the whole year here - or most of it - was warm and wet that the air is pestilential. For it is a sign of pestilence for the air to be wain and wet at unseasonable times.

Wherefore we may fear a future pestilence here, which is particularly from the root beneath, because it is subject to the evil impress of the heavens, especially since that conjunction was in a western sign. Therefore if next winter is very rainy and less cold than it ought to be, we should expect an epidemic round about late winter and spring - and if it occurs it will be long and dangerous, for usually unseasonable weather is of only brief duration, but when it lasts over many seasons, as has obviously been the case here, it stands to reason that its effects will be longer-lasting and more dangerous, unless ensuing seasons change their nature in the opposite way. Thus if the winter in the north turns out to be cold and dry, the plagues might be arrested.

We have not said that the future pestilence will be exceptionally dangerous, for we do not wish to give the impression that it will be as dangerous here as in southern or eastern regions. For the conjunctions and the other causes discussed above had a more immediate impact on those regions than on ours. However, in the judgement of astrologers (who follow Ptolemy on this), plagues are likely, although not inevitable, because so many exhalations and inflammations have been observed, such as a comet and shooting stars. Also the sky has looked yellow and the air reddish because of the burnt vapours. There has also been much lightning and flashes and frequent thunder, and winds of such violence and strength that they have carried dust storms from the south. These things, and in particular the powerful earthquakes, have done universal harm and left a trail of corruption. There have been masses of dead fish, animals and other things along the sea shore, and in many places trees covered in dust, and some people claim to have seen a multitude of frogs and reptiles generated from the corrupt matter; and all these things seem to have come from the great corruption of the air and earth. All these things have been noted before as signs of plague by numerous wise men who are still remembered with respect and who experienced them themselves.

No wonder, therefore, that we fear that we are in for an epidemic. But it should be noted that in saying this we do not intend to exclude the possibility of illnesses arising from the character of the present year - for as the aphorism of Hippocrates has it: a year of many fogs and damps is a year of many illnesses. On the other hand, the susceptibility of the body of the patient is the most immediate cause in the breeding of illnesses, and therefore no cause is likely to have an effect unless the patient is susceptible to its effects. We must therefore emphasize that although, because everyone has to breathe, everyone will be at risk from the corrupted air, not everyone will be made ill by it but only those, who will no doubt be numerous, who have a susceptibility to it; and very few indeed of those who do succumb will escape.

The bodies most likely to take the stamp of this pestilence are those which are hot and moist, for they are the most susceptible to putrefaction. The following are also more at risk: bodies bunged up with evil humours, because the unconsumed waste matter is not being expelled as it should; those following a bad life style, with too much exercise, sex and bathing; the thin and weak, and persistent worriers; babies, women and young people; and corpulent people with a ruddy complexion. However those with dry bodies, purged of waste matter, who adopt a sensible and suitable regimen, will succumb to the pestilence more slowly.

We must not overlook the fact that any pestilence proceeds from the divine will, and our advice can therefore only be to return humbly to God. But this does not mean forsaking doctors. For the Most High created earthly medicine, and although God alone cures the sick, he does so through the medicine which in his generosity he provided. Blessed be the glorious and high God, who does not refuse his help, but has clearly set out a way of being cured for those who fear him. And this is enough of the third chapter, and of the whole first part.

Question: Based on the document (Chapter 1-3) above, explain how medicine at the time tried to deal with the problem of the Black Plague.

Document 2

In chapter 1, read “Dealing with Death” on Page 31 and answer ALL of the questions following the reading.

Document 3

In chapter 2, read “Is the Renaissance Man a Myth?” on pages 56-57 and answer ALL of the questions following the reading.

Document 4

In chapter 2, read “Pictures, Preachers, and Songs” on page 85 and answer ALL of the questions following the reading.

EUROPE | COUNTRIES

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