In the next school year you will engage in the study of the past 568 years of European History. Given the vast nature and scope of this curriculum, it is virtually impossible to deal adequately with all the major topics of this time period. Classroom time will heavily emphasize the political history of Europe, while students will need to rely on their textbooks and outside readings to acquire vital information pertaining to the social and economic aspects of European history. In order to build foundations in both social and economic history, students will be presented with 99 historical terms. **There will be an objective test during the first full week of school on the 99 terms that you will review over the summer.** The test is worth 75 points.

In the past, students who have performed the best on the assessment have attributed their success to research using the Kagan textbook (received on the first day of school) and outside sources (encyclopedias and the internet), and making note/flash cards by putting the term on the front and pertinent information on the back. You should focus on the basics of who, what, where, when, and why (is it important). You will be assessed on your knowledge of the terms. You are not responsible to turn in a study guide, note cards or any other research. The test on these terms as well as the essay in Part II will count for approximately 1/3 of the first marking period grade.

1. Agriculture/enclosures  34. Goya, Francisco de  67. Peasant Revolt 1524-1525
2. Amsterdam  35. Guilds, 18th century  68. Pétain, Henri Philippe
5. Art/impressionism  38. Hegel, G.W.F.  71. Planck, Max
8. Balfour Declaration  41. Inquisition/Spanish  74. Principia Mathematica
9. Baroque architecture/art  42. Ireland/Home Rule Bill  75. Putin, Vladimir
10. Beauvoir, Simone de  43. Jacobsen  76. Quesnay, Francios
14. Cahiers de doleances  47. Keynes, John Maynard  80. Sarajevo
15. Camus, Albert  48. Kosovo  81. Sartre, Jean-Paul
17. Cholera  50. Kulaks  83. Sejm
19. Common Market  52. Lister, Joseph  85. Spanish Civil War
20. Corn Law  53. Masstricht, treaty  86. Spencer, Hebert
21. Corvee  54. MacDonald, Ramsay  87. Stael, Madame de
23. Curie, Marie & Pierre  56. Muntzer, Thomas  89. Suffragettes
24. Daimler, Gottlieb  57. Nagy, Imre  90. Thatcher, Margaret
27. Einstein, Albert  60. Oration on the Dignity of ...  93. Valla, Lorenzo
30. Fabianism  63. Pan-Slavic Congress  96. Wesley, John
31. Gladstone, William  64. Paris Commune (1871)  97. Wollstonecraft, Mary
32. Goethe, Johann Wolfgang von  65. Paris Foundling Hospital  98. Woolf, Virginia
To build foundations in both social and economic history, students will be presented with four actual long essay questions (LEQs) from the previous year’s AP exams. **Students should prepare at least** a four-paragraph essay response including an introduction and conclusion. Students should use books, online sources, and any other additional resources they may wish to utilize. Point value= approximately 1/3 of the first marking period grade (99 Term Test= 75% and Essay = 25%).

Due Date: - Be prepared to discuss the essay topics on the first day of school. During the first full week of school, you will write an in-class essay on one of these topics. The topics will be chosen at random by the instructor.

1. Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the Reformation through the Enlightenment. *(Historical thinking skill: Continuity and Change)*

2. Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the First World War through the Cold War. *(Historical thinking skill: Continuity and Change)*

3. Describe and explain a significant similarity and a significant difference between the ways European states waged war in the period circa 1500-1648 and in the period circa 1750-1871. *(Historical thinking skill: Comparison)*

4. Describe and explain a significant similarity and a significant difference between European's governments' role in the economy in the period circa 1650-1750 and in the period circa 1850-1950. *(Historical thinking skill: Comparison)*

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