

## Advanced Placement European History

### ~ Summer Project Part I ~

In the next school year you will engage in the study of the past 571 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 start 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 (When 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.

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|---|--------------------------------------|------------------------------|
| 1. Agriculture/enclosures                 | 34. Goya, Francisco de               | 67. Peasant Revolt 1524-1525 |
| 2. Amsterdam                              | 35. Guilds, 18 <sup>th</sup> century | 68. Petain, Henri Philippe   |
| 3. Annals of Agriculture                  | 36. Hammer of Witches                | 69. Picasso, Pablo           |
| 4. Arkwright, Richard                     | 37. Havel, Vaclav                    | 70. Pius IX, pope            |
| 5. Art/impressionism                      | 38. Hegel, G.W.F.                    | 71. Planck, Max              |
| 6. Ataturk                                | 39. Herzl, Theodor                   | 72. Pompadour, Madame de     |
| 7. Bakewell, Robert                       | 40. Index of Forbidden Books         | 73. Potsdam conference       |
| 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. Jacobins                         | 76. Quesnay, Francios        |
| 11. Bessemer, Henry                       | 44. Jacquerie                        | 77. Red Army                 |
| 12. Bosnia-Herzegovina                    | 45. Jung, Carl                       | 78. Roentgen, Wilhelm        |
| 13. Byron, Lord                           | 46. Kellogg-Briand Pact              | 79. Romanticism              |
| 14. Cahiers de doleances                  | 47. Keynes, John Maynard             | 80. Sarajevo                 |
| 15. Camus, Albert                         | 48. Kosovo                           | 81. Sartre, Jean-Paul        |
| 16. Chamberlain, H.S.                     | 49. Kossuth, Louis                   | 82. Savonarola               |
| 17. Cholera                               | 50. Kulaks                           | 83. Sejm                     |
| 18. Cities/towns 19 <sup>th</sup> century | 51. Kulturkampf                      | 84. Sieyes, Abbe             |
| 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         |
| 22. Cult of Domesticity                   | 55. Milosevic, Slobodan              | 88. Suez Canal Crisis        |
| 23. Curie, Marie & Pierre                 | 56. Muntzer, Thomas                  | 89. Suffragettes             |
| 24. Daimler, Gottlieb                     | 57. Nagy, Imre                       | 90. Thatcher, Margaret       |
| 25. Disraeli, Benjamin                    | 58. Nietzsche, Friedrich             | 91. Townsend, Charles        |
| 26. Dreyfus affair                        | 59. Northern Ireland/formation       | 92. Tull, Jethro             |
| 27. Einstein, Albert                      | 60. Oration on the Dignity of ...    | 93. Valla, Lorenzo           |
| 28. European Union                        | 61. Owen, Robert                     | 94. Walpole, Robert          |
| 29. Existentialism                        | 62. Pankhurst, Emmeline              | 95. Watt, James              |
| 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          |
| 33. Gouges, Olympe de                     | 66. Pasteur, Louis                   | 99. Zollverein               |

# ADVANCED PLACEMENT EUROPEAN HISTORY SUMMER PROJECT PART II

To start to build foundations in both social and economic history, students will be presented with four actual long essay questions (LEQs) from 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 and write the essay on **ONE** of the topics, chosen at random by the teacher, in-class within a week of the start of the school year.

1. Analyze the similarities in the methods that various absolute monarchs used in the 1600s and 1700s to consolidate and increase their power.
2. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830?
3. Compare and contrast the goals and achievements of the feminist movement in the period circa 1850–1920 with those of the feminist movement in the period 1945 to the present.
4. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920's and 1930's.

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