

AP European History Summer Assignment

Welcome to the AP Euro!

AP European History is a college prep class that is intended to provide students with an academic experience similar to that of a freshman/sophomore college history course. The course itself will be an in-depth study of European History from the Renaissance to modern times (roughly 2010), it is also designed to engage students in analytical reading and essay writing. This class is expected to move at an accelerated pace in order to cover the extensive curriculum and provide an opportunity for AP success. Therefore, students enrolled in this course will be required to complete a summer assignment to prepare you for the school year. If you have any questions or concerns feel free to email me- Mrs. Pickard- apickard@lee-scott.org

All assignments are due ON THE FIRST DAY OF CLASS and will be one of the first grades for the class. NO EXCEPTIONS

Manage your time wisely! I suggest you don't wait until the last few weeks of summer to start your assignment. Pace yourself. This will allow you to be successful on the assignment as well as help you to gain necessary time management skills.

Part I: Map of Europe

On the Europe Political Map please identify the following nations:

England
Portugal
Denmark
Switzerland
Poland
Scotland
Turkey
Luxembourg
Greece

Austria
Hungary
Russia
Ireland
Germany
Finland
Czech Republic

Spain
Belgium
Norway
Italy
Slovakia
Ukraine
France
Netherlands
Sweden

On the Europe Physical Map identify the following features:

Loire River	Pyrenees Mts.	Strait of Gibraltar	Seine River
Baltic Sea	Po River	Sicily	Rhine River
Danube River	English Channel	Tiber River	Elbe River
Aegean Sea	Carpathian Mts.	North Sea	Tagus River
Corsica	Balkan peninsula	Black Sea	Thames River
Alps Mts.	Sardinia	Crete Apennine Mts.	

Reminders for maps:

Use color pencils to distinguish areas

Provide a key (it may be easier than writing in the small spaces encountered on a map of Europe.

These maps will be a resource for you throughout the year so keep them in your binder.

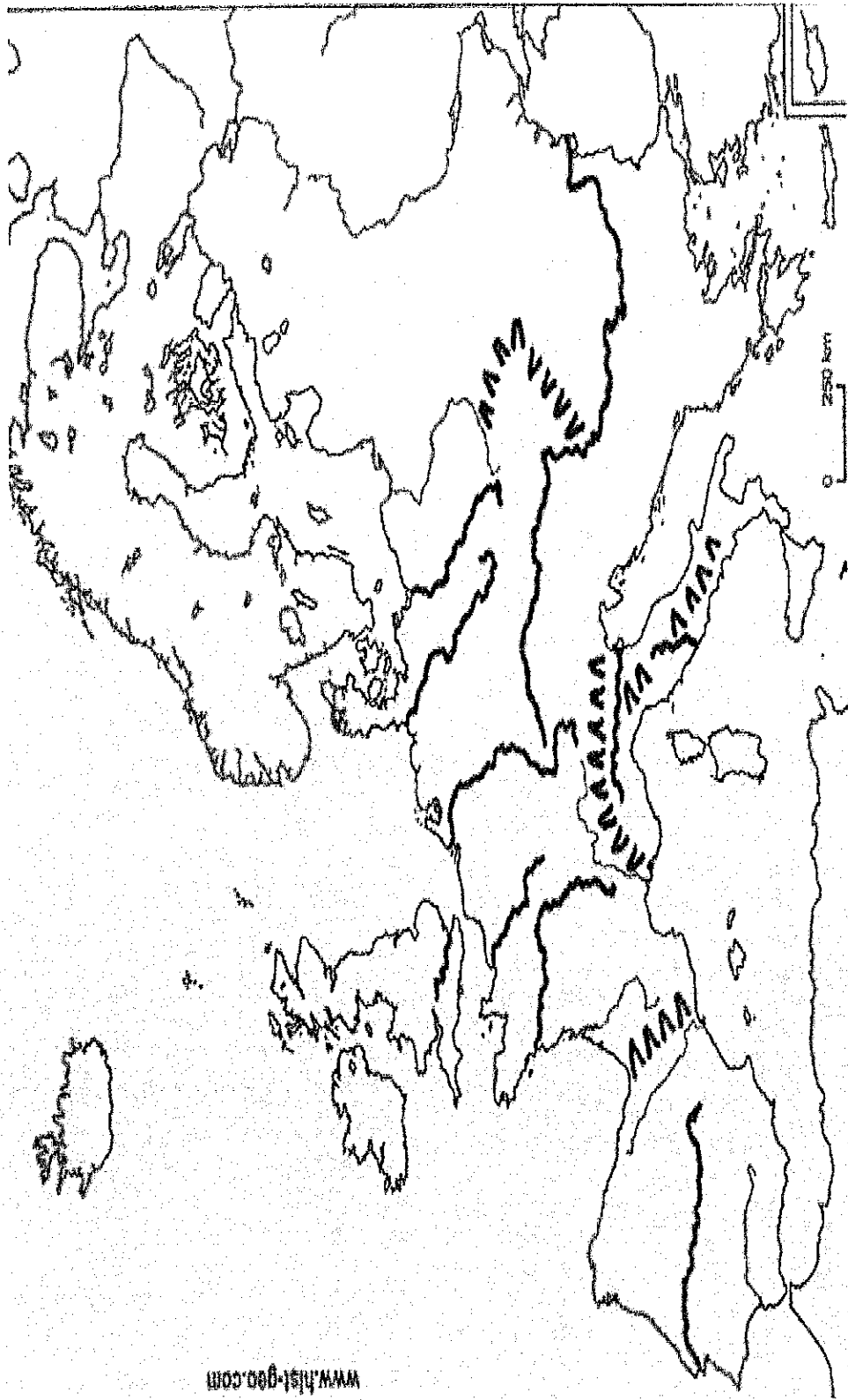
Part II: Review

Watch the following Crash Course Videos. They last from 10- 15 minutes and will give you background knowledge to help you in class. Write a short paragraph (5-7 sentences) summary of each video, sharing what information you gained from it. Attach the paragraph summaries to the back of this packet!

Crash Course European History #1- Medieval Europe

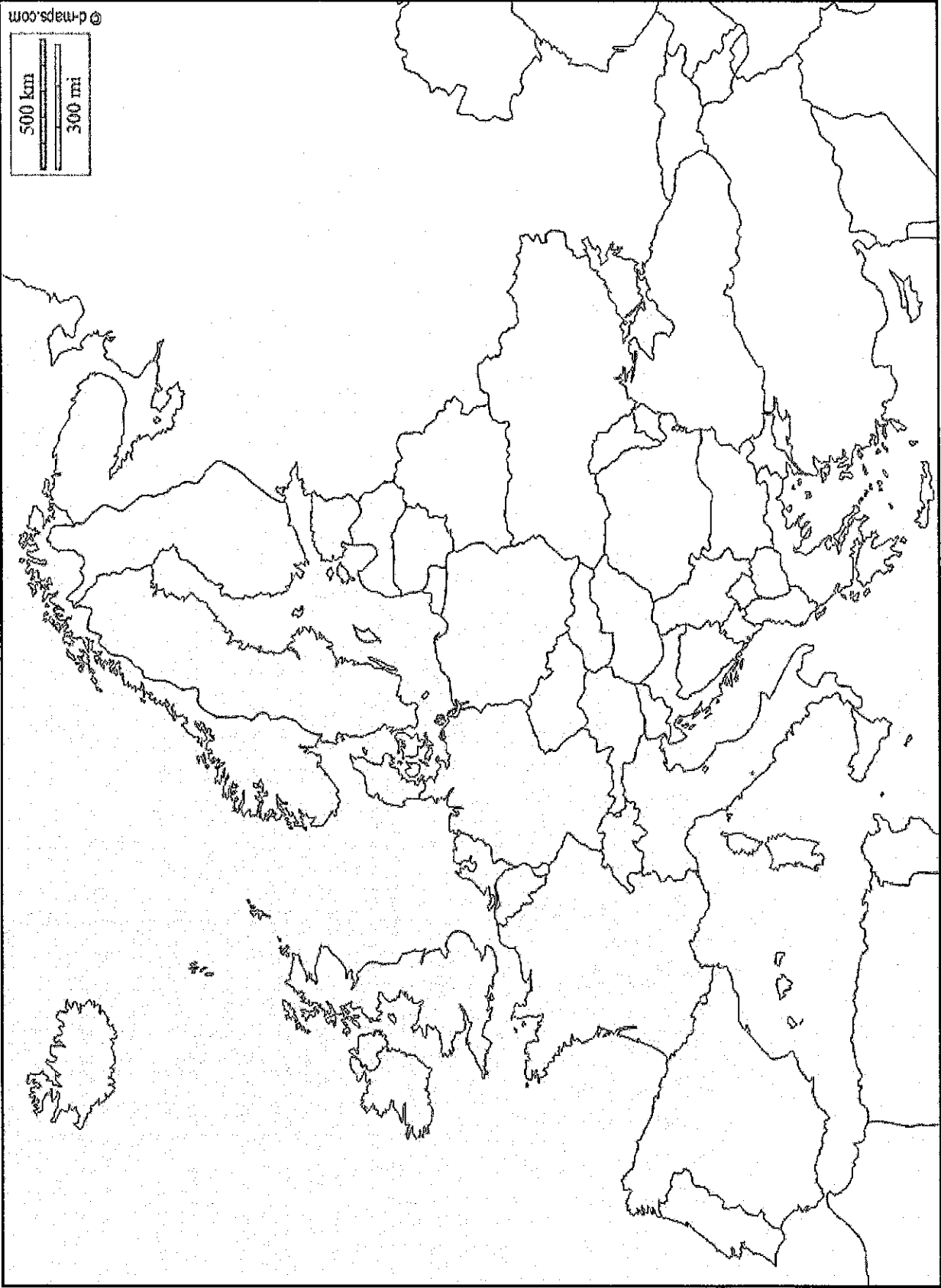
Crash Course European History #2- Florence and the Renaissance

Crash Course European History #3- The Northern Renaissance



500 km

300 mi



Part III: Reading Analysis

The Prince

NICCOLO MACHIAVELLI

Niccolo Machiavelli (1469-1527), a native Florentine, was a statesman and political theorist. The year before Machiavelli wrote The Prince, Giuliano de Medici began his short reign as the ruler of Florence (1512-1513) and imprisoned the republican Machiavelli, whom Giuliano had suspected of conspiring against him. Nevertheless, seeking to regain a position in government, Machiavelli dedicated The Prince to the powerful Lorenzo Medici, father of Giuliano. He further hoped that The Prince would inspire the Medici's to defend Italy from France and Spain. The work is notorious for its pragmatic (practical), amoral (without morals) advice to leaders.

Chapter XVII

Of Cruelty and Clemency, and Whether It Is Better to Be Loved or Feared

Proceeding to the other qualities before named, I say that every prince must desire to be considered merciful and not cruel. He must, however, take care not to misuse this mercifulness. Cesare Borgia was considered cruel, but his cruelty had brought order to the Romagna, united it, and reduced it peace and fealty. If this is considered well, it will be seen that he was really much more merciful than the Florentine people, who, to avoid the name cruelty, allowed Pistoia to be destroyed. A prince therefore, must not mind incurring (bringing on) the charge of cruelty for the purpose of keeping his subjects united and faithful; for, with a very few examples, he will be more merciful than those who, from excess of tenderness, allow disorders to arise, from whence spring bloodshed and rapine (plunder); for these as a rule injure the whole community, while the executions carried out by the prince injure only individuals. And of all princes, it is impossible for a new prince to escape the reputation of cruelty, new states being always full of dangers.

Nevertheless, he must be cautious in believing and acting, and must not be afraid of his own shadow, and must proceed in a temperate (moderate) manner with prudence (being wise) and humanity, so that too much confidence does not render him incautious (not careful), and too much diffidence (shyness) does not render him intolerant.

From this arises the question whether it is better to be loved more than feared, or feared more than loved. The reply is, that one ought to be both feared and loved, but as it is difficult for the two to go together, it is much safer to be feared than loved, if one of the two has to wanting. For it may be said of men in general that they are ungrateful, voluble (talkative), dissemblers (fake), anxious to avoid danger, and covetous (jealous) of gain; as long as you benefit them, they are entirely yours; they offer you their blood, their goods, their life, and their children, as I have before said, when the necessity is remote; but when it approaches, they revolt. And the prince who has relied solely on their words, without making other preparations, is ruined; for the friendship which is gained by purchase and not through grandeur and nobility of spirit is bought but not

secured, and at a pinch is not to be expended in your service. And men have less scruple (smaller chance) in offending one who makes himself loved than one who makes himself feared; for love is held by a chain of obligation which, men being selfish, is broken whenever it serves their purposes; but fear is maintained by a dread of punishment which never fails.

Still, a prince should make himself feared in such a way that if he does not gain love, he at any rate avoids hatred; for fear and the absence of hatred may well go together, and will be always attained by one who abstains (stay away from) from interfering with the property of his citizens and subjects or with their women. And when he is obliged to take the life of any one, let him do so when there is a proper justification and manifest reason for it; but above all he must abstain from taking the property of others, for men forget more easily the death of their father than the loss of their patrimony (land inherited from father). Then also pretexts for seizing property are never wanting, and one who begins to live by rapine (plunder) will always find some reason for taking the goods of others, whereas causes for taking life are rarer and more fleeting.

QUESTIONS FOR ANALYSIS AND DISCUSSION

1. What does the term "Machiavellian" mean? Is it a positive or a negative term? FULLY explain your answer.

2. What does Machiavelli state about being cruel versus being lenient?

3. How does a ruler avoid being hated?

4. Does Machiavelli believe it is safer to be feared or loved? Why? Do you agree with Machiavelli? Why or why not?

Part IV- Middle Ages Unit Guide Packet

Follow the directions for each assignment.

Part V- Textbook Reading

Complete Chapter 11 and 12 reading guides from your textbook. These should be **FULLY** answered. You will have one of these for each chapter in the book as we go along during the year. The idea is that you have the background information and other evidence needed to be successful.

Part VI- European Art

Art plays a big role in European History and is often seen on AP Exams. It is important to know key aspects of art throughout the time period that we will be studying. The "coloring book" is a good way to commit several different "famous" paintings to memory. Research each piece of art and follow the colors of each picture. Use colored pencils, markers and crayons to complete the assignment.