

## SUMMER ASSIGNMENT

**THIS ASSIGNMENT IS A PREREQUISITE FOR TAKING AP EUROPEAN HISTORY. IT IS DUE THE FIRST DAY THAT CLASS MEETS IN SEPTEMBER!!! NO EXCUSES! YOU WILL BE TESTED ON THE CONTENT THE SECOND DAY WE MEET IN SEPTEMBER.**

**Text:** Western Civilizations, Judith Coffin and Robert Stacey

### Overview:

1. You will be assigned two chapters in the text to read. Throughout the chapter, there are questions to guide your reading. You should answer each question in one or two sentences. The goal is for you to *synthesize* the information into one original main idea. (In other words, you are NOT outlining)
2. At the end of each chapter there is a list of terms. These terms should be defined and explained. You must show that you understand the historical significance of the term.
3. You will be given a choice of three essays, of which TWO must be completed. Your essays must have a thesis statement as well as an introduction, conclusion, and well-developed supporting paragraphs. Essay responses must be typed, double-spaced with normal half-inch margins, and **SHOULD NOT EXCEED THREE PAGES** in length. Your essays will be graded according to the attached rubric. The average of the two essays will count as a test grade.

### The Chapters:

The summer reading assignment will cover the later or high Middle Ages. This will provide you with the background necessary to study European History from the Renaissance to the present.

#### Chapter 10: The Later Middle Ages

Pages 371-413

#### Chapter 11: Commerce, Conquest and Colonization, 1300-1600

Pages 416-438

**ESSAYS:** Remember, you are choosing TWO of the following three essays.

1. Discuss the factors that led to the development of nation-states in Europe. Account for differences in the political developments of at least THREE of the following nations/regions.
  - England, France, Germany, Italy, Russia, Spain
2. Trace the changing role of global trade in the European economy in the period 1300-1600. Analyze the impact of these changes on Europe.
3. Discuss the extent to which the spread of the plague led to long-term socio-economic change in Europe.

I will periodically check my e-mail during the summer. Please, feel free to e-mail questions to me at [rosen@tufsd.org](mailto:rosen@tufsd.org). It may take me a few days to respond so don't wait until Labor Day to look things over!

## FREE RESPONSE ESSAY SCORING RUBRIC

### Stronger Essays (9, 8, 7, 6)

*These essays will demonstrate the following qualities with varying degrees of effectiveness:*

- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports thesis with specific evidence.
- Demonstrates relevant knowledge of topic.
- Provides analysis where appropriate.
- Conveys a correct sense of chronology.
- May contain minor errors: even a '9' may not be flawless

### Mixed Essays (5, 4)

*These essays will demonstrate the following qualities with varying degrees of effectiveness:*

- Contains a thesis, perhaps superficial or simplistic.
- Uneven response to the question's terms: tasks, content, chronology etc.
- May contain factual and/or interpretive errors.
- Is more descriptive than analytical.

### Weaker Essay (3, 2, 1, 0)

*These essays will demonstrate the following qualities with varying degrees of effectiveness. Essays scored 0 or 1 may attempt to address the question but fail to do so:*

- Thesis is confused, or absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.
- Shows little understanding of the topic.
- Minimal examples, abundant errors, confused chronology.