

Course: AP European History

Instructor: Jon Nuxoll

Contact/Summer Availability: E-mail (best): jnuxoll@marisths.org Phone: 541-684-8883

Name of Assignment: 2020 Summer History Camp

What student will know, understand, or be able to do and why this learning matters: Comparing the main features of responses to the pandemic in 1918 and today will help you gain perspective and understanding of current events. Understanding basic features of late medieval Europe will help orient you to the fundamental institutions of government, economics, exceptionalism, race relations and labor established in the modern world that emerges from the Middle Ages.

Directions:

1. Read Laura Spinney's *Pale Rider The Spanish Flu of 1918 and How It Changed the World* and write an essay (Due **August 27**)

• Secure a copy of *Laura Spinney's Pale Rider The Spanish Flu of 1918 and How It Changed the World*, Electronic or print. (*do not confuse it with the similarly-named Pale Horse, Pale Rider*)

• Write an essay or book report of 600 to 1,000 words on one of the following topics:

Based on Pale Rider, make any three comparisons between pandemics of 1918 and 2020 (i.e. in their spread, in responses to them and/or in each event's long-term significance).

OR

Based on Pale Rider, how effectively or poorly did medical science and societies (government) understand and respond to the 1918 pandemic.

• This essay is due (or postmarked) by Thursday, August 27 (hard copies only). Mail to me at Marist HS/ 1900 Kingsley Road/Eugene OR 97401 (or drop off at the Marist office).

• It may be helpful to read Chapter 25 in your text to understand the historical context of events happening during the pandemic, especially World War I and the Russian (Bolshevik/communist) Revolution, and Russian Civil War, although that is not required. *Pale Rider* covers the 1918 pandemic globally, not just in Europe, and it is fine to refer to non-European impacts in your essay.

• Also, remember that when referring to books, titles should be underlined or italicized. This same rule holds true when referring to newspapers, ships and trains, as in the following examples:

**That was a fine piece of reporting in last week's Lake Chelan Mirror, don't you think?*

**I shall sail to England aboard the Lusitania and return on the Titanic.*

**Only a fool would travel on the Empire Builder when he could take the North Coast Limited.*

2. Read Chapter 11 "Crisis of the Middle Ages," in *A History of Western Society Since 1300* (John P. McKay, et al, 12th edition. Electronic or Print) and answer attached questions, (hard copy due the **first day of class**.)

DUE DATES AND FORMAT MAY CHANGE IF CONDITIONS FOR SCHOOL OPENING CHANGE. YOU WILL BE NOTIFIED BY EMAIL.

*AP European history is a year-long intensive survey of European history from 1450 to the present, with college credit possible for students who pass the AP exam (Friday, May 7, 2021). College credit is also possible through Lane Community College's "College Now" program as HST 102 and 103 (6 credits). Text is *A History of Western Society Since 1300* (12th edition). Through the year there will be assigned readings, especially of historical documents and historical interpretations, and writing assignments.

A. ORGANIZATION AND STRUCTURE

1. Opening and closing paragraphs. Does the opening paragraph introduce your entire topic? Does the closing paragraph conclude your essay by tying its main points together?
2. Development of topic:
 - a. Are general statements supported with examples?
 - b. Do paragraphs contain a topic sentence?
 - c. Effective transitions between paragraphs?

B. ACCURACY

Have you reviewed the main points? Is your information accurate and complete?

C. CLARITY

Could someone not familiar with your topic understand your essay? Are unfamiliar terms and events clearly explained?

D. MECHANICS

Consistent use of verb tense? Use of formal language (avoid contractions, slang, informal language)?

Use of third person (“he,” “she,” “it,” “they”), NOT first (“I,” “we”) or second (“you”) person?

Are block quotes (of four or more lines) indented and single-spaced? Are references appropriately cited?

E. SPELLING, GRAMMAR AND PUNCTUATION

Correct spelling, grammar and punctuation? Are names of books (as well as newspapers, ships and trains) underlined or *italicized*?

F. GUIDELINES FOR HISTORICAL WRITING

Do not use nicknames, whether of your own or others’ creation (it’s “de Gaulle,” not “Chuckie”). Use Roman, not Arabic, numerals in referring to royalty (it’s “Louis XIV,” not “Louis the 14th”). Use first and last names on first reference; use only the last name on subsequent references.

Name _____

AP European History/Mr. Nuxoll

Chapter 11 Reading Questions (12th ed., McKay, *A History of Western Society*): The Later Middle Ages

These questions are due on the first day of school. Hard copies only! You may answer on this sheet or on separate paper. If you use separate paper, staple this sheet to your answer or write out the question you are answering. (This is so you can refer back to it later for review.)

1. How did climate change shape the Middle Ages economically and socially?
2. Why do some modern doctors and historians think the bubonic plague of the 14th century might in fact have been a different disease, such as the Ebola virus?
3. Using the map on p. 327, explain how and where the plague spread in the mid-14th century.
4. What did medieval Europeans believe caused the plague? What profession suffered the highest mortality rates?
5. How did the plague impact agriculture? Economy? Religious practices?
6. What was the salic law? How did it relate to the beginning of the Hundred Years' War?
7. Why did some French nobles support English claims to the French throne? Why did some Scottish nobles support the French crown? How did the war have an economic impact outside England and France?
8. How did the Hundred Years' War strengthen the English Parliament? Why did a similar representative assembly fail to develop in France?

9. What was referred to as the “Babylonian Captivity” **of the 14th century**? The Great Schism?

10. What did conciliarists believe about church authority?

11. Describe two forms of piety “somewhat separate from the authority of priests and bishops” developed among medieval Christians.

12. What inspired the Jacquerie of 1358? The English Peasants’ Revolt of 1381? What resulted from these?

13. How did economic crises influence women preparing to marry? What restrictions on marriage did some men encounter?

14. What was “fur-collar crime”?

15. What was “legal dualism” in many parts of medieval Europe?

16. What was the Statute of Kilkenny?

17. What is the “vernacular”? Explain two ways the vernacular developed in Europe.