

**Advanced Placement European History  
Summer Assignment 2010/2011 School Year  
Mrs. Moran**

Students should be sure to obtain the textbook, *The Western Heritage*, from Room 436 **BEFORE** the end of the school year.

**Chapters 9 and 10 Assignments**

Students should outline Chapters 9 and 10 in the textbook. Outlines should define and/or explain all key terms, people, events, and movements. Outlines should be thorough and clearly organized. These outlines will be checked on the first day of class and graded as a homework assignment worth 25 points per chapter, for a total of 50 points. Outlines should be handwritten. The outlines will be used as your in class notes for the first two chapters. Outlines should be roughly 10 pages front and back per chapter. Leave space to include any additional points that we will cover in class. We will be covering the first two chapters relatively quickly, as you should be prepared due to the focus of the summer assignment. A test on Chapters 9 and 10 will be administered within the first week and a half of school.

In addition to your outlines, please answer the following review questions for Chapters 9 and 10. The questions and answers should be typed, 12 point font, with proper MLA heading. These questions will be collected on the first day of school, reviewed, graded, and handed back to you. Chapter 9's Review Questions will be worth 24 points/4 points each. Chapter 10's Review Questions will be worth 28 points/4points each.

**CHAPTER 9  
REVIEW QUESTIONS**

1. What were the underlying and precipitating causes of the Hundred Years' War? What advantages did each side have? Why were the French finally able to drive the English almost entirely out of France?
2. What were the causes of the Black Death, and why did it spread so quickly throughout Western Europe? Where was it most virulent? How did it affect European society? How important do you think disease is in changing the course of history?
3. Why did Pope Boniface VIII quarrel with King Philip the Fair? Why was Boniface so impotent in the conflict? How had political conditions changed since the reign of Pope Innocent III in the late twelfth century, and what did that mean for the papacy?

4. How did the church change from 1200 to 1450? What was its response to the growing power of monarchs? How great an influence did the church have on secular events?
5. What was the Avignon papacy, and why did it occur? How did it affect the papacy? What relationship did it have to the Great Schism? How did the church become divided and how was it reunited? Why was the conciliar movement a setback for the papacy?
6. Why were kings in the late thirteenth and early fourteenth centuries able to control the church more than the church could control the kings? How did kings attack the church during this period?

## CHAPTER 10

### REVIEW QUESTIONS

1. What was Jacob Burckhardt's interpretation of the Renaissance? What criticisms have been leveled against it? What did the term mean in the context of fifteenth- and sixteenth-century Italy?
2. How would you define Renaissance humanism? In what ways was the Renaissance a break with the Middle Ages and in what ways did it owe its existence to medieval civilization?
3. Who were some of the famous literary and artistic figures of the Italian Renaissance? What did they have in common that might be described as "the spirit of the Renaissance"?
4. Why did the French invade Italy in 1494? How did this event trigger Italy's political decline? How did the actions of Pope Julius II and the ideas of Niccolò Machiavelli signify a new era in Italian civilization?
5. A common assumption is that creative work proceeds best in periods of calm and peace. Given the combination of political instability and cultural productivity in Renaissance Italy, do you think this assumption is valid?
6. How did the Renaissance in the north differ from the Italian Renaissance? In what ways was Erasmus the embodiment of the northern Renaissance?
7. What factors led to the voyages of discovery? Why were the Portuguese interested in finding a route to the East? Why did Columbus sail west across the Atlantic in 1492?

## "A Tale of Two Cities Assignments"

The last portion of the summer assignment is to read the novel "A Tale of Two Cities" by Charles Dickens. There will be a test on the novel the third day of school, which will include multiple choice and essay questions. Below you will find a list of characters. Please summarize each character and the role that they play in the novel. Complete this assignment on loose leaf paper that can be put in a binder with other important documents that you will accumulate throughout the year. I will collect this the first day of school. This assignment will be worth 17 points/1 point per character.

Jarvis Lorry

Jerry Cruncher

Lucie Manette

Miss Pross

Dr. Manette

Charles Darnay

The Marquis St. Evermonde

Sydney Carton

Mr. Stryver

Ernest Defarge

Madame Defarge

Jacques III

Vengeance

John Barsard/Solomon Pross

Roger Cly

Gabelle

Gaspard

The final assignment is to answer the following 21 questions regarding plot, characterization, and theme. Please answer each questions in it's entirety and follow the specific directions in each. Complete this assignment on loose leaf paper that can be put in a binder with other important documents that you will accumulate throughout the year. I will collect this the first day of school. This assignment will be worth 42 points/2 points each.

### **PLOT**

1. Reread the first paragraph of the novel. How could it be used to describe today's world?
2. What were the conditions in France that lead to the revolution?
3. This is a novel of scenes, not characters. Find important scenes in which Dickens used visual descriptions as symbols for some theme or idea and explain what the descriptions are symbols of. (i.e. the spilled wine as a symbol of blood in Chapter 5, "The Wineshop")
4. Do a plot outline being sure to mark the climax. Explain how you made your choice.
5. Explore Dickens' image of "the road" as it runs throughout the novel. (i.e., The last sentence in Chapter 1)

### **CHARACTERIZATION**

6. In Book 1, Chapter 4, why is Mr. Lorry reluctant to be seen talking to Charles Darnay? Give some examples how this attitude does or does not change over time.
7. Dickens describes Tellson's much in the same way he describes his characters. If Tellson's was a person, describe his/her appearance, social philosophy, and political beliefs.
8. Why does Dickens describe Stryver as "the lion" and Carton as "the jackal"?
9. Look at Charles Darnay and his uncle the Marquis; how are they different, and why did Charles develop so differently from his uncle and his father?
10. Support or argue against the following statement: Madame Defarge is Dickens' symbol for the French Revolution.
11. Reread the scene between Madame Defarge and Miss Pross in Book 3, Chapter 14. Compare and contrast the two, focusing on their actions and motivations.

12. Discuss the following relationships: Mr. Lorry and the Manettes, Sydney Carton and Lucie, Charles and Dr. Manette, Defarge and Dr. Manette, Charles and the Marquis.

13. Decide if the following characters are well rounded, flat, static, or dynamic: Mr. Lorry, Lucie Manette, Dr. Manette, Charles Darnay, Sydney Carton, Stryver, Miss Pross, Jerry Cruncher, Defarge, and Madame Defarge. Be prepared to defend your answer.

### **THEME**

14. Explore Dr. Manette and Sydney Carton as symbols of the idea of social regeneration through suffering and sacrifices.

15. Madame Defarge obviously believes that children should be punished for the sins of their fathers. Support or defend her position.

16. Compare and contrast how Charles Darnay and Defarge both put duty before desire.

17. Discuss how Gaspard's actions and fate symbolize the cruelty of the French aristocracy and the effect this cruelty had on the French people.

18. Look up the term noblesse oblige." What language does it come from, and what does it mean? In light of the events in the novel, how is this ironic?

19. Write your definition of honor and dishonor. In light of your definition, would you describe the following characters as either honorable or dishonorable? Defarge, Stryver, Sydney Carton, Mr. Lorry, and Jerry Cruncher.

20. Trace the author's symbolic use of light and shadow throughout the novel (Lucie-lucid-light).

21. Contrast the stoicism of the Defarges with the self-pity of Carton.

**Have a great summer! I look forward to**

**exploring European History with you in the Fall!!**