



Social Studies Virtual Learning

Period 1 Review: Vocab

April 6, 2020



AP European History

Lesson: April 6, 2020

Objective/Learning Target: Students will be able to identify vocabulary to review from Period 1 and students will be able to identify examples from the College Board's key concepts and course themes

Warm Up

Period 1 covers the years 1450-1648.

1. Why did the College Board select these particular years?
2. What were the units we studied in Period 1?

Units from Period 1:

Middle Ages

Renaissance

Exploration/ New Monarchs

Reformation

Religious Wars

Lesson/Activity

1. Make a copy of [this document](#) .
2. Highlight each of the vocabulary terms in the document based on your understanding of the word.
 - a. I know this I kinda know this What is this?
3. After color coding your vocabulary words...
 - a. Call a peer from our class and discuss the meanings of these words AND/OR
 - b. Look up the terms you highlighted in red to find the definition in your notes/textbook/online and record these definitions on your vocabulary list/flashcards.

Practice

1. For each of the following Key Concepts (red slides)
 - a. Rewrite the Key Concept in YOUR OWN WORDS
 - b. Identify as many specific examples as possible from each of the Key Concepts- be sure to use both your notes AND the vocabulary list from lesson 1
 - c. Slide 6 is an example of what to do with the Key Concepts
2. For Each of the Course Themes (Blue Slides)
 - a. Read the overarching questions and brainstorm potential topics from period 1 (1450-1648) that address these overarching questions
 - b. Potential answers are on the following slide for each course theme→ these potential answers are not every possible answer, just a way to make sure you are generally on track

It is recommended that you work with a classmate (over the phone!), guardian, or history buff to discuss these questions as you work through and write them down!

Period 1 Key Concepts **EXAMPLE**

- 1.1—The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.

OWN WORDS: At first European thinkers looked to The Church and the Greeks/Romans to gain an understanding on the world around them, but thinkers began using observations to shape their ideas.

EXAMPLES: original authority on the human body was Greek physician **Galen**>> New thinkers like **Vesalius** dissected bodies to learn more about anatomy and artists such as **Da Vinci** and **Michelangelo** also dissected bodies to learn about human anatomy rather than just relying on traditional understandings of the body. This new way of discovering information also challenged The Church, which opposed dissection of human bodies.

Period 1 (1450-1648) Key Concepts

- 1.2—The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

OWN WORDS:

EXAMPLES:

Period 1 (1450-1648) KCs

- 1.3—Religious pluralism challenged the concept of a unified Europe.

OWN WORDS:

EXAMPLES:

Period 1 (1450-1648) KCs

1.4—Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

OWN WORDS:

Examples:

Period 1 (1450-1648) KCs

- 1.5—European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

OWN WORDS:

EXAMPLES:

Course Themes

1. Interaction of Europe and the World (INT)

- a. Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.

2. Poverty and Prosperity (PP)

- a. This theme focuses on the role that economic development, especially the development of capitalism, played in Europe's history as well as its social and political impact.

3. Objective Knowledge and Subjective Visions (OS)

- a. This theme focuses on the creation and transmission of knowledge in Europe's history, with particular focus on the relationship between traditional sources of authority and the development of differing world views

4. States and Other Institutions of Power (SP)

- a. European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects

5. Individual and Society (IS)

- a. This theme focuses on changes to family, class, and social groups in European history, on how these have changed in form and in status, and on the impact of such changes for both the individual and society.

6. National & European Identity (NI)

- a. Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe

Interaction of Europe and the World (INT)

OVERARCHING QUESTIONS:

- ▶ Why have Europeans sought contact and interaction with other parts of the world?
- ▶ What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?
- ▶ How have encounters between Europe and the world shaped European culture, politics, and society?
- ▶ What impact has contact with Europe had on non-European societies?

Brainstorm topics from Period 1 that address these overarching questions
(potential answers on next slide)

Interaction of Europe and the World (INT) (potential answers)

- Motives, means, and consequences of exploration
- Gunpowder and colonial empires
- Global trading network—Commercial Revolution
- Slave trade, slavery, and race

Poverty and Prosperity (PP)

OVERARCHING QUESTIONS:

- ▶ How has capitalism developed as an economic system?
- ▶ How has the organization of society changed as a result of or in response to the development and spread of capitalism?
- ▶ What were the causes and consequences of economic and social inequality?
- ▶ How did individuals, groups, and the state respond to economic and social inequality?

Brainstorm topics from Period 1 that address these overarching questions
(potential answers on next slide)

Poverty and Prosperity (PP)

(potential answers)

- Traditional economy—subsistence agriculture
- Renaissance recovery
- Price Revolution and “money economy”
- New financial and trading institutions
- Feudalism-> Mercantilism → Capitalism

Objective Knowledge and Subjective Visions (OS)

OVERARCHING QUESTIONS:

- ▶ What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?

Brainstorm topics from Period 1 that address these overarching questions
(potential answers on next slide)

Objective Knowledge and Subjective Visions (OS) (potential answers)

- Authoritative to objective knowledge—classical and ecclesiastical sources
- Effects of ideas on the arts
- Renaissance and Scientific Revolution—from qualitative to quantitative

States and Other Institutions of Power (SP)

OVERARCHING QUESTIONS:

- ▶ What forms have European governments taken, and how have these changed over time?
- ▶ In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
- ▶ How did civil institutions develop apart from governments, and what impact have they had upon European states?

Brainstorm topics from Period 1 that address these overarching questions
(potential answers on next slide)

States and Other Institutions of Power (SP) (potential answers)

- Rise of centralized states (decline of empires)
- Military revolution
- Theories of absolutism and resistance
- Balance of power (1648) Treaty of Westphalia

Individual and Society (IS)

OVERARCHING QUESTIONS:

- ▶ What forms have family, class, and social groups taken in European history, and how have they changed over time?
- ▶ How and why have tensions arisen between the individual and society over the course of European history?
- ▶ How and why has the status of specific groups within society changed over time?

Brainstorm topics from Period 1 that address these overarching questions
(potential answers on next slide)

Individual and Society (IS) (potential answers)

- Traditional three estates and feudalism
- Social institutions and the individual
- Marriage and family life
- Movements of change and social groups

National & European Identity

OVERARCHING QUESTIONS:

Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe from 1450 to the present.

Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Brainstorm topics from Period 1 that address these overarching questions
(potential answers on next slide)

National & European Identity

(potential answers)

- Explain how and why national identities were created, developed, and challenged.
- Invention of printing; spread of new cultural ideas
- Growing state control of religious institutions during the Reformation; challenges to state authority growing religious, political, and economic competition between states
- Expansion and the enhancement of state power (New Monarchs)
- Competition between states for territories
- New ideas about state sovereignty and political institutions

Wrap up ideas

Before diving into more content for Period 1 I would look through your binder/ flashcards and make sure that these papers are organized.

Topics from Period 1:

- Middle Ages
- Renaissance
- Exploration/ New Monarchs
- Reformation
- Religious Wars