

AP EUROPEAN HISTORY: SUMMER ASSIGNMENT – 2020-2021

Introduction:

You are receiving this assignment because you signed up to take the Advanced Placement European History Course during 2020-2021 school year. This summer assignment is designed to introduce you to important skills necessary for academic success in the class. In addition, the assignment introduces you to the course content (major historical developments in Europe) that will be discussed at the beginning of the upcoming school year.

Important Due Dates and Information:

The entire assignment is due on the last full day of the first week of classes during the 2020-2021 school year: **September 4th, 2020.**

It is my policy to extend the deadline for this project only to those students who did not register for the class prior to the end of the 2019-2020 school year. **The deadline for these “new” students will be Friday, October 2nd, 2020.**

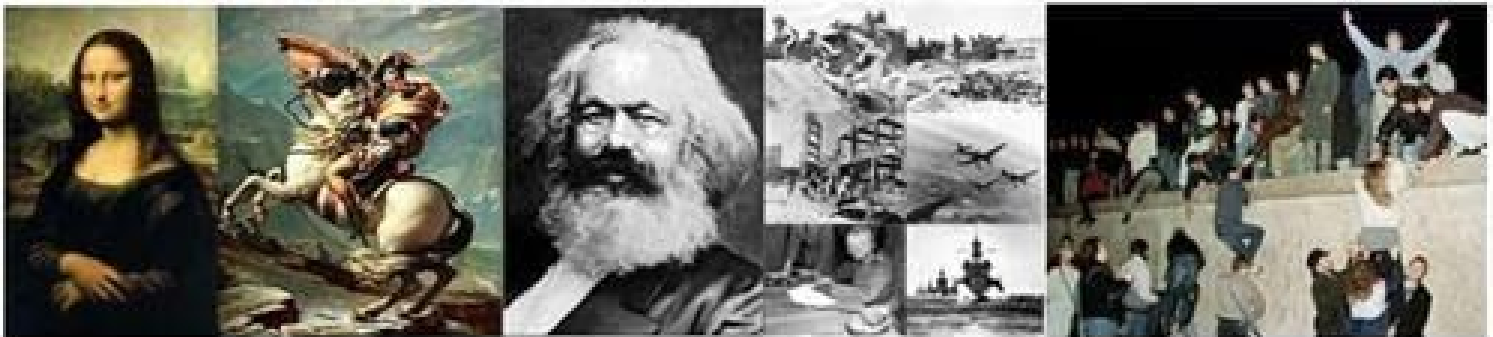
The assignment will be graded according to the attached rubric (see last page) and will count as part of your overall grade for the first quarter in the class.

Course Overview:

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop

- (a) an understanding of some of the principal themes in modern European history,**
- (b) an ability to analyze historical evidence and historical interpretation, and**
- (c) an ability to express historical understanding in writing.**



Selected Historical Developments in Europe in the 14th and 15th Centuries

Through Primary and Secondary Sources

Name: _____

Grade: _____

Skill: (a) Map Comprehension and (b) Chronology

(a) The majority of historic developments discussed in the course took place in Europe. However, political boundaries of European empires and states constantly changed over the last 500 years of history. You will be expected to identify “main players” (and some minor ones) on various maps throughout the course, especially when discussing geopolitical situations of each time period.


Your task: Using the Internet or any other references, identify the following territories on the maps presented below. (Place appropriate letters on each map)

(a) MAP 1: 14th – 15th Century Map of Europe:

- | | |
|--------------------------|--|
| A. The Holy Roman Empire | I. The Papal States |
| B. France | J. Russia (The Russian Principalities) |
| C. Kingdom of Castile | K. Sweden |
| D. Kingdom of Aragon | L. Kingdom of Naples |
| E. The Ottoman Empire | M. Poland |
| F. England | N. Lithuania |
| G. Scotland | O. Teutonic Knights/Prussia |
| H. Kingdom of Navarre | P. Portugal |



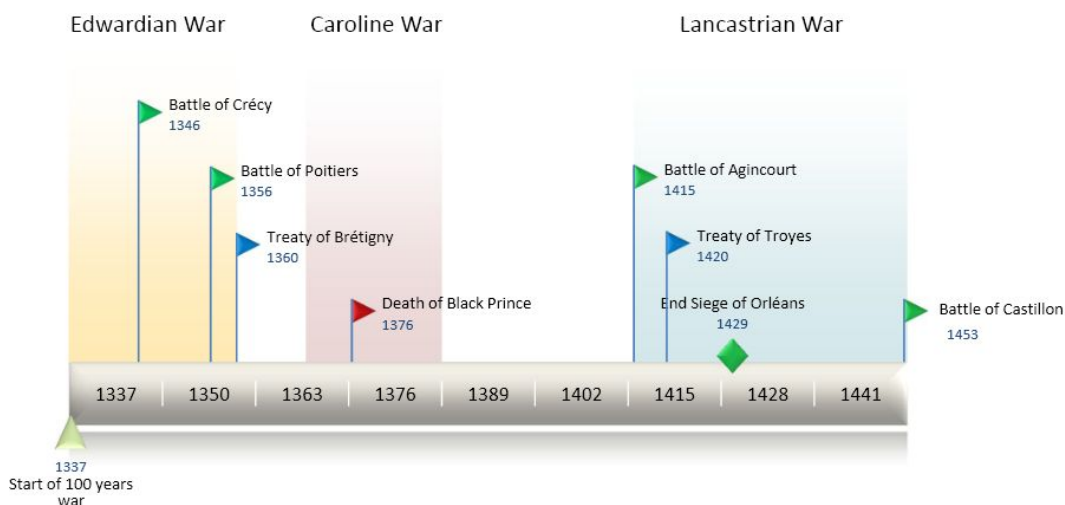
(a) Map 2: Italy, c.1450.

Map of Italy, c.1450	On the map, identify:
 <p>The map shows Italy divided into several states: Duchy of Milan (northwest), Republic of Venice (northeast), Papal States (center), Republic of Florence (central-west), and Kingdom of Naples (south). Major cities like Milan, Venice, Rome, and Naples are marked. The map also shows the Adriatic Sea, Tyrrhenian Sea, and Ionian Sea, along with islands like Corsica, Sardinia, and Sicily (to 1458).</p>	<p>A. Duchy of Milan B. Republic of Venice C. Papal States D. Republic of Florence E. Kingdom of Naples</p>

(b) In a history class, you do have an advantage if you are “good with dates.” In this class, however, you are not expected to memorize them. There will never be a question on a test or a quiz that will ask you to recall a particular / exact date. Understanding of chronology, an order in which historic developments had occurred, is a lot more important. Chronological awareness will allow you to get a better grasp on the content of the course as well as contribute to your understanding of various “cause and effect” relationships.

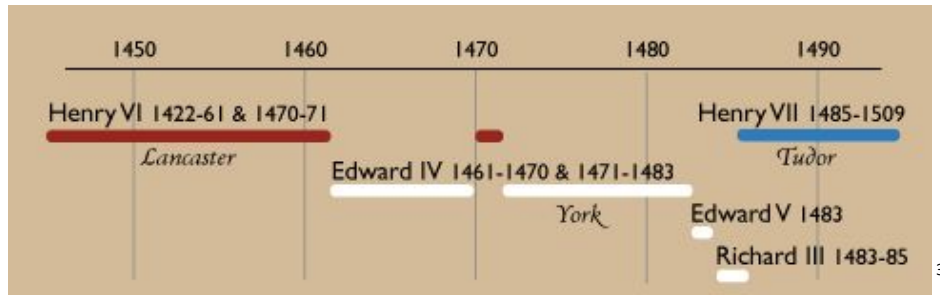
Your task: Carefully examine provided examples of timelines. Notice that each timeline, in its own way, is based on a consistent and orderly scale (same distance between each segment on the timelines). Find the exact dates (ranges of dates for some) of the events listed on the next page. Construct your own timeline and place Events A through J on your timeline in a chronological order. Make sure that your final product is clear and neat!

Example 1: Major Events of the 100 Years’ War



² http://upload.wikimedia.org/wikipedia/commons/7/79/TimeLine100YearsWar_%28cropped%29.png

Example 2: The Wars of the Roses: Royal Timeline



Example 3: Selected Events in France and the United States (Late 18th – Early 19th Centuries)



Events for Your Timeline:

Using the internet, attached textbook pages, or any other credible references, find out the exact dates or range of dates for each of the events below. On the next page, construct your own timeline (**don't forget to establish a consistent scale**) and place these events on the timeline.

Events:	Dates/Ranges:
A. Peasant Rebellion led by Wat Tyler rocks England	
B. Constantinople, capital of the Byzantine Empire, falls to the Ottoman Turks	
C. Pope Boniface VIII issues <i>Unam Sanctam</i>	
D. The Hundred Years' War ends	
E. The Bubonic Plague enters Europe	
F. The Great (Western) Schism divides European loyalties between two popes	
G. Cosimo de Medici becomes the "Priore of the Republic" (of Florence)	
H. The Statute of Laborers is passed by the English Parliament	
I. Peasant rebellion, known as the Jacquerie, erupts in northern France	
J. Span of time when the primary residency of the popes was in Avignon (The Papacy at Avignon)	

³ http://www.warsoftheroses.com/img/timeline_v1.gif

⁴ https://www.classzone.com/net_explorations/U5/images/fr_time.gif

Your timeline below:

Skill: (c) Definition/explanation of key terms - During the course of the school year, you will be expected to define / explain a list of key terms for every chapter. Most of the key terms will be mentioned and/or described in the textbook. You will have to use outside sources for others. When addressing this part of the class, you are expected to **provide a complete definition for each key term (who, what, where, when) as well as briefly explain the significance of each term.**

Example:

RENAISSANCE:

Period of European history that is associated with the revival (rebirth) of interest in classical Greco-Roman cultures. The Renaissance first emerged and developed in the Italian city-states, such as Florence, Venice, Rome, Urbino, and Milan during the 14th and 15th centuries. Many historians believe that it represents a distinct period in European history: a break from the Middle Ages and beginning of progress for the European civilization.

Your task: (c) Using attached pages from the textbook as well as the Internet, define the following key terms (definitions must address the terms in their historic context – 14th-15th centuries in Europe).

The Black Death –

Pogroms –

The Statute of Laborers (1351) –

The Jacquerie –

The English Peasant Revolt (led by Wat Tyler) of 1381 –

The Hundred Years' War (major causes) –

Joan of Arc –

The Holy Roman Empire (in the 14th-15th centuries) –

Condottieri –

Unam Sanctam –

The Great (Western) Schism –

Vernacular Literature (examples from the 14th century) –

Christine de Pizan –

Humanism (during the Renaissance) –

Skill: (d) Note-taking – During the course of the school year, you will be, at first, required and, later, strongly encouraged, to take notes on every chapter. In fact, the best thing to do is to address all of the key terms assigned for each chapter while taking notes on each chapter. Note-taking will help you with the comprehension of the content as well as with the identification of “problem” areas that you will be expected to address in class or during one-on-one conferences with your teacher. There is no one particular required note-taking style for this class. However, in my professional opinion, the best note-taking method for our textbook is called POWER THINKING NOTES. I will explain how to take notes using this style in September. If a student consistently earns high marks on quizzes and tests in my class, he/she is not required to switch to the Power-Thinking method. However, if a student consistently underachieves on quizzes and tests, he/she will be asked to abandon his/her “failed” method of taking notes and switch to the Power-Thinking style.

Your task: Carefully examine the attached explanation on how to take notes using the Power-Thinking method. Read and take notes on Ch.11 <--[CLICK ON THIS LINK](#). (*If the link doesn't work, Ch.11 is available on Wakefield's website as a separate linked document in PDF format).

What Is Power Thinking?

Power Thinking is an alternative system for outlining information that is hierarchical in nature. In other words, the information can be grouped according to main ideas, subtopics, and details. It considers information according to which level it belongs on, and we use numbers to signify those levels.

When you are reading the textbook, the most important thing is to stop and think! Address the following questions after reading one or several paragraphs:

- (a) What is the main idea of this paragraph(s)?*
- (b) What are the supporting details of this main idea?*
- (c) Are there any details of the details? Etc.*

How Does It Work?

Power 1: main idea, thesis, topic

Power 2: subtopic, category of Power 1, detail of a Power 1

Power 3: detail or subtopic of a Power 2

...and so on...

What does this method look like, if we apply it to a non-AP European history subject:

P1: TV SHOWS (P1= power 1)

P2: Dramas

P3: Law and Order: SVU

P3: NCIS

P4: NCIS – original

P4: NCIS – Los Angeles

P4: NCIS – New Orleans

P3: The Americans

P2: SitComs

P3: Blackish

P3: Modern Family

P3: The Big Bang Theory

A few more pointers before you begin to take notes on Chapter 11.

- (1) You are encouraged to use symbols, abbreviations, etc. while taking notes. Try not to write in complete sentences. The only time you should write in complete sentences is when you are recording a definition of a term that is mentioned in bold or italics.
- (2) Note-taking is not a very exciting thing to do. So, during the school year, you are encouraged to take notes in "small chunks" (in terms of time as well as in terms of pages). Every chapter in the textbook is about 30 pages (actually, it is less than 30 pages because of visuals, maps, primary sources, etc). You need to figure out the way to space out your note-taking, so that you don't feel overwhelmed, especially if you consider your other academic and extracurricular responsibilities.

- (3) If you are just writing down information without any purpose/method, you are wasting your time! For this particular note-taking style, every set of “powers” must relate to the adjacent powers (P4s are the details of P3, P3s are the details of P2, etc).

Now, let’s apply this method while reading the attached pages from Ch.11 in your textbook. I will start (pp.304-308), and you will have to finish.

Ch.11: The Later Middle Ages: Crisis and Disintegration in the 14th Century

P1: A Time of Troubles: Black Death and Social Crisis

P2: Famine and Population

P3: “Little Ice Age” = ☹ harvesting and weather = hunger / starvation

P3: By 1300 – Population limit (support. by avail. land, tech. agriculture)

P4: Move from rural to urban

P4: #s of Poor and Malnourished ↑ = ↑ mortality during the B.P. (black plague)

P2: The Black Death – 14th century bacterial infection/epidemic disease that devastated Euro. societies

P3: Originated in Asia (from China by Mongols to the Black Sea)

P3: Reached Europe in 1347

P4: From Sicily, Italy to the rest of Europe (France, Spain, Germany, England)

P4: Followed trade routes

P5: Italy – hit hard = center of Med. Trade, crowded cities.

P2: Life and Death: Reactions to the Plague

P3: Some “living for the moment” = wild parties

P3: Rich people fled cities to their estates

P3: Some became ascetics

P4: Flagellants = flogged themselves w/ whips and asked for God’s forgiveness

P5: Attacked Jews, anticipated end of the world, condemned by the Church

P3: Rise in anti-Semitism (attacks on Jews)

P4: Pogroms – organized massacres against Jews

P5: Pogroms in Germany = Jews move to Eastern Europe

P3: Rise in violence and preoccupation with death

P2: Economic Dislocation and Social Upheaval (p.308)

(NOW IT IS YOUR TURN – Continue taking notes on the next page! Continue taking notes on the rest of the pages from Chapter 11)

Skill: (e) Primary Source Interpretation / analysis – Mastery of primary source documents is an essential skill not only in AP European history course, but also in any other AP social studies classes. You will deal with primary sources on a continuous basis, so there will be plenty of opportunities to learn, improve, and practice your primary source interpretation skills.

Your Task: Carefully review the explanation on primary sources provided below. After that, read and analyze each primary source provided in this handout and answer the attached questions.

What is a Primary Source? A primary source is a piece of living history. It may be defined as any artifact that provides first hand or direct information about the past. Primary sources may include first person accounts (e.g. oral histories, diaries, memoirs, correspondence), documents (e.g. correspondence, treaties, laws, speeches), images (e.g. maps, photographs, drawings, paintings), or historically gathered data.

How do you begin to interpret a primary source?

Begin analyzing a primary source, such as a spy letter, by answering the following questions:

- Who created the source and why?
- What sorts of information does the source supply?
- Under what circumstances was the source created? How would this influence the content of the source?
- For who was the source created?
- Was the source meant to be public or private?
- Did the creator wish to inform, persuade, or deceive his or her audience? What did the creator hope to accomplish by writing the source? Can you trust the source's content at face value?
- What were the opinions, motivations, or interests of the creator? How does his or her point of view compare to other writers of the period? What kind of impact would this have on the content of the source?

For analyzing images, the following questions are also a starting point:

- Why was the image created?
- What does the image reveal about its subject?
- What is the point of view of the image? Whose story is it telling?
- What is the setting of the image? What sorts of details does it include or emphasize? What sorts of details does it exclude?
- What are the underlying messages of the image and motives of the artist?
- How long after the event was the image created? How does this influence the image's content or perspective?⁵

Because it is hard to keep all the above mentioned questions in mind, follow the acronym explained below in order to better remember the process of interpreting and analyzing primary sources:

Acronym for Analyzing Primary Sources:

A – Argument (What is the main idea(s) expressed in the source?)

H – Historical context (What developments were taking place at that time and how did it impact the perspective expressed in the source?)

I – Intended Audience (Who was the addressee of the information and how did it influence the expressed message?)

P – Purpose (What was the goal intended to be achieved by the message in the source?)

P – (author's) Point of View (How could race, gender, social status, occupation, religion, etc. of the author have impacted his/her perspective?)

⁵ <http://www.si.umich.edu/spies/lounge-sources.html>

Example:

Source: Excerpts from Legal Opinions, 13th-15th centuries.




England [probably fifteenth century]: Every Feme Covert [married woman] is a sort of infant...It is seldom, almost never that a married woman can have any action to use her wit only in her own name: her husband is her stern, her prime mover, without whom she cannot do much at home, and less abroad...It is a miracle that a wife should commit any suit without her husband.

Pesaro, Italy and Lucca, Italy [exact dates unknown]: No wife can make a contract without the consent of her husband. No married woman...can seal or give away [anything] of value unless she has the agreement of her husband and nearest [male] relative.

Acronym-based break down: (usually done on the margins of the paper, next to the document, or, when you get really good at it, in your head!)

A HIPP:	Answers/Details:
A - Argument	Married women must always seek approval of their husbands on any domestic matter as well as their economic transactions.
H – Historical Context	13th - 15th centuries - End of the Middle Ages/Early Renaissance - the times when women were considered inferior to men intellectually as well as morally.
I – Intended Audience	Citizens of England and the Italian city-states that were expected to accept these judicial explanations (“legal opinions” usually accompany an order or ruling in a case, explaining the rationale for the ruling).
P – Purpose	To provide legal justification and explanation for the subordinate treatment of women.
P - (Author’s) Point of View	The exact names of the authors are unknown. However, they were most likely judges or lawyers who, at that time, had to be male. Men who grew up in a society that considered even mature, married women “sort of infant[s]” were expressing the expected and accepted view of women at that time.

The ultimate goal of any primary source analysis is to figure out a factor or factors that shaped / influenced a perspective expressed in the source!

Examples of Factors that shape --->	Author's Point of View (POV) / Perspective:
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Christopher Columbus</p> </div> <div style="text-align: center;">  <p>Martin Luther</p> </div> <div style="text-align: center;">  <p>Winston Churchill</p> </div> </div>	<p>I am sure you've heard of individuals portrayed here (they were a part of last year's curriculum) Each of them was a product of his time. In turn, events of the author's time period and his social status influenced ideas in the authors' writings. For example, slavery was an acceptable institution during the time periods of Christopher Columbus and Martin Luther, but was outlawed and considered immoral when Winston Churchill grew up and led his country during World War II. Your main job is to understand what factors influenced points of view expressed in primary source documents.</p>

Answer questions related to the provided primary sources to the best of your ability: (see next page)

Source 1: Jacob von Konigshofen, chronicler. "The Cremation of the Strasbourg Jews." 1349. Strasbourg. The Holy Roman Empire.

In the year 1349 there occurred the greatest epidemic that ever happened. Death went from one end of the earth to the other....And from what this epidemic came, all wise teachers and physicians could only say that it was God's will.... This epidemic also came to Strasbourg in the summer of the above-mentioned year, and it is estimated that about sixteen thousand people died.

In the matter of this plague the Jews throughout the world were reviled and accused in all lands of having caused it through the poison which they are said to have put into the water and the wells – that is what they were accused of – and for this reason the Jews were burnt all the way from the Mediterranean into Germany ...

On Saturday...they burnt the Jews on a wooden platform in their cemetery. There were about two thousand people of them. Those who wanted to baptize themselves were spared. [About one thousand accepted baptism.] Many small children were taken out of the fire and baptized against the will of their fathers and mothers. And everything that was owed to the Jews was canceled, and the Jews had to surrender all pledges and notes that they had taken for debts. The council, however, took the cash that the Jews possessed and divided it among the working – men proportionally. The money was indeed the thing that killed the Jews. If they had been poor and if the lords had not been in debt to them, they would not have been burnt....

Thus were the Jews burnt at Strasbourg, and in the same year in all the cities of the Rhine, whether Free Cities or Imperial Cities or cities belonging to the lords. In some towns they burnt the Jews after a trial, in others, without a trial. In some cities the Jews themselves set fire to their houses and cremated themselves.

It was decided in Starsbourg that no Jew should enter the city for 100 years, but before 20 years had passed, the council and magistrates agreed that they ought to admit the Jews again into the city for 20 years. And so the Jews came back again to Strasbourg in the year 1368 after the birth of our Lord.

QUESTIONS:

- 1. What is the main point expressed by the author in this passage? Provide your answer in one complete sentence.**

- 2. Can it be said that the charges made against the Jews were economically motivated? Explain. Underline parts of the passage that support your answer.**

Source 2: Pope Boniface VIII, Unam Sanctam. The Papal bull (statement/charter). 1302.

We are compelled, our faith urging us, to believe and to hold – and we do firmly believe and simply confess – that there is one holy catholic and apostolic church, outside of which there is neither salvation nor remission of sins....In this church there is one Lord, one faith and one baptism....Therefore, of this one and only church there is one body and one head....Christ, namely, and the vicar of Christ, St.Peter, and the successor of Peter. For the Lord himself said to Peter, feed my sheep....

We are told by the word of the gospel that in this His fold there are two swords – a spiritual, namely, and a temporal....Both swords, the spiritual and the material, therefore, are in the power of the church; the one, indeed, to be wielded for the church, the other by the church; the one by the hand of the priest, the other by the hand of kings and knights, but at the will and sufferance of the priest. One sword, moreover, ought to be under the other, and the temporal authority to be subjected to the spiritual....

Therefore if the earthly power err it shall be judged by the spiritual power; but if the lesser spiritual power err, by the greater. But if the greatest, it can be judged by God alone, not by man, the apostle bearing witness. A spiritual man judges all things, but he himself is judged by no one. This authority, moreover, even though it is given to man and exercised through man, is not human but rather divine, being given by divine lips to Peter and founded on a rock for him and his successors through Christ himself whom he has confessed; the Lord himself saying to Peter: “Whatsoever you shall bind, etc.” Whoever, therefore, resists this power thus ordained by God, resists the ordination of God....

Indeed, we declare, announce and define, that it is altogether necessary to salvation for every human creature to be subject to the Roman pontiff.

QUESTIONS:

1. Research question: What is meant by the PAPAL SUPREMACY?

2. How does this document address the Papal Supremacy? Provide evidence from the document to support your answer.

3. If you were a monarch, why would you object to this papal bull?

4. Why do you think the Pope expressed this view in this document? (<-- explain his motivation (intended purpose) or bias!!!)

Source 4: Portrait of Duke Federico of Urbino (with his son), painted by Pietro Berrugette in 1480-81.



Questions:

- 1. Since the painting was commissioned by Duke himself, what image is he trying to project to the intended audience? (pay attention to details!)**
- 2. In what way(s) does this painting reflect humanist ideas expressed in Source 3?**

Source 5: Francesco Barbaro. Italian politician, diplomat, and humanist from Venice. "On Wifely Duties," Excerpts. 1416.

This is now the remaining part to be done here, in which if wives follow me, either of their own free will or by the commands of their husbands, no one will be so unfair as to think that I have not so established the duties of the wife that youth can enjoy peace and quiet the whole life long. Therefore, there are three things that, if they are diligently observed by a wife, will make a marriage praiseworthy and admirable: love for her husband, modesty of life, and diligent and complete care in domestic matters. We shall discuss the first of these, but before this I want to say something about the faculty of obedience, which is her master and companion, because nothing more important, nothing greater can be demanded of a wife than this....

If a husband, excited to anger, should scold you more than your ears are accustomed to hear, tolerate his wrath silently. But if he has been struck silent by a fit of depression, you should address him with sweet and suitable words, encourage, console, amuse, and humor him.

I wish that wives would daily think and consider what the dignity, the status of being a wife requires, so that they will not be lacking in a dignified compartment.

We who follow a middle way should establish some rather liberal rules for our wives. They should not be shut up in their bedrooms as in a prison but should be permitted to go out, and this privilege should be taken as evidence of their virtue and propriety. Still, wives should not act with their husbands as the moon does with the sun; for when the moon is near the sun it is never visible, but when it is distant it stands resplendent by itself. Therefore, I would have wives be seen in public with their husbands, but when their husbands are away wives should stay at home. By maintaining an honest gaze in their eyes, they can communicate most significantly as in painting, which is called silent poetry. They also should maintain dignity in the motion of their heads and the other movements of their bodies. Now that I have spoken about demeanor and behavior, I shall now speak of speech.

Isocrates warns men to speak on those matters that they know well and about which they cannot, on account of their dignity, remain silent. We commend women to concede the former as the property of men, but they should consider the latter to be appropriate to themselves as well as to men. Loquacity [chattering/babble] cannot be sufficiently reproached in women, as many very learned and wise men have stated, nor can silence be sufficiently applauded. For this reason women were prohibited by the laws of the Romans from pleading either criminal or civil law cases.

Questions:

1. According to the author, what is the most important “wifely duty?”
2. Explain (in your own words) the “middle way” for wives recommended by the author in the last two paragraphs.
3. How did the time period, author’s status/position, and/or gender expectations of that time influence the author’s perspective expressed in this document?

Source 6: Laura Cereta, a humanist scholar and widow of Venetian aristocrat, “Letter to Bibulus Sempronius,” 13 January 1488. (Bibulus Sempronius is a fictitious character; Bibulus means “drunkard” in Latin)

You [Bibulus] brashly and publicly not merely wonder but indeed lament that I am said to possess as fine a mind as nature ever bestowed upon the most learned man. You seem to think so learned a woman has scarcely before been seen in the world. You are wrong for you have ceased to be a living man, but become animated stone; having rejected the studies which make men wise, you rot in torpid leisure. The explanation is clear: women have been able by nature to be exceptional, but have chosen lesser goals. For some women are concerned with parting their hair correctly, adorning themselves with lovely dresses, ... or standing at mirrors to smear their lovely faces. But those in whom a deeper integrity yearns for virtue, restrain from the start their youthful souls, reflect on higher things, harden the body with sobriety and trials, and curb their tongues, open their ears, compose their thoughts in wakeful hours, their minds in contemplation to letters bonded to righteousness. For knowledge is not given as a gift, but [is gained] with diligence. Nature has generously lavished its gifts upon all people, opening to all the doors of choice through which reason sends envoys to the will You pretend that I alone am admirable because of the good fortune of my intellect. But I, compared to other women who have won splendid renown, am but a little mousling. You stumbled half-blind with envy on a wrongful path that leads you from your manhood, from your duty, from God.

Questions:

1. What is the main idea expressed by the author of this document? Explain in one-two complete sentences in your own words.
2. What is the general TONE of the speech?
3. Contrast the attitude and outlook expressed by the author of this document to the expectations regarding women’s place in the society and within marriage from Source 5. Which one of these outlooks was considered to be a norm in European societies of that time? Explain your answer in complete sentences.

GRADING RUBRIC

Criteria and Descriptions:	Possible Points:	Points Earned:
1. Map and Chronology Skills: <ul style="list-style-type: none"> ● All territories are clearly and accurately marked on Map 1 and Map 2 ● Dates and ranges of dates for the provided events are accurate ● Constructed timeline is well-ordered, <u>with consistently established scale</u> ● All events from this task are placed on the timeline in an easy-to-follow and accurate way 	0-20	
2. Key Terms: <ul style="list-style-type: none"> ● Each definition includes basic information (what, when, who, where) as well as the terms' significance/impact ● Definitions reflect historic context (14th-15th centuries in Europe) 	0-20	
3. Note-taking: <ul style="list-style-type: none"> ● Notes reflect main ideas and details addressed in pp.308-329 ● Notes are organized and follow a consistent format ● Typed or neatly hand-written on separate sheets of paper 	0-20	
4. Primary Source Analysis: <ul style="list-style-type: none"> ● Answers to the questions are thorough, accurate, and follow provided directions ● Answers that include multiple sentences are well-developed, clearly organized, and do not contain excessive number of grammar or sentence structure mistakes 	0-30	
5. Student Pledge: (sign below to confirm the following :) I, _____ (←--student name), vouch that I thoroughly reviewed descriptions of skills (maps, chronology, key terms, notes, and primary source analysis) and teacher examples presented in this handout and did my best to complete this handout carefully following directions and using information for each section of this assignment. Student Signature: _____	0-5	
6. Minor, but important details / overall impression: <ul style="list-style-type: none"> ● Assignment is submitted on time ● Answers are types or neatly hand-written ● Tasks throughout the assignment are completed thoughtfully, thoroughly, and accurately 	0-5	
OVERALL GRADE:	0-100	

*Students who do not submit their assignment on time, may still submit it late for a reduced grade (One letter grade will be deducted for every rotation it is late!).