AP European History

Mrs. Dillon

**AP IDENTIFICATIONS AND TIMELINE**

**HISTORICAL AND GENERAL SIGNIFICANCE**

In the beginning, students usually struggle with a new concept of completing identifications using historical and general significance. Once you get this system in place, the process of identifying people places, and events will become quite efficient. At first, it will take more time to complete the work, but the process will become less time consuming as you practice these analytical skills. In the past, you have probably just written historical vocabulary definitions, but in this class you must include WHY this event is historically significant to the history of the time. A list of Identifications will be given to you for each chapter. They may be handwritten or typed.

**IDENTIFICATIONS**

Helpful Hints:

* Number all identifications
* Use “H.S.” to indicate this part of the significance (historical significance or general significance). See example. You may want to use a highlighter later for studying purposes.
* Every Historical Significance must include a ***because*** or ***which led to*** clause. See examples.
* If the textbook does not explain or define a word to your satisfaction, use the internet, other books, or a dictionary. It is worthless to just blindly write definitions. You must read the textbook to understand the cause and effect surrounding each vocabulary word.
* Some definitions are included in the pictures, captions, maps, and other images in the textbook. Do not overlook these visuals, as they represent primary and secondary sources, artifacts, evidence, examples, etc.

**Historical Significance: People, Events, Vocabulary Terms and Concepts**

*Identify* and *describe* these terms using bullet points and “significance sentences”:

**BULLETS**

Write the number and word and ONE OR TWO facts in bullet form that are important to the particular chapter being studied. ONLY include brief facts that you think are important to remember and that you think might help you on the AP exam. Note that the textbook may only mention an identification word only briefly in one chapter, or several times throughout the chapter, or maybe again in another chapter. Use the index of the text to help you, and feel free to include the page number on the identification sheet to help you later. Also, **include dates!**

**SIGNIFICANCE SENTENCES**

The Historical Significance sentence must use the identification word in the first part of the sentence. The second part of the sentence must have a ***because*** or ***which led to*** in order to show that historical connection. Try to put two or three facts in the first part of the sentence, and two or three facts after you write *because* or *which led to*.

Reminder: The Historical Significance must read as a complete, well-structured sentence. Historical Significance or General Significance can be abbreviated **H.S.** or **G.S.** **This sentence should answer the question: Why is this important?**

In two short lines you have listed 5 facts:.

1. Time period he lived.

2. He was from Northern Europe.

3. He was a humanist.

4. He was Catholic.

5. He wanted to change some things about the Church.

**EXAMPLES USING BULLETS**

1. Desiderius Erasmus
	1. Dutch Northern humanist of the 14th century.
	2. Catholic who believed in church reform.

*NOTE: If the word is a* ***vocabulary term (in bold print in your text),*** *you must also include the glossary or dictionary definition of the word.*

**EXAMPLES USING HISTORICAL SIGNIFICANCE (H.S.)**

**An example using *which led to:***

H.S. As a humanist, Erasmus wrote works that united classical ideals of the humanities and civic virtue with Christian ideals of love and piety, which led to the desire to reform the Catholic Church and focused on implementing improvements within the clergy.

**Or another example using *because*:**

H.S. Erasmus arguably inspired the Protestant Reformation because his ideas about civic virtue, humanistic education, and Christian piety were quickly spread after the invention of the printing press in Germany.

**What your complete Identification should look like**:

1. Desiderius Erasmus
	1. Dutch Northern humanist of the 14th century
	2. Catholic who believed in church reform

H.S. As a humanist, Erasmus wrote works that united classical ideals of the humanities and civic virtue with Christian ideals of love and piety, which led to the desire to reform the Catholic Church and focused on implementing improvements within the clergy.