

AP EUROPEAN HISTORY

SUMMER WORK ☺

MRS. COOK

BOSTON LATIN ACADEMY
BOSTON PUBLIC SCHOOLS



Boston Latin Academy

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Dear APEH Student,

Congratulations and Welcome to Advanced Placement European History (APEH)☺. The purpose of this letter is to familiarize you with the expectations of the course.

APEH is designed and modeled on a first year college. This class is extremely content heavy and will require you to participate in daily discussions and assignments. *"The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past."*
(http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2122.html)

It is my understanding that many of you have little or no previous exposure to the content of this course. As such, I am assigning some introductory activities to allow you to interact with content prior to beginning the class. Please know that the assignments within are intentionally chosen (by yours truly) to expose you to some background knowledge with the hope of building prior knowledge I deem necessary as a starting point for the coursework.

All assignments are expected to be completed by the FIRST DAY OF CLASS and will count for a significant part of your first term grade. I am excited to meet and work with you in the 2017-2018 academic year!!!

Sincerely,
Mrs. Cook

Activity 1.

Content: **The Black Death.**

Go to the following Link to access the content needed to complete the activities below:

http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/the_black_death/revision/1/

This particular website has 7 pages of content (it also has an accompanying video, for those of us who appreciate visuals) You will be responsible for:

1. Creating a chart (with visuals) that explain the causes of the black death.
2. Define the following terms: Plague; Epidemic, Lollards, Feudal System, Mortality Rate, Bubonic Plague, Pneumonic Plague, Septicaemic Plague;
3. Create a well-developed response (at least 2 paragraphs) to the following questions:
 - What is your interpretation of the Black Death? How disastrous was it compared to other catastrophes? Were the doctors at the time of the Black Death 'failures'?
4. Complete the Test by clicking on the Test Icon at the bottom of the page. Upon completion, print out your result, and do not be concerned about your grade, you will be graded for completion not your actual scoring.

Activity 2.

Choose a movie from the list below, please watch and complete the 2 activities that follow the titles below.

- The Wind that Shakes the Barley (2006)
- Hotel Rwanda (2004)
- Schindler's List (1993)
- Saving Private Ryan (1998)
- 12 Years a Slave (2013)
- The Messenger: The Story of Joan of Arc (1999)
- Frida (2002)
- Gandhi (1982)
- Valkyrie (2008)
- In the Name of the Father (1993)
- Life is Beautiful (1997)
- Munich (2005)
- The Boy in the Striped Pajamas (2008)
- Defiance (2008)
- Elizabeth (1998)
- Elizabeth: The Golden Age (2007)
- A Man for All Season (1966)
- Downfall (2004)
- Enemy at the Gates (2001)
- The Way Back (2010)

PART A

1. What is the Historical Period reflected in the movie? (Think of Era, i.e. American Revolution)
2. How does this movie reflect that thoughts and ideas of society/ population during this time?
3. Name the major theme of the movie? Explain how you identified to this theme?

PART B

Choose one of the following 2 prompts and complete a well-developed response (at least three paragraphs). <http://www.teachwithmovies.org>

1. Historical Accuracy: evaluate the historical accuracy of the film or of a scene in the film and, where inaccuracies are found, theorize about the filmmakers' reasons for making the change from the facts.

2. Historical, Cultural, or Literary Allusions: In many films, historical, cultural, or literary allusions are important in conveying ideas. Use your movie to investigate one or more of these allusions.

Activity 3.

Create a ***political map*** of modern day Europe. Your map SHOULD BE:

1. Titled, and include a compass rose and scale.
2. Color-coded (oceans and seas)
3. Labeled.
4. Neat and legible.

NOTE: You will have a map quiz on the second day of school, so it is very important to review as you go. (there are also some great mnemonics videos online to help you to learn and remember the map)

Ex: <https://www.youtube.com/watch?v=qdCu2sKhYfk>

Another example includes:

<https://mrrojoerhs.wordpress.com/2014/03/22/mnemonic-devices-and-maps/>