

# AP European History: Pre-Requisites

- I. Summer / Winter Reading:
  - *Sophie's World*, Jostein Gaarder (First 16 Chapters – required)
  - Chapter 10 of Text (See Mr. Simmons for a copy)
- II. Movie Critiques (2 total critiques)
  - Please select one (1) movie from Pre-1800 and one (1) from Post 1800. Follow the instructions for writing the review. If you wish to use a movie not listed below then you must check with Mr. Simmons.

**Movies:** Brief descriptions of these movies are on my HHS blog.

## **Pre-1800**

Luther	The Three Musketeers (1970s version)	**See note below
Young Jane		Amistad**
Life is Beautiful	Girl with a Pearl Earring	Elizabeth**
Gallipoli	Marie Antoinette	A Very Long Engagement**
A Man for All Seasons	Amadeus	Queen Margot**
Elizabeth I (HBO Miniseries)	Vatel	Dangerous Liaisons**
Elizabeth I: The Golden Age	The Madness of King George	Valmont**
The Last Valley	The Scarlet Pimpernel	
The Return of Martin Guerre	Danton	
The Agony and the Ecstasy	Cromwell	

## **Post-1800**

Night and Fog	Conspiracy	
Amazing Grace	The Sound of Music	
Becoming Jane	Battleship Potemkin	
Pride and Prejudice	Triumph of the Will	**See note below
Sense and Sensibility	Doctor Strangelove	Enemy at the Gates**
Master and Commander	Au Revoir Les Enfants	Europe/Europa**
The Grand Illusion	Downfall	Germinal**
Fiddler on the Roof	East Side Story	Gosford Park**
Paths of Glory	Les Miserables	A Very Long Engagement**
The Guns of August	Lawrence of Arabia	Goodbye Lenin**
Mary Poppins	Das Boot	Defiance**
Gallipoli	Hope and Glory	Immortal Beloved**
The Boy in the Striped Pajamas	Khartoum	The Pianist**
Valkyrie	Passage to India	Schindler's List**
Devils Arithmetic	Nicholas and Alexandra	
Russian Ark	Judgment at Nuremberg	
Dr. Zhivago	Reds	
	Bridge of Spies	**These movies are rated R and should only be viewed with parental consent.

## **THE REVIEW**

### **Requirements**

**Name, Movie Title, Date Watched**

**Typed (10-12 point font) and double-spaced**

**Due: 2<sup>nd</sup> Friday of the semester.**

#### **Paragraph 1**

Offer your overall impression of the film while mentioning the movie's title, director and key actors. State the length and rating of the film as well as the year it was released. Give a brief description of the time period as it relates to this movie. Do not include a simple set of dates but address the time period of specific content to which this movie corresponds.

#### **Paragraph 2**

Identify two scenes in particular that you feel correctly portrayed the time period. Describe these scenes. How did the setting and music enhance the setting and themes of the film? Where was this film made and did you feel it was appropriate to portray the historical period? This may take 2 paragraphs.

#### **Paragraph 3**

Who are the main characters? Is this a story about well-known individuals or groups? Which character(s) best depict the perspective of individuals experiencing history of this time period. What did you learn about the time period from the movie?

#### **Paragraph 4**

Using the AP European History Key Concepts list, select the primary concept that is portrayed in the movie. Discuss how the movie relates to this theme using specific evidence from your reading.

#### **Paragraph 5**

Be critical and offer praise where necessary. Evaluate the ending. Make a recommendation for potential viewers. Give this movie a rating of 1 (lowest) to 10 (highest) and defend your rating. To view or not to view...that is the question. Offer evidence for your opinion. Offer a clincher that tells the reader to attend the film or not. Explain why you think this film is more entertaining or educational.

**DUE: 2<sup>nd</sup> Friday of the semester.**

# AP European History Key Concepts

## Period 1: c. 1450 to c. 1648

Key Concept 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.

Key Concept 1.2: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

Key Concept 1.3: Religious pluralism challenged the concept of a unified Europe.

Key Concept 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

Key Concept 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.

## Period 2: c. 1648- c. 1815

Key Concept 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals.

Key Concept 2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.

Key Concept 2.3: The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

Key Concept 2.4: The experiences of everyday life were shaped by demographic, environmental, and technological changes.

## Period 3 c. 1815 to c. 1914

Key Concept 3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

Key Concept 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

Key Concept 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.

Key Concept 3.4: European states struggle to maintain international stability in an age of nationalism and revolutions.

Key Concept 3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

Key Concept 3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individuality on the other.

## Period 4: c. 1914- present

Key Concept 4.1: Total war and political instability in the first half of the 20<sup>th</sup> century gave way to a polarized state in order during the Cold War, and eventually to efforts at transnational union.

Key Concept 4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism.

Key Concept 4.3: During the 20<sup>th</sup> century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.

Key Concept 4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.