

Welcome to

Advanced Placement European History!



Thank you for bravely committing to pioneer this new course in the Hermitage High Social Studies Department. It is a course that will require discipline, dedication, and determination as we spend the year working to master approximately 600 years of European history, political philosophy, and artistic expression as well as the skills for argument-writing, document analysis, point-of-view comparison, and stimulus interpretation. I admire your choice to challenge yourself in the coming year and to accept with enthusiasm the hard work that awaits you as we **STRIVE FOR FIVE!**

In preparation for the AP European History course, you are **required** to complete a Summer Film Critique Assignment to help you become acquainted through film with the different historical periods we are going to be studying. It is a way for you to become familiarized with the various events and characters in history in a manner that will give you a visual of the time period and encourage an understanding of the personalities involved and the complex issues they faced. This is especially necessary since the AP European History course has a lot of material to cover and moves quickly throughout the year, so the viewing of film in class is relegated primarily to those of a documentary nature.

If you have any questions or concerns about this assignment, it is your responsibility to email me as soon as possible. No leeway will be given for students who wait until the last minute. cmfritts@henrico.k12.va.us



Mr. Fritts

Directions / Requirements:

1. Choose **2** films from the first four time periods and **2** from the last. You will view **4** films total.
2. View them and complete the **AP European History Summer Film Critique Form** for each film.
 - a. Enroll in the AP European History course on Google Classroom using the code: g9ter1
 - b. Blank copies of the AP European History Summer Film Critique Form are on G Classroom
- An example of the assignment & rubric is included here for you as well
 - c. **Complete 1 form for each movie**
 - d. These should be typed, and the boxes on the forms will stretch as you do so
 - e. **Print out all 8 forms, staple them in the upper left corner & turn in on the first day of class**

3. Important Tips:

- a. **No credit** will be given for work submitted based on films not enumerated on the approved list below, OR alternate versions of films that are listed below. You are given the release date and names of stars so that you can procure the correct version of the film. If you have any questions, please email me at cmfritts@henrico.k12.va.us
- b. You should be able to access these films through video stores, Netflix, Amazon Prime, YouTube, other internet viewing sites, or the Library. There are enough options that you should be able to track down 4.
- c. It is recommended that you do a little research on Amazon or IMDB to find out what the films you are interested in are about BEFORE watching them.

d. **Some of them are rated R, so please make sure that your parents are aware of this.**

e. **DO NOT WAIT UNTIL THE LAST MINUTE!**

f. Many of these films are classics that you should watch at some point in your lives anyway.

Ask your parents and grandparents for recommendations. They would probably enjoy watching them with you as well.

6. Each Critique is worth 30 points for a total of 120 points for a TEST grade.

7. All 8 Film Critiques are due first thing on the FIRST DAY OF CLASS on September 6th.

NO LATE WORK WILL BE ACCEPTED FOR ANY REASON.

The following Films have been Approved for this Assignment:

Medieval - Renaissance/Reformation

(11 options)

- **The Lion in Winter** (1968, 134 mins., PG – Katharine Hepburn, Peter O’Toole)
- **The Return of Martin Guerre** (1982, 122 mins., NR – French with English Subtitles - Gerard Depardieu)
- **Black Death** (2010, 102 mins., R – Eddie Redmayne, Sean Bean, Carice van Houten)
- **Elizabeth** (1998, 124 mins., R = Cate Blanchett, Joseph Fiennes, Geoffrey Rush)
- **Elizabeth: The Golden Age** (2007, 114 mins., PG-13 – Cate Blanchett, Clive Owen, Geoffrey Rush)
- **Luther** (2003, 123 mins., PG-13 – Joseph Fiennes)
- **Cromwell** (1970, 139 mins., G – Richard Harris, Alec Guinness, Robert Morley)
- **The Agony and the Ecstasy** (1965, 138 mins., NR – Charlton Heston, Rex Harrison)
- **A Man for All Seasons** (1966, 120 mins., NR – Paul Scofield, Robert Shaw)
- **The Wars of the Roses: A Bloody Crown** (2002, 200 mins., TV miniseries – Graham McTavish, Robert Whelan)
- **Lady Jane** (1986, 142 mins., PG-13 – Helena Bonham Carter, Cary Elwes)

Enlightenment Period/French Revolution

(8 options)

- **The Madness of King George** (1994, 107 mins., PG-13 – Helen Mirren, Rupert Graves)
- **Amadeus** (1984, 160 mins., R == Tom Hulce, F. Murray Abraham)
- **Mary Shelley’s Frankenstein** (1994, 123 mins., R – Robert De Niro, Kenneth Branagh, Helena Bonham Carter)
- **Danton** (1983, 136 mins., PG – Gerard Depardieu)
- **Les Misérables** (1998, (NOT THE MUSICAL, 134 mins., PG-13 – Liam Neeson, Geoffrey Rush)
- **Waterloo** (1970, 123 mins., G – Rod Steiger, Christopher Plummer)
- **War and Peace** (1956, 208 mins., PG – Audrey Hepburn, Henry Fonda, Mel Ferrer)
- **A Tale of Two Cities** (1958, 117 mins., NR – Dirk Bogarde, Dorothy Tutin)

18th - 19th Centuries

(11 options)

- **The Duchess** (2008, 110 mins., PG-13 – Keira Knightly, Ralph Fiennes, Dominic Cooper)
- **Napoleon & Josephine: A Love Story** (1987, 285 mins., TV miniseries – Armand Assante, Jacqueline Bisset)
- **The Mission** (1986, 125 mins., PG -- Jeremy Irons, Robert De Niro)
- **The Charge of the Light Brigade** (1968, 139 mins., PG-13 – Trevor Howard, Vanessa Redgrave, John Gielgud)
- **Catherine the Great** (1996, 100 mins., TV movie – Catherine Zeta-Jones, Paul McGann)
- **Amazing Grace** (2006, 118 mins., PG – Ioan Gruffudd, Albert Finney, Michael Gambon)
- **Germinal** (1993, 160 mins., R, French with English subtitles – Gerard Depardieu)
- **Modern Times** (1936, 87 mins., G – Charlie Chaplin)
- **Hard Times** (1994, 100 mins., TV miniseries – Harriet Walter, Bill Paterson, Alan Bates)
- **The Young Victoria** (2009, 105 mins., PG – Emily Blunt, Rupert Friend, Paul Bettany)
- **Gunga Din** (1936, 117 mins., NR – Cary Grant, Joan Fontaine, Victor McLaglen)

Russian and Chinese Revolutions

(6 options)

- **1984** (1984, 113 mins., R – John Hurt, Richard Burton)
- **Nicholas and Alexandra** (1971, 183 mins., PG – Michael Jayston, Janet Suzman)
- **The Last Emperor** (1987, 163 mins., PG-13 – John Lone, Joan Chen, Peter O’Toole)
- **Reds** (1981, 195 mins., R – Warren Beatty, Diane Keaton, Edward Hermann)
- **Dr. Zhivago** (1965, 197 mins., PG-13 – Omar Sharif, Julie Christie)
- **Stalin** (1992, 172 mins., TV movie NR, starring Robert Duval)

World War I

(8 options)

- **Gandhi** (1982, 191 mins., PG – Ben Kingsley, John Gielgud, Candice Bergen)
- **Gallipoli** (1981, 110 mins., PG – Mel Gibson, Mark Lee, Bill Kerr)
- **All Quiet on the Western Front** (1930, 136 mins., NR – Lew Ayres, Louis Wolheim, John Wray)
- **Lawrence of Arabia** (1962, 215 mins., PG – Peter O’Toole, Alec Guinness, Anthony Quinn)
- **My Boy Jack** (2007, 95 mins., TV movie – David Haig, Daniel Radcliffe, Kim Cattrall)
- **The Wipers Times** (2013, 92 mins., TV movie – Ben Chaplin, Patrick FitzSymons)
- **37 Days** (2014, 60 mins., TV miniseries – Ian McDiarmid, Nicholas Farrell)
- **The African Queen** (1951, 105 mins., PG – Humphrey Bogart, Katharine Hepburn)

World War II

(14 options)

- **The King’s Speech** (2010, 118 mins., R – Colin Firth, Geoffrey Rush, Helena Bonham Carter)
- **The Children of Huang Shi** (2008, 125 mins., R – Jonathan Rhys Meyers, Radha Mitchell, Yun-Fat Chow)
- **Enemy at the Gates** (2001, 131 mins., R – Jude Law, Joseph Fiennes, Ed Harris, Rachel Wiesz)
- **Schindler’s List** (1993, 195 mins., R – Liam Neeson, Ralph Fiennes, Ben Kingsley)
- **Life is Beautiful** (1997, 116 mins., PG-13 – Roberto Benigni – Italian with English subtitles)
- **Au revoir, les enfants** (1987, 104 mins., PG – Gaspard Manesse – French with English subtitles)
- **Saving Private Ryan** (1998, 169 mins., R – Tom Hanks, Matt Damon)
- **Tora Tora Tora** (1970, 144 mins., G – Martin Balsam, Jason Robards, So Yamamura)
- **Europa Europa** (1990, 112 mins., R – Solomon Perel)
- **The Bridge on the River Kwai** (1957, 161 mins., PG – William Holden, Alec Guinness, Jack Hawkins)
- **The Winds of War** (1983, 883 mins., TV miniseries – Robert Mitchum, Ali MacGraw, Jan-Michael Vincent)
- **Holocaust** (1978, 475 mins., TV miniseries – Meryl Streep, James Woods, Michael Moriarty)
- **The Great Escape** (1963, 172 mins., NR – Steve McQueen, James Garner, Richard Attenborough)
- **Nuremberg** (2000, 180 mins., TV Miniseries – Alec Baldwin, Brian Cox, Christopher Plummer)

The Cold War

(8 options)

- **The Third Man** (1949, 93 mins., NR – Orson Welles, Joseph Cotton, Alida Valli)
- **October Sky** (1999, 108 mins., PG – Jake Gyllenhaal, Chris Cooper, Laura Dern)
- **Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb** (1964, 95 mins., PG – Peter Sellers, George C. Scott)
- **Atomic Café** (1982, 86 mins., NR – “Disturbing collection of 1940s & 1950s United States government issued propaganda films designed to reassure Americans that the atomic bomb was not a threat to their safety” – IMDB)
- **Red Dawn** (1984, 114 mins., PG-13 – Patrick Swayze, C. Thomas Howell, Lea Thompson)
- **WarGames** (1983, 114 mins., PG – Matthew Broderick, Ally Sheedy, John Wood)
- **Goodbye, Lenin!** (2003, 120 mins. R – Daniel Bruhl -- German with English subtitles)
- **The Iron Lady** (2001, 100 mins., PG-13 – Meryl Streep, Jim Broadbent, Richard E. Grant)

Post-Cold War Europe & Other:

(5 options)

- **The Queen** (2006, 103 mins., PG-13 – Helen Mirren)
- **In the Land of Blood and Honey** (2011, 127 mins., R – Zana Marjanovic, Goran Kostic)
- **Savior** (1998, 103 mins., R – Dennis Quaid, Nastassja Kinski)
- **Michael Collins** (1996, 133 mins., R – Liam Neeson, Aidan Quinn, Julia Roberts)
- **Bloody Sunday** (2002, 107 mins., R – James Nesbitt, Tim Pigott-Smith, Nichoals Farrell)

AP EUROPEAN HISTORY SUMMER FILM CRITIQUE FORM

Student Name:	
Class:	AP European History
Assignment:	Summer Film Critique
Student Grade:	
Title of Film:	
Category/Time Period:	
Main Actors:	
<u>The Plot: Summarize</u> Who are the main characters and what happens to them?	
<u>Relationship to History Essay:</u> <ul style="list-style-type: none">- Font: Calibri 12- Single Spaced- At least 3 paragraphs Summarize the historical events in which the movie is set. In which country is the movie set, and what is the specific time period for the events? Are the main characters based on real historical people, or are they fictional characters meant to represent types of people maneuvering through historical events? If they were real historical people give some specific details about their lives. If they were fictional, explain the filmmaker's choice in including those characters, what point he/she was trying to make by telling a story that followed the lives of these particular people. What historical events are depicted in the film (battles, migrations, laws, etc.)?	
<u>Film Critique:</u> <ul style="list-style-type: none">- Font: Calibri 12- Single Spaced- At least 1 paragraph Give an evaluation of the film. Don't just say, "I liked it because it was a good movie," or "I hated it because it was so boring." Like a real film critic, point out the strengths and weaknesses of the movie. Which actors gave believable performances and which did not? Were there places where the plot was vague, too slow or too fast? What would have made the film better? Would you recommend the film to another student, and why?	
<u>Sources:</u> Listed in correct MLA Format At least 4 per film	

Rubric:

Student Name: _____

		Points Possible	Points Earned
Film Title / Category	Included	1	
Main Actors	Included	1	
Plot Summary	Detailed Clear	3	
Relationship to History Essay	Thorough Analysis that Demonstrates clear understanding of how the film fits within the context of real history	10	
Film Critique	Professional discussion of the merits of the film both cinematically and historically	5	
Sources	At least 4 MLA Format	5	
Grammar/ Spelling, etc.	Follows all conventions of proper English grammar and formal writing styles	5	
Total Points		30	

		Points Possible	Points Earned
Film Title / Category	Included	1	
Main Actors	Included	1	
Plot Summary	Detailed Clear	3	
Relationship to History Essay	Thorough Analysis that Demonstrates clear understanding of how the film fits within the context of real history	10	
Film Critique	Professional discussion of the merits of the film both cinematically and historically	5	
Sources	At least 4 MLA Format	5	
Grammar/ Spelling, etc.	Follows all conventions of proper English grammar and formal writing styles	5	
Total Points		30	

		Points Possible	Points Earned
Film Title / Category	Included	1	
Main Actors	Included	1	
Plot Summary	Detailed Clear	3	
Relationship to History Essay	Thorough Analysis that Demonstrates clear understanding of how the film fits within the context of real history	10	
Film Critique	Professional discussion of the merits of the film both cinematically and historically	5	
Sources	At least 4 MLA Format	5	
Grammar/ Spelling, etc.	Follows all conventions of proper English grammar and formal writing styles	5	
Total Points		30	

		Points Possible	Points Earned
Film Title / Category	Included	1	
Main Actors	Included	1	
Plot Summary	Detailed Clear	3	
Relationship to History Essay	Thorough Analysis that Demonstrates clear understanding of how the film fits within the context of real history	10	
Film Critique	Professional discussion of the merits of the film both cinematically and historically	5	
Sources	At least 4 MLA Format	5	
Grammar/ Spelling, etc.	Follows all conventions of proper English grammar and formal writing styles	5	
Total Points		30	

Total Points:

Film #1: Medieval – Renaissance/Reformation	30	_____
Film #2: Enlightenment/French Revolution	30	_____
Film #3: 18 th – 19 th Centuries	30	_____
Film #4: Russian & Chinese Revolutions	30	_____
Film #5: WWI	30	_____
Film #6: WWII	30	_____
Film #7: The Cold War	30	_____
Film #8: Post-Cold War Europe & Other	30	_____

Total Grade: _____ **/ 120**

F.A.Q.s

How do I write a “Relationship to History” Essay? In order to write the essay, you will need to know something about the film beyond merely what is depicted in the film. Therefore, you will need to do some research, and that is why there is a space to list at least 4 sources in proper MLA format. I do not expect the sources to be cited within the essay. For our purposes that is not necessary. But I will easily be able to tell the difference between an essay written by a student who did not do any research or reading about the film, history, people, or events depicted and one written by a student who clearly knows what she is talking about. The point of the research is to give you context so that you can answer the questions above. And keep in mind that “winging it” may not be the best way start out an AP class.

What do I research if the film is fictional? Some movies, such as *Elizabeth*, are dramatizations of actual historical people and events. The research for that will be more straightforward, obviously, and you will get a sense of whether or not the movie is historically accurate. Some of the movies, such as *Goodbye, Lenin*, depict characters who are meant to represent “types” of people living during a time period, dealing with the issues of the day, perhaps coming into direct or indirect contact with real historical figures. For those movies, the research may need to be a bit more general. You can certainly research time and place, historical events or people referenced in the film, but you may also need to understand general trends from the time period. And some movies, such as *Dr. Strangelove: Or How Learned to Stop Worrying and Love the Bomb*, are really valuable for what they imply about the time period in which they were made or the way they portray the time period that the film takes place in. For example, *Dr. Strangelove* is complete fiction, but it satirizes the paranoia and fear-mongering of the Cold War Era and makes a strong political statement as well. In that sense, you would not be researching the characters, but the Cold War in general. *Red Dawn* and *WarGames* are fictional, but they both depict “what-ifs” during the final waning years of the Cold War – were the possibilities they predicted realistic, were the movies trying to capitalize on a fear that had pervaded the Western World for 40 years but was on the decline leaving Hollywood unsure who the next “bad guys” would be, what political or social messages were they trying to send and what does that say about the way the Cold War was experienced in the 1980s?

How much research do I need to do and where do I look? A good place to start your research is to Google the films themselves. Read their IMDB pages. The information is concise, and often gives trivia about how the films were made that may indicate the filmmakers’ intentions, choices or compromises. If you get the DVD and it has special features, those might also give insight into the film making process or themes. Many of the films on the list are Critically Acclaimed. That means people have already analyzed them. Read a few film reviews about them as well, especially if the film is the kind that does not depict actual historical people and events. What did the film critics say about it? Did it win any awards and why? That will give you a good sense of how the films were viewed when they came out and how they are viewed now. But remember, film reviews are only a START. You are going to need to branch out a little more. You are required to have AT LEAST 4 sources, but you can always have more. **And to be clear, the actual movie you watch**

does NOT count as an outside source. A good Historian does the amount of research necessary to develop and prove a strong thesis, she does not necessarily just stop at the bare minimum.

You know this film isn't historically accurate, right? Remember, I did not set out to choose films that were perfect representations of history. In Hollywood there is no such thing. I chose films with the intent of making you think and, hopefully, of making you interested in the history we are going to learn. Some of the films are amazing to watch, but not as historically accurate as they could have been. Some of the films are really satire, critiques, or political statements. But they are all valuable because even if they are not the best "history," that also teaches us something, not the least of which is how view film with a critical eye.

As the school year progresses, when we discuss the different time periods, I will rely on you all to chime in with your thoughts about how the films you saw over the summer compare to the real history.

Final Tip: READ & FOLLOW ALL THE DIRECTIONS. THEY EXIST FOR A REASON.