

POSNACK

S C H O O L

AP European History Summer Assignments:

Mr. Siflinger

Welcome to Advanced Placement European History, I look forward to working with each of you throughout the 2017-2018 school years.

Primary Text Book- Donald Kagan, Steven Ozmet, Frank M. Turner, Alison Frank. *The Western Heritage*, 11th edition, Boston 2016.

Assignment #1

Read Chapters 1, 2 and 3 in the Kagan Text

Chapter 1: The Late Middle Ages

Define Key Terms and Answer Review Questions on Page 58

Chapter 2: The Renaissance

Define Key Terms Page 94 and Answer Review Questions on Page 95

Chapter 3: The Age of Reformation

Define Key Terms Page 132-3 and Answers Review Questions on Page 133

Level of Advanced Placement Questions

Level One: questions are the facts of history. They can be answered from the text or other resources

Level Two: questions require students to make inferences as to how and why the factual information has an impact in the historical context in which it occurs. Students might ask themselves “So What?” about the factual information to help them understand the relevance and move to level two questions.

Level Three: questions are more abstract and attempt to get students to consider broader truths outside the historic context of the information.

Examples:

Level One: What was the Stamp Act?

Level Two: What was the most important impact of the Stamp Act on colonial resistance?

Level Three: Do attempts to assert control over people who have been allowed freedom for a long period of time always lead to resistance?

- Level One:** What were the provisions of the Compromise of 1850?
Level Two: To what degree and in what ways did the Compromise of 1850 ultimately lead to increased sectional tension?
Level Three: Are attempts to compromise on moral issues ever successful?

- Level One:** What is a 'lame-duck' president?
Level Two: To what degree and in what ways did Theodore Roosevelt's announcement that he would not seek reelection in 1908 compromise his ability to successfully enact his reform agenda in 1904?
Level Three: Does the 22nd amendment ensure that all two-term presidents will be less effective in their second term?
-

The Advanced Placement Exam:

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	<i>Part A: Multiple Choice questions</i>	55 M/C	55 min	40%
	<i>Part B: Short-Answer Questions</i>	4 Short Answers	50 min	20%
II	<i>Part A: Document-based Question</i>	1 question	55min	25%
	<i>Part B: Long Essay Question</i>	1 question (chosen from a pair)	35min	15%

The AP European History Exam divides course material into the following four sections

Historical Period 1: 1450–1648 (1450–1556, 1556–1648)

Historical Period 2: 1648–1815 (1648–1750, 1750–1815)

Historical Period: 3:1815–1914	(1815–1871, 1871–1914)
Historical Period 4: 1914–Present	(1914–1945, 1945–Present)

Each of the course historical periods receives explicit attention.

Explores Five Major Themes: Interaction of Europe and the World (INT)

Poverty and Prosperity (PP)

Objective Knowledge and Subjective Visions (OS)

States and Other Institutions of Power (SP)

Individual and Society (IS)

Develops Nine Historical Thinking Skills (within four major categories):

I. Chronological Reasoning

- . *Historical Causation*: Identifying the short term and long term causes and effects.
- . *Patterns of Continuity and Change over Time*: Recognizing how continuity and change may both be present in any era.
- . *Periodization*: Evaluating various models of periodization and recognizing relevant turning points.

II. Comparison and Contextualization

- . *Comparison*: Understanding the similarities and differences between different accounts and periods.
- . *Contextualization*: Understanding the larger context of a document or individual's actions.
- .

III. Crafting Historical Arguments from Historical Evidence

- . *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).
- . *Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).
- .

IV. Historical Interpretation and Synthesis

- . *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.
- . *Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.
- .