



## ***AP European History Summer Reading 2018-19***

Students enrolled in AP European History for 2018-19 are to read the following books over the summer.

Josephine Tey, *The Daughter of Time*

Michael Crichton, *The Great Train Robbery*

Erich Maria Remarque, *All Quiet on the Western Front*

All are easily available for purchase in paperback or from the Brooklyn Public Library. They are also all available as e-books. It does not matter what edition or translation you use, but do not use abridged editions. *All Quiet on the Western Front* and *The Great Train Robbery* have both been filmed. The films are no substitute for reading the books--and the books are better anyway.

**This assignment should be submitted via e-mail to [wenglinsky.m@stsaviour.org](mailto:wenglinsky.m@stsaviour.org) by 4 September 2018. (Yes, that's before the first class meeting). Questions on each book must be submitted separately (i.e., you will be submitting 3 papers).**

Some questions can be answered in a sentence or two, some in a page or two. Please attempt to support your answers with specific examples, quotations, etc., from the books. State what edition you are using, and cite (by page number, or whatever system pertains, if using an e-book) any references to the text. Please remember to pledge your work.

Please note, also, that your work should reflect standard English usage, and that you should strive to express yourself clearly, cogently, and elegantly; in other words, grammar, spelling and organization count.

Bear in mind that you are reading each of these books for different reasons, and in no case is your purpose to master "dates-and-reigns" or "kings-and battles."

If you have a problem, you may e-mail me with specific questions at [wenglinsky.m@stsaviour.org](mailto:wenglinsky.m@stsaviour.org), but be prepared to wait up to a week for a reply, as I may be unavailable at times.

Tey

Read this book to learn more about:

Historiography, Primary Sources, and Point-of-View (How contemporaries understand history as it unfolds; use of primary sources by historians; how the "man-in-the-street" understands history).

1. What is meant by "primary" and "secondary" historical sources? Please explain this in your own words. Do not cut and paste a definition.
2. List and briefly describe the sources of each type that Grant use in his investigation (there are many--make this list as you read the book, not from recollection after you are finished). How reliable does he judge each to be? On what basis does he make this assessment? (This can be done as a chart or a bulleted list.)

## Crichton

Read this book to learn more about:

Social History (The way people live their daily lives; the impact of material conditions and outlook on events)

1. By the 1850's, education and advances in paper-making and printing had resulted in the emergence of what today are called the "mass media" and "public opinion." Give at least two examples of how press coverage of specific incidents facilitated or shaped plan of the robbery, and briefly discuss how the coverage of the robbery affected the response to the crime both among the general public and by the authorities.
2. The Robbery occurred during a time of rapid scientific, technological and material progress. Cite at least two tools or technologies which were new at the time which figure into the robbery.
3. How did the widespread perception of the progress of society affect response to the robbery among the general public?
4. What can one learn from this book about the position of women in mid-19<sup>th</sup> century Britain? Briefly discuss at least two instances in which the social position of women is of importance to the course of events.
5. What can one learn from this book about social stratification (separation of social classes)? Briefly discuss at least two instances in which social stratification is of importance to the course of events.

## Remarque

Read this book to learn more about:

WWI as the defining experience of a generation

1. Remarque called his novel "non-political," and in its prologue claims it is "neither an accusation nor a confession." How true is this, and to what extent? (Cite evidence from the text.)
2. The young men who fought in WWI were the first generation to have received universal, compulsory education ("Public" education as Americans know it). What, if any, effect does this have upon their actions and attitudes?
3. *All Quiet on the Western Front* abounds with instances in which the soldiers' well-being is harmed by lack of supplies, poor medical care, slipshod or shady procedures, and out-right malfeasance. Cite at least two examples. How can the government and army allow such problems to go unrectified? How can the soldiers tolerate it? Why do they not report or revolt against, such treatment?
4. Analyze whether there are any heroes in *All Quiet on the Western Front*. In what (if anything) does their heroism consist? Are there any villains? What makes them villainous.
5. How does the war change Paul Baumer's attitudes toward education? Family? Civilian authority? His comrades? Living itself? Cite the text to support your conclusions.
6. What does this novel tell the reader about the experience of WWI that a textbook or history might not?
7. This book (and the movie made from it in 1930) was immensely popular, both in German-speaking countries and in Britain, France, and the U.S. What, in your opinion, was its appeal?