

**Advanced
Placement
European
History**

Syllabus

2015

Advanced Placement European History

Course Overview

Target Population: Students in 10, 11, 12

Prerequisite: None

Time Allotted: 215 minutes per week (5 class periods per week)

Semester or Full Year: Full Year / Credits: 5

An Executive Description: The AP European History course and exam, emphasizes the development of thinking skills used by historians and aligning that with contemporary scholarly perspectives on major issues in European history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in European history.

The course is structured around the investigation of course themes and key concepts in chronological periods from approximately 1450 to the present. The key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the four historical periods and across Europe. The key concepts help teachers and their students understand, organize, and prioritize historical developments within each period. The course's organization around a limited number of key concepts allows students to spend more time learning essential concepts and developing the historical thinking skills necessary to explore European history.

TEXT: McKay, Hill, et. al. A History of Western Society Since 1300, 9th edition, Houghton-Mifflin, NY, 2008. **(Curricular Requirement 1)**

ADDITIONAL SUPPORT MATERIALS: Supplemental primary and secondary readings and documents (listed throughout the syllabus), teacher-prepared master notes, Internet resources, artwork, and maps. Whenever the term "text" is used in the syllabus it is referring to the above mentioned book.

Advanced Placement European History-

SKILL TYPES & HISTORIC THINKING

SKILLS

SKILL TYPES:

I. Chronological Reasoning

Historic Thinking Skills-

- 1. Historic Causation**
- 2. Patterns of Continuity & Change**
- 3. Periodization**

II. Comparison & Contextualization

Historic Thinking Skills-

- 4. Comparison**
- 5. Contextualization**

III. Crafting Historic Arguments for Historic Evidence

Historic Thinking Skills-

- 6. Historic Argumentation**
- 7. Appropriate Use of Relevant Historic Evidence**

IV. Historic Interpretation & Synthesis

Historic Thinking Skills-

- 8. Interpretation**
- 9. Synthesis**

Advanced Placement European History

Learning Objectives by Themes

INT = Interaction of Europe and the World- emphasis here is on contact with non- Europeans (example- the New World) & how it shaped political, economic, social, and cultural life.

PP= Poverty and Prosperity- emphasis here is on economic activities that helped moved Europeans out of the ranks of poverty and into more prosperity (Example- the Industrial Revolution) or from prosperity to poverty (example- the Great Depression).

OS= Objective Knowledge & Subjective Visions- emphasis here is on new ways to arrive at truth- both concrete (example- Scientific Revolution or Enlightenment) and more opinionated (example- Art & Literary Movements to reflect history).

SP= States & other Institutes of Power- emphasis here is on the various forms that European politics took (example- empires, nation-states, small republics, etc., and how that power grew or was weakened).

IS= Individual & Society- Emphasis here is on social and cultural aspects that involved people (example- art made by people of the Renaissance or a closer walk with God during the Reformation).

Advanced Placement European History

KEY CONCEPTS BY PERIOD

Period 1= 1450 to 1648

1.1= The worldview of European intellectuals shifted from one based on ecclesiastical and classic authority to one based primarily on inquiry and observation of the natural world.

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

1.3= Religious pluralism challenged the concept of a unified Europe.

1.4= Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

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.

***This is Curricular Requirement 2 and is fulfilled throughout the course. In addition, Curricular Requirement 3 is fulfilled as learning objectives and themes are intermingled throughout the course.**

Period 2 = 1648 to 1815

2.1= Different models of political sovereignty affected the relationship among states and between states and individuals.

2.2= The expansion of European commerce accelerated the growth of a worldwide economic network.

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 challenged, emphasis on reason in European culture.

2.4= The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

Period 3= 1815 to 1914

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

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

3.3= The problems of industrialization provoked a range of ideological, governmental, and collective responses.

3.4= European states struggled to maintain international stability in an age of nationalism and revolutions.

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

3.6= European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

Period 4= 1914 to the Present

4.1= Total war and political stability in the first half of the 20th century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union.

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.

4.3= During the 20th 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.

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.

DO NOTE THAT THE APPROACH SECTION FOR EACH TOPIC IN EACH UNIT CONTAINS CIRCULAR REQUIREMENTS AND KEY CONCEPTS THAT ARE INDICATED BY THE NUMBERS WITHIN EACH SECTION.

CURRICULAR REQUIREMENTS

1=The course includes college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

2= Each of the course historic periods receives explicit attention.

3= Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

4= The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historic evidence.

5= The course provides opportunities for students to identify and evaluate diverse historic interpretation.

6= The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data.

7= The course provides opportunities for students to examine relationships between causes and effects of events or processes.

8= The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historic processes or themes.

9= The course provides opportunities for students to explain and analyze different models of historic periodization.

10= The course provides opportunities for students to compare historic developments across or within societies to various chronological and geographic contexts.

11= The course provides opportunities for students to evaluate ways in which specific historic circumstances of time and place connect to broader regional, national, or global processes.

12= The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past.

13= The course provides opportunities for students to apply insights about the past to other historic contexts or circumstances, including the present.

Advanced Placement

European Units

Marking Period 1

Unit 1= Renaissance/ Reformation (Section 1a: 1450-1648)

Unit 2= Age of Exploration/ Scientific Revolution (Section 1b: 1450-1648)

Unit 3= Absolute Monarchism/ Constitutional Monarchism (Section 2a: 1450-1815)

Marking Period 2

Unit 4= Enlightenment/ Agricultural Revolution/ Changes in Daily Life in the 17th & 18th Centuries (Section 2b: 1648-1815)

Unit 5= French Revolution/ Age of Napoleon (Section 2c: 1648-1815)

Unit 6= Industrial Revolution (Section 3a: 1815-1914)

Marking Period 3

Unit 7= Nationalism & Imperialism (Section 3b: 1815-1914)

Unit 8= World War I/ Bolshevik Revolution (Section 4a: 1914 – Now)

Unit 9= Interwar Years/ World War II/ Holocaust (Section 4b: 1914 – Now)

Marking Period 4

Unit 10= Cold War & Post WW II Era (Section 4c: 1914- Now)

Unit 11= Final Exam Review & Test

Unit 12= Post Exam Activities

UNIT 1

Time Frame- 1450 to 1648

Topics- Pre-Renaissance Era Overview/ Renaissance/ Reformation

Pre-Renaissance Era Overview- Objective- Detail the foundation of European History (Ancient Greece, Ancient Rome, Byzantine Empire, Medieval Times) with an emphasis on the political, economic, social, and cultural/ religious transition from these eras to the Renaissance with why it happened and the results once it happened. *Approach:* Students will create a graphic organizer to better help them understand the concepts. Students research art and literature from the Medieval Era for further investigation to prepare for the next section on the Renaissance to look for continuities and changes in culture.

AP Requirements Addressed- Skill Type & Historic Thinking- Chronological Reasoning- Historic Causation; Patterns of Continuity & Change; Periodization; **Themed Learning Objectives- SP(Empires followed by feudalism), IS (social roles dictated by the empire and then feudal lifestyles); **Key Concepts** 1.1,1.2**

Renaissance- Objective- Analyze the end of medieval feudalism and the reasons for the beginnings and progression of the Italian and then Northern Renaissance Eras with its political, economic, social, and cultural/ religious changes. *Approach:* Text readings from the course text: McKay, Hill, et. al. A History of Western Society Since 1300, 9th edition, (Houghton-Mifflin, NY, 2008) to be followed by a quiz, Primary Source Assignment critiquing the writing of Erasmus in *Praise of Folly*; Analyze a map of the Intellectual centers of Europe during the era from History of Western Society ; 7th edition (McKay, Hill, 2008) pg 357. Research to do comparisons of the Italian and Northern Renaissance Eras emphasizing similarities and differences and why; Document

Based Essay on European Plagues followed by discussions on how the Renaissance was delayed from leaving Italy for years due to plagues.

AP Requirements Addressed: Skill Type & Historic Thinking- Chronological Reasoning- Historic Causation; Patterns of Continuity and Change; Comparison; Appropriate Use of Relevant Historic evidence; Historic Thinking Skills- Interpretation, Synthesis; Themed Learning Objectives- INT (Italian overseas contacts through trade and banking connecting the past and present)- course text mentioned above to use to read- fulfills Curricular Requirement 1, PP(Italian prosperity began the Renaissance), OS (especially with the new arts), SP (Italian states roles in the Renaissance) , IS (the “Individual” is stressed during the Renaissance)- a graphic organizer with examples is required comparing and analyzing the Italian and Northern Renaissance Eras not only culturally, but politically as well- Curricular Requirement 9; Key Concepts: 1.1,1.2

Reformation-Objective: Examine reasons for the rise of the Protestant Reformation challenging traditional religious beliefs and practices, and how ultimately wars of religion would develop and have a political nature to them as well. Approach: Text readings from the course text: McKay, Hill, et. al. A History of Western Society Since 1300, 9th edition, (Houghton-Mifflin, NY, 2008) to be followed by a quiz, Primary Source readings on various reformers for class discussion- On the Freedom of a Christian (Martin Luther), Institutes of the Christian Religion (John Calvin), and more; COMPARISON ESSAY comparing Martin Luther to other Protestant Reformers; Student research on the Wars of Religion and then creating a graphic organizer to divide key details and include if each war was strictly religious or also political; Students make interpretations on the reformation’s long term impact in both Europe and the world including how religion challenged a unifying Europe. In addition, a Holy Roman Empire map (ca. 1200) will be viewed for historic interpretation. Map is from History of Western Society ; 7th edition (McKay, Hill, 2008) pg 337.

AP Requirements Addressed: Skill & Type of Historic Thinking- Chronological Reasoning- Historic Causation, Patterns of Continuity and Change, Periodization, Comparison & Contextualization- Comparison; Historic Interpretation & Synthesis- Synthesis; Themed Learning Objectives- INT (Influence of Renaissance & Reformation on the world); SP (How Wars of Religion also had political aspects and objectives); IS (social and cultural aspects of the Reformation- peasants' roles and more- included in the above mentioned essay assignment on Reformers and their roles in society- Curricular Requirement 1); Key Concepts: 1.2, 1.3

Themed-Based Assignment- Theme # 5- Students will debate which period – the Renaissance or the Reformation required the individual to have the greatest impact on society and listing three historic reasons why drawing from their research.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 2

Time Frame- 1450 to 1648

Topics- Age of Exploration / Scientific Revolution

AGE OF EXPLORATION- Objective- Detail and analyze causes for the rise of the Age of Exploration (Discovery) and reasons for its continuance along with political, economic, social, and cultural changes during the era. *Approach-* Students will study primary maps of the era and diaries of early explorers as well as read secondary sources on the Age of Exploration in the Encyclopedia Britannica for historic interpretation purposes as well as “The Age of Exploration” Infographic from the History Channel (2014) found online followed by a quiz; a do a CHANGE OVER TIME/ CONTINUITY ESSAY on how the era

furthered political changes, economic changes through trade and capitalism, social changes with the beginnings of forced labor in the areas that were explored and colonized, and cultural changes through cross-contacts, and also give reasons for continuities during the era.

AP Requirements Addressed: Skill Type & Historic Thinking-

Chronological Reasoning- Historic Causation, Patterns of Change & Continuity, Periodization, Comparison & Contextualization; **Historic Thinking Skills-** Interpretation; **Learning Objectives by Themes-** INT (European exploration of the New World with developments and consequences), PP (Economic activities through the Triangular Trade & Commercial Revolution), SP (Changes made in European political on the national level due to Exploration, and conflicts that developed between European nations as a result)- the essay mentioned above is on this activity and relates to **Curricular Requirement 10**, IS (Forced Labor due to exploration and colonization, social mobility changes due to the era); **Key Concepts:** 1.1, 1.2, 1.4, 1.5.

SCIENTIFIC AGE- Objective- Analyze and evaluate reasons for the rise of the Scientific Age, its major figures and their findings, and how it challenged many peoples' reasoning from strictly an ecclesiastical viewpoint to one that would include inquiry and observation.

Approach- Students do a research assignment using primary source materials to analyze the long term effects of major Scientific Revolution figures and their works including Principia Mathematica (Isaac Newton), Concerning the Revolution of Celestial Spheres (Copernicus), and Dialogues of Two Chief Systems of the World (Galileo); a quiz based on a Secondary Source readings from the text and The Scientific Revolution by Pearson Education (2010); role playing and debate activity with students representing scientists of the era and using historic argument to claim who had the most far reaching effect on European and world history.

AP Requirements Addressed: Skill Types & Historic Thinking- Chronological Reasoning- Historic Causation; Crafting historic Arguments for Historic Evidence- Historic Argumentation & Appropriate Use of Relevant Historic Evidence; Historic Interpretation & Synthesis- both used; Themed Learning Objectives- INT (Scientific Revolution's impact on the greater world- see debate activity above – relates to Curricular Requirement 11), OS (new ways at arriving at truth discussed and analyzed- both concrete and opinion during the era), IS (social and cultural aspects of the era discussed); Key Concepts: 1.1.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 3

Time Frame- 1450-1815

Topics- Absolute Monarchism and Constitutional Monarchism

Absolute Monarchism in Western and Eastern Europe & beginnings of Constitutional Monarchism in England- *Objective-* Discuss the emergence of strong absolutism in Western Europe and then Eastern Europe along with what nations/ empires were getting stronger and which were getting weaker. Analyze how absolute monarchism often hindered economic, social, and cultural growth (such as Louis XIV in France), led to wars (such as the War of Austrian Succession), and yet in some cases helped modernize a nation (such as Peter the Great in Russia). Detail how constitutional monarchism first formed in England and enabled political, economic, social, and cultural changes in that nation. *Approach-* Students research info on absolute monarchism of the time frame and do a comparison chart of major nations and leaders

emphasizing positives and negatives of their reigns with examples, and determining which column is greater and why; **EXPLANATION ESSAY** describing how France's King Louis XIII and Cardinal Richelieu furthered the absolutist agenda of their nation and the long term consequences of that agenda; Secondary reading excerpt to be read- "Absolutism of Louis XIV" (Catholic Encyclopedia, 2009) for a quiz; Secondary reading excerpt to be read from English Civil Wars (Jane Ohlmeyer) for a quiz; a Tic Tac Toe choice of subjects requiring student research on three different absolute monarchs from three different nations looking for similarities and differences; Student groups analyze how Constitutionalism would go on to affect other European nations and the world at large.

AP Requirements Addressed: Skill Types and Historic Thinking- Chronological Reasoning- Patterns of Continuity & Change, Periodization; Comparison and Contextualization- Historic Thinking Skills; Crafting Historic Arguments- Historic Evidence; Historic Interpretation and Synthesis- both of them; Themed Learning Objectives- INT (How constitutionalism eventually affected the world), PP (absolutism often kept people in poverty and why), SP (various forms that European politics took- especially that it took longer for Eastern Europe than Western Europe to end absolutism)- the essay mentioned above requiring a thesis and historic evidence fulfills Curricular Requirement 4, IS (how individual freedoms were stifled under absolute monarchs and people could be more creative once constitutional rights were guaranteed such as in England after their civil war); Key Concepts- 1.2, 1.5.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 4

Time Frame- 1648- 1815

TOPICS- Enlightenment/ Agricultural Revolution/ Changes in Daily Life from 17th to 18th Centuries

ENLIGHTENMENT- Objective- Examine how new thoughts in politics, religion, economics, and social/ scientific thinking because of the Enlightenment challenged the establishment of Europe and would lead to changes and revolutions; teacher's notes and course text utilized- McKay, Hill, et. al. A History of Western Society Since 1300, 9th edition, (Houghton-Mifflin, NY, 2008). *Approach-* Students create a graphic organizer to divide Enlightenment thinkers into categories (political, religious, etc) and detail their major thoughts and works. Students debate the merits of each person's beliefs in relation to the world then and today; **COMPARISON ESSAY** requiring research comparing French and English Enlightenment thinkers and then relating those thoughts to the way governments operate today; Primary source readings (excerpts) to discuss the era in more detail- Candide (Voltaire), Spirit of the Laws (Montesquieu), and Vindications of the Rights of Woman (Mary Wollstonecraft); View how the arts of the era were influenced by historical developments (Realism vs. Romanticism) and the reasons why; Secondary reading on the Enlightenment from (Encyclopedia Britannica) for a quiz.

AP Requirements Addressed- **Skill Types & Historic Thinking Skills-** Chronological Reasoning- Historic Causation; Historic Thinking Skills- Comparison and Contextualization; Crafting Historic Argument for Historic Evidence- Appropriate Use of Relevant Historic Evidence; Historic Interpretation & Synthesis- both used; **Themed Learning Objectives-** INT (How Enlightenment thought led to revolutions in Europe and overseas)- the above Comparison Essay assignment comparing Enlightenment thinkers of the past to the operation of governments today is fulfilled in **Curricular Requirement 13**; OS (New

truths were being advocated during the era); SP (the influence of the Enlightenment thinkers on nations and those in power- Enlightened Despots, etc.); IS (political, economic, religious, and social norms being reconstructed during the era); **Key Concepts-2.1, 2.3.**

AGRICULTURAL REVOLUTION- *Objective-* Determine reasons for the need of technological advancements in the Low Countries and Britain to form this era and how it changed European society and would go on to impact the world. *Approach-* Reading from the text for a quiz; Students research the topic and give presentations incorporating technology (Smart Boards, etc.) answering the objective of the lesson with primary graphics and maps from the time period.

AP Requirements Addressed- **Skill Types & Historic Thinking Skills-** Chronological Reasoning- Historic Causation, Patterns of Continuity & Change; Historic Thinking Skills- Contextualization; Historic Interpretation & Synthesis- both used; **Themed Learning Objectives-** INT (How Agricultural Revolution changed Europe & world and led to the Industrial Revolution which would do the same); PP (social mobility changes began due this era and commerce would increase leading to need opportunities for some); OS (scientific reasoning used for advancements to take place in the era); IS (major social consequences as less people needed to farm and produce a greater yield, leaving others to look for work in the cities); **Key Concepts- 2.2, 2.3, 2.4**

CHANGES IN DAILY LIFE FROM THE 17th to the 18th CENTURIES- **Objectives-** Many social and cultural norms would change as science replaced superstition by the start of the 18th century affecting people's daily lifestyles from the weakening of witchcraft to the rise of scientific thinking and advancements in medicine to changes in the marriage age, the raising of children and more. *Approach-* Teacher's class notes discussed and analyzed with students doing more research for historic evidence; Secondary reading entitled "Marriage in Seventeenth-Century England: The Women's Story " (Alice Brabcova), 1987 for a quiz; Short analytical writings on the topic of elite and

popular culture of the time frame by students in line with new AP requirement.

AP Requirements Addressed- Skill Types & Historic Thinking- Patterns of Continuity & Change; Historic Thinking Skills- Contextualization; Historic Interpretation & Synthesis- both of them; Themed Learning Objectives- PP (economic activities that related to social status and ways of life in the era- a research assignment given linking lifestyles in the 17th and 18th centuries to today requiring sources to be cited- Curricular Requirement 13); IS (social and cultural aspects that changed during the era due to a new scientific way of thinking); Key Concepts- 2.3.2.4.

Themed-Based Assignment- Theme 3- Students will create a graphic organizer comparing and contrasting Enlightenment ideas with themes in art movements of the time period- Realism, Romanticism, etc.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 5

Time Frame- 1648 to 1815

TOPICS- French Revolution & Age of Napoleon

FRENCH REVOLUTION/ AGE OF NAPOLEON- Objective- Factors explored that led to the French Revolution and the progression of the revolution using Enlightenment and scientific ideas to end absolute monarchism and establish a government guaranteeing rights. On the road to that end, the rise and fall of dictator Napoleon and his influence is analyzed. Finally, the Congress of Vienna which ended the Napoleonic Age and will be discussed critically and historically for both short and long term reasons. Approach- Students will study

historic documents such as the *Declaration of the Rights of Man, Declaration of the Rights of Woman, and Napoleonic Code*. In addition secondary source materials will be read from the course text and Encyclopedia Britannica on the French Revolution and Napoleonic Eras as well as studying a time line of the Napoleonic Era from A History of Western Society 7th Ed. (McKay, Hill, 2003) pg 713, and a political cartoon “The Capture of Louis XVI” from the Trustees of British Museum, followed by a quiz. Students will do a **CHANGE OVER TIME/ CONTINUITY ESSAY** on how the era began as an absolute monarchy and then ended up as a constitutional monarchy. Another writing assignment will include a Document Based Essay Question on Literacy in the Old Regime. A power point assignment on the Napoleonic Age will also be required that involves citing contradictory evidence from primary and secondary sources that interpreted his role on culture and society and that of the *Napoleonic Code* in society.

AP Requirements Addressed- Skill Type & Historic Thinking:

Chronological Reasoning- Historic Causation, Patterns of Continuity & Change, Periodization; Crafting Historic Arguments for Historic Evidence- Appropriate Use of Relevant Historic Evidence; Historic Interpretation & Synthesis; Learning Objectives by Themes: INT (How the Enlightenment influenced revolutions in Europe and abroad and the effects of the French Revolution in both Europe and abroad); PP (How commoners in France had more economic possibilities after the French Revolution); OS (Use of Enlightenment thought during the French Revolution to learn new truths and how other parts of Europe still didn't embrace Enlightenment ideas at the Congress of Vienna); the Change over time essay mentioned above on the different forms of government and power that France had in the Revolution Era coincides with **Curricular Requirement 8; SP (Study how French power of the elite was weakened and the power of the commoners grew); IS (social and cultural changes during and after the French Revolution Era studied)- the above power point assignment citing contradictory**

sources about Napoleon's role in changing society and culture for the good or bad fulfills **Curricular Requirement 12**; **Key Concepts- 2.1, 2.3, 2.4.**

NOTE: Unit also has an extensive study guide for the test followed by a **TEST** with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 6

Time Frame- 1815 to 1914

TOPIC- Industrial Revolution

INDUSTRIAL REVOLUTION- *Objective-* Analyze the causes for the rise of the Industrial Revolution in Britain, and then its spread to the rest of Europe and the world. Identify key political, economic, social, and cultural changes identified with the era. *Approach-* Text readings from course text McKay, Hill, et. al. A History of Western Society Since 1300, 9th edition, (Houghton-Mifflin, NY, 2008) and the analysis of an article and chart entitled "Industrial Revolution" -Yale University by Joseph Montagna (2015) to be followed by a quiz; **Primary Source assignment on major economic thinkers for and against capitalism including Adam Smith's *Wealth of Nations*, Karl Marx's *Das Kapital* and more. Other readings required for additional quizzes include *Industrial Revolution- Business Practices* by World Almanac Encyclopedia (2008) and *Europe 1450 to 1789* by Jonathan Dewald (2004) in the Encyclopedia of the Early Modern World; an **EXPLANATION ESSAY** on why the Industrial Revolution took so long to leave Britain and spread abroad and what occurred once the spread occurred. **Activity involving students identifying and evaluating two diverse historic interpretations of capitalism in the Industrial Era and developing a power point showing the differences:** Sources – Industrial revolution from 1830 to the**

Present (Emma Alice Griffin; School of History- Norwich, UK) which includes selections that will be used that are both pro and anti capitalism- Friedrich Engels: *Conditions of the Working Class in England* as interpreted by David McLellan (Oxford 1993) and Walt Whitman Rostow: *Stages of Economic Growth –a Non Communist Manifesto* (Cambridge 1960).

AP Requirements Addressed: Skill Type and Historic Thinking:

Chronological Reasoning- Historic Causation; Patterns of Continuity & Change; Periodization; Comparison & Contextualization; Appropriate Use of Relevant Historic Evidence; Historic Thinking Skills-

Interpretation and Synthesis; Themed Learning Objectives: INT

(Industrial Revolution’s origins and reasons for its spread in Europe and globally and the effects of that spread); OS (relate the Scientific and Enlightenment Eras with the Industrial revolution by emphasizing man’s desire to learn and better his world)- the above power point assignment allows for diverse historic interpretations of capitalism’s role in the Industrial Era- Curricular Requirement 5 ; SP (how industrialism affected politics and economic growth and interpreting scholarly writings on the issues); IS (how industrialism gave rise to the middle class and new forms of the arts and cultural activities); Key Concepts: 3.1, 3.2, 3.3, 3.6.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 7

Time Frame- 1815 to 1914

Topics- Nationalism and Imperialism

NATIONALISM & IMPERIALISM- These topics will be treated as separate and then coinciding with each other. ***Objective-*** Define the term nationalism and how it affected European politics and daily life, and then define imperialism and the affect that had on politics, economics, and daily life in both Europe and abroad. Examine the merging on nationalism with imperialism for a variety of reasons including the furtherance of industrialism as well. ***Approach-*** Students will study maps of Europe and the world from the era. They will read from the text and other secondary sources about the unit topics and engage in historic arguments representing various European powers. The effect on the arts of the era will also be addressed. Additional readings (also used for quizzes) will include *Italian Unification* by Arcaini (1996) and *Spaces of Global Capitalism* by D. Harvey (2006) on the Age of Imperialism. Students will also be required to do a research paper on 19th century Russia – primarily the Decembrist Revolution (nationalist in nature) and Crimean War (with elements of imperialism in it). A COMPARISON ESSAY required in which British and French nationalism domestically will be compared to each nation’s imperialism abroad in the 19th century.

AP Requirements Addressed: Skill Type & Historic Thinking- Chronological Reasoning- Historic Causation; Patterns of Continuity and Change; Periodization; Comparison and Contextualization; Historic Argumentation; Appropriate Use of Relevant Historic Evidence; Historic Interpretation & Synthesis; **Themed Learning Objectives-** INT (European nationalism and imperialism and its impacted on affected people abroad); PP (economic reasons for imperialism and slavery for economic reasons); OS (How the era and the arts interacted); SP (how politics was affected by nationalism and imperialism both in Europe and in imperialized nations abroad); IS (How people were affected socially included the slavery issue and cultural interactions or lack of them in some cases among Europeans and among non-Europeans that interacted with Europeans as well); **Key Concepts:** 3.3, 3.4, 3.5, 3.6.

Themed Based Assignment- Theme 1- Students will gather research and create graphs and charts relating European imperialism to demographic results in foreign nations before and after the imperialistic age.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 8

Time Frame- 1914- Present

Topics- World War I and Bolshevik Revolution

WORLD WAR I- Objective- Describe and evaluate causes for World War I and its developments including new technologies, the Armenian Genocide, and the fall of major empires by war's end (Germany, Austria-Hungary, Ottoman Empire, Russia)and the creation of new governments- with a particular emphasis on Russia's Bolshevik Revolution. Detail post war treaties, documents, and developments.

***Approach-* Students will review maps of the era and read text and secondary sources for quizzes including "World War I's Outbreak" (*Encyclopedia Britannica 2014*) and "Russian Revolution of 1917" (*20th Century History by Jennifer Rosenberg*). In addition, primary source documents will be reviewed and analyzed including the *Treaty of Versailles*, *Wilson's Fourteen Points*, and *Lenin's New Economic Program*, as well as analyzing a photograph "Visualizing the Past-Trench Warfare" in *World Civilizations* (Stearns, 2002), pg 680. A**

CHANGE OVER TIME/ CONTINUITY ESSAY assigned discussing political and economic changes and continuities in Russia from Czar Nicholas I through Bolshevik Leader Lenin's reign. A tic-tac-toe grid of choices for research regarding unit topics including the Armenian Genocide will be required. A timed Document Based Essay will be given on the German Aircraft Industry during WW I requiring written analysis and historic argumentation.

AP Requirements Addressed: Skill Type & Historic Thinking- Chronological Reasoning- Historic Causation, Patterns of Continuity and Change, Periodization; Comparison and Contextualization; Historic Argumentation & Appropriate Use of Relevant Historic Evidence; Historic Interpretation and Synthesis; Themed Learning Objectives- INT (European interaction with outside nations during WW I); PP (economics changed due to industrialization creating new technologies creating greater casualties); OS (WW I was affected and also affected new ways man looked at the world around him in various ways- political, social, and more); SP (Political governments changed at WWI's end and looked at in detail with new models of democracy or dictatorship); IS (Numerous items looked at including the role of women, new cultural movements, and more); Key Concepts: 4.1, 4.2, 4.4.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 9

Time Frame- 1914 to Present

Topics- Interwar Years/ World War II & Holocaust

INTERWAR YEARS- Objective- Examine political, economic, social, and cultural/ religious changes during the Interwar Period. Detail developments that would lead to new conflicts among European nations. ***Approach-*** Students will create a graphic organizer showing developments in Europe between WW I and II- it will include political, economic, social, and cultural/religious elements and reasons for those developments. Text readings from McKay, Hill, et. al. **A History of Western Society Since 1300**, 9th edition, (Houghton-Mifflin, NY, 2008) and secondary readings will be required for quizzes including- ***Interwar Years and WW II for AP European History*** by Jeffrey Brautigam (McGraw Hill – 2011). An EXPLANATION ESSAY will be assigned on how movements in the arts coincided with Interwar events. A research assignment on the development of Mass Political Parties in Europe will also be assigned.

AP Requirements Addressed: **Circular 1, 2, 3, 4; Skill Type & Historic Thinking-** Chronological Reasoning- Historic Causation, Patterns of Change & Continuity, Periodization; Comparison and Contextualization; Historic Interpretation & Synthesis; **Themed Learning Objective-** INT (Cultural changes that were shared globally such as arts movements); PP (Economic problems such as the Great Depression that led to the rise of dictators); OS (new ways at looking at truth and morality during the era often displayed in the arts); SP (new forms of politics such as fascism and communism and the emergence of mass political parties- fully developed at the end of WW II); IS (new social roles for women and new cultural activities examined during the Interwar Period); **Key Concepts:** 4.2, 4.3, 4.4.

WORLD WAR II and Holocaust: ***Objective-*** Analyze the causes of WW II, its developments including the Holocaust, and outcome leading to more international cooperation among nations and divisions as well. ***Approach-*** Text readings and secondary source readings for quizzes including ***WW II: Blitzkrieg and the Phoney War to the Fall of France and Britain*** (About.com Military History) by Kennedy Hickman- 2014.

Student debates on the role of fascism and communism being responsible for international tensions. Students do a power point on genocide- particularly the Holocaust.

AP Requirements Addressed: Skill Type & Historic Thinking- Chronological Reasoning- Historic Causation, Patterns of Change & Continuity, Periodization; Historic Thinking Skills- Historic Argumentation & Appropriate Use of Relevant Historic Evidence; Historic Interpretation & Synthesis; Themed Learning Objectives- INT (WW II developments on multiple continents)- students create a graphic organizer on causes and consequences of WW II events- Curricular Requirement 7; PP (The end of the Great Depression and the economic suffering at the same time due to warfare and a genocide); OS (new scientific findings produce an atomic bomb); SP (the fall of fascism at the end of WW II and the new emergence of capitalism vs communism); IS (social and cultural propaganda for both positive and negative purposes- including the Holocaust); Key Concepts: 4.1, 4.2, 4.3. 4.4.

Themed Based Assignment- Theme 2- Students will research and make comparisons in a written paper in the Great Depression-era between Western and Eastern European nations and their rates of poverty and draw conclusions as to why prosperity remained in some regions and not in others.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

UNIT 10

Time Frame- 1914 to Present

Topics- Cold War and Post Cold-War Europe

COLD WAR- Objectives- Define the Cold War, its participants, and its causes with examples. Examine why it spread globally. **Approaches-** Text readings, use of maps, and a secondary reading- *Cold War* by Encyclopedia Britannica 2014 for a quiz; Student gathered primary source readings for an assignment on the Cold War; a CHANGE OVER TIME/ CONTINUITY ESSAY on the Cold War from 1945-1991; a DBQ Essay on the Cold War. Students research how the arts were affected by Cold War events- including Socialist Realism. **AP Requirements Addressed-** **Circular:** 1,2,3,4; **Skill Type & Historic Thinking-** Chronological Reasoning- Historic Causation, Patterns of Change & Continuity, Periodization; Comparison & Contextualization; Historic Interpretation & Synthesis; **Themed Learning Objectives-** INT (Cold War in Europe and globally); PP (economic differences and status of East Europe vs West Europe or communism vs capitalism); OS (how the arts were affected by the Cold War); SP (various forms of European economics and politics- capitalism/ democracy, socialism (usually non-aligned), and communism/ totalitarianism); IS (a look at how people were affected by the Cold War both in Europe and globally- including restrictions on religion in communist nations); **Key Concepts:** 4.1, 4.2, 4.3, 4.4.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing components on topics discussed to align with the new AP European format.

POST- COLD WAR EUROPE- Objective- Examine events that occurred after the fall of communism in 1991 including the women's rights movement, rise of the European Union, emerging New World Order and the rise of internationalism and United Nations objectives, Bosnian Genocide, and more. **Approaches-** Text readings and secondary source

readings for quizzes such as *Bosnian Genocide* (History Place, 1999). Primary Source readings to evaluate and debate including The Second Sex (Simone de Beauvoir) and more. In addition, important historical documents will be looked at and discusses including the *Helsinki Accords* and *Geneva Conventions*. Students will have to gather data in the forms of charts and graphs related to how nations adhered to the topics and will write a paper on the goals of the European Union and relate it to global events today.

AP Requirements Addressed: Skill Type & Historic Thinking- Historic Causation, Patterns of Change and Continuity, Contextualization; Historic Thinking Skills- Historic Argumentation & Appropriate Use of Relevant Historic Evidence; Historic Interpretation and Synthesis; **Themed Learning Objectives-** INT (Europe and its role on the world scene; international agreements, etc)- the above assignment requiring chart and graph data and written collection of information on the Helsinki Accords and Geneva Conventions fulfills **Curricular Requirement 6**; to PP (plight of people since the break-up of communism including the Bosnian War and Genocide in the former Yugoslavia); OS (continued look at the science and industry as they relate to European society); SP (new forms of politics and economics- European Union, the Euro currency, etc.); IS (continued look at women's roles, the arts, and religion in European society- including the influence from incoming migrations from other parts of the world); **Key Concepts-** 4.1, 4.2, 4,3. 4.4.

Themed Based Assignment- Theme 4- Students will engage in a debate with both written and oral aspects about the role politics played vs. the role economics played and which was greater in the events that followed the breakup of Yugoslavia.

NOTE: Unit also has an extensive study guide for the test followed by a TEST with both multiple choice and short answer writing

components on topics discussed to align with the new AP European format.

FINAL NOTE= There will also be a class midterm and final exam before the national exam from AP Central.