

Advanced Placement European History

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>2 terms</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	2016 2021
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>July 13, 2021</i>

PRIMARY RESOURCE if applicable

"The use of primary and secondary sources are built in each unit to support the course skills. The course skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.

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AP Classroom- the online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of resources and tools including Unit Guides, Personal Progress Checks, Progress Dashboard, and AP Question Bank."

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Western Civilization Since 1300, AP Edition, 10th, 2018 version (Cengage Learning) -approved and adopted 6/13/17

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

BIG IDEAS/ THEMES

serve as the foundation of the course and students develop understanding as they spiral throughout the course.

ESSENTIAL QUESTIONS

are thought-provoking questions that motivate students and inspire inquiry

<p>THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT) Motivated by a variety of factors, Europe’s interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.</p>	<p>In what ways has the history of Europe impacted the current world situation today?</p>
<p>THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.</p>	<p>Economics can be complicated. How can we use European history to not only understand current economics but the history of economics?</p>
<p>THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.</p>	<p>How has Europe been impacted by cultural and intellectual development from outside the continent? How has Europe impacted world history culturally and intellectually?</p>
<p>THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.</p>	<p>How did European state building evolve over time and what impact has this process had globally?</p>
<p>THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.</p>	<p>What deep and unique economic, political and cultural factors influenced the dramatic and total changes that occurred in Europe's social fabric over time, especially when it comes to women and socioeconomic class structures?</p>
<p>THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI) Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.</p>	<p>How have European views on themselves and others changed profoundly over the last 700 years?</p>
<p>THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.</p>	<p>Europe's technological and scientific innovations have altered life on Earth for all people. How can we investigate this fact?</p>

COURSE SKILLS: Historical Thinking Skills and Reasoning Processes

The historical thinking skills and reasoning processes are central to the study and practice of European history. Students practice and develop these skills and processes on a regular basis over the span of the course.

SKILL 1: DEVELOPMENTS AND PROCESSES	1.A I can identify a historical concept, development, or process.
	1.B I can explain a historical concept, development, or process.
SKILL 2: SOURCING AND SITUATION	2.A I can identify a source's point of view, purpose, historical situation, and/or audience.
	2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.
	2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
SKILL 3: CLAIMS AND EVIDENCE IN SOURCES	3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.
	3.B I can identify the evidence used in a source to support an argument.
	3.C I can compare the arguments or main ideas of two sources.
	3.D I can explain how claims or evidence support, modify, or refute a source's argument.
SKILL 4: CONTEXTUALIZATION	4.A I can identify and describe a historical context for a specific historical development or process.
	4.B I can explain how a specific historical development or process is situated within a broader historical context.
SKILL 5: MAKING CONNECTIONS	5.A I can identify patterns among or connections between historical developments and processes.
	5.B I can explain how a historical development or process relates to another historical development or process.
SKILL 6: ARGUMENTATION	6.A I can make a historically defensible claim.

	<p>6.B I can support an argument using specific and relevant evidence. -Describe specific examples of historically relevant evidence. -Explain how specific examples of historically relevant evidence support an argument.</p> <p>6.C I can use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.D I can corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: -Explain nuance of an issue by analyzing multiple variables. -Explain relevant and insightful connections within and across periods. -Explain the relative historical significance of a source’s credibility and limitations. -Explain how or why a historical claim or argument is or is not effective.</p>
<p>REASONING PROCESS 1: COMPARISON</p>	<p>1.i: I can describe similarities and/or differences between different historical developments or processes. 1.ii: I can explain relevant similarities and/ or differences between specific historical developments and processes. 1.iii: I can explain the relative historical significance of similarities and/ or differences between different historical developments or processes.</p>
<p>REASONING PROCESS 2: CAUSATION</p>	<p>2.i: I can describe causes and/or effects of a specific historical development or process. 2.ii: I can explain the relationship between causes and effects of a specific historical development or process. 2.iii: I can explain the difference between primary and secondary causes and between short- and long-term effects. 2.iv: I can explain how a relevant context influenced a specific historical development or process. 2.v: I can explain the relative historical significance of different causes and/ or effects.</p>

REASONING PROCESS 3: CONTINUITY AND CHANGE

3.i: I can describe patterns of continuity and/or change over time.

3.ii: I can explain patterns of continuity and/or change over time.

3.iii: I can explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

<i>Unit 1: Renaissance and Exploration c. 1450 to c. 1648</i>	
BIG IDEAS/THEMES	Compelling Question(s)
THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT) Motivated by a variety of factors, Europe’s interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.	CQ: Was the Renaissance a "Rebirth" or a "Revolution?" SQ1: In what ways was Renaissance Europe a departure from previous European norms? How did the Renaissance begin, and what impacts did it have culturally, politically, and socially? How did the Renaissance conclude (or perhaps it didn't)?
THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.	CQ: Was European expansion abroad justified? SQ: How did the Age of Discovery/Exploration alter the trajectory of European power and economics and what impacts did exploration have on both Europe and globally (Western Hemisphere, Africa, Asia)?
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
1.1 Contextualizing Renaissance and Discovery Causation 4.A I can identify and describe a historical context for a specific historical development or process.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point of view), and addressing a central thesis that draws together arguments.
1.2 Italian Renaissance Causation	
1.A I can identify a historical concept, development, or process.	

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<p>1.3 Northern Renaissance Comparison 5.A I can identify patterns among or connections between historical developments and processes.</p>	<p>point-of-view), and addressing complexity by introducing counter-arguments.</p>	
<p>1.4 Printing Causation 1.B I can explain a historical concept, development, or process.</p>		
<p>1.5 New Monarchies Causation 1.A I can identify a historical concept, development, or process.</p>		
<p>1.6 Technological Advances and the Age of Exploration Causation 3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.</p>		
<p>1.7 Rivals on the World Stage Causation 3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.</p>		<p>Potential Formative Strategies outside the course writing expectations: small group work with a debrief, entrance or exit tasks related to previous or upcoming work, partner work, small group discussions/work, large group discussion or debrief, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>1.8 Colonial Expansion and Columbian Exchange Causation 3.B I can identify the evidence used in a source to support an argument.</p>		<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>1.9 The Slave Trade Causation 4.A I can identify and describe a historical context for a specific historical development or process.</p>		
<p>1.10 The Commercial Revolution Causation 3.B I can identify the evidence used in a source to support an argument.</p>		
<p>1.11 Causation in the Renaissance and Age of Discovery Causation 6.A I can make a historically defensible claim.</p>		
<p>THEMATIC FOCUS & LEARNING OBJECTIVE</p>	<p>ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS</p>	

<p>I can explain the context in which the Renaissance and Age of Discovery developed.</p>	<p>KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. KC-1.1.I: A revival of classical texts led to new methods of scholarship and new values in both society and religion. KC-1.1.III: The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals. KC-1.3: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. KC-1.3.I: European nations were driven by commercial and religious motives to explore overseas territories and establish colonies. KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. KC-1.4.I: Economic change produced new social patterns, while traditions of hierarchy and status continued. KC-1.4.II: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power. KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain how the revival of classical texts contributed to the development of the Renaissance in Italy.</p>	<p>KC-1.1.IA: Italian Renaissance humanists, including Petrarch, promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain the political, intellectual, and cultural effects of the Italian Renaissance.</p>	<p>KC-1.1.IB: Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Catholic Church. This shifted education away from a primary focus on theological writings toward classical texts and new methods of scientific inquiry. KC-1.1.IC: Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior. KC-1.1.III.A: In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing "naturalism" in the artistic world, and often the newly invented technique of geometric perspective.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain how Renaissance ideas were developed, maintained, and changed as the Renaissance spread to northern Europe.</p>	<p>KC-1.1.III.B: The Northern Renaissance retained a more religious focus, which resulted in more humancentered naturalism that considered individuals and everyday life appropriate objects of artistic representation. KC-1.2.IA: Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.</p>

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<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain the influence of the printing press on cultural and intellectual developments in modern European history.</p>	<p>KC-1.1.II: The invention of printing promoted the dissemination of new ideas. KC-1.1.II.A: The invention of the printing press in the 1450s helped spread the Renaissance beyond Italy and encouraged the growth of vernacular literature, which</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the causes and effects of the development of political institutions from 1450 to 1648.</p>	<p>KC-1.2.II.A: Monarchs and princes, including the English rulers Henry VIII and Elizabeth I, initiated religious reform from the top down in an effort to exercise greater control over religious life and morality.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain the technological factors that facilitated European exploration and expansion from 1450 to 1648.</p>	<p>KC-1.3.II: Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain the motivations for and affects of European exploration and expansion from 1450 to 1648.</p>	<p>KC-1.3.I.A: European states sought direct access to gold, spices, and luxury goods to enhance personal wealth and state power. KC-1.3.I.B: The rise of mercantilism gave the state a new role in promoting commercial</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain how and why trading networks and colonial expansion affected relations between and among European states.</p>	<p>KC-1.3.III: Europeans established overseas empires and trade networks through coercion and negotiation. KC-1.3.III.B: The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe in the 16th century. KC-1.3.III.C: The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance in the 17th century. KC-1.3.III.D: The competition for trade led to conflicts and rivalries among European powers in the 17th and 18th centuries.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the economic impact of European colonial expansion and development of trade networks.</p>	<p>KC-1.3.III.A: The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America in the late 15th and throughout the 16th centuries. KC-1.3.IV.i: Europe's colonial expansion led to a global exchange of goods, flora, and fauna; a shift toward European dominance; and the expansion of the slave trade. KC-1.3.IV.A: The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy. KC-1.3.IV.B.i: The exchange of new plants, animals, and diseases—the Columbian Exchange—created economic opportunities for Europeans.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain the social and cultural impact of European colonial expansion and development of trade networks.</p>	<p>KC-1.3.IV.ii: Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain the causes for and the development of the slave trade.</p>	<p>KC-1.3.IV.C: Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.</p>

<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD)</p> <p>I can explain European commercial and agricultural developments and their economic effects from 1450 to 1648.</p>	<p>KC-1.4.I.A: Innovations in banking and finance promoted the growth of urban financial centers and a money economy.</p> <p>KC-1.4.II: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.</p> <p style="padding-left: 20px;">KC-1.4.II.A: Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many cases, farmers paid rent and labor services for their lands.</p> <p style="padding-left: 20px;">KC-1.4.II.B: The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in western Europe.</p> <p style="padding-left: 20px;">KC-1.4.III.A: Population recovered to its pre-Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.</p>
<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD)</p> <p>I can explain European commercial and agricultural developments and their social effects from 1450 to 1648.</p>	<p>KC-1.4.I: Economic change produced new social patterns, while traditions of hierarchy and status continued.</p> <p style="padding-left: 20px;">KC-1.4.I.B: The growth of commerce produced a new economic elite, which related to traditional land-holding elites in different ways in Europe's various geographic regions.</p> <p>KC-1.4.II.C: As western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.</p> <p>KC-1.4.II.D: The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.</p> <p>KC-1.4.III.B: Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources.</p> <p>KC-1.4.IV.C: From the late 16th century on, Europeans responded to economic and environmental challenges, such as the Little Ice Age, by delaying marriage and childbearing. This European marriage pattern restrained population growth and ultimately improved the economic condition of families.</p>

<p>I can explain the causes and consequences of the Renaissance and Age of Discovery.</p>	<p>KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.</p> <p>KC-1.1.I: A revival of classical texts led to new methods of scholarship and new values in both society and religion.</p> <p>KC-1.1.III: The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.</p> <p>KC-1.3: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.</p> <p>KC-1.3.I: European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.</p> <p>KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.</p> <p>KC-1.4.I: Economic change produced new social patterns, while traditions of hierarchy and status continued.</p> <p>KC-1.4.II: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.</p> <p>KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.</p> <p>KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.</p>
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<i>Unit 2: AGE OF REFORMATION c. 1450 to c. 1648</i>	
BIG IDEAS/THEMES	Compelling Questions
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	CQ: Was the Reformation more about religious change or political control? SQ1: Was religious change inevitable? SQ2: How were religious and political ambitions intertwined in the Wars of Religion? SQ3: In what ways did the RCC both reform and reaffirm in response to the rise of Protestantism? SQ4: How did art reflect the religious and societal changes that occurred during the Reformation?
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
2.1 Contextualizing 16th- and 17th-Century Challenges and Developments Continuity and Change 4.A Identify and describe a historical context for a specific historical development or process.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
2.2 Luther and the Protestant Reformation Causation 3.B Identify the evidence used in a source to support an argument.	
2.3 Protestant Reform Continues Comparison 1.B Explain a historical concept, development, or process.	
2.4 Wars of Religion Causation 6.A Make a historically defensible claim.	
2.5 The Catholic Reformation Continuity and Change 2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
2.6 16th-Century Society and Politics Continuity and Change 5.A Identify patterns among or connections between historical developments and processes.	

<p>2.7 Art of the 16th Century: Mannerism and Baroque Art Causation 5.A Identify patterns among or connections between historical developments and processes.</p>	
<p>2.8 Causation in the Age of Reformation and the Wars of Religion Causation 6.B Support an argument using specific and relevant evidence. - Describe specific examples of historically relevant evidence. - Explain how specific examples of historically relevant evidence support an argument.</p>	
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.</p>	<p>KC-1.2: Religious pluralism challenged the concept of a unified Europe. KC-1.2.I: The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity. KC-1.2.II: Religious reform both increased state control of religious institutions and provided justifications for challenging state authority. KC-1.2.III: Conflicts among religious groups overlapped with political and economic competition within and among states. KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. KC-1.4.III: Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures. KC-1.4.IV: The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family. KC-1.4.V: Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms. KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain how and why religious belief and practices changed from 1450 to 1648.</p>	<p>KC-1.2.I.B: Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice. Responses to Luther and Calvin included religious radicals, including the Anabaptists, and other groups, such as German peasants. KC-1.2.I.C: Some Protestant groups sanctioned the notion that wealth accumulation was a sign of God's favor and a reward for hard work.</p>

<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain how and why religious belief and practices changed from 1450 to 1648.</p>	<p>KC-1.1.II.B: Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established. KC-1.2.II.B: Some Protestants, including Calvin and the Anabaptists, refused to recognize the subordination of the church to the secular state. KC-1.2.II.C: Religious conflicts became a basis for challenging the monarchs' control of religious institutions.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how matters of religion influenced and were influenced by political factors from 1450 to 1648.</p>	<p>KC-1.2.III.A: Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French wars of religion. KC-1.2.III.B: Habsburg rulers confronted an expanded Ottoman Empire while attempting unsuccessfully to restore Catholic unity across Europe. KC-1.2.III.C: States exploited religious conflicts to promote political and economic interests. KC-1.2.III.D: A few states, such as France with the Edict of Nantes, allowed religious pluralism in order to maintain domestic peace. KC-1.5.I.B: The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain the continuities and changes in the role of the Catholic Church from 1450 to 1648.</p>	<p>KC-1.2.I.D: The Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented division within Christianity.</p>
<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) I can explain how economic and intellectual developments from 1450 to 1648 affected social norms and hierarchies.</p>	<p>KC-1.4.I.C: Established hierarchies of class, religion, and gender continued to define social status and perceptions in rural and urban settings. KC-1.4.IV.A: Rural and urban households worked as units, with men and women engaged in separate but complementary tasks. KC-1.4.IV.B: The Renaissance and Reformation raised debates about female education and women's roles in the family, church, and society. KC-1.4.III.C: Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals. KC-1.4.V.A: Leisure activities continued to be organized according to the religious calendar and the agricultural cycle, and remained communal in nature. KC-1.4.V.B: Local and church authorities continued to enforce communal norms through rituals of public humiliation. KC-1.4.V.C: Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain how and why artistic expression changed from 1450 to 1648.</p>	<p>KC-1.1.III.C: Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power.</p>

I can explain how the religious, political, and cultural developments of the 16th and 17th centuries affected European society from 1450 to 1648.

KC-1.2: Religious pluralism challenged the concept of a unified Europe.

KC-1.2.I: The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity.

KC-1.2.II: Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.

KC-1.2.III: Conflicts among religious groups overlapped with political and economic competition within and among states.

KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

KC-1.4.III: Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures.

KC-1.4.IV: The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.

KC-1.4.V: Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.

KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.

<i>Unit 3: ABSOLUTISM AND CONSTITUTIONALISM c. 1648 to c. 1815</i>	
BIG IDEAS/THEMES	Compelling Questions
THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.	CQ: Over time, which government system has best represented the interests of citizens? SQ1: In what context did different forms of political power develop? SQ2: Was the English Civil War a Success? SQ3: How did economic developments contribute to the political environment of Europe? SQ4: How was the rise of the Dutch Republic both a blessing and a curse? SQ5: How "absolute" were the Absolute Monarchs?
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
3.1 Contextualizing State Building Causation 4.A Identify and describe a historical context for a specific historical development or process.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
3.2 The English Civil War and the Glorious Revolution Causation 1.B Explain a historical concept, development, or process.	
3.3 Continuities and Changes to Economic Practice and Development Continuity and Change 5.A Identify patterns among or connections between historical developments and processes.	
3.4 Economic Development and Mercantilism Continuity and Change 1.B Explain a historical concept, development, or process.	
3.5 The Dutch Golden Age Causation 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
3.6 Balance of Power Causation 3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	

<p>3.7 Absolutist Approaches to Power Causation 5.A Identify patterns among or connections between historical developments and processes.</p>	
<p>3.8 Comparison in the Age of Absolutism and Constitutionalism Comparison 6.B Support an argument using specific and relevant evidence. - Describe specific examples of historically relevant evidence. - Explain how specific examples of historically relevant evidence support an argument.</p>	
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which different forms of political power developed from 1648 to 1815.</p>	<p>KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. KC-1.5.III: The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states. KC-1.5.III.B: Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy. KC-1.5.III.C: Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group. KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.I: In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. KC-2.1.II: Challenges to absolutism resulted in alternative political systems.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the causes and consequences of the English Civil War.</p>	<p>KC-1.5.III.A: The English Civil War—a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure—exemplified the competition for power among monarchs and competing groups. KC-2.1.II.A: The outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament.</p>

<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the continuities and changes in commercial and economic developments from 1648 to 1815.</p>	<p>KC-2.2.I.B: The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products. KC-2.2.II.D: The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe. KC-2.2.I.A: Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities. KC-2.2.I.C: The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the continuities and changes in commercial and economic developments from 1648 to 1815.</p>	<p>KC-2.2.II: The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe. KC-2.2.II.A: European states followed mercantilist policies by drawing resources from colonies in the New World and elsewhere. KC-2.2.II.B: The transatlantic slave-labor system expanded in the 17th and 18th centuries as demand for New World products increased. KC-2.2.II.C: Overseas products and influences contributed to the development of a consumer culture in Europe. KC-2.2.II.D: The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe. KC-2.2.II.E: Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the factors that contributed to the development of the Dutch Republic.</p>	<p>KC-2.1.II.B: The Dutch Republic, established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how European states attempted to establish and maintain a balance of power on the continent throughout the period from 1648 to 1815.</p>	<p>KC-1.5.II: The competitive state system led to new patterns of diplomacy and new forms of warfare. KC-1.5.II.A: Following the Peace of Westphalia, religion declined in importance as a cause for warfare among European states; the concept of the balance of power played an important role in structuring diplomatic and military objectives. KC-2.1.I.D: The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland's partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe. KC-2.1.III: After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war. KC-2.1.III.B: After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion. KC-2.1.III.C: Louis XIV's nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him.</p>

<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how advances in technology contributed to a developing balance of power on the continent throughout the period from 1648 to 1815.</p>	<p>KC-1.5.II.B: Advances in military technology led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. New military techniques and institutions (i.e., the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how absolutist forms of rule affected social and political development from 1648 to 1815.</p>	<p>KC-2.1.I.A: Absolute monarchies limited the nobility’s participation in governance but preserved the aristocracy’s social position and legal privileges. KC-2.1.I.B: Louis XIV and his finance minister, Jean-Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population. KC-2.1.I.E: Peter the Great “westernized” the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.</p>
<p>I can compare the different forms of political power that developed in Europe from 1648 to 1815.</p>	<p>KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. KC-1.5.III: The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states. KC-1.5.III.B: Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy. KC-1.5.III.C: Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group. KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.I: In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. KC-2.1.II: Challenges to absolutism resulted in alternative political systems. KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.I: Early modern Europe developed a market economy that provided the foundation for its global role. KC-2.2.II: The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.</p>

Unit 4: SCIENTIFIC, PHILOSOPHICAL, AND POLITICAL DEVELOPMENTS c. 1648 to c. 1815	
BIG IDEAS/THEMES	Compelling Questions
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	CQ: How should we judge revolutions? SQ1: How revolutionary was the Scientific Revolution? SQ2: Was the Enlightenment a rational, reasonable and logical as it wanted to be?
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.	CQ: Is the current world population situation sustainable? SQ1: Demographically, what changed for Europeans in the 18th century? What stayed the same? SQ2: Culturally, what changed for Europeans in the 18th century? What stayed the same?
THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI) Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
4.1 Contextualizing the Scientific Revolution and the Enlightenment Causation 4.A Identify and describe a historical context for a specific historical development or process. 4.2 The Scientific Revolution Causation 3.D Explain how claims or evidence support, modify, or refute a source's argument.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian,
4.3 The Enlightenment Causation 5.B Explain how a historical development or process relates to another historical development or process.	
4.4 18th-Century Society and Demographics Continuity and Change 4.B Explain how a specific historical development or process is situated within a broader	

<p>4.5 18th-Century Culture and Arts Continuity and Change</p>	<p>jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>4.A Identify and describe a historical context for a specific historical development or 4.6 Enlightened and Other Approaches to Power Causation 2.B Explain the point of view, purpose, historical situation, and/or audience of a source. 4.7 Causation in the Age of the Scientific Revolution and the Enlightenment Causation 6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p>	<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>THEMATIC FOCUS & LEARNING OBJECTIVE</p>	<p>ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS</p>
<p>I can explain the context in which the Scientific Revolution and Enlightenment developed in Europe.</p>	<p>KC-1.1 The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. KC-1.1.IV: New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued. KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.I: Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith. KC-2.3.II: New public venues and print media popularized Enlightenment ideas. KC-2.3.III: New political and economic theories challenged absolutism and mercantilism. KC-2.3.IV: During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration. KC-2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. KC-2.4.III: By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.</p>

<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how understanding of the natural world developed and changed during the Scientific Revolution and Enlightenment.</p>	<p>KC-1.1.IV.A: New ideas and methods in astronomy led individuals, including Copernicus, Galileo, and Newton, to question the authority of the ancients and traditional knowledge, and to develop a heliocentric view of the cosmos. KC-1.1.IV.B: Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen. KC-1.1.IV.C: Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method. KC-1.1.IV.D: Alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. At the same time, many people continued to believe that the cosmos was governed by spiritual forces.</p>
<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) I can explain the causes and consequences of Enlightenment thought on European society from 1648 to 1815.</p>	<p>KC-2.3.I.A: Intellectuals, including Voltaire and Diderot, began to apply the principles of the Scientific Revolution to society and human institutions. KC-2.3.I.B: Locke and Rousseau developed new political models based on the concept of natural rights and the social contract. KC-2.3.I.C: Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered controversial arguments for the exclusion of women from political life.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain the influence of Enlightenment thought on European intellectual development from 1648 to 1815.</p>	<p>KC-2.3.II.A: A variety of institutions, including salons, explored and disseminated Enlightenment culture. KC-2.3.III.A: Political theories, including John Locke's, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition. KC-2.3.III.B: Mercantilist theory and practice were challenged by new economic ideas, including Adam Smith's, which espoused free trade and a free market. KC-2.3.I: Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith. KC-2.3.IV.A: Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism. KC-2.3.IV.B: Religion was viewed increasingly as a matter of private rather than public concern.</p>

<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD)</p> <p>I can explain the factors contributing to and the consequences of demographic changes from 1648 to 1815.</p>	<p>KC-2.4.I: In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, the balance between population and the food supply stabilized, resulting in steady population growth.</p> <p>KC-2.4.I.A: By the middle of the 18th century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises (a process known as the Agricultural Revolution).</p> <p>KC-2.4.I.B: In the 18th century, plague disappeared as a major epidemic disease, and inoculation reduced smallpox mortality.</p> <p>KC-2.4.III.A: Although the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern, and in some areas by various birth control methods.</p> <p>KC-2.4.III.B: As infant and child mortality decreased, and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.</p> <p>KC-2.4.IV: Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.</p> <p>KC-2.4.IV.A: The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work.</p> <p>KC-2.4.IV.B: The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.</p> <p>KC-2.4.IV.C: The concentration of the poor in cities led to a greater awareness of poverty, crime, and prostitution as social problems, and prompted increased efforts to police marginal groups.</p>
<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)</p> <p>I can explain how European cultural and intellectual life was maintained and changed throughout the period from 1648 to 1815.</p>	<p>KC-2.3.II.B: Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion.</p> <p>KC-2.3.II.C: Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms.</p> <p>KC-2.3.V: The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.</p> <p>KC-2.3.V.A: Until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to illustrate state power.</p> <p>KC-2.3.V.B: 18th-century art and literature increasingly reflected the outlook and values of commercial and bourgeois society. Neoclassicism expressed new Enlightenment ideals of citizenship and political participation.</p> <p>KC-2.4.II: The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.</p>

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<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP)</p> <p>I can explain how different forms of political power were influenced by Enlightenment thought from 1648 to 1815.</p>	<p>KC-2.1.I.C: In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism.</p> <p>KC-2.3.IV.C: By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some states, civil equality to Jews.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI)</p> <p>I can explain how and why political and religious developments challenged or reinforced the idea of a unified Europe from 1648 to 1815.</p>	<p>KC-2.1.III.A: As a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power, and the Habsburgs, centered in Austria, shifted their empire eastward.</p>
<p>I can explain how and why the Scientific Revolution and Enlightenment challenged the existing European order and understanding of the world.</p>	<p>KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.</p> <p>KC-1.1.IV: New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.</p> <p>KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.</p> <p>KC-2.3.I: Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.</p> <p>KC-2.3.II: New public venues and print media popularized Enlightenment ideas.</p> <p>KC-2.3.III: New political and economic theories challenged absolutism and mercantilism.</p> <p>KC-2.3.IV: During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.</p> <p>KC-2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.</p> <p>KC-2.4.III: By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.</p>

Unit 5: CONFLICT, CRISIS, AND REACTION IN THE LATE 18TH CENTURY c. 1648 to c. 1815	
BIG IDEAS/THEMES	Compelling Questions
THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.	CQ: Was the beginning of democracy in Europe an accident? SQ1: In what ways did the rise of global markets assist England in earning the most prominent position in European politics?
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	CQ: Was the French Revolution the most important event in modern European history? SQ1: Was the Napoleonic era a continuation, a redirection or the end of the French Revolution? How did art reflect the religious and societal changes that occurred during the 19th century?
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.	
THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI) Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
	<i>Strategies integrate skills and content and may include but are not limited to....</i>
5.1 Contextualizing 18th-Century States Continuity and Change 4.B Explain how a specific historical development or process is situated within a broader historical context.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
5.2 The Rise of Global Markets Causation 1.B Explain a historical concept, development, or process.	
5.3 Britain’s Ascendancy Causation 5.A Identify patterns among or connections between historical developments and processes.	
5.4 The French Revolution Causation 3.C Compare the arguments or main ideas of two sources.	

<p>5.5 The French Revolution's Effects Causation 6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p>	<p>Potential Formative Strategies outside the course writing expectations: small group work with a debrief, entrance or exit tasks related to previous or upcoming work, partner work, small group discussions/work, large group discussion or debrief, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>5.6 Napoleon's Rise, Dominance, and Defeat Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>5.7 The Congress of Vienna Causation 3.D Explain how claims or evidence support, modify, or refute a source's argument.</p>	
<p>5.8 Romanticism Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	
<p>5.9 Continuity and Change in 18th Century States Continuity and Change 5.A Identify patterns among or connections between historical developments and processes.</p>	
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which the European states experienced crisis and conflict from 1648 to 1815.</p>	<p>KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.IV: The French Revolution posed a fundamental challenge to Europe's existing political and social order. KC-2.1.V: Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction. KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.III: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era. KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.VI: While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling. KC-2.3.VI.D: Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.</p>

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<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the causes and consequences of European maritime competition from 1648 to 1815.</p>	<p>KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.III: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era. KC-2.2.III.A: European sea powers vied for Atlantic influence throughout the 18th century. KC-2.2.III.B: Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the economic and political consequences of the rivalry between Britain and France from 1648 to 1815.</p>	<p>KC-2.1.III.D: Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the causes, events, and consequences of the French Revolution.</p>	<p>KC-2.1.IV.A: The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises. KC-2.1.IV.B: The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges. KC-2.1.IV.C: After the execution of Louis XVI, the radical Jacobin republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization. KC-2.1.IV.D: Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe. KC-2.1.IV.E: Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.</p>
<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) I can explain how the events and developments of the French Revolution influenced political and social ideas from 1648 to 1815.</p>	<p>KC-2.1.IV.F: Revolutionary ideals inspired a slave revolt led by Toussaint L'Ouverture in the French colony of Saint-Domingue, which became the independent nation of Haiti in 1804. KC-2.1.IV.G: While many were inspired by the revolution's emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the effects of Napoleon's rule on European social, economic, and political life.</p>	<p>KC-2.1.V.A: As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions. KC-2.1.V.B: Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI) I can explain the nationalist responses to Napoleon's rule in Europe</p>	<p>KC-2.1.V.C: Napoleon's expanding empire created nationalist responses throughout Europe.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how states responded to Napoleonic rule in Europe and the consequences of the response.</p>	<p>KC-2.1.V.D: After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814–1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.</p>

<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)</p> <p>I can explain how and why the Romantic Movement and religious revival challenged Enlightenment thought from 1648 to 1815.</p>	<p>KC-2.3.VI.A: Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.</p> <p>KC-2.3.VI.B: Romanticism emerged as a challenge to Enlightenment rationality.</p> <p>KC-2.3.VI.C: Consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley.</p> <p>KC-2.3.VI.D: evolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.</p>
<p>I can explain how the developments and challenges to the political order resulted in change in the period from 1648 to 1815.</p>	<p>KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals.</p> <p> KC-2.1.IV: The French Revolution posed a fundamental challenge to Europe's existing political and social order.</p> <p> KC-2.1.V: Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.</p> <p>KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.</p> <p> KC-2.2.III: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.</p> <p>KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.</p> <p> KC-2.3.VI: While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling.</p> <p> KC-2.3.VI.D: Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.</p>

<i>Unit 6: INDUSTRIALIZATION AND ITS EFFECTS c. 1815 to c. 1914</i>	
BIG IDEAS/THEMES	Compelling Questions
THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.	CQ: What is the most accurate way to discuss the impact of industrialization in world history? SQ1: Where and how did industry start and how did it spread? SQ2: What effects did industry have on cultural and societal change?
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
6.1 Contextualizing Industrialization and Its Origins and Effects Continuity and Change 4.B Explain how a specific historical development or process is situated within a broader historical context.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
6.2 The Spread of Industry Throughout Europe Causation 1.B Explain a historical concept, development, or process.	
6.3 Second Wave Industrialization and Its Effects Causation 5.A Identify patterns among or connections between historical developments and processes	
6.4 Social Effects of Industrialization Causation 3.C Compare the arguments or main ideas of two sources.	
	Potential Formative Strategies outside the course writing expectations: small group work with a debrief, entrance or exit tasks related to previous or upcoming work, partner work, small group discussions/work, large group discussion or debrief, graphic organizers,

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<p>6.5 The Concert of Europe and European Conservatism Continuity and Change 5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>6.6 Reactions and Revolutions Causation 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: - Explain nuance of an issue by analyzing multiple variables. - Explain relevant and insightful connections within and across periods. - Explain the relative historical significance of a source's credibility and limitations. - Explain how or why a historical claim or argument is or is not effective.</p>	<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>6.7 Ideologies of Change and Reform Movements Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	
<p>6.8 19th-Century Social Reform Causation 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p>	
<p>6.9 Institutional Responses and Reform Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	
<p>6.10 Causation in the Age of Industrialization Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	
<p>THEMATIC FOCUS & LEARNING OBJECTIVE</p>	<p>ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS</p>

<p>I can explain the context in which industrialization originated, developed, and spread in Europe.</p>	<p>KC-3.1 The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. KC-3.1.I: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. KC-3.1.II: Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship. KC-3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. KC-3.2.I: Industrialization promoted the development of new classes in the industrial regions of Europe. KC-3.2.II: Europe experienced rapid population growth and urbanization, leading to social dislocations. KC-3.2.III: Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families. KC-3.3: Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. KC-3.3.I: Ideologies developed and took root throughout society as a response to industrial and political revolutions. KC-3.3.II: Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the factors that influenced the development of industrialization in Europe from 1815 to 1914.</p>	<p>KC-3.1.I.A: Britain’s ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth. KC-3.1.I: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. KC-3.1.I.B: Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative. KC-3.1.I.C: Britain’s parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament. KC-3.1.II.A: France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production. KC-3.1.II.C: A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe’s lag in industrial development. KC-3.2.V: Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.</p>

<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how innovations and advances in technology during the Industrial Revolutions led to economic and social change.</p>	<p>KC-3.1.III.A: Mechanization and the factory system became the predominant modes of production by 1914. KC-3.1.III.B: New technologies and means of communication and transportation—including railroads— resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network. KC-3.2.IV.B: New, efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced quality of life.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain how industrialization influenced economic and political development throughout the period from 1815 to 1914.</p>	<p>KC-3.1.III: During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity. KC-3.1.III.C: Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through a variety of methods, including monopolies, banking practices, and tariffs. KC-3.2.II.A: Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality. KC-3.2.IV: A heightened consumerism developed as a result of the second industrial revolution. KC-3.2.IV.A: Industrialization and mass marketing increased both the production and demand for a new range of consumer goods—including clothing, processed foods, and labor-saving devices—and created more leisure opportunities. KC-3.2.IV.A: Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.</p>

<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD)</p> <p>I can explain the causes and consequences of social developments resulting from industrialization.</p>	<p>KC-3.2.I.A: In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, including the proletariat and the bourgeoisie.</p> <p>KC-3.2.I.B: In some of the less industrialized areas of Europe, the dominance of agricultural elites continued into the 20th century.</p> <p>KC-3.2.I.C: Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.</p> <p>KC-3.2.II.B: With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.</p> <p>KC-3.2.III.A: Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.</p> <p>KC-3.2.III.B: By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.</p> <p>KC-3.2.III.C: Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.</p> <p>KC-3.2.III.D: Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP)</p> <p>I can explain how the European political order was maintained and challenged from 1815 to 1914.</p>	<p>KC-3.3.I.C Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.</p> <p>KC-3.4.I The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.</p> <p style="padding-left: 20px;">KC-3.4.I.A: Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.</p> <p style="padding-left: 20px;">KC-3.4.I.B: Conservatives reestablished control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP)</p> <p>I can explain how and why various groups reacted against the existing order from 1815 to 1914.</p>	<p>KC-3.4.I.C: In the first half of the 19th century, revolutionaries attempted to destroy the status quo.</p> <p>KC-3.4.I.D: The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.</p> <p>KC-3.4.II.D: In Russia, autocratic leaders pushed through a program of reform and modernization, including the emancipation of the serfs, which gave rise to revolutionary movements and eventually the Russian Revolution of 1905.</p>

<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) I can explain how and why different intellectual developments challenged the political and social order from 1815 to 1914.</p>	<p>KC-3.3.I.A: Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance. KC-3.3.I.B: Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women. KC-3.3.I.D: Socialists called for the redistribution of society’s resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism. KC-3.6.II.C: Marx’s scientific socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution. KC-3.3.I.E: Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.</p>
<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) I can explain the various movements and calls for social reform that resulted from intellectual developments from 1815 to 1914.</p>	<p>KC-3.3.III: Political movements and social organizations responded to problems of industrialization. KC-3.3.III.A: Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform. KC-3.3.III.B: Workers established labor unions and movements promoting social and economic reforms that also developed into political parties. KC-3.3.III.C: Feminists pressed for legal, economic, and political rights for women as well as improved working conditions. KC-3.3.III.D: Various nongovernmental reform movements, many of them religious, assisted the poor and worked to end serfdom and slavery.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how and why governments and other institutions responded to challenges resulting from industrialization.</p>	<p>KC-3.3.II.A: Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization. KC-3.3.II.B: Reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces. The reforms were enacted by governments motivated by such forces as public opinion, prominent individuals, and charity organizations. KC-3.3.II.C: Reformers promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.</p>

<p>I can explain the influence of innovations and technological developments in Europe from 1815 to 1914.</p>	<p>KC-3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.</p> <p>KC-3.1.I: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.</p> <p>KC-3.1.II: Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.</p> <p>KC-3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.</p> <p>KC-3.2.I: Industrialization promoted the development of new classes in the industrial regions of Europe.</p> <p>KC-3.2.II: Europe experienced rapid population growth and urbanization, leading to social dislocations.</p> <p>KC-3.2.III: Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.</p> <p>KC-3.3: Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.</p> <p>KC-3.3.I: Ideologies developed and took root throughout society as a response to industrial and political revolutions.</p> <p>KC-3.3.II: Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.</p>
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Unit 7: 19TH-CENTURY PERSPECTIVES AND POLITICAL DEVELOPMENTS c. 1815 to c. 1914	
BIG IDEAS/THEMES	Compelling Questions
THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT) Motivated by a variety of factors, Europe’s interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.	CQ: To what extent is the world still impacted by the Age of Imperialism? SQ1: Is Imperialism more similar or more different than the Age of Exploration? SQ2: Which non-European response to imperialism proved most effective? SQ3: Was European imperialism most responsible for starting WWI?
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	CQ: Was German Unification the most important European event in the 19th century? SQ1: How did German unification shape European politics and diplomatic developments heading into the 20th century? SQ2: Which of the myriad of new ideas and intellectual movements that populate the Age of Uncertainty resonate as both compelling and explanatory of the era?
THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI) Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to....</i>
7.1 Contextualizing 19th-Century Perspectives and Political Developments Continuity and Change 4.B Explain how a specific historical development or process is situated within a broader historical context.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
7.2 Nationalism Causation 5.B Explain how a historical development or process relates to another historical development or process.	
7.3 National Unification and Diplomatic Tensions Causation 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	

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<p>7.4 Darwinism, Social Darwinism Causation 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p>Potential Formative Strategies outside the course writing expectations: small group work with a debrief, entrance or exit tasks related to previous or upcoming work, partner work, small group discussions/work, large group discussion or debrief, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>7.5 The Age of Progress and Modernity Continuity and Change 5.A Identify patterns among or connections between historical developments and processes.</p>	<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>7.6 New Imperialism: Motivations and Methods Causation 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: - Explain nuance of an issue by analyzing multiple variables. - Explain relevant and insightful connections within and across periods. - Explain the relative historical significance of a source’s credibility and limitations. - Explain how or why a historical claim or argument is or is not effective.</p>	
<p>7.7 Imperialism’s Global Effects Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	
<p>7.8 19th-Century Culture and Arts Continuity and Change 4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	
<p>7.9 Causation in 19th-Century Perspectives and Political Developments Causation 1.B Explain a historical concept, development, or process.</p>	
<p>THEMATIC FOCUS & LEARNING OBJECTIVE</p>	<p>ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS</p>

<p>I can explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914.</p>	<p>KC-3.4: European states struggled to maintain international stability in an age of nationalism and revolutions. KC-3.4.II: The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. KC-3.4.III: The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order. KC-3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. KC-3.5.II: Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires. KC-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. KC-3.6.II: Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI) I can explain how the development and spread of nationalism affected Europe from 1815 to 1914.</p>	<p>KC-3.3.I.F: Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement. KC-3.3.I.G: While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe. KC-3.4.II.B: A new generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen the state. KC-3.4.II.C: The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI) I can explain the factors that resulted in Italian unification and German unification.</p>	<p>KC-3.4.II.A: The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation. KC-3.4.III.A: Cavour's diplomatic strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy. KC-3.4.III.B: Bismarck used Realpolitik, employing diplomacy, industrialized warfare, weaponry, and the manipulation of democratic mechanisms to unify Germany.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how nationalist sentiment and political alliances led to tension between and among European powers from 1815 to 1914.</p>	<p>KC-3.4.III.C: After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France. KC-3.4.III.D: Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions. KC-3.4.III.E: Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.</p>

<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how Darwin's theories influenced scientific and social developments from 1815 to 1914.</p>	<p>KC-3.6.II.B: Charles Darwin provided a scientific and material account of biological change and the development of human beings as a species, and inadvertently, a justification for racist theories that became known as Social Darwinism.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how science and other intellectual disciplines developed and changed throughout the period from 1815 to 1914.</p>	<p>KC-3.6.II.A: Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs. KC-3.6.III: In the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life. KC-3.6.III.A: Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress. KC-3.6.III.B: Freudian psychology offered a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious. KC-3.6.III.C: Developments in the natural sciences, such as quantum mechanics and Einstein's theory of relativity, undermined the primacy of Newtonian physics as an objective description of nature.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain the motivations that led to European imperialism in the period from 1815 to 1914.</p>	<p>KC-3.5.I: European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa. KC-3.5.I.A: European national rivalries and strategic concerns fostered imperial expansion and competition for colonies. KC-3.5.I.B: The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically. IKC-3.5.I.C: European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how technological advances enabled European imperialism from 1815 to 1914.</p>	<p>KC-3.5.II.A: The development of advanced weaponry ensured the military advantage of Europeans over colonized areas. KC-3.5.II.B: Communication and transportation technologies facilitated the creation and expansion of European empires. KC-3.5.II.C: Advances in medicine enabled European survival in Africa and Asia.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain how European imperialism affected both European and non-European societies.</p>	<p>KC-3.5.III: Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad. KC-3.5.III.A: Imperialism created diplomatic tensions among European states that strained alliance systems. KC-3.5.III.B: Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies. KC-3.5.III.C: Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.</p>

<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)</p> <p>I can explain the continuities and changes in European artistic expression from 1815 to 1914.</p>	<p>KC-3.6.I: Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.</p> <p>KC-3.6.I.A: Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.</p> <p>KC-3.6.I.B: Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.</p> <p>KC-3.6.II.D: Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.</p> <p>KC-3.6.III.D: Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values, including beauty and patriotism.</p>
<p>I can explain the influence of nationalist and imperialist movements on European and global stability.</p>	<p>KC-3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.</p> <p style="padding-left: 20px;">KC-3.4.II: The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.</p> <p style="padding-left: 20px;">KC-3.4.III: The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.</p> <p>KC-3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.</p> <p style="padding-left: 20px;">KC-3.5.II: Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires.</p> <p>KC-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.</p> <p style="padding-left: 20px;">KC-3.6.II: Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.</p>

<i>Unit 8: 20TH CENTURY GLOBAL CONFLICTS c. 1914 to Present</i>	
BIG IDEAS/THEMES	Compelling Questions
THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT) Motivated by a variety of factors, Europe’s interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.	CQ: Were the World Wars inevitable? SQ1: Which factor was MOST responsible for starting the Great War? SQ2: Was the Treaty of Versailles responsible for planting the seed for WWII? SQ3: Had the Allies not appeased Hitler, would WWII have been prevented? SQ4: Which nation, the United States or the Soviet, was responsible for starting the Cold War?
THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.	
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI) Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
THEME 5: IMPACT OF GLOBALIZATION (IG) Globalization has increased the interconnectedness of the world, leading to both positive and negative effects on European and world societies.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to...</i>
8.1 Contextualizing 20th-Century Global Conflicts Causation 5.B Explain how a historical development or process relates to another historical development or process.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
8.2 World War I Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.	
8.3 The Russian Revolution and Its Effects Causation 1.B Explain a historical concept, development, or process.	

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<p>8.4 Versailles Conference and Peace Settlement Causation 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	
<p>8.5 Global Economic Crisis Causation 5.A Identify patterns among or connections between historical developments and processes.</p>	<p>Potential Formative Strategies outside the course writing expectations: small group work with a debrief, entrance or exit tasks related to previous or upcoming work, partner work, small group discussions/work, large group discussion or debrief, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>8.6 Fascism and Totalitarianism Causation 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p>	<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>8.7 Europe During the Interwar Period Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	
<p>8.8 World War II Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	
<p>8.9 The Holocaust Causation 3.D Explain how claims or evidence support, modify, or refute a source’s argument.</p>	
<p>8.10 20th-Century Cultural, Intellectual, and Artistic Developments Continuity and Change 6.B Support an argument using specific and relevant evidence. - Describe specific examples of historically relevant evidence. - Explain how specific examples of historically relevant evidence support an argument.</p>	
<p>8.11 Continuity and Changes in an Age of Global Conflict Continuity and Change 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: - Explain nuance of an issue by analyzing multiple variables. - Explain relevant and insightful connections within and across periods. - Explain the relative historical significance of a source’s credibility and limitations. - Explain how or why a historical claim or argument is or is not effective.</p>	
<p>THEMATIC FOCUS & LEARNING OBJECTIVE</p>	<p>ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS</p>

<p>I can explain the context in which global conflict developed in the 20th century.</p>	<p>KC-4.1 Total war and political instability 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.</p> <p>KC-4.1.I World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.</p> <p>KC-4.1.II The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.</p> <p>KC-4.1.III In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.</p> <p>KC-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 between and among democracy, communism, and fascism.</p> <p>KC-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.</p> <p>KC-4.3.II Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.</p> <p>KC-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.</p> <p>KC-4.4.I The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP)</p> <p>I can explain the causes and effects of World War I.</p>	<p>KC-4.1.I World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.</p> <p>KC-4.1.I.A A variety of factors—including nationalism, military plans, the alliance system, and imperial competition—turned a regional dispute in the Balkans into World War I.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI)</p> <p>I can explain how new technology altered the conduct of World War I.</p>	<p>KC-4.1.I.B New technologies confounded traditional military strategies and led to trench warfare and massive troop losses.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT)</p> <p>I can explain how the developments of World War I changed political and diplomatic interactions between and among nations.</p>	<p>KC-4.1.I.C The effects of military stalemate, national mobilization, and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.</p> <p>KC-4.1.I.D The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.</p> <p>KC-4.1.I.E The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.</p>

<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the causes and effects of the Russian Revolution.</p>	<p>KC-4.2.I The Russian Revolution created a regime based on Marxist–Leninist theory. KC-4.2.I.A In Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change. KC-4.2.I.B Military and worker insurrections, aided by the revived Soviets, undermined the Provisional Government and set the stage for Lenin’s long-planned Bolshevik Revolution and establishment of a communist state. KC-4.2.I.C The Bolshevik takeover prompted a protracted civil war between communist forces and their opponents, who were aided by foreign powers. KC-4.2.I.D.i In order to improve economic performance, Lenin compromised communist principles and employed some free-market principles under the New Economic Policy.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain how and why the settlement of World War I failed to effectively resolve the political, economic, and diplomatic challenges of the early 20th century.</p>	<p>KC-4.1.II The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. KC-4.1.II.A Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises. KC-4.1.II.B The League of Nations, created to prevent future wars, was weakened from the outset by the nonparticipation of major powers, including the U.S., Germany, and the Soviet Union. KC-4.1.II.C The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic’s ability to establish a stable and legitimate political and economic system. KC-4.1.VI.B The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power and creating a strategic interest in the Middle East and its oil.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the causes and effects of the global economic crisis in the 1920s and 1930s.</p>	<p>KC-4.2.III The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe. KC-4.2.III.A World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide. KC-4.2.III.B Dependence on post-World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe. KC-4.2.III.C Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.</p>

<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP)</p> <p>I can explain the factors that led to the development of fascist and totalitarian regimes in the aftermath of World War I.</p>	<p>KC-4.2.II The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.</p> <p>KC-4.2.II.A Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to attract the disillusioned.</p> <p>KC-4.2.II.B Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror, and manipulating the fledgling and unpopular democracies in their countries.</p> <p>KC-4.2.II.C Franco’s alliance with Italian and German fascists in the Spanish Civil War—in which the Western democracies did not intervene—represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s.</p> <p>KC-4.2.II.D After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD)</p> <p>I can explain the consequences of Stalin’s economic policies and totalitarian rule in the Soviet Union.</p>	<p>KC-4.2.I.D.ii After Lenin’s death, Stalin undertook a centralized program of rapid economic modernization, often with severe repercussions for the population.</p> <p>KC-4.2.I.E Stalin’s economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks (the land-owning peasantry) and other perceived enemies of the state, devastating famine in the Ukraine, purges of political rivals, and, ultimately, the creation of an oppressive political system.</p>
<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP)</p> <p>I can explain how and why various political and ideological factors resulted in the catastrophe of World War II.</p>	<p>KC-4.1.III.A French and British fears of another war, American isolationism, and deep distrust between Western democratic, capitalist nations and the authoritarian, communist Soviet Union allowed fascist states to rearm and expand their territory.</p> <p>KC-4.1.III In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI)</p> <p>I can explain how technology and innovation affected the course of World War II and the 20th century.</p>	<p>KC-4.1.III.B Germany’s Blitzkrieg warfare in Europe, combined with Japan’s attacks in Asia and the Pacific, brought the Axis powers early victories.</p> <p>KC-4.1.III.C American and British industrial, scientific, and technological power, cooperative military efforts under the strong leadership of individuals such as Winston Churchill, the resistance of civilians, and the all-out military commitment of the USSR contributed critically to the Allied victories.</p> <p>KC-4.3.II.C Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI)</p> <p>I can explain how and why cultural and national identities were affected by war and the rise of fascist/totalitarian powers in the period from 1914 to the present.</p>	<p>KC-4.1.III.D Fueled by racism and anti-Semitism, Nazi Germany—with the cooperation of some of the other Axis powers and collaborationist governments—sought to establish a “new racial order” in Europe, which culminated with the Holocaust.</p> <p>KC-4.4.I.B World War II decimated a generation of Russian and German men; virtually destroyed European Jewry; resulted in the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities, and others; forced large-scale migrations; and undermined prewar class hierarchies.</p>

<p>CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)</p> <p>I can explain how the events of the first half of the 20th century challenged existing social, cultural, and intellectual understandings.</p>	<p>KC-4.3.I.i The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I.</p> <p>KC-4.3.I.A When World War I began, Europeans were generally confident in the ability of science and technology to address human needs and problems despite the uncertainty created by the new scientific theories and psychology.</p> <p>KC-4.3.II.A The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge while also providing the knowledge necessary for the development of nuclear weapons and power.</p> <p>KC-4.4.I.A World War I created a “lost generation” and fostered disillusionment and cynicism, while it transformed the lives of women, and democratized societies.</p> <p>KC-4.4.II.A During the world wars, women became increasingly involved in military and political mobilization, as well as in economic production.</p>
<p>I can explain how economic challenges and ideological beliefs influenced prior conceptions about the relationship between the individual and the state.</p>	<p>KC-4.1 Total war and political instability 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.</p> <p>KC-4.1.I World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.</p> <p>KC-4.1.II The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.</p> <p>KC-4.1.III In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.</p> <p>KC-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 between and among democracy, communism, and fascism.</p> <p>KC-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.</p> <p>KC-4.3.II Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.</p> <p>KC-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.</p> <p>KC-4.4.I The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.</p>

<i>Unit 9: COLD WAR AND CONTEMPORARY EUROPE c. 1914 to Present</i>	
BIG IDEAS/THEMES	Compelling Questions
THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT) Motivated by a variety of factors, Europe’s interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.	CQ: Who “won” the Cold War? SQ1: Which European nation was able to most effectively recover after WWII? SQ2: Were citizens of Europe better off after the war than before it? SQ3: Did European economic and political integration help or hinder European nations? SQ4: To what extent is Europe still a key player in global politics?
THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.	
THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID) The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.	
THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP) European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.	
THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.	
THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI) Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.	
THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS <i>Strategies integrate skills and content and may include but are not limited to...</i>
9.1 Contextualizing Cold War and Contemporary Europe 9 Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.	Potential Formative Writing Strategies: The three types of writing for this exam include Short Answer Questions (SAQs), Long Essay Questions (LEQs) and a Document Based Question (DBQ). All forms require practice and learning. Quickwrites, contextualization & thesis practice, incorporating historical evidence & analysis into arguments, self/peer/group assessment of student work using college board rubrics are examples of strategies that can be used. Additionally, how to read documents like a historian, experiences with sourcing (including historical context, intended audience, purpose, point-of-view), and addressing complexity by introducing counter-arguments.
9.2 Rebuilding Europe Continuity and Change 4.B Explain how a specific historical development or process is situated within a broader historical context.	

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<p>9.3 The Cold War Causation 1.B Explain a historical concept, development, or process.</p>	
<p>9.4 Two Super Powers Emerge Causation 1.B Explain a historical concept, development, or process.</p>	
<p>9.5 Postwar Nationalism, Ethnic Conflict, and Atrocities Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>Potential Formative Strategies outside the course writing expectations: small group work with a debrief, entrance or exit tasks related to previous or upcoming work, partner work, small group discussions/work, large group discussion or debrief, graphic organizers, jigsaw, questioning a source, create representation of data/look for patterns, use of AP Classroom-Personal Progress Checks, AP Classroom.</p>
<p>9.6 Contemporary Western Democracies Causation 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p>Potential Summative Strategies: AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, SAQ, LEQ, and DBQ summative writing.</p>
<p>9.7 The Fall of Communism Causation 3.D Explain how claims or evidence support, modify, or refute a source's argument.</p>	
<p>9.8 20th-Century Feminism Continuity and Change 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	
<p>9.9 Decolonization Causation 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: - Explain nuance of an issue by analyzing multiple variables. - Explain relevant and insightful connections within and across periods. - Explain the relative historical significance of a source’s credibility and limitations. - Explain how or why a historical claim or argument is or is not effective.</p>	
<p>9.10 The European Union Continuity and Change 3.B Identify the evidence used in a source to support an argument.</p>	
<p>9.11 Migration and Immigration Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	

<p>9.12 Technology Causation 5.B Explain how a historical development or process relates to another historical development or process.</p>	
<p>9.13 Globalization Causation 4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	
<p>9.14 20th- and 21st-Century Culture, Arts, and Demographic Trends Continuity and Change 5.A Identify patterns among or connections between historical developments and processes.</p>	
<p>9.15 Continuity and Change in the 20th and 21st Centuries Continuity and Change 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: - Explain nuance of an issue by analyzing multiple variables. - Explain relevant and insightful connections within and across periods. - Explain the relative historical significance of a source’s credibility and limitations. - Explain how or why a historical claim or argument is or is not effective.</p>	
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which the Cold War developed, spread, and ended in Europe.</p>	<p>KC-4.1 Total war and political instability 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. KC-4.1.IV As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. KC-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 between and among democracy, communism, and fascism. KC-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. KC-4.3.I.ii The experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century’s end to a plurality of intellectual frameworks. KC-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. KC-4.4.III New voices gained prominence in political, intellectual, and social discourse.</p>

<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain how economic developments resulted in economic, political, and cultural change in the period after World War II.</p>	<p>KC-4.2.IV.A Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an “economic miracle,” which increased the economic and cultural importance of consumerism.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain the causes, events, and effects of the Cold War in the period following World War II.</p>	<p>KC-4.1.IV.A Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the Iron Curtain. KC-4.1.IV.B The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain the economic and political consequences of the Cold War for Europe.</p>	<p>KC-4.1.IV.C The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances, including NATO. KC-4.1.IV.D Countries east of the Iron Curtain came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact. KC-4.2.V.A Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members. This brought with it the restriction of individual rights and freedoms, suppression of dissent, and constraint of emigration for the various populations within the Soviet bloc. KC-4.2.V Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union. KC-4.2.V.B After 1956, Soviet leader Nikita Khrushchev’s de-Stalinization policies failed to meet their economic goals within the Soviet Union; combined with reactions to existing limitations on individual rights, this prompted revolts in Eastern Europe, which ended with a reimposition of Soviet rule and repressive totalitarian regimes. KC-4.2.V.D.i The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries but resulted in instability in some former Soviet republics.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI) I can explain the causes and effects of mass atrocities in the period following World War II to the present.</p>	<p>KC-4.1.V Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace. KC-4.2.V.D.ii New nationalisms in central and eastern Europe resulted in war and genocide in the Balkans.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain state-based economic developments following World War II and the responses to these developments.</p>	<p>KC-4.2.IV Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state. KC-4.2.IV.B The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.</p>

<p>STATES AND OTHER INSTITUTIONS OF POWER (SOP) I can explain the causes and effects of the Cold War.</p>	<p>KC-4.2.V.C Following a long period of economic stagnation, Mikhail Gorbachev’s internal reforms of perestroika and glasnost, designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites. KC-4.1.IV.E The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through the admission of former Eastern bloc countries.</p>
<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) I can explain how women’s roles and status developed and changed throughout the 20th and 21st centuries.</p>	<p>KC-4.4.II The lives of women were defined by family and work responsibilities, economic changes, and feminism. KC-4.4.II.B In Western Europe through the efforts of feminists, and in Eastern Europe and the Soviet Union through government policy, women finally gained the vote, greater educational opportunities, and access to professional careers, even while continuing to face social inequalities. KC-4.4.II.D New modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives. KC-4.4.II.E Women attained high political office and increased their representation in legislative bodies in many nations.</p>
<p>INTERACTION OF EUROPE AND THE WORLD (INT) I can explain the various ways in which colonial groups around the world sought independence from colonizers in the 20th and 21st centuries.</p>	<p>KC-4.1.VI The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states. KC-4.1.VI.A At the end of World War I, U.S. President Woodrow Wilson’s principle of national self-determination raised expectations in the non-European world for new policies and freedoms. KC-4.1.VI.C Despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers’ reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments.</p>
<p>ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD) I can explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present.</p>	<p>KC-4.4.IV European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century. KC-4.4.IV.A As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU) Europe experienced increasing economic and political integration and efforts to establish a shared European identity.</p>
<p>NATIONAL AND EUROPEAN IDENTITY (NEI) I can explain how the European Union affected national and European identity throughout the period following World War II to the present.</p>	<p>KC-4.4.IV.B EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.</p>

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<p>SOCIAL ORGANIZATION AND DEVELOPMENT (SCD) I can explain the causes and effects of changes to migration within and immigration to Europe throughout the period following World War II to the present.</p>	<p>KC-4.3.III.C Increased immigration into Europe altered Europe’s religious makeup, causing debate and conflict over the role of religion in social and political life. KC-4.4.III.D Because of the economic growth of the 1950s and 1960s, migrant workers from southern Europe, Asia, and Africa immigrated to western and central Europe; however, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain how innovation and advances in technology influenced cultural and intellectual developments in the period 1914 to the present.</p>	<p>KC-4.3.II.B Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.</p>
<p>TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI) I can explain the technological and cultural causes and consequences of increasing European globalization in the period from 1914 to the present.</p>	<p>KC-4.3.IV.C Increased imports of U.S. technology and popular culture after World War II generated both enthusiasm and criticism. KC-4.4.I.D New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization. KC-4.4.III.A Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.</p>

CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)

I can explain how and why European culture changed from the period following World War II to the present.

KC-4.3.I.B The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period.

KC-4.3.III Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.

KC-4.3.III.A The challenges of totalitarianism and communism in central and eastern Europe brought mixed responses from the Christian churches.

KC-4.3.III.B Reform in the Catholic Church found expression in the Second Vatican Council, which redefined the church's doctrine and practices and started to redefine its relations with other religious communities.

KC-4.3.IV During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

KC-4.3.IV.A New movements in the visual arts, architecture, and music radically shifted existing aesthetic standards, explored subconscious and subjective states, and satirized Western society and its values.

KC-4.3.IV.B Throughout the century, a number of writers challenged traditional literary conventions, questioned Western values, and addressed controversial social and political issues.

KC-4.4.I.C Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available.

KC-4.4.II.C With economic recovery after World War II, the birth rate increased dramatically (the baby boom), often promoted by government policies.

KC-4.4.III.B Various movements, including women's movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.

KC-4.4.III.C Intellectuals and youth reacted against perceived bourgeois materialism and decadence, most significantly with the revolts of 1968.

I can explain how the challenges of the 20th century influenced what it means to be European.

KC-4.1 Total war and political instability 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.

KC-4.1.IV As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.

KC-4.1.V Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.

KC-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 between and among democracy, communism, and fascism.

KC-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.

KC-4.3.I.ii The experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.

KC-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.

KC-4.4.III New voices gained prominence in political, intellectual, and social discourse.