

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

“History will be kind to me, for I intend to write it.”

-Winston Churchill

Randolph Social Studies Department

Lisa DiAgostino, Supervisor

Curriculum Committee

Katherine Burke

Ashley Kanya

Curriculum Developed:

Summer 2021

Date of Board Approval:

September 21, 2021

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Table of Contents

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS.....	4
Introduction.....	5
Curriculum Pacing Chart	6
Unit I: European Renaissance	7
Unit II: Reformation and Exploration.....	13
Unit III: Absolutism and Constitutionalism.....	19
Unit IV: Scientific Revolution and Enlightenment.....	26
Unit V: The French Revolution	32
Unit VI: Industrialization and Ideology	39
Unit VII: Imperialism and Global Conflict.....	46
Unit VIII: Modern Europe	55
Unit IX: Europe Past and Present	63
APPENDIX A.....	67

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Introduction

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Students in the course will explore European History since 1450 with an emphasis on the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they currently live. Students will engage in the study of European intellectual and cultural history. This will include changes in religious thought and institutions, ideologies characterized as “-isms” (socialism, liberalism, nationalism), and the diffusion of new intellectual concepts among different social groups. The political and diplomatic history, characterized by the rise and functioning of the modern state in its various forms, will be studied. Cultural diffusion will also form a core of student investigation. This includes the diffusion of new intellectual concepts, colonialism, imperialism, decolonization, and the study of social and economic history related to the growth of interdependence in national and world markets. Students will participate in a variety of activities designed to prepare them for the Advanced Placement examination.

**Randolph Township Schools
 Randolph High School
 Advanced Placement European History Curriculum**

Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	European Renaissance
4 weeks	II	Reformation and Exploration
3 weeks	III	Absolutism and Constitutionalism
4 weeks	IV	Scientific Revolution and Enlightenment
3 weeks	V	The French Revolution
4 weeks	VI	Industrialization and Ideology
5 weeks	VII	Imperialism and Global Conflict
4 weeks	VIII	Modern Europe
6 weeks	IX	Europe Past and Present

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit I: European Renaissance

TRANSFER: Students will be able to evaluate ways intellectual advances have led to changed social norms in contemporary society and draw parallels and comparisons to changed social norms during the Renaissance.		
<p>STANDARDS / GOALS:</p> <p>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.</p> <p>6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Massive social and economic upheaval in the Late Middle Ages disrupted feudalism in Western Europe and aided in the formation of nation-states.	<ul style="list-style-type: none"> • What role does chaos play in the creative process?
	A revival of classical texts led to new methods of scholarship and new values in both society and religion and supported new models for individual and political behavior.	<ul style="list-style-type: none"> • To what extent are contemporary values shaped by a reevaluation of past knowledge?
	A new focus on humanism, secularism, and individualism began a transformation of European cultural attitudes.	<ul style="list-style-type: none"> • Do societal changes reflect cultural works, or do cultural works reflect societal changes?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
Europe in the fourteenth and fifteenth centuries was dominated by the religious and political hierarchies of feudalism and the Catholic Church.	Analyze the structure of the feudal foundation and Catholic Church and evaluate the effect of these institutions on the economy, culture, and society of Europe.	

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit I: European Renaissance

6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.	The Black Death resulted in the death of one-quarter of the population of Europe, and resulted in a dramatic change in economic, social, and cultural life in Europe.	Evaluate the effects of the Black Death on the social, political, and economic life of Europe.
6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.	A revival of classical texts led to new methods of scholarship and new values in both society and religion.	Compare and contrast the ideas and values of the Renaissance with those of the Middle Ages.
6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).	A revival of classical texts led to new methods of scholarship and new values in both society and religion.	Analyze and evaluate the artistic examples of Renaissance works and explain how they encompass Renaissance ideas.
6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.	Analyze the structure of the feudal foundation and Catholic Church and evaluate the effect of these institutions on the economy, culture, and society of Europe.
6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	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.	Analyze the changing role of the individual within European society in light of new concepts of civic and political authority.
	The new concept of the sovereign state and secular systems of law played a central role in the creation of	Evaluate the significance of humanist works, such as Petrarch, in the greater

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Unit I: European Renaissance

	new political institutions and resulted in varying degrees of political centralization.	understanding of secularism and individualism.
	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	Analyze the development of Renaissance humanism and evaluate how it contributed to new theories of knowledge and conceptions of the universe.
	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.	Describe how Greek and Roman political structures were visible in Italian-city states during the time of the Renaissance.
	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.	Assess the impact of humanism on governmental structure, and connect the Greek and Roman theories of politics to those of the Italian Renaissance.
	In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing “naturalism”	Examine the role of patronage and how it enhanced the classical and architectural movements of the Renaissance

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Unit I: European Renaissance

	in the artistic world, and often the newly invented technique of geometric perspective.	
	The Northern Renaissance retained a more religious focus, which resulted in more human centered naturalism that considered individuals and everyday life appropriate objects of artistic representation.	Compare and contrast the ideas and values of the Northern Renaissance with the early Italian Renaissance.
	Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.	Evaluate the significance the Roman Catholic Church had in the development of humanism and compare secular and Christian <i>humanism</i> .
	The invention of the printing press in the 1450s helped spread the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.	Explain the influence of the printing press on cultural and intellectual developments in modern European history.
	Continued political fragmentation in Renaissance Italy provided a background for the development of new concepts of the secular state.	Discuss the consequences of the Renaissance in the shaping of new religious, cultural, and political ideas.

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit I: European Renaissance

VOCABULARY & KEY TERMS:

Petrarch, Lorenzo Valla, Marsilio Ficino, Pico della Mirandola, Niccolò Machiavelli, Baldassare Castiglione, Francesco Guicciardini, Leonardo Bruni, Leon Battista Alberti, Michelangelo, Donatello, Raphael, Andrea Palladio, Leon Battista Alberti, Filippo Brunelleschi, Pieter Brueghel the Elder, Rembrandt, Spanish Inquisition, Concordat of Bologna, Book of Common Prayer, Peaces of Augsburg, Ferdinand and Isabella, Star Chamber, Edict of Nantes, Jean Bodin, Hugo Grotius

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will discuss and debate the role of the medieval world within the growth of the Renaissance, as evidenced by their summer assignment
- Students will produce a presentation in which they analyze and annotate a piece of Renaissance artwork and assess the importance of the Renaissance artist from a variety of different perspectives

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will identify the key characteristics of Renaissance art through reading the first chapter of *The Annotated Mona Lisa*
- Students will compare developments in art made during the Renaissance to earlier artistic movements
- Students will analyze how themes, symbolism, and meaning in Renaissance art reflected changing societal values through classroom discussions and analysis of *The Mona Lisa* and *The Arnolfini Wedding*
- Students will select a Renaissance artist, select several pieces of artwork from their collection, dissect all elements of their work, and present their analysis to the class

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit I: European Renaissance

<p>SUGGESTED TIME ALLOTMENT 3 Weeks</p>	<p>Unit I: Renaissance Europe</p> <ul style="list-style-type: none"> • Crisis and Disintegration in the 14th Century <ul style="list-style-type: none"> ○ Black Death and Social Crisis ○ War and Political Instability ○ Decline of the Church ○ The Cultural World of the 14th Century ○ Society in an Age of Adversity • Recovery and Rebirth: The Age of the Renaissance <ul style="list-style-type: none"> ○ Meaning and Characteristics of the Italian Renaissance ○ The Making of Renaissance Society ○ The Italian States in the Renaissance ○ The Intellectual Renaissance in Italy ○ The Artistic Renaissance ○ The European State in the Renaissance ○ The Church in the Renaissance
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Richard Wunderli, <i>Peasant Fires</i> Carol Strickland, <i>The Annotated Mona Lisa</i> Baldassare Castiglione, <i>The Book of the Courtier</i> Niccolò Machiavelli, <i>The Prince</i> Desiderius Erasmus, <i>The Praise of Folly</i> Thomas More, <i>Utopia</i> Jacob Burckhardt, <i>The Civilization of the Renaissance in Italy</i> Peter Burke, <i>The Myth of the Renaissance</i></p>

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Unit II: Reformation and Exploration		
TRANSFER: Students will be able to evaluate ways intellectual advances have led to changed social norms in contemporary society and draw parallels and comparisons to changed social norms during the Renaissance.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18 th century.	Religious reformers protested Catholic abuses which led to the Protestant Reformation, fundamentally changing European theology, religious institutions, and culture.	<ul style="list-style-type: none"> How does institutional reform impact society?
	The Catholic Reformation revived the Church but cemented the division within Christianity.	<ul style="list-style-type: none"> When does it become necessary for individuals to question and criticize authority?
6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	Voyages of exploration, enabled by technological advances, were driven by Christian evangelism, national prestige, and a desire for wealth.	<ul style="list-style-type: none"> Why would individuals and nations engage in policies of discovery and exploration?
	Europe's colonial expansion led to cultural diffusion, and the destruction of indigenous civilizations, leading to a shift toward global European dominance politically and economically.	<ul style="list-style-type: none"> What are the benefits and drawbacks of global interaction? Why have people throughout history been willing to enslave others?
6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.	Conflicts among religious groups overlapped with political and economic competition within and among states.	<ul style="list-style-type: none"> Is unity of faith possible or desirable?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	Monarchs and princes, including the English rulers Henry VIII and Elizabeth I, initiated religious reform	Compare the use of religious reforms by European monarchs as a tool to exercise

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	from the top down in an effort to exercise greater control over religious life and morality.	greater control over religious life and morality of their subject populations.
	New monarchies laid the foundation for the centralized modern state by establishing monopolies on tax collection, employing military force, dispensing justice, and gaining the right to determine the religion of their subjects.	Analyze the economic and political causes of the consolidation of state by the new monarchies and evaluate corresponding effects on subject populations.
6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	Martin Luther, John Calvin, Henry VIII, and other religious/political leaders challenged the authority of the Catholic Church; this would contribute to the amelioration of Church authority and the creation of new religions.	Identify the challenges raised by religious reformers, and analyze the changing relationship between state and ecclesiastical authorities during the Protestant Reformation.
	The Catholic Church attempted to stop the spread of Protestantism through a movement known as the Catholic Reformation, which was exemplified by the Jesuit Order, the Council of Trent, and a return to mysticism.	Evaluate the effectiveness and legacy of the Catholic Church’s attempt to address the grievances raised by Protestant Reformers during the Catholic Reformation.
6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	Religious conflicts, caused by groups questioning the monarch’s power, became a basis for challenging state control of religious institutions, as evidenced by the Huguenots in France and the Puritans in England.	Interpret the political, social, and economic causes of the European religious conflicts that spread throughout the continent immediately after the Protestant Reformation.
	Issues of religious reform, exacerbated by conflicts between the monarchy and the nobility, led to the French Wars of Religion. This resulted in a tenuous agreement of religious freedom for French Huguenots in order to maintain domestic peace.	Explore the divisions between Catholics and Protestants in France, and propose an alternative arrangement that may have avoided conflict.
6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.	Political localism and religious pluralism in central Europe led to the decline of the ideal of a united	Evaluate how the concept of localized religious control and toleration
6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor		

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the</p>	<p>Christian empire, and the outbreak of the Thirty Years' War.</p>	<p>contributed to a shift in the balance of power in central Europe.</p>
	<p>The Peace of Westphalia accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders' control over religion.</p>	<p>Dissect the inputs and immediate effects of the Peace of Westphalia, and estimate the long-term effects on political and religious power structures.</p>
	<p>Using coercion, religious conversion, and new martial and navigational technologies, European nations carved out colonial empires to lessen the economic, demographic, and religious pressures on the continent.</p>	<p>Assess both the factors and underlying motivations that led to European exploration and colonization of indigenous populations during the sixteenth century.</p>
	<p>Exploration and expansion gave rise to the Atlantic Slave Trade, a practice with long-term negative consequences for the African continent and the larger world.</p>	<p>Evaluate the role of European contact on overseas territories through the introduction of disease, indigenous subjugation, and slavery.</p>
<p>VOCABULARY & KEY TERMS: Catherine de'Medici, St. Bartholomew's Day Massacre, War of the Three Henrys, Henry IV, Charles V, Thirty Years War, La Querelle des Femmes, El Greco, Artemisia Gentileschi, Gian Bernini, Peter Paul Rubens, Act of Supremacy, Anabaptists, Anglican Church, Catholic Counter-Reformation, Diet of Worms, Edict of Nantes, Elizabethan Settlement, indulgences, Huguenots, justification, Lutheranism, Ninety-Five Theses, Peace of Augsburg, politiques, predestination, Puritans, reformation, Schmalkalden League, simony, audiencias, Aztecs, balance of trade, Columbian Exchange, conquistadors, encomienda, Incas, joint-stock company, mercantilism, Middle Passage, Mughal Empire, price revolution, Treaty of Tordesillas, Triangular Trade, viceroy</p>		

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

political and cultural development of the colonies in the New World.

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will produce study materials to differentiate all sects and religious leaders relevant to the unit (charts, graphic organizers, etc.), and share them with the rest of the class
- Students will discuss the impact of European exploration and colonization on both Europe and the peoples of the world in a Socratic seminar or other discussion method

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will compare and contrast Christian sects and their related founders, creators, and religious/political leaders in sixteenth- and seventeenth-century Europe including (but not limited to): Anabaptism, Calvinism, Puritanism, Lutheranism, Anglicanism, Presbyterianism, Society of Friends, etc.

**SUGGESTED TIME ALLOTMENT
4 Weeks**

- Unit II - Europe Expands and Divides
- Reformation and Religious Warfare in the 16th Century
 - Prelude to Reformation
 - Martin Luther and the Reformation in Germany
 - The Spread of the Protestant Reformation
 - The Social Impact of the Protestant Reformation
 - The Catholic Reformation
 - Politics and the Wars of Religion in the 16th Century
 - Europe & the World: New Encounters 1500-1800
 - On the Brink of a New World
 - New Horizons: The Portuguese and Spanish Empires
 - New Rivals on the World Stage
 - The Impact of European Expansion
 - Toward a World Economy

SUPPLEMENTAL UNIT RESOURCES

Johann Tetzel, *The Spark for the Reformation: Indulgences*

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

	Martin Luther, <i>Justification by Faith</i> Martin Luther, <i>Condemnation of the Peasant Revolt</i> John Calvin, <i>Institutes of the Christian Religion</i> Ignatius of Loyola, <i>Constitution of the Society of Jesus</i> Euan Cameron, <i>What Was the Reformation?</i> G.R. Elton, <i>A Political Interpretation of the Reformation</i> Steven Ozment, <i>The Legacy of the Reformation</i>
--	--

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit III: Absolutism and Constitutionalism

TRANSFER: Using both historical and modern examples, students will be able to investigate and argue whether or not the benefits of a strong, centralized government outweigh the potential for abuses of power.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.</p> <p>6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p>	After the challenges of religious and civil warfare of the sixteenth and seventeenth centuries, many European monarchs turned to absolute, divine-right political systems.	<ul style="list-style-type: none"> • What is the best response to unrest and uncertainty? • From where does power originate?
	Some European nations turned to limited government and constitutionalism, which produced unique conflicts between the interests of monarchs, the aristocracy, and the people.	<ul style="list-style-type: none"> • How can a government best balance the needs of all its citizens?
	Conflicts in the eighteenth century no longer arose from the religious disputes, but rather from economic competition, territorial ambitions, and the balance of power on the continent.	<ul style="list-style-type: none"> • Why do nations seek to dominate others?
	In response to rapid inflation and agricultural innovation, Europe embraced a new view of the economy based on manufactured goods, a market economy, and colonial exploitation.	<ul style="list-style-type: none"> • How can innovation make people's lives easier and/or more difficult?
	Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.	<ul style="list-style-type: none"> • How can economic systems or developments impact society?

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit III: Absolutism and Constitutionalism

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Some European monarchs, responding to previous conflicts that had roiled their nations, sought to extend their total control over political and state affairs, a form of government known as absolute monarchy.	Contrast the consolidated power of absolute monarchies with the decentralized power structure of feudalism.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	In France, Louis XIV and his stable of advisors and ministers provided a model for absolutism by extending state control to administrative, financial, military, and religious matters.	Analyze the existing conditions in France that allowed Louis XIV to institute his vision for absolute rule, and judge how successful he actually was in asserting full control.
6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.	Chief among the fractious German states, Prussia and its rulers found success with an efficient bureaucracy, streamlined military, and enlightened absolutist mentality, challenging Austria as the most influential Germanic nation-state.	Evaluate Frederick the Great's role as an enlightened despot, and compare his accomplishments and rule with other historical "enlightened" rulers.
6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people	Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy.	Compare and contrast nation-states that developed absolute monarchies, as compared to states with decentralized systems of government.
	Guided by principles of absolutism and Westernization, Russian monarchs Peter the Great	Relate the difficulties faced by Russian monarchs in reforming and

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Unit III: Absolutism and Constitutionalism

<p>for self-government, reform, and revolution.</p>	<p>and Catherine the Great consolidated power and established Russia as the dominant player in Eastern Europe, largely at the expense of Sweden and Poland.</p>	<p>modernizing Russian society with the difficulties faced by another modern nation attempting reform.</p>
	<p>Absolutist rulers found resistance to their attempts to increase their power in the aristocracy and other elite groups, who typically sought more localized and shared power structures.</p>	<p>Describe instances in the seventeenth and eighteenth centuries of both successful and unsuccessful attempts by elites to increase their power.</p>
	<p>The English Civil War, a conflict between the absolutist-minded monarchy and Parliament's disaffected elites, exemplified the issues inherent in balancing strong, centralized rule with outside interests.</p>	<p>Trace the developments of the abolition and restoration of the English monarchy and evaluate the short- and long-term effects these events had on English (and possibly American) politics.</p>
	<p>By the end of the English Civil War and Glorious Revolution, Parliament and the aristocracy assured themselves rights that protected them against the overreach of the monarchy.</p>	<p>Analyze the victories earned by Parliament and the English aristocracy in the English Civil War, and create a rationale as to why this success was not achieved by other European nobles.</p>
	<p>Nations like Poland and the Dutch Republic, wary of increased centralized monarchies, turned to more limited forms of government with mixed results.</p>	<p>Describe the major differences between nations that embraced absolutism and nations that embraced limited government.</p>

**Randolph Township Schools
 Randolph High School
 Advanced Placement European History Curriculum**

Unit III: Absolutism and Constitutionalism

	After the Peace of Westphalia, religion was no longer a primary cause for war among European nations, replaced by a focus on the delicate balance of power on the continent.	Compare the causes of selected European conflicts in the fifteenth and sixteenth centuries.
	Increased competition for economic resources and opportunities outside of Europe fueled national rivalries and conflict.	Identify one specific resource or commodity that was highly sought-after by Europeans and explain the reasons for its high importance/appeal.
	Exploitation of colonies and foreign lands across the globe resulted in a large-scale exchange of raw materials, forced and free labor, and new agricultural products to Europe, in turn developing a nascent consumer culture.	Compare today's modern consumer culture to the one established through trade in Europe in the eighteenth century.
	Commerce, new financial centers, and a new focus on a money economy led to the growth of an economic elite, sometimes separate from the existing social elite.	Debate the merits of the rise of economic elitism.
	The Agricultural Revolution and the manufacturing output of cottage industries helped to increase economic productivity, helping to develop a market economy.	Judge the benefits and/or drawbacks of a market economy to a nation, including upper, middle, and lower classes.

**Randolph Township Schools
 Randolph High School
 Advanced Placement European History Curriculum**

Unit III: Absolutism and Constitutionalism

	<p>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.</p>	<p>Examine the scientific and technological impact the new forms of warfare had on society.</p>
	<p>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>Assess the rise and fall of the Dutch Golden Age, and compare their governmental system with those of other nations – i.e., England, Spain, France.</p>
	<p>New military techniques and institutions tipped the balance of power toward states able to marshal sufficient resources for the new military environment.</p>	<p>Explain how advances in technology contributed to the developing balance of power throughout the period 1648-1815.</p>

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

Unit III: Absolutism and Constitutionalism

VOCABULARY & KEY TERMS:

Louis XIII, Cardinal Richelieu, The Fronde, The Catalan Revolts in Spain, James I of England, Charles I of England, Oliver Cromwell, English Bill of Rights, Parliamentary Sovereignty, Bank of England, Middle Passage, Triangle Trade, Dutch War, Nine Years' War, War of the Spanish Succession, Hapsburgs, Gustavus Adolphus, Peter the Great of Russia, Phillip II of Spain, Phillip III of Spain, Philip IV of Spain, Intendants, Russian Academy of Sciences, Absolutism, Act of Toleration, baroque, Battle of Lepanto, Defenestration of Prague, Divine Right Monarchy, Dutch Realism, Glorious Revolution, Hohenzollerns, Janissaries, Junkers, Mannerism, Mercantilism, Oligarchy, Peace of Westphalia, Treaty of Utrecht, Stuarts, Romanovs, Agricultural Revolution, balance of power, cottage industry, estates, Grand Tour, Enlightened Monarchy, Market Economy, Putting-Out System, Reason of State, Seven Years' War, Slave Labor, War of Austrian Succession

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will take part in a Socratic Seminar in order to evaluate absolutism and constitutionalism as valid forms of government, or as effective styles of ruling, using prior political theories of Machiavelli and the Renaissance humanists

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate various primary source documents that serve as the justifications of absolutism as a governing system. These primary source documents include the *Edict of Fontainebleau*, *Memoirs of the Duc de Saint-Simon*, *Politics Drawn from the Very Words of Holy Scripture*, and *True Law of Free Monarchies*. A class discussion on the primary sources will follow to assess students' comprehension.
- Students will read, highlight, and annotate various historical interpretations of absolutism in order to gain an understanding of the historiography surrounding the governing system. These secondary source documents include *The Age of Louis XIV*, *A Short History of the French People*, *The XVIth and XVIIth Centuries*. A class discussion on these secondary sources will follow to assess comprehension.

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit III: Absolutism and Constitutionalism

- Students will prepare for graded discussions by responding to reading analysis questions that will be used during the discussion, as well as by preparing and answering their own analysis questions to bring to the discussion.

SUGGESTED TIME ALLOTMENT

3 weeks

Unit III – Absolutism and Constitutionalism

- State Building and the Search of Order in the Seventeenth Century
 - Social Crises, War, and Rebellions
 - The Practice of Absolutism: Western Europe
 - Absolutism in Central, Eastern, and Northern Europe
 - Limited Monarchy and Republics
 - The Flourishing of European Culture
- The Eighteenth Century: European States, International Wars, and Social Change
 - The European States
 - Wars and Diplomacy
 - Economic Expansion and Social Change
 - The Social Order of the Eighteenth Century

SUPPLEMENTAL UNIT RESOURCES

English Bill of Rights
 James I, *True Law of a Free Monarchy*
 Catherine the Great, *Memoirs*
 Louis XIV, *Edict of Fountainbleau*
Memoirs of the Duc de Saint-Simon
 J.B. Bossuet, *Politics Draws from the Very Words of the Holy Scripture*
 Voltaire, *The Age of Louis XIV*
 Cecil Jenkins, *A Short History of the French People*
 Roland Mousnier, *The XVIth and XVIIth Centuries*

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit IV: Scientific Revolution and Enlightenment		
TRANSFER: Using natural rights theories from the Enlightenment, students will be able to evaluate modern-day threats to those rights.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.</p> <p>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.</p> <p>6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.CivicsPI.3.a: Cite evidence describing how and various ideals became</p>	The spread of Scientific Revolution concepts and practices and the Enlightenment’s application of these concepts to political, social, and ethical issues led to an increased, though not unchallenged, emphasis on reason in European culture.	<ul style="list-style-type: none"> • What is the power of an idea?
	Experimentation and observation based on the scientific method led to a revolution in human understanding of many scientific fields, including astronomy, anatomy, and biology.	<ul style="list-style-type: none"> • What drives humans to search for knowledge?
	The emergence of rationalism and empirical thinking during the Enlightenment challenged long-held ideas and values of traditional social and cultural institutions.	<ul style="list-style-type: none"> • Why can change inspire fear?
	Enlightenment ideals and thought heavily influenced both contemporary and future political and economic theorists, incorporating natural rights, social contract, and free market theories into political life.	<ul style="list-style-type: none"> • What makes a right a human right?
	Everyday life transformed dramatically as a result of advances in human thought and understanding commonplace problems, positively addressing issues of demographics and quality of life.	<ul style="list-style-type: none"> • How can thought and theory be made practical?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p>	<p>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>Contrast the enshrined views on social institutions and natural laws with the concepts espoused by the Scientific Revolution.</p>
<p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p>	<p>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.</p>	<p>Explain how the emergence of scientific principles in the fields of astronomy and physics directly impacted life in the Scientific Revolution.</p>
<p>6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.</p>	<p>Anatomical and medical discoveries presented the body as an integrated system, challenging the traditional humoral theory of the body and disease.</p>	<p>Provide examples of at least one public health failure before the Scientific Revolution and apply the new understandings of anatomy and disease to retroactively “solve” it.</p>
<p>6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p>	<p>Francis Bacon and Rene Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific world.</p>	<p>Identify the importance of the scientific method in other aspects of the Enlightenment, including the development of social and political theories.</p>
<p>6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>Intellectuals, including Voltaire and Diderot, began to apply the principles of the Scientific Revolution to society and human institutions.</p>	<p>Assess the importance of the Scientific Revolution to the growth of the Enlightenment.</p>
	<p>Philosophers of the Enlightenment period applied reason and empirical thinking to matters related to government, the church, and medicine, leading to a</p>	<p>Identify specific areas of public life that were influenced by Enlightenment</p>

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had greater influence on the independence movements in Latin America.</p> <p>6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	reexamining of the existing social and cultural landscape.	philosophy and detail the specific transformations that occurred.
	Women, still undermined and oppressed even under new Enlightenment ideals, argued for sexual equality and inclusion in all aspects of social, cultural, and political life.	Develop an argument countering the sexist worldview held by the new social and political order constructed by the Enlightenment.
	Enlightenment political and economic thinkers, such as Locke and Smith, ordered their theories around the concepts of liberty and individual rights.	Trace the development of political and economic theories centered on the individual versus the society from ancient philosophy through the Enlightenment and beyond.
	An increased focus on individualism and privacy during the seventeenth and eighteenth centuries led to a novel approach to faith and religion, deemphasizing sects and dogma, and emphasizing toleration and the personal nature of spirituality.	Judge the spiritual ideas embraced by the Enlightenment against the effects that organized religion had on Europe to this point, including the benefits and harms.
	Artistic movements of the seventeenth and eighteenth centuries largely concerned themselves with the burgeoning middle class and individualism, in contrast to the previous system of state and religious patronage.	Examine various cultural works, and outline the shift from state/religious patronage to new topics, inspirations, and themes.
	Cities offered economic opportunities, which attracted increasing migration from rural areas,	Evaluate the extent to which urbanization impacted European life.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

	transforming urban life and creating challenges for the new urbanities and their families.	
	Though population growth remained relatively steady through the pre-industrial period, new social and demographic trends emerged such as leisure time, urban poverty, and public health/safety crises.	Generate a plan to solve a demographic problem experienced in pre-industrial Europe using Enlightenment or Scientific Revolution-era solutions or ideas.
	In the eighteenth century, a number of states in eastern and central Europe experimented with enlightened absolutism.	Compare and contrast enlightened absolutists with their absolute and constitutional contemporaries.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

	<p>VOCABULARY & KEY TERMS: Alchemy, Aristotelian philosophy, astrology, Cartesian dualism, cosmology, deductive method, empiricism, geocentric conception, heliocentric model of the universe, Hermeticism, inductive method, Principia Mathematica, Ptolemaic/geocentric model of the universe, quenelles des femmes, rationalism, Royal Academy of the Sciences, Royal Society, scholasticism, scientific method, Scientific Revolution, world machine, Deism, general will, laissez-faire, natural law, natural rights, neoclassicism, mercantilism, Methodism, old order, original state of nature, Paracelsus, philosophe, physiocrat, Pietism, Rococo, salon, separation of powers, tabula rasa, the social contract, Andreas Vesalius, Johannes Kepler, Sir Isaac Newton, Montesquieu, Cesare Beccaria, Mary Wollstonecraft, Marquis de Condorcet, Academies, Physiocrats, Francois Quesnay, Anne Robert Jacques Turgot, David Hume, Baron d’Holbach, German Pietism, Lady Mary Wortley Montagu, Jean-Jacques Rousseau, Diego Velasquez, Gian Bernini, George Frideric Handel, J.S. Bach, Rembrandt, Jan Vermeer, Jacques-Louis David, Daniel Defoe, Samuel Richardson, Henry Fielding, Johann Wolfgang von Goethe, Jane Austen, Coffeehouses, Frederick II of Prussia, Joseph II of Austria, Maria Theresa of Austria, Frederick William I of Prussian, Frederick II of Prussia</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Students will evaluate different philosophes in their views on government structure through discussion and debate with other students on Enlightenment ideals <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will complete readings of Enlightenment primary sources (using selected supplemental unit resources) and modern current event sources • Students will assess and evaluate different philosophes’ positions on human rights, governmental structures, and more 	
SUGGESTED TIME ALLOTMENT	Unit IV – Social and Cultural Changes in Early Modern Europe

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>4 Weeks</p>	<ul style="list-style-type: none"> • Toward a New Heaven and a New Earth: The Scientific Revolution and the Emergence of Modern Science <ul style="list-style-type: none"> o Background to the Scientific Revolution o Toward a New Heaven: A Revolution in Astronomy o Advances in Medicine and Chemistry o Women in the Origins of Modern Science o Toward a New Earth: Descartes, Rationalism, and a New View of Humankind o The Scientific Method and the Spread of Scientific Knowledge • The Eighteenth Century: An Age of Enlightenment <ul style="list-style-type: none"> o The Enlightenment o Culture and Society in the Enlightenment o Religion and the Churches
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>René Descartes, <i>The Discourse on Method</i> Galileo Galilei, <i>Letter to Christina of Tuscany: Science and Scripture</i> Immanuel Kant, <i>What Is Enlightenment?</i> Denis Diderot, <i>Prospectus for the Encyclopedia of Arts and Sciences</i> Jean Jacques Rousseau, <i>The Social Contract</i> John Locke, <i>Second Treatise of Government</i> Adam Smith, <i>Wealth of Nations</i> Voltaire, <i>Candide</i> Baron de Montesquieu, <i>Spirit of the Laws</i> Bonnie S. Anderson & Judith P. Zinsser, <i>Women in the Salons</i> Lester G. Crocker, <i>The Age of Enlightenment</i></p>

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit V: The French Revolution

TRANSFER: Students will be able to analyze a modern-day revolution and compare the motivating ideologies to historical examples.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the</p>	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 crisis.	<ul style="list-style-type: none"> • How do people know when a system is unfair?
	The French Revolution posed a fundamental challenge to Europe’s existing political and social order.	<ul style="list-style-type: none"> • What would motivate people to rebel against institutions of power? • What accounts for the dominance of some ideologies over others?
	After a phase of moderate political developments during its early stages, discontent with foreign and domestic policies led to a radical backlash in revolutionary France.	<ul style="list-style-type: none"> • How do people judge the success or failure of a revolutionary movement?
	Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction that led to his defeat.	<ul style="list-style-type: none"> • What are the limits of conquest?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit V: The French Revolution

<p>people for self-government, reform, and revolution.</p> <p>6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p>	<p>The moderate phase of the French Revolution established a constitutional monarchy, and led to the abolishment of the Old Regime in France.</p>	<p>Discuss the extent to which the reforms made during the initial stages of the Revolution undermined the original goals of 1789.</p>
	<p>Opposition to the Revolution at home and war abroad led to the radicalization of the Revolution, the Reign of Terror, and the Thermidorian Reaction.</p>	<p>Construct an argument based on historical evidence the discusses whether the later stages of the Revolution were a continuation of, or break from the early stages of the Revolution.</p>
	<p>The spread of Enlightenment ideas and institutions contributed to the growing discontent of Frenchmen on the eve of the Revolution.</p>	<p>Analyze the long-term causes that contributed to the general feeling of discontent within the classes of French society on the eve of the Revolution.</p>
	<p>The financial fallout from French involvement in the American Revolution and bad harvests leading to food shortages led to the outbreak of violence in 1789.</p>	<p>Evaluate the political, social, and economic events that served to spark the outbreak of violence and the start of the Revolution in 1789.</p>
	<p>Reformers during the moderate phase of the Revolution increased popular participation in French politics, nationalized the Catholic Church, and</p>	<p>Analyze how new political and economic theories from the 17th century and the Enlightenment influenced the outcome of</p>

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit V: The French Revolution

	abolished hereditary privileges for the nobility in France.	the moderate phase of the French Revolution.
	After the execution of Louis XVI, the radical Jacobin Republic responded to opposition at home and war abroad by instituting the Reign of Terror and pursuing a policy of de-Christianization	Assess the degree to which the goals of the moderate phase were addressed during the early Revolution, and analyze the underlying causes behind the radicalization of the Revolution.
	Revolutionary ideals in France spread throughout Europe, where revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.	Describe the trajectory and results of the spread of Revolutionary nationalism and reforms to the remainder of the European Continent during the Era of the French Revolution.
	Across the Atlantic, 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.	Evaluate how the ideologies and social reform of the French Revolution contributed to the growing sense of discontent and independence in the French colony of Saint Domingue.
	While many throughout Europe embraced the wave of nationalism brought on by the Revolution, members of the elite classes throughout Europe condemned its	Compare the reaction of the general European population to the ideas of the French Revolution to that of the ruling elites across the continent.

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit V: The French Revolution

	disregard for traditional authority, leading to a conservative backlash.	
	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.	Compare the role of women in French society on the eve of the French Revolution with that of women during the Napoleonic Era based on the changes that took place during the French Revolution.
	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.	Evaluate the extent to which Napoleon’s domestic reforms and policies were built upon the framework established during the French Revolution.
	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.	Assess the strategies and tactics used by Napoleon to help exert direct or indirect control over much of the European continent.
	After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.	Interpret the ideological underpinnings of Napoleon’s defeat and analyze its consequences to the balance of power in Europe.

**Randolph Township Schools
 Randolph High School
 Advanced Placement European History Curriculum**

Unit V: The French Revolution

	<p>VOCABULARY & KEY TERMS: Bastille, cahiers de doleances, Great Fear, Jacobin Republic, Code Napoleon, Louis XVI, Committee of Public Safety, Napoleon Bonaparte, Congress of Vienna, National Assembly, Constituent Assembly, nationalism, Constitution of 1791, Old Regime, consulate, Reign of Terror, Continental System, Republic of Virtue, Declaration of the Rights of Man and Citizen, Robespierre, Jean-Paul Marat, Georges Danton, Declaration of the Rights of Woman, sans-culottes, Society for Revolutionary Republican Women, De-Christianization, Tennis Court Oath, the three estates, Estates-General, Thermidorean Reaction, Toussaint L'Ouverture, Women's March on Versailles, Civil Constitution of the Clergy, Committee of Public Safety, Levee en Masse, October March on Versailles, Olympe de Gouges, Society of Republican Revolutionary Women, Edmund Burke, Concordat of 1801</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Students will take part in a Socratic Seminar in which they discuss the success of the French Revolution in implementing Enlightenment ideals and whether or not Napoleon was a child of the French Revolution <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will read, highlight, and annotate Napoleon's <i>Memoirs</i> for a deeper understanding of his goals and outlook as the French leader • Students will be introduced to the discussion question for the first time, and will have an initial classroom discussion on whether or not Napoleon was a child of the French Revolution, in order to ensure all students understanding the topic 	

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit V: The French Revolution

	<ul style="list-style-type: none"> • Students will review primary sources from the French Revolution, including <i>What is the Third Estate?</i>, <i>The Declaration of the Rights of Man and Citizen</i>, and the <i>Declaration of the Rights of Woman and the Female Citizen</i> in order to revisit the goals of the Revolution • Students will read excerpts from Louis Bergeron’s <i>France Under Napoleon</i> and Marty Lyon’s <i>Napoleon Bonaparte and the Legacy of the French Revolution</i> in order to gain an understanding of two historical perspectives on the relationship between Napoleon and the French Revolution
<p>SUGGESTED TIME ALLOTMENT 3 Weeks</p>	<p>Unit V: The French Revolution</p> <ul style="list-style-type: none"> • A Revolution in Politics: The Era of the French Revolution & Napoleon <ul style="list-style-type: none"> o The Beginning of the Revolutionary Era: The American Revolution o Background to the French Revolution o Reaction and the Directory o The Age of Napoleon o The Fall of Napoleon
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Emmanuel Joseph Sieyes, <i>What is the Third Estate?</i> The Cahiers: <i>Discontents of the Third Estate</i> <i>The Declaration of the Rights of Man and Citizen</i> Olympe de Gouges, <i>Declaration of the Rights of Woman and the Female Citizen</i> Maximilien Robespierre, <i>The Terror Justified</i> Napoleon Bonaparte, <i>Memoirs</i> Georges Lefebvre, <i>The Coming of the French Revolution</i> Donald Sutherland, <i>The Revolution of the Notables</i> William Doyle, <i>An Evaluation of the French Revolution</i> Louis Bergeron, <i>France Under Napoleon</i></p>

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit V: The French Revolution

	Martyn Lyons, <i>Napoleon Bonaparte and the Legacy of the French Revolution</i>
--	---

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit VI: Industrialization and Ideology

TRANSFER: Interpret the ideological underpinnings of Napoleon’s defeat and analyze its consequences to the balance of power in Europe.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the</p>	A confluence of various economic and social factors and conditions, first appearing in Great Britain, sparked the Industrial Revolution on the European continent.	<ul style="list-style-type: none"> • What conditions must exist for an agricultural society to develop into an industrial society? • How do larger societal movements affect the lives of everyday individuals?
	Issued raised by both industrialization and the spread of nationalism provoked a range of ideological, governmental, and collective responses.	<ul style="list-style-type: none"> • How do new ideologies originate?
	European states struggled to maintain international stability and sovereignty in an age of nationalism and revolutions.	<ul style="list-style-type: none"> • How do governments balance political development with a need for stability within society?
	The Industrial Revolution and unification movements in central Europe led to a shift in the global balance of power, as industrialized nations dominated the rest of the world.	<ul style="list-style-type: none"> • When might a nation have the right to interfere in the affairs of another nation?
	The European worldview shifted to reflect a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.	<ul style="list-style-type: none"> • To what extent can objective knowledge and subjective visions coexist?

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

people for self-government, reform, and revolution.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.	A combination of economic conditions, political will, energy, and natural resources led to the start of the Industrial Revolution in Great Britain	Debate a ranked order of the most important economic, political, and natural factors that led to the start of the Industrial Revolution in Great Britain.
6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.	Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.	Evaluate the factors that combined to allow Great Britain to be the leader in industrialization in Europe.
6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.	Due to state sponsorship in places such as France and Prussia, continental Europe soon followed Britain’s lead in industrialization with mixed success.	Compare the role of government in the spread of industrialization in western Europe with that of Great Britain during the Industrial Revolution.
	A combination of factors, including geography and a lack of resources, led to a lag of industrial development and persistence of serfdom in eastern and southern Europe.	Explain the lack of industrialization in eastern and southern Europe during the Industrial Revolution, and propose a plan that might have solved this issue.
	The Second Industrial Revolution of the nineteenth century led to more complex industrial activity across the continent; including new chemical developments, and technological means of mass communication, and transportation.	Evaluate whether the first or second Industrial Revolution had a greater impact on the lives of everyday Europeans during the nineteenth century.
	Industrialization led to socioeconomic changes that created greater divisions of labor, leading to the development of self-conscious classes.	Assess the development of class-consciousness in European history in light of the developments made during the Industrial Revolution.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	The Industrial Revolution altered the family structure and relations of middle and working-class families, as the middle class became focused on a new consumerism, the nuclear family and cult of domesticity.	Examine the changing role of family structure in the lower, middle, and upper classes of European society from the Renaissance through the Industrial Revolution.
	Ideologies such as liberalism, conservatism, socialism, and communism took root throughout society as a response to industrial and political revolutions.	Formulate a criticism to various European ideologies, such as liberalism, conservatism, socialism, and communism, from the perspective of a competing ideology during the time period.
6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.	The Concert of Europe was established at the Congress of Vienna and sought to maintain the status quo in European affairs through collective action and adherence to conservatism.	Identify the founding principles of the Concert of Europe and assess the degree to which they were successfully achieved during the first half of the nineteenth century.
6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, transforming the European balance of power.	Predict the future of the European balance of power with evidence from the unification movements of Italy and Germany.
	Romanticism broke with neoclassical forms of artistic representation with rationalism, placing more emphasis on intuition and emotion.	Evaluate how European art and literature evolved in content and structure to reflect changing societal values during the Industrial Revolution.
6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.	A new relativism in values brought on by philosophers like Friedrich Nietzsche, and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.	Discuss the evolution of the European worldview from the start of the Renaissance to the start of the twentieth century.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

VOCABULARY & KEY TERMS:

Anti-Corn Law League, Bessemer Process, bourgeoisie, capital, capitalism, Chartist movement, Crystal Palace, entrepreneur, Factory Act of 1833, Flora Tristan, Great Exhibition of 1851, Industrial Revolution, Jeremy Bentham, John Stuart Mill, joint-stock investment bank, Luddites, mass production, Mines Act of 1842, Proletariat, tariff, Ten Hours Act of 1847, trade union, Concert of Europe, Congress of Vienna, conservatism, Decembrist Revolt, Friedrich Engels, Charles Fourier, Grossdeutsch, July Revolution, Kleindeutsch, liberalism, Karl Marx, nationalism, Robert Own, Peterloo Massacre, principle of intervention, principle of legitimacy, Quadruple Alliance, Reform Act of 1832, Revolutions of 1848, Risorgimento, Romanticism, Saint Simon, socialism, utopian socialists, Austro-Prussian War, Austro-Sardinian War, The Communist Manifesto, Crimean War, Franco-Prussian War, materialism, natural selection, organic evolution, pasteurization, populism, Realism, Realpolitik, Red Shirts, Reform Act of 1867, Second Empire, anarchism, cartels, depression, emigration, evolutionary socialism, Kulturkampf, Paris Commune, Second Industrial Revolution, Social Democratic Party, Third Republic

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will evaluate the main problems faced by industrial workers during the Industrial Revolution as well as the philosophies of those purporting to help them through taking part in a culminating “Workers’ Rally” project
- Students will complete a follow-up writing assignment reflecting on the success of all ideologies in meeting the needs of the workers

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and interpret primary source materials that discuss the plight faced by industrial working-class populations in the 19th century, including Inquiry into the Condition of the Poor and The Condition of the Working Class in England in order to create an annotated list of grievances of the working class
- Students will read, highlight, and annotate foundational documents of various ideologies from the 19th century including On Liberty, The Organization of Work, The Communist Manifesto, and Conservative Principles. As they read, students will be annotating the materials from the perspective of an industrial worker, in order to evaluate how well each ideology addresses their needs
- Students will take part in a classroom discussion and simulation in which they analyze philosophies, as well as criticisms of the philosophies from multiple perspectives
- Students will be broken into groups, assigned an ideology, and work with their group to prepare a three minute “pitch” to a group of industrial workers discussing why the lower classes’ needs would best be addressed through the assigned philosophy
- Students will act in the roles of supporters of their ideologies and create posters to sway a group of industrialized workers as part of an in- class simulation of a “Workers’ Rally”

SUGGESTED TIME ALLOTMENT

4 Weeks

Unit VI: Era of Industrialization and Ideology

- The Industrialization and Its Impact on European Society
 - The Industrial Revolution in Great Britain
 - Technological Changes and New Forms of Industrial Organization
 - Britain’s Great Exhibition of 1851
 - Industrialization on the Continent
 - The Social Impact of the Industrial Revolution
 - Efforts at Change: The Workers

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

	<ul style="list-style-type: none"> ● Reaction, Revolution, and Romanticism, 1815-1850 <ul style="list-style-type: none"> ○ The Conservative Order (1815-1830) ○ The Ideology of Conservatism ○ Conservative Domination: The Concert of Europe ○ The Ideologies of Change ○ Revolution and Reform (1830-1850) ○ The Emergence of an Ordered Society ○ Culture in an Age of Reaction and Revolution: The Mood of Romanticism ○ The Revival of Religion in the Age of Romanticism ● An Age of Nationalism and Realism, 1850-1871 <ul style="list-style-type: none"> ○ The France of Napoleon III ○ National Unification: Italy and Germany ○ Nation Building and Reform: The National State at Midcentury ○ Industrialization and the Marxist Response ○ Science and Culture in an Age of Realism ● Mass Society in an “Age of Progress”, 1871-1894 <ul style="list-style-type: none"> ○ The Growth of Industrial Prosperity ○ The Emergence of a Mass Society ○ The National State
SUPPLEMENTAL UNIT RESOURCES	<p>Klemens von Metternich, “Conservative Principles” “Testimony for the Factory Act of 1833” Benjamin Disraeli, “Sybil, or the Two Nations: Mining Towns” Friedrich Engels, “The Condition of the Working Class in England” Louis Blanc, <i>The Organization of Work</i></p>

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

	<p><i>The Carlsbad Decree, 1819</i></p> <p>Jeremy Bentham, <i>English Liberalism</i></p> <p><i>The First Chartist Petition: Demands for Change in England</i></p> <p>Otto von Bismarck, “Speeches on Pragmatism and State Socialism”</p> <p>Giuseppe Mazzini, <i>The Duties of Man</i></p> <p>Heinrich von Treitschke, <i>Militant Nationalism</i></p> <p>Charles Darwin, <i>The Origin of Species and the Descent of Man</i></p> <p>Herbert Spencer, <i>Liberalism and Social Darwinism</i></p> <p>John Stuart Mill, <i>On Liberty</i></p> <p>Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i></p> <p>Houston Stewart Chamberlain, “Foundations of 19th Century Racism”</p> <p>Friedrich Nietzsche, <i>Beyond Good and Evil</i></p> <p>Sigmund Freud, <i>The Interpretation of Dreams</i></p>
--	--

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit VII: Imperialism and Global Conflict

TRANSFER: Students will be able to examine a multinational corporation’s relationship with a developing country and determine whether the relationship has led to a new form of imperialism.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.2.12.Civics.PI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the response of various government to pressure from the people for self-government, reform, and revolution.</p>	European nations entered into a period of imperialism in the late nineteenth and early twentieth centuries, which resulted in the domination by European countries of the continent of Africa and Southeast Asia.	<ul style="list-style-type: none"> • How could imperialism affect society and culture? • How might policies of imperialism be justified?
	Militarism, alliances, imperialism, and nationalism led to World War I, a war of destruction never before seen that would eventually contribute to further global conflict.	<ul style="list-style-type: none"> • How can people avoid war, and when is war necessary? • What are the ethical obligations of nations during times of war?
	The political and social unrest that followed World War I led to the rise of totalitarian dictators in Europe that resulted in human oppression and genocide.	<ul style="list-style-type: none"> • What factors propel change? • How do individuals respond to injustice?
	The failure to resolve political, economic, social, and diplomatic factors ignited a second global conflict, World War II.	<ul style="list-style-type: none"> • Why is peace difficult to maintain?
	The World Wars altered nations politically, economically, and socially, creating a new balance of power in the world.	<ul style="list-style-type: none"> • How might conflict provoke change?
	Total war and political instability gave way to a polarized state order and eventually to efforts at transnational union.	<ul style="list-style-type: none"> • How does war affect the belligerent nation’s governmental and political institutions, economic affairs, and social life?

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.	Economic, political, and ideological factors were used to justify European imperialism in Africa and Asia in the 1800s – 1900s.	Explain the means, motives, and justifications of European imperialism in the nineteenth century.
6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.	Despite resistance movements, European imperialism influenced and altered the development of Asian and Africa societies.	Determine the advantages and disadvantages of imperialism and explain how it influenced social, economic, and political changes in Asia and Africa during this time period.
6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	When western nations focused their imperial ambitions on East Asia, the reaction and results differed in China and Japan.	Compare imperialism in India and Africa with imperialism in China and Japan.
6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	As a result of imperialism, numerous Asian and African nations lagged in developing well-functioning political and economic systems.	Analyze the legacy of imperialism on Asian and African nations.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and	Military, alliances, imperialism, and nationalism led to World War I.	Explain how the alliance system, militarism, nationalism, and imperialism contributed to war.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and	World War I and long-term social unrest resulted in revolution in Russia.	Explain how the Russian Revolution contributed to restructuring of the country politically, economically, and socially.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and	The terms of the peace agreement contained harsh penalties for Germany and established the first global organization whose purpose was to maintain global peace.	Describe how the Treaty of Versailles affected Germany. Identify the architect and explain the purpose of the League of Nations.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>new forms of energy brought about social, economic, and cultural changes in the world.</p> <p>6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.</p> <p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>6.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</p>	<p>Following World War I, Austria-Hungary and the Ottoman Empire were broken apart, forming new independent nations and changing political boundaries.</p>	<p>Compare and contrast the political boundaries of the world in 1914 and 1939.</p>
	<p>Political instability, economic crises, and social unrest that followed World War I allowed totalitarian dictators to rise to power in Europe.</p>	<p>Explain how Mussolini, Stalin, and Hitler rose to power and instituted totalitarian governments in Italy, the Soviet Union, and Germany.</p>
	<p>Totalitarian dictators used violence, political skill, and propaganda to maintain power.</p>	<p>Identify the common features of totalitarian governments.</p>
	<p>Hitler used strong anti-Semitic beliefs, hostility toward or prejudice against Jews, as an explanation for Germany's problems and excluded Jews from mainstream German life through measures such as the Nuremberg Laws and Kristallnacht.</p>	<p>Analyze the motivations and causes that propelled persecution and large-scale genocide under Hitler's rule.</p>
	<p>As the Axis Powers became increasingly aggressive, leaders sought to appease them in order to avoid conflict; this tactic backfired and led to the outbreak of World War II.</p>	<p>Compare how the Allies responded to the militaristic and expansionist actions of the Axis Powers (Germany, Italy, and Japan).</p>
	<p>During the Holocaust, Germany's Nazi government deliberately murdered approximately 6 million Jews and 5 million non-Jews in Europe.</p>	<p>Assess governments' responses to incidents of ethnic cleansing and genocide during this time.</p>
	<p>The Allied Powers differed on their visions for the postwar world.</p>	<p>Compare and contrast the visions of various allied powers (Great Britain, United States, Soviet Union) for the postwar world.</p>
	<p>During the World Wars, both sides used science and technology to create wartime weapons, which had terrifying consequences on society and the environment.</p>	<p>Compare and contrast World War I and World War II in terms of technological innovations and social/environmental impact.</p>

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>6.2.12.Civics.PI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p> <p>6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p>6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre-and post-WWI.</p> <p>6.2.12.GeoSP.4.b: Determine how geography impacted military strategies</p>	<p>VOCABULARY & KEY TERMS: imperialism, ideology, colonialism, protectorate, feudal system, dynasty, isolationism, extraterritoriality, westernization, reforms, alliance, neutral, assassination, propaganda, genocide, proletariat, armistice, mandates, gulag, fascism, totalitarianism, anti-Semitism, appeasement, deportation, ghetto, collectivization, purge, annex, lebensraum, scapegoat, isolationism, total war, direct rule, indirect rule, spheres of influence, Social Darwinism, British East India Company, Sepoy Mutiny, Raj, Indian National Congress, Muslim League, Qing Dynasty, Opium Wars, Treaty of Nanjing, unequal treaties, Taiping Rebellion, Boxer Rebellion, Tokugawa Shogunate, Treaty of Kanagawa, Meiji Period, Sino-Japanese War, Berlin Conference, Scramble for Africa, Boer War, Maji Maji Rebellion, Triple Alliance, Triple Entente, Central Powers, Allied Powers, Western Front, trench warfare, total war, Bolshevism, Marxism-Leninism, U-boats, Zimmerman Note, Fourteen Points, Treaty of Versailles, League of Nations, Balfour Declaration, fascism, propaganda, functionalism, Nazi Party, Lebensraum, Fuhrer Prinzip, Nuremberg Laws, Kristallnacht, Axis Powers, appeasement, nonaggression pact, blitzkrieg, Allies, Battle of Stalingrad, Battle of Midway, kamikazes, concentration camps, Einsatzgruppen, Holocaust, D-Day, V-E Day, V-J Day, Yalta Conference, United Nations, Potsdam Conference</p>
--	---

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

and major turning points during World War II.

6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries causes World War II.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both world wars.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will identify, research, and create a written threat analysis of a region of Europe where geopolitical tensions could potentially ignite a new global conflict

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

- Students will analyze the Age of Anxiety and how it contributed to the growth of global conflict in the Age of Imperialism

KEY LEARNING EVENTS AND INSTRUCTION:

- Through research of historical examples and a classroom discussion on the topic, students will identify and evaluate the factors that are necessary to successfully industrialize a country both historically and in the modern world
- Class discussion as to whether imperialist relationships exist in the modern world

SUGGESTED TIME ALLOTMENT

5 weeks

Unit VII: Imperialism and Global Conflict

- An Age of Modernity, Anxiety, and Imperialism, 1894 – 1914
 - Toward the Modern Consciousness: Intellectual and Cultural Developments
 - Politics: New Directions and New Uncertainties
 - The New Imperialism
 - International Rivalry and the Coming of War
- The Beginning of the 20th Century: Crisis, War, and Revolution
 - The Road to World War I
 - The War
 - War and Revolutions
 - The Peace Settlement
- The Futile Search for Stability: Europe Between the Wars, 1919 – 1939
 - An Uncertain Peace
 - Democratic States in the West
 - Authoritarian and Totalitarian States
 - Expansion of Mass Culture and Mass Leisure
 - Culture and Intellectual Trends in the Interwar Years
- Deepening of the European Crisis: World War II
 - Prelude to War
 - The Course of World War II
 - The New Order
 - The Home Front

**Randolph Township Schools
 Randolph High School
 Advanced Placement European History Curriculum**

	○ Aftermath of the War
SUPPLEMENTAL UNIT RESOURCES	<p>Political Cartoons - “European Views of Imperialism:” 41 Google Images</p> <p>Rudyard Kipling, <i>The White Man’s Burden</i></p> <p>Henry Labouchere, <i>The Brown Man’s Burden</i></p> <p>J.A. Hobson, <i>Imperialism</i></p> <p>Ernst Junger, “The Author’s Preface,” <i>Storm of Steel</i></p> <p>Political Cartoon: “Powers of Europe and the Balkans”</p> <p>Woodrow Wilson, <i>The Fourteen Points</i></p> <p>World War II Posters: http://www.loc.gov/pictures/collection/wwipos/</p> <p>Father John A Siemes, <i>Hiroshima</i></p> <p><i>The Atlantic Charter</i></p>

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit VIII: Modern Europe

TRANSFER: Students will be able to examine a modern European political issue, explore realistic policy options to resolve it, and advocate for a specific course of action.		
STANDARDS / GOALS:	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p>6.2.12.Civics.PI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.</p>	Society, culture, and alliances across Europe changed dramatically after World War II.	<ul style="list-style-type: none"> • What are the benefits and drawbacks of an alliance?
	New nations in Europe, Asia, and Africa struggled to unify their diverse populations, often resulting in authoritarian or military rule.	<ul style="list-style-type: none"> • How might a diverse population impact a nation's development?
	The globalized economy has brought the world closer together than ever before, but it has affected nations across Europe differently.	<ul style="list-style-type: none"> • In what ways can powerful nations affect weaker nations?
	A renewed international focus on human rights issues in Europe has improved the lives of women, ethnic minorities, and other often-marginalized groups.	<ul style="list-style-type: none"> • What responsibilities do humans have to one another? • How can individuals or groups affect change?
	Modern Europe faces security issues stemming from terror, ethnic violence, and energy concerns.	<ul style="list-style-type: none"> • How and why do threats to stability arise?
	Recent advances in technology and scientific understanding have upended centuries-old social and cultural norms with varying results.	<ul style="list-style-type: none"> • What are benefits and drawbacks to progress?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
The United Nations was established to protect members against aggression and aimed to achieve the	Describe the goals and reasons for the establishment of the United Nations in 1945.	

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.	goals of international peace, security, and the protection of human rights.	
	The Universal Declaration of Human Rights sets human rights standards for all nations and although nonbinding, it inspired people and organizations around the world.	Analyze how the tenets of the Universal Declaration of Human Rights have been applied since 1948.
6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.	The Marshall Plan helped western Europe make a rapid recovery from the war and provided political stability.	Determine how the Marshall Plan impacted the spread of communism in Europe.
	The U.S., Canada and most western European countries joined into an alliance called the North Atlantic Treaty Organization, the Soviet Union and other communist nations of Eastern Europe formed the Warsaw Pact.	Compare and contrast formation and implementation of NATO and the Warsaw Pact.
	After World War II, African leaders threw off European colonial rule and created independent countries.	Analyze the struggle towards viability of new nations.
6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.	The causes for the decline and collapse of the Soviet Union include Eastern European and ethnic minority resistance to Soviet control, economic collapse, failure to keep pace in the arms race, and decreased belief in the benefits of communism.	Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.
	The origins of the European Union and its role in the modern global society.	Gather current event information to speculate on the current and future prospects of the European Union.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about	Globalization has created an enormous global economy with industrialized nations exerting their influence over developing nations.	Evaluate the ways that developing nations are challenging the global power structure.

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>social, economic, and cultural changes in the world.</p>	<p>A variety of factors have led to an increase in terrorism in the 21st century, including domestic issues, radical Islamism, and ethnic tensions.</p>	<p>Debate what constitutes an act of terror and why acts of terror succeed or fail in their intentions.</p>
<p>6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.</p>	<p>The end of the Cold War, while reducing European foreign policy tensions surrounding nuclear weapons, led to new alignments in international relationships.</p>	<p>Determine the factors that limit the influence of the United Nations in global affairs.</p>
<p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p>Climate change is becoming a central issue that nations must address.</p>	<p>Scrutinize scientific, political, and media opinions on the issue of climate change.</p>
<p>6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p>	<p>Demographic concerns continue to threaten the human race, including overpopulation, access to food and water resources, and issues surrounding migration.</p>	<p>Contrast migration issues of today to historical analogues, and evaluate whether similar solutions can be applied or adapted to today.</p>
<p>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p>	<p>VOCABULARY & KEY TERMS: superpowers, ideology, capitalism, communism, secular, doctrine, brinkmanship, détente, theocracy, human rights, interdependence, outsourcing, famine, epidemic, refugees, terrorism, sanctions, deforestation, biotechnology, cloning, Salt March, Policy of Containment, Anti-Ballistic Missiles (ABMs), Domino Theory, perestroika, United Nations, Iron Curtain, Cold War, Marshall Plan, atomic diplomacy, coup d'état, Korean War, People's Republic of China, Bay of Pigs, Cuban Missile Crisis, Berlin Crisis, Geneva Conference, Vietnam War, globalization, multinational corporations, NGO, free trade, popular culture, cultural diffusion, weapons of mass destruction, sustainable development, global warming, genetic engineering, green revolution</p>	

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will research and engage in small-group discussion in which they analyze a modern European political issue from a variety of different perspectives

KEY LEARNING EVENTS AND INSTRUCTION:

- Compare and contrast how the superpowers responded to perceived acts of aggression from their rivals

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

- Analyze primary source documents from when colonies became nations (e.g., First Servant of the Indian People, Farewell Without Tears, Balfour Declaration).
- Compose a written analysis of the changing European political power structures in the post-war world.
- Explore international sources of current events and theorize whether the global community is on the verge of another Cold War.

SUGGESTED TIME ALLOTMENT

4 Weeks

Unit VIII: Modern Europe

- Cold War and a New Western World, 1945-1965
 - Development of the Cold War
 - Europe and the World: Decolonization
 - Recovery and Renewal in Europe
 - The U.S. and Canada: A New Era
 - Postwar Society and Culture in the Western World
- Protest and Stagnation: The Western World, 1965- 1985
 - A Culture of Protest
 - A Divided Western World
 - The Cold War: The Move to Detente
 - Society and Culture in the Western World
- After the Fall: The Western World in a Global Age (Since 1985)
 - Toward a New Western Order
 - After the Cold War: A New World Order or Age of Terrorism?
 - New Directions and New Problems in Western Society
 - Western Culture Today
 - The Digital Age
 - Toward a Global Civilization: New Challenges and Hopes

SUPPLEMENTAL UNIT RESOURCES

NATO Treaty
 Warsaw Pact

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

	<p>Tina Rosenberg, <i>The Haunted Land: Facing Europe's Ghosts after Communism.</i> Robert Frost, <i>Mending Wall.</i> Jawaharlal Nehru, <i>First Servant of the Indian People</i> <i>The Balfour Declaration</i> Patrice Lumumba, <i>Farewell Without Tears</i> David Bastone. <i>Not For Sale: The Return of the Global</i> <i>Slave Trade – And How We Can Fight It</i></p>
--	--

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

Unit IX: Europe Past and Present

TRANSFER: Students will be able to construct a written analysis of a contemporary issue in European society from multiple perspectives in order to predict how the event will shift the European balance of power.			
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.	The concept of individual and group identity and how Europeans have defined themselves, has evolved over time.	<ul style="list-style-type: none"> • How could group identity evolve over time? 	
	Throughout history, European political and economic institutions have developed to reflect changing worldviews and ideologies.	<ul style="list-style-type: none"> • Why might institutions evolve to reflect changing societal values? 	
	6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.	A globalized economy and culture have brought European nations closer together than ever before, but has affected different regions within Europe very differently.	<ul style="list-style-type: none"> • Why might cooperation and integration between nations be desirable?
	6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	Modern European politics are subject to input and pressures from a variety of sources, including the European Union, non-governmental organizations, and foreign governments.	<ul style="list-style-type: none"> • What are the limits of multinational cooperation in the modern world?
<u>KNOWLEDGE</u> Students will know:		<u>SKILLS</u> Students will be able to:	
The European worldview shifted from one based on religious faith, communal values, and traditional		Create an historical analysis of how the European worldview has shifted from the start of the Renaissance to the modern world	

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

<p>6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.</p> <p>6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health, and/or illiteracy.</p> <p>6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and</p>	sources of knowledge, to one that was more secular and placed emphasis on the individual.	based on four distinct events in European history.
	New advances in science, technology, and philosophical thought have led to a constantly evolving sense of both individual and group identity in European society.	Analyze the evolution of both the European individual and group identities from the start of the Renaissance to the modern world.
	Over time, the development of nationalism and principle of self-determination have led to the evolution of political structures in modern European society.	Evaluate how the concept of nationalism has shaped the European political and economic landscape throughout history.
	The migration of non-European people into Europe, and interactions between Europe and the world have led to a changing ethnic and religious composition of European society, and uncertainties about European identity.	Discuss how various European leaders have reacted to the movement of non-European people into Europe, and how this changed perceptions of European identity.
	With the increasing political and economic integration that comes from the evolution of the European Union, efforts have been made to establish a shared European identity with varying levels of success.	Create an analysis of a modern issue in European society, and analyze how this event shifts ideas of European identity and fits into the larger themes of European history.
	International negotiation and compromise at the multinational level has proven to be challenging to many European countries, particularly in light of new threats to global security.	Evaluate the legacy of the European Union and other multinational organizations in helping to better integrate Europe politically and economically.
	VOCABULARY & KEY TERMS:	
	European Union, decolonization, Eurocommunism, European Economic Community, existentialism, détente, abstract, Expressionism, North Atlantic Treaty Organization (NATO), welfare state, nationalization, mutual deterrence, Mutually Assured Destruction, multiculturalism, guest workers, Postmodernism, socialized medicine	

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

exchange rates play in maintaining stable regional and global economies.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals, and societies.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will create a written historical analysis of events from each of four time periods in European history (1450-1648, 1648-1815, 1815-1914, 1914-Present). In this written analysis students will evaluate how the European worldview has shifted overtime using historical evidence from each of their four chosen events
- Students will construct a thematic analysis of a contemporary issue in European society through the lens of the five College Board themes for Advanced Placement European History (Poverty & Prosperity, The Individual & Society, Objective Knowledge & Subjective Visions, States & Other Institutions of Power, The Interaction of Europe & the World, Technology). Students will predict how the outcome of this event will shift the European balance of power

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will describe and analyze ways in which Europeans' view of the world shifted during the four distinct time periods in European history.
- Students will choose events from each of the four major time periods in European History that reflect this shifting worldview.
- Using historical evidence such as primary source and secondary scholarship, students will analyze how each event represents the worldview of the time period, and will evaluate how the worldview has shifted from the start of the Renaissance to the modern world.
- Students will construct a written analysis of how a chosen event fits into the larger picture of the AP European History course themes, and will predict how this event will shift the European balance of power in the future.

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

<p>SUGGESTED TIME ALLOTMENT 6 weeks</p>	<p>Unit IX: Europe Past and Present</p> <ul style="list-style-type: none"> • AP Exam Review • European Identity Project • Modern European Issues Project
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Susan Gerard, <i>Fast Track to a 5: Preparing for the AP European History Examination</i> Jacques Chirac, “Secularism in French Society” “North African Women in France Respond to the Headscarf Ban” “World Scientists’ Warning to Humanity, 1992” “Findings of the IPCC Fourth Assessment Report, 2007” <i>Charter of the United Nations</i> Francis Fukuyama, <i>The End of History?</i> <i>The Charter of Economic Rights and Duties of States</i> <i>Charter of Fundamental Rights of the European Union</i></p>

**Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum**

APPENDIX A

THEMES

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting the themes and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

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.

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

Randolph Township Schools
Randolph High School
Advanced Placement European History Curriculum

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.