



Greenwich Public Schools Curriculum Overview: AP European History

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

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

Unit Pacing Guide

First Semester:

- Unit 1: Renaissance and Exploration
- Unit 2: Reformation and Religious Wars
- Unit 3: Age of Absolutism and Constitutionalism
- Unit 4: Scientific Revolution and Enlightenment
- Unit 5: French Revolution and Napoleon

Second Semester:

- Unit 6: Industrialism and its Effects
 - Unit 7: Nationalism and Progress
 - Unit 8: The World Wars
 - Unit 9: Cold War and Modern Europe
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Enduring Understandings for the Course

From the Renaissance & Exploration to the present era, the interaction of political, economic, social and intellectual change in Europe has brought about the emergence of modern Europe and its influence on the world.

Renaissance Enduring Understandings:

- The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.
- Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.
- 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.
- The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

Reformation and Religious Wars Enduring Understandings:

- Religious pluralism challenged the concept of a unified Europe.
- 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.
- The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

Age of Absolutism and Constitutionalism Enduring Understandings:

- The struggle for sovereignty within and among states resulted in varying degrees of political centralization.
- Different models of political sovereignty affected the relationship among states and between states and individuals.

Scientific Revolution and Enlightenment Enduring Understandings:

- The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of the world.
- The spread of scientific concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.
- The experiences of everyday life were shaped by demographic, environmental, medical and technological changes.

French Revolution and Napoleon Enduring Understandings:

- Different models of political sovereignty affected the relationship among states and between states and individuals.
- The expansion of European commerce accelerated the growth of a worldwide economic network.
- The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social and ethical issues led to an increased by not unchallenged emphasis on reason in European culture.

Industrialism and its Effects Enduring Understandings:

- The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
- The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.
- Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

19th Century Perspectives and Political Developments

- European states struggled to maintain international stability in an age of nationalism and revolutions.
- A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.
- European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

20th Century Global Conflicts

- World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.
- The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
- In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.
- The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.
- Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.
- The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.

Cold War and Modern Europe Enduring Understandings:

- The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.
- The United States and the USSR exerted a strong military, political, and economic influence in Europe, leading to the creation of rival political and economic institutions.
- The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.
- European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.

Standards

CONNECTICUT SOCIAL STUDIES FRAMEWORK

Change, Continuity, and Context

- HIST 9-12.1 – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
- HIST 9-12.2 – Analyze change and continuity in historical eras
- HIST 9-12.3 – Use questions generated by individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context

Perspectives

- HIST 9-12.4 – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras
- HIST 9-12.5 – Analyze how historical contexts shaped and continue to shape people’s perspectives
- HIST 9-12.6 – Analyze the ways in which the perspectives of those writing history shaped the history that they produced
- HIST 9-12.7 – Explain how the perspectives of people in the present shape interpretations of the past
- HIST 9-12.8 – Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time

Historical Sources and Evidence

- HIST 9-12.9 – Analyze the relationship between historical sources and the secondary interpretations from them
- HIST 9-12.10 – Detect possible limitations in various kinds of historical evidence and differing secondary interpretations
- HIST 9-12.11 – Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose
- HIST 9-12.12 – Use questions about multiple historical sources to pursue further inquiry and investigate additional sources
- HIST 9-12.13 – Critique the appropriateness of the historical sources used in a secondary interpretation

Causation and Argumentation

- HIST 9-12.14 – Analyze multiple and complex causes and effects of events in the past
- HIST 9-12.15 – Distinguish between long-term causes and triggering events in developing a historical argument
- HIST 9-12.16 – Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past
- HIST 9-12.17 – Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy

Geographic Representations: Spatial Views of the World

- GEO 9-12.1 – Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics
- GEO 9-12.2 – Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics
- GEO 9-12.3 – Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales

Human Environment Interaction: Place, Regions, and Culture

- GEO 9-12.4 – Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions

Human Populations: Spatial Patterns and Movement

- GEO 9-12.5 – Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population
- GEO 9-12.6 – Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions

Global Interconnectedness: Changing Spatial Patterns

- GEO 9-12.7 – Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use
- GEO 9-12.8 – Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration

Economic Decision-Making

- ECO 9-12.1 – Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups

Exchange and Markets

- ECO 9-12.2 – Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes

The National Economy

- ECO 9-12.3 – Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living

The Global Economy

- ECO 9-12.4 – Analyze the role of comparative advantage in international trade of goods and services
- ECO 9-12.5 – Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations

Civic and Political Institutions

- CIV 9-12.1 – Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9-12.2 – Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles
- CIV 9-12.3 – Analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues and enact democratic principles

Processes, Rules, and Laws

- CIV 9-12.4 – Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of civic purpose achieved
- CIV 9-12.5 – Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues
- CIV 9-12.6 – Evaluate public policies in terms of intended and unintended outcomes, and related consequences

- CIV 9-12.7 – Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

VISION OF THE GRADUATE CONNECTIONS

- *Pose and pursue substantive questions*
 - Students will develop and explore their own research question during a variety of research assignments including development of the Capstone project and Grade 10 research paper.
- *Critically interpret, evaluate, and synthesize information*
 - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting historical research. This source evaluation and research will allow students to gain a variety of historical perspectives.
- *Explore, define, and solve complex problems*
 - Students will apply historical knowledge to critically analyze current problems and issues. High school elective courses will allow for an in-depth study of many complex modern issues.
- *Communicate effectively for a given purpose*
 - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- *Advocate for ideas, causes and actions*
 - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action. Case studies in *Law in America*, for example, will be used to evaluate advocacy successes and failures.
- *Generate innovative, creative ideas and products*
 - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- *Collaborate with others to produce a unified work and/or heightened understanding*
 - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- *Contribute to community through dialogue, service, and/or leadership*
 - Through the study of different world leaders and political systems, students gain the skills they need to evaluate qualities of an effective leader. Through student council, community service requirements and other school organizations and responsibilities students will contribute to the community.
- *Conduct themselves in an ethical and responsible manner*
 - Historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- *Recognize and respect other cultural contexts and points of view*
 - Through the teaching of cultures from around the world students will recognize and respect other cultural contexts and points of view. By developing an understanding and empathy for others, students will appreciate differences and similarities between themselves and others.

- *Pursue their unique interests, passions and curiosities*
 - Students will have choice in many assignments and will be able to pursue their interests culminating in the Capstone project.
- *Respond to failures and successes with reflection and resilience*
 - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- *Be responsible for their own mental and physical health*
 - Social studies classes will help students develop study skills, and reduce stress through organization and planning.

COMMON CORE STANDARDS FOR LITERACY IN SOCIAL STUDIES 11-12

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Potential Assessment Questions:

Renaissance Unit

- Compare and contrast the Italian and Northern Renaissance eras
- Explain the factors that contributed to the rise of the New Monarchies
- [Given two images]: How well does this artwork reflect the trends and values of the Renaissance?

Reformation and Religious Wars Unit

- How political were the religious wars?
- To what extent were the religious reformers motivated by religion?
- Compare and contrast the ideologies of two reformers

Age of Absolutism and Constitutionalism Unit

- How valid is the term "age of absolutism" for the 17th and 18th C in Europe?
- Compare/ contrast two nations' approaches to overseas colonization
- Compare/ contrast two rulers' approaches to absolutism

Scientific Revolution and Enlightenment

- How appropriate is the name "Scientific Revolution" for the 17th/ 18th C in Europe?
- How appropriate is the name "Enlightenment" for the 17th/ 18th C in Europe?
- Explain how the various ways that philosophers from the Scientific Revolution and Enlightenment approached religion.

French Revolution and Napoleon

- To what extent did the French Revolutionaries uphold the ideals of the Enlightenment?
- To what extent are the French Revolutionaries a unified group?
- Is Napoleon a "son of the revolution?"

Industrialism and its Effects

- Assess the ways that the industrial revolution changed the relationship between citizens and their governments, workers and employers.
- Analyze the issues raised by urbanization and the responses to those issues by citizens and governments.
- Compare and contrast the process of and responses to industrialism in two European countries.
- How did industry act as an impetus for romantic and realist forms of art and literature?

19th Century Perspectives and Political Developments

- How was mass politics influenced by the ideologies of the 19th century?
- Assess the motivations of nation-building movements in the 19th century.
- Compare and contrast the process of nationalism in two case studies.
- Evaluate the impact of imperialism on the colony and colonizer.

20th Century Global Conflicts

- Compare and contrast the tactics and military technologies of the first and second world wars.
- Identify traits common to totalitarian systems.
- Assess the foreign policy options available prior to the outbreak of the second world war.

Cold War and Modern Europe

- Evaluate the most important reasons for the fall of European Empires (including the USSR) in the second half of the 20th century.
 - What were the consequences of post-war economic challenges in both Eastern and Western Europe?
 - Assess the current status of Europe in the world.
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Resources:

Required textbook:

McKay, John P., et al. *A History of Western Society Since 1300 for the Ap(r) Course*. BEDFORD BOOKS, 2020. Accessed 24 June 2022

Potential Primary and Secondary Sources:

Renaissance:

- Excerpt from *Civilization of the Renaissance in Italy*- Jacob Burckhardt
- Petrarch letters
- Excerpts from *The Prince*
- The Artchive.com
- Erasmus: *Exhortation to read Holy Scripture*
- Christine de Pisan *The Book of the Ladies* (excerpt)

Reformation and Religious Wars:

- DBQ: German peasants revolt
- DBQ: Elizabeth I
- DBQ: Thirty years war
- Calvin: *Institutes of the Christian Religion*
- "Long Before Twitter, Martin Luther Was a Media Pioneer," *NYT*, October 28, 2016
- St. Bartholomew's Day eyewitness account
- Elizabeth's Farewell Address
- Elizabeth's Speech before the Armada

Age of Absolutism and Constitutionalism:

- English Bill of Rights
- Peter the Great- assorted documents
- Adam Smith: On Cost of Colonies and Empires from *Wealth of Nations*

Scientific Revolution and Enlightenment

- Enlightenment timeline
- Primary sources: Voltaire, Montesquieu, Rousseau
- Emmanuel Kant: What is Enlightenment?
- Excerpt from *A Vindication of the Rights of Women*
- Talleyrand and Wollstonecraft on education

French Revolution and Napoleon

- Declaration of Rights of Man and Citizen
- Declaration of Rights of Woman
- Declaration of the Rights of Man and Citizen (1793)
- DBQ- Napoleon as son of the revolution

Industrialism and its Effects

- Cholera and the Thames
- Irish Famine Migrant Stories in Ontario
- <https://www.marxists.org/>
- Internet Modern History Sourcebook

19th Century Perspectives and Political Developments

- British History in depth: Slavery and the 'Scramble for Africa'
- Internet Modern History Sourcebook
- German History in Documents and Images

20th Century Global Conflicts

- Imperial War Museums
- EyeWitness To World War Two
- Gulag History
- United States Holocaust Memorial Museum
- Windows on War -- Soviet Posters

Cold War and Modern Europe

- Cold War International History Project | Wilson Center
- The Thatcher years in statistics - BBC News
- Making the History of 1989
- European Union Gateway
- Riots in France
- The History Place - Genocide in the 20th Century