

ADVANCED PLACEMENT EUROPEAN HISTORY CURRICULUM

This curriculum was developed using the [A.P. European History Course Framework](#) from College Board



Grade Level(s): 10-12

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Course Description:

AP European History is a challenging college-level course that is structured around the investigation of five course themes in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires students to master nine historical thinking skills. During the year, students will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, students will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. Students will be examining how people have thought about and written about historical events over the course of time. Students will also be provided with the opportunity to develop their analytical and interpretive writing skills, practicing short-answer questions as well as document based and long-essay questions.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner Attribute and Indicator
Period 1: From Renaissance to Early Modern, ca. 1450 - 1648	What new ideas, technologies, reforms, and interactions occurred between 1450 and 1648, and what impact did these changes have on societies?	The Renaissance, Age of Conquest, & Protestant Reformation significantly impacted the lives of Europeans and shaped their interactions with the world.	TCC2(9-12), CCE4(6-8), P3(9-12), TI1(9-12)
Period 2: Early Modern Transformations, ca. 1648-1815	What new ideas, technologies, reforms, and interactions occurred between 1648 and 1815, and what impact did these changes have on societies?	The Scientific Revolution and Industrialization led to a revolution in thought that impacted the lives of Europeans, and how they viewed the role of government.	TCC2(9-12), CCE4(6-8), P3(9-12), TI1(9-12)
Period 3: The Long Nineteenth Century, ca. 1815-1914	What new ideas, technologies, reforms, and interactions occurred between 1815 and 1914, and what impact did these changes have on societies?	Militarization and new imperialism led to a new sense of globalization culminating in world war.	TCC2(9-12), CCE4(6-8), P3(9-12), TI1(9-12)
Period 4: The Twentieth Century & Beyond, ca. 1914 to present	What new ideas, technologies, reforms, and interactions occurred between 1914 and the present, and what impact did these changes have on societies?	World conflicts and decolonization set the groundwork for the relationships and conflicts between countries today.	TCC2(9-12), CCE4(6-8), P3(9-12), TI1(9-12)



Unit 1 - Period 1: From Renaissance to Early Modern, ca. 1450-1648

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.Inq.4.b.** Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- **MW.His.1.a.** Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration.
- **MW.His.8.a.** Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented.
- **MW.Geo.6.a.** Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world.
- **MW.Eco.5.a.** Describe how the Atlantic system affected global trade through cultural diffusion and competition.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that...

- 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.
- Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.
- European states and nations developed governmental and civil institutions from 1450 to the present to organize society and

Essential Questions:

- What was the context of the Renaissance and Age of Discovery and how did they impact the world?
- In what context and why did the religious, political, and cultural developments of the 16th and 17th centuries take place? How did they impact society?
- What were the economic, social, and cultural impacts of European colonial expansion and development of trade networks?



<p>consolidate political power, with a variety of social, cultural, and economic effects.</p> <ul style="list-style-type: none"> • 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. • Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. 	
<p>Students will know...</p> <ul style="list-style-type: none"> • The rediscovery of works from ancient Greece and Rome, spread by the printing press, as well as discovery of the New World and observation of the natural world changed many Europeans' views of their world. • 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. • In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing "naturalism" in the artistic world, and often the newly invented technique of geometric perspective. • 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. • Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power. • 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 in order to promote 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify a historical concept, development, or process • Identify and describe a historical context for a specific historical development or process. • Explain a historical concept, development, or process. • Identify patterns among or connections between historical developments and processes. • Identify and describe a claim and/or argument in a text-based or non-text-based source. • Identify the evidence used in a source to support an argument. • Make a historically defensible claim. • Identify the source's point of view, purpose, historical situation, and/or audience. • Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> ◦ Describe specific examples of historically relevant evidence. ◦ Explain how specific examples of historically relevant evidence support an argument.

political and economic interests.

- Religious pluralism challenged the concept of a unified Europe.
- Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice, spreading their ideas using the printing press. Responses to Luther and Calvin included religious radicals, such as the Anabaptists, as well as other groups such as the German peasants.
- Religious conflicts became a basis for challenging the monarchs' control of religious institutions.
- Established hierarchies of class, religion, and gender continued to define social status and perceptions in rural and urban settings.
- Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals.
- Local and church authorities continued to enforce communal norms through rituals of public humiliation.
- Reflecting folk ideas and social economic upheaval, accusations of witchcraft peaked between 1580 and 1650.
- Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.
- European states sought direct access to gold, spices, and luxury goods to enhance personal wealth and state power.
- The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.
- Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some it served as a justification for the subjugation of indigenous civilizations.
- Europe's colonial expansion led to a global exchange of goods, flora, and fauna; a shift toward European dominance; and the expansion of the slave trade.
- Innovations in banking and finance promoted the growth of urban financial centers and a money economy.
- As Western Europe moved toward a free peasantry and



<p>commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.</p> <ul style="list-style-type: none"> • The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasantry led to revolt. • Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources. • From the late 16th century on, Europeans responded to economic and environmental challenges, such as the Little Ice Age, by delaying marriage and childbearing. This European marriage pattern restrained population growth and ultimately improved the economic condition of families. 	
<p>Key Vocabulary: TERMS: Renaissance, humanism, Christian humanism, Protestant Reformation, vernacular, indulgence, religious pluralism, Anabaptists, predestination, Huguenots, Edict of Nantes, Catholic Counter Reformation, Council of Trent, Jesuits, Spanish Inquisition, politiques, new monarchs, Peace of Augsburg, Union of Utrecht, Peace of Westphalia, secularism, Treaty of Tordesillas, Columbian Exchange, Middle Passage</p> <p>PEOPLE: Petrarch, Machiavelli, Baldassare Castiglione, Michelangelo, Donatello, Raphael, Brunellschi, Da Vinci, Peter the Elder, Rembrandt, El Greco, Martin Luther, John Calvin, Ferdinand & Isabella of Spain, Catherine de Medici, Henry IV of France, Charles V, Hapsburgs, Henry VIII of England, Elizabeth I of England, Michel de Montaigne, Shakespeare</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Multiple Choice Question response TCC2(9-12), P3(9-12) • Long Essay Question responses TCC2(9-12), CCE4(9-12), P3(9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Classroom Discussion of Required Readings CCE4(9-12) • Map Activity P3(9-12) • Tier 3 Vocabulary assessments T11(9-12) • Short Answer Question based on primary or secondary source excerpt TCC2(9-12) • Short Answer Question without stimulus P3(9-12)
<p style="text-align: center;">Learning Plan</p>	

- How to use a textbook to effectively prepare for class **TI1(9-12), P3(9-12)**
- How to take notes in class **TI1(9-12), P3(9-12)**
- Establishing a study plan **TI1(9-12), P3(9-12)**
- How to provide context for your claim **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to write a claim with a line of reasoning in response to a prompt **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to organize arguments to support a line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to incorporate multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to demonstrate an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Strategies for responding to multiple choice prompts **TCC2(9-12), P3(9-12)**

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board

Unit 2 - Early Modern Transformations, ca. 1648-1815

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.Inq.4.c.** Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
- **MW.His.1.b.** Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society.
- **MW.His.2.a.** Analyze how the diffusion of Enlightenment ideas influenced revolutions.
- **MW.His.1.c.** Evaluate the extent to which political and social change was advanced by women in the Enlightenment and Scientific Revolution.
- **MW.Civ.2.a.** Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.



<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • 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. • 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. • Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences. • Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, which has, in turn, affected both the individual and society. • Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. • 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. • The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what context did different forms of political power develop and change from 1648 to 1815 and what were their economic, social, and cultural impacts? • How and why did political, scientific and religious developments challenge or reinforce the idea of a unified Europe from 1648 to 1815? • How did the understanding of the natural world develop and change during the Scientific Revolution and the Enlightenment? What were the societal impacts? • What factors contributed to demographic changes from 1648 to 1815, and what were the consequences of such changes?
<p>Students will know...</p> <ul style="list-style-type: none"> • The struggle for sovereignty within and among states resulted in varying degrees of political centralization. • Absolute monarchies limited the nobility's participation in 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify and describe a historical context for a specific historical development or process. • Explain a historical concept, development, or process.

governance but preserved the aristocracy's social position and legal privileges.

- Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion.
- Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms.
- The arts moved from the celebration of religious themes and royal power to an emphasis on private life and public good.
- The consumer revolution of the 18th century was shaped by a new concern for privacy and encouraged the purchase of new goods for homes, creating new venues for leisure activities as well as a worldwide economic network.
- In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism.
- By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some cases, civil equality to Jews.
- The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.
- The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes, leading people to question the authority of the ancients and traditional knowledge.
- Religion was viewed increasingly as a matter of private rather than public concern.
- The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products.
- The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.
- The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or

- Identify patterns among or connections between historical developments and processes.
- Explain the point of view, purpose, historical situation, and/or audience of a source.
- Identify and describe a claim and/or argument in a text-based or non-text-based source.
- Support an argument using specific and relevant evidence.
 - Describe specific examples of historically relevant evidence.
 - Explain how specific examples of historically relevant evidence support an argument.
- Explain how claims or evidence support, modify, or refute a source's argument.
- Explain how a historical development or process relates to another historical development or process.
- Explain how a specific historical development or process is situated within a broader context.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Compare the arguments or main ideas of two sources.

workshop owners.

- The development of the market economy led to new financial practices and institutions.
- In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, the balance between population and the food supply stabilized, resulting in steady population growth.
- As infant and child mortality decreased, and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.
- Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.
- Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.
- Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.
- The competitive state system led to new patterns of diplomacy and new forms of warfare.
- Advances in military technology led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. New military techniques and institutions (i.e. the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment.
- The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises. The Revolution had lasting political, social, and economic impacts.
- Napoleon's expanding empire created nationalist responses throughout Europe.



Key Vocabulary:

TERMS: Thirty Years War, Peace of Westphalia, Baroque Art, mercantilism, laissez-faire economics, economic liberalism, Fronde, Divine Right of Kings, War of Spanish Succession, Peace of Utrecht, constitutionalism, republicanism, Dutch Republic, English Civil War, The Restoration, Glorious Revolution, deism, Rococo Art, enlightened absolutism, Pragmatic Sanction, Commercial Revolution, joint-stock company, Enclosure Movement, putting-out system, economic liberalism, empiricism, skepticism, human reason, rationalism, atheism, consumer revolution, Seven Years War, Declaration of Pillnitz, Thermidorian Reaction, Congress of Vienna

PEOPLE: Bernini, Peter Paul Rubens, Jean Baptiste Colbert, Junkers, Ivan III, Ivan IV, Peter the Great, Louis XIV, James I, Charles I, Oliver Cromwell, Nicholas Copernicus, Galileo, Isaac Newton, Vesalius, Harvey, Descartes, Bacon, Kepler, John Locke, Montesquieu, Voltaire, Diderot, Wollstonecraft, Rousseau, Hume, Adam Smith, Catherine the Great, Hapsburgs, Maria Theresa, Joseph II, jansenists, Methodists, Jacobins, Napoleon, The Directory, Toussaint L'Ouverture

Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Multiple Choice Question response TCC2(9-12), P3(9-12) Long Essay Question responses TCC2(9-12), CCE4(9-12), P3(9-12) 	Other Evidence: <ul style="list-style-type: none"> Classroom Discussion of Required Readings CCE4(9-12) Tier 3 Vocabulary assessments T11(9-12) Short Answer Question based on primary or secondary source excerpt TCC2(9-12) Short Answer Question without stimulus P3(9-12)

Learning Plan
<ul style="list-style-type: none"> Contextualizing a claim TCC2(9-12), CCE4(9-12), P3(9-12) Writing a claim with a line of reasoning in response to a prompt TCC2(9-12), CCE4(9-12), P3(9-12) Organizing arguments to support a line of reasoning TCC2(9-12), CCE4(9-12), P3(9-12) Incorporating multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning TCC2(9-12), CCE4(9-12), P3(9-12) Demonstrating an understanding of alternate viewpoints, and offer a rebuttal or refutation TCC2(9-12), CCE4(9-12), P3(9-12) Strategies for responding to multiple choice prompts TCC2(9-12), P3(9-12) Evaluating and adjusting study plans T11(9-12), P3(9-12)

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board



Unit 3 - Period 3: The Long Nineteenth Century, ca. 1815-1914

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **MW.His.5.a.** Analyze how industrialization gave rise to new ideals and their related policies.
- **MW.His.14.a.** Analyze multiple and complex causes and effects of industrialization.
- **MW.Geo.10.a.** Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use.
- **MW.Eco.4.a.** Evaluate the extent to which competition for access to resources existed during industrialization.
- **MW.His.14.b.** Analyze how the Industrial Revolution impacted the balance of power among nations.
- **MW.Eco.1.a.** Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups.
- **MW.His.1.d.** Evaluate how imperialism was shaped by rivalries between industrialized nation-states for political and economic power.
- **MW.His.4.a.** Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies.
- **MW.Geo.7.a.** Analyze how historical events during imperialism influenced migration patterns and population distribution.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that...

- Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.
- Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development

Essential Questions:

- In what context did industrialization originate, develop, and spread in Europe?
- How did innovations and advances in technology during the Industrial Revolution lead to economic, political and social change?



<p>and interactions, having both intended and unintended consequences.</p> <ul style="list-style-type: none"> • Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, which has, in turn, affected both the individual and society. • 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. • 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. • 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. • 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. 	<ul style="list-style-type: none"> • How and why did different intellectual and artistic developments challenge the political and social order from 1815 to 1914? How did governments respond? • How did nationalist and imperialist movements influence European and global stability?
<p>Students will know...</p> <ul style="list-style-type: none"> • 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. • A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe's lag in industrial development. • Mechanization and the factory system became the predominant 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Explain how a specific historical development or process is situated within a broader historical context. • Explain a historical concept, development, or process. • Identify patterns among or connections between historical developments and processes. • Compare the arguments or main ideas of two sources. • Explain how a historical development or process relates to another historical development or process. • Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> ◦ Explain a nuance of an issue by analyzing multiple

modes of production by 1914.

- New technologies and means of communication and transportation - including railroads - resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.
- New, efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced quality of life.
- During the second industrial revolution (ca. 1870-1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.
- Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, lower infant mortality and consumerism.
- Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.
- With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.
- Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.
- By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.
- Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.
- Political movements and social organizations responded to problems of industrialization.
- European states struggled to maintain international stability in an age of nationalism and revolutions.

variables.

- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.
- Explain the point of view, purpose, historical situation, and/or audience of a source.
- Explain the significance of a source's point of view, purpose, historical situation and/or audience, including how these might limit the use(s) of a source.



<ul style="list-style-type: none"> European ideas and culture expressed a tension between objectivity and scientific realism on one hand and subjectivity and individual expression on the other. Militarism, Imperialism, the alliance system, and nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I. 	
<p>Key Vocabulary: TERMS: Industrial Revolution, Factory Acts, Mines Act of 1842, Combination Acts, Congress of Vienna, The Concert of Europe, Karlsbad Decrees, 19th century liberalism, laissez faire economics, conservatism, nationalism, socialism, Marxism, bourgeoisie, proletariat, Revolutions of 1848, Romanticism, realism, Corn Laws, Peterloo Massacre, utilitarianism, germ theory, professionalization, labor aristocracy, middle class, working class, Social Darwinism, Risorgimento, Zollverien, Realpolitik, Dumas, Russian Revolution 1905, kulturkampf, Reichstag, Dreyfus Affair, First Wave Feminism, Zionism, First International, Marxist revisionism, Opium Wars, New Imperialism, Berlin Conference, Boer War, Fashoda Incident, Crimean War, positivism</p> <p>PEOPLE: David Ricardo, Thomas Malthus, Luddites, Prince Metternich, Holy Alliance, Charles Fourier, Robert Owens, Adam Smith, Karl Marx, Wordsworth, Delacroix, Casper David Friedrich, Beethoven, Louis XVIII, Charles X, Louis Phillipe, Louis Napoleon, Louis Pastuer, Joseph Lister, Napoleon III, Emile Durkheim, Charles Darwin, Emile Zola, Count Cavour, Garibaldi, Otto von Bismarck, Alexander II, Alexander III, Nicholas II, Benjamin Disraeli, Sun Yet Sen</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Multiple Choice Question response TCC2(9-12), P3(9-12) Document Based Question responses TCC2(9-12), CCE4(9-12), P3(9-12) Long Essay Question responses TCC2(9-12), CCE4(9-12), P3(9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Classroom Discussion of Required Readings CCE4(9-12) Tier 3 Vocabulary assessments T11(9-12) Short Answer Question based on primary or secondary source excerpt TCC2(9-12) Short Answer Question without stimulus P3(9-12)
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> Contextualizing a claim TCC2(9-12), CCE4(9-12), P3(9-12) Writing a claim with a line of reasoning in response to a prompt TCC2(9-12), CCE4(9-12), P3(9-12) 	

- Organizing arguments to support a line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Incorporating multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- How to use a source's author, audience, or context to strengthen your argument **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Demonstrating an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Strategies for responding to multiple choice prompts **TCC2(9-12), P3(9-12)**
- Evaluating and adjusting study plans **TI1(9-12), P3(9-12)**

Teacher Resources: McKay's *A History of Western Civilization*, 13th edition; Released prompts from College Board



Unit 4 - Period 4: The Twentieth Century and Beyond

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.His.1.e.** Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century.
- **MW.His.1.f.** Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust.
- **MW.His.1.g.** Evaluate how resistance movements and decolonization were shaped by postWorld War II circumstances and broader historical contexts.
- **MW.Civ.12.a.** Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels.
- **MW.His.4.b.** Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era.
- **MW.Civ.14.b.** Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments.
- **MW.Eco.14.a.** Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12):** I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.

Understandings: Students will understand that...

- 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.
- Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.

Essential Questions:

- In what context did global conflict develop in the 20th century?
- How did the events of the first half of the 20th century challenge existing social, cultural, and intellectual understandings?
- How and why did European society change from the period following WWI to the present?
- How did economic challenges and ideological beliefs influence prior conceptions about the relationship between the individual and the state?



<ul style="list-style-type: none"> • 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. • Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. • 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. • 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. • Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, which has, in turn, affected both the individual and society. 	<ul style="list-style-type: none"> • How did technology and innovation affect the course of the 20th century? • What were the various ways in which colonial groups around the world sought independence from colonizers in the 20th and 21st centuries?
<p>Students will know...</p> <ul style="list-style-type: none"> • Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at a transnational union. • 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. • During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. • Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Explain how a historical development or process relates to another historical development or process. • Explain how a specific historical development or process is situated within a broader historical context. • Explain a historical concept, development, or process. • Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. • Identify patterns among or connections between historical developments and processes. • Explain the point of view, purpose, historical situation, and/or audience of a source. • Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> ◦ Describe specific examples of historically relevant

freedom and justice altered the experiences of everyday life.

- The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.
- The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
- The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge while also providing the knowledge necessary for the development of nuclear weapons and power.
- World War I created a “lost generation” and fostered disillusionment and cynicism, while it transformed the lives of women, and democratized societies.
- Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.
- The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period.
- Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.
- Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available.
- With economic recovery after World War II, birth rate increased dramatically (the baby boom), often promoted by government policies. Various movements, including women’s movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.

evidence.

- Explain how specific examples of historically relevant evidence support an argument.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
 - Explain a nuance of an issue by analyzing multiple variables.
 - Explain relevant and insightful connections within and across periods.
 - Explain the relative historical significance of a source’s credibility and limitations.
 - Explain how or why a historical claim or argument is or is not effective.
- Explain how claims or evidence support, modify, or refute a source’s argument.

- After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period.
- 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 process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.
- Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.
- The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through the admission of former Eastern bloc countries.
- Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.
- 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.
- EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.
- Increased imports of U.S. technology and popular culture after World War II generated both enthusiasm and criticism.
- New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization.
- Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.



<ul style="list-style-type: none"> Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life. 	
<p>Key Vocabulary:</p> <p>TERMS:</p> <p>Triple Alliance, Triple Entente, Balkan Wars, Schlieffen Plan, Russian Revolution 1917 (February Revolution and November Revolution), Bolsheviks, Treaty of Brest-Litovsk, Cheka, Weimar Republic, Fourteen Points, League of Nations, Treaty of Versailles, Article 231, mandate system, Sykes-Picot Agreement, Balfour Declaration, existentialism, modernism, dadaism, surrealism, impressionism, expressionism, Dawes Plan, totalitarianism, facism, eugenics, New Economic Policy, Five Year Plan, kulaks, Nationalism Socialism, appeasement, Munich Conference, Holocaust, Battle of Stalingrad, Cold War, displaced persons, Nuremberg Trials, Truman doctrine, Marshall Plan, NATO, Warsaw Pact, Common Market, Socialist Realism, de-Stalinization, decolonization, nonalignment, Suez Crisis, detente, Second Vatican Council, Brezhnev Doctrine, OPEC, neoliberals, second-wave feminism, developed socialism, Solidarity, perestroika, glasnost, Velvet Revolution, Maastricht Treaty, European Union, Arab Spring, Brexit</p> <p>PEOPLE:</p> <p>Gavrilo Princip, Georges Clemenceau, Henri-Phillippe Petain, Nicholas II, V.I. Lenin, Leon Trotsky, Friedrich Nietzsche, ALbert Einstein, Werner Heisenberg, Sigmund Freud, John Maynard Keynes, Joseph Stalin, Neville Chamberlain</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Document Based Question responses TCC2(9-12), CCE4(9-12), P3(9-12) Long Essay Question responses TCC2(9-12), CCE4(9-12), P3(9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Classroom Discussion of Required Readings CCE4(9-12) Tier 3 Vocabulary assessments T11(9-12) Short Answer Question based on primary or secondary source excerpt TCC2(9-12) Short Answer Question without stimulus P3(9-12) Multiple Choice Question response TCC2(9-12), P3(9-12)
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> Contextualizing a claim TCC2(9-12), CCE4(9-12), P3(9-12) Writing a claim with a line of reasoning in response to a prompt TCC2(9-12), CCE4(9-12), P3(9-12) Organizing arguments to support a line of reasoning TCC2(9-12), CCE4(9-12), P3(9-12) 	



- Incorporating multiple pieces of evidence to prove an argument that supports a prompt with line of reasoning **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Using a source's author, audience, or context to strengthen your argument **TCC2(9-12), CCE4(9-12), P3(9-12)**
- Demonstrating an understanding of alternate viewpoints, and offer a rebuttal or refutation **TCC2(9-12), CCE4(9-12), P3(9-12)**
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