

**ADVANCED PLACEMENT EUROPEAN HISTORY  
GRADES 11-12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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Revised by: EHS Social Studies Department

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **Course Description**

### **The Advanced Placement (AP) Program**

The Advanced Placement (AP) Program is a collaborative effort between motivated students, dedicated teachers, and committed high schools, colleges and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both, on the basis of their AP Exam grades. Many of these institutions grant up to a full-year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high school, and colleges and universities turn to the AP Program as a model of educational excellence. More information about the AP Program is available at AP Central, the College Board's online home for AP professionals ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). Students and parents can find more information at the AP student site ([www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents)).

### **Advanced Placement United States History.**

The AP Program offers a course and exam in AP European History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in European history. The AP European History Exam presumes at least one-year of college-level preparation. The exam tests skills and knowledge gained from an introductory survey in European history.

## **AP European History Course Overview**

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. The AP European History course is structured around themes and concepts in four different chronological periods from approximately 1450 to the present:

- Period 1: c. 1450 to c. 1648
- Period 2: c. 1648 to c. 1815
- Period 3: c. 1815 to c. 1914
- Period 4: c. 1914 to the present

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time. Historical Thinking Skills The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history. Skill categories and examples for each are listed below.

### **Analyzing Evidence: Content and Sourcing**

- Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate an understanding of the significance of a primary source.
- Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

### **Interpretation**

- Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
- Analyze diverse historical interpretations.

## **Comparison**

- Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.
- Compare different historical individuals, events, developments, and /or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.

## **Contextualization**

- Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

## **Synthesis**

- Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.
- Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

## **Causation**

- Explain long and/or short-term causes and/or effects of an historical event, development, or process.
- Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

## **Patterns of Continuity and Change Over Time**

- Identify patterns of continuity and change over time, and explain the significance of such patterns.
- Explain how patterns of continuity and change over time relate to larger historical processes or themes.

## **Periodization**

- Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.
- Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.
- Analyze different and/or competing models of periodization.

## **Argumentation**

- Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
- Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).
- Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
- Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

## Exam Description

The AP European History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

<b>Section</b>	<b>Question Type</b>	<b>Number of Questions</b>	<b>Timing</b>	<b>Percentage of Total Exam Score</b>
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

The AP European History curriculum was designed for the 87-minute semester block schedule currently in place at Ewing High School. One week equals five instructional days.

## **AP European History**

### **Unit I: A Society Awakens (8 Days)**

#### **Why is this unit important?**

This unit will study the politics, culture, and art of the Renaissance period. The Renaissance had a great impact on economic changes in Europe, thus influencing the Age of Discovery. The cultural successes and economic prosperity of the Renaissance period had major effects on the advancement of European society. The changes in the Church during the Reformation had a profound effect on European politics and society.

#### **Enduring Understandings or Unit Objectives**

- Students will be able to develop an appreciation for Renaissance art. (topical)
- Students will be able to connect cultural advancement to political stability. (overarching)
- Students will be able to evaluate how competition can promote progress. (overarching)
- Students will be able to identify the effects Discovery had on European economics and politics. (topical)
- Students will be able to make connections between the changes in the Church during the Reformation and those made during the Late Middle Ages. (topical)
- Students will be able to identify the effects the Reformation had on European society. (overarching)

#### **Essential Questions**

- Was the Renaissance truly a “rebirth”?
- Was Michelangelo a “Renaissance Man”?
- Would the Northern Renaissance have happened without the Italian Renaissance?
- Was the Age of Discovery morally and/or ethically wrong? To what extent did the Renaissance usher in a new era or Europe?
- What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance?
- How did the Renaissance and the Reformation change the way society viewed individuality?
- What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?
- What were the underlying and immediate causes of the Protestant Reformation?
- How did the Catholic Church revive itself and slow down the spread of Protestantism?
- How did the movements restructure an individual’s relationship with God?



## Acquired Knowledge

- Recognize characteristics of Renaissance painting and sculpture.
- Explain the effects of tension and conflict between Italian city-states.
- Explain how humanism impacted European society.
- Evaluate the differing views of the Renaissance held by Jacob Burckhardt and Peter Burke.
- Recognize the impact the printing press had on Europe.
- Identify the causes and effects of the Reformation.
- Explain the differences between Luther, Calvin, Zwingli, Henry VIII, and Anabaptists' views of the Church and their reasons for reform.
- Recognize how the changes during the Reformation period affected literature.

## Acquired Skills

- Interpret the meaning and styles of Renaissance art.
- Compare and contrast the Italian and Northern Renaissance.
- Summarize and analyze primary sources to determine if the Renaissance was purely a cultural movement.
- Argue that Italian politics influenced Renaissance society.
- Debate the major effects of the Age of Discovery.
- Compare and contrast philosophies and beliefs of Catholic and Protestant leaders.
- Summarize and analyze primary sources to debate the causes of the Reformation.

## Assessments

Formative Assessments – (Check for Understanding)

- Renaissance Figure Presentation: Students will research the life and major contributions of a Renaissance figure and prepare a presentation for the class.
- Free Response Essay: Using examples from Renaissance art, compare and contrast the values and ideals of the society that produced them.
- Reformation timeline: Students will work together to create a timeline using Prezi which will outline the major events of the Reformation.
- Reading Check Quiz
- Unit Vocabulary on Wikispace

Summative Assessments – (Assessments)

- Unit I Test: Chapter 11-12

Benchmark Assessment:

- Reformation Skit - Students will research the beliefs of a significant Reformation figure and present their major beliefs to the class.

### Alternative Assessment:

- Impact of European Conquest Poem or Song - Students will write a poem or song from the viewpoint of a person impacted by the Age of Discovery and European Conquest.

### **Suggested Learning Experiences and Instructional Activities**

- Open Discussion: What are the major themes of Machiavelli's *The Prince*?
- Round Table Discussion: What the Renaissance a distinct period in history? Explain.
- Discussion: Would Henry VIII have acted if there was no Reformation?

### **Interdisciplinary Connections**

- Art: Students will examine Renaissance Art.
- English: Students will read and discuss literary works from the Renaissance period.

### **Teacher Resources**

#### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- Martin Luther, *95 Theses*
- Johann Tetzel, *Indulgences*
- Machiavelli, Niccolo. *The Prince*. New York, NY: Bantam Dell, 1966.

#### Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008.
- Francesco Petrarca, *A Letter to Boccaccio: Literary Humanism*
- Baldesar Castiglione, *The Book of the Courtier*
- Jacob Burckhardt, *The Civilization of the Renaissance in Italy*
- Peter Burke, *The Myth of the Renaissance*
- Power Point: Renaissance Art
- Geoffrey Elton, *Political Interpretation of the Reformation*
- Martin Luther, *Condemnation of Peasant Revolt*
- Steven Ozment, *The Legacy of the Reformation*

### **Accommodations and Modifications**

- Students will be provided with the following website to explore additional Renaissance era sources:  
<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-Renaissance.html>
- Students will be given an optional reading: Castiglione's *The Courtier*

## **Technology Integration**

1. Students will use the course Wikispace to post definitions to key vocabulary and to collaborate with classmates.
2. Reformation Timeline: Students will create a timeline using Prezi. This timeline will be interactive and the students will have access to this timeline on the internet.

## **2020 NJCS:**

6.2.12.GeoSV.1.a  
6.2.12.GeoGE.1.b  
6.2.12.GeoGE.1.d  
6.2.12.HistoryCC.1.b  
6.2.12.HistoryCC.1.d  
6.2.12.HistoryCC.1.g  
6.2.12.HistoryCC.2.b  
6.2.12.HistoryUP.2.a

6.2.12.GeoPP.1.a  
6.2.12.GeoGE.1.c  
6.2.12.HistoryCC.1.a  
6.2.12.HistoryCC.1.c  
6.2.12.HistoryCC.1.f  
6.2.12.HistoryCC.2.a  
6.2.12.HistoryCC.2.c

**AP European History**  
**Unit II: The Age of Religious Tension**  
**Number of Days: 9**

**Why is this unit important?**

This unit will examine the Age of Religious Wars that had impacted not only religious thought but also shaped transitions in family life and social status. In addition, religious change and conflict will produce major changes in political protocol and leadership. Boundaries once shaped by religion will begin to change. With this new freedom in religious thought, scientific inquiry will begin to take place, ushering in a new era of discovery.

**Enduring Understandings**

- Students will be able to make connections between religious war and political progress and change. (overarching)
- Students will be able to identify the role the Reformation played in the development of the modern European family. (topical)
- Students will be able to evaluate the relationship between the Catholic church and scientific thought. (overarching)

**Essential Questions**

- What determines the definition of a “typical family” during a given time period?
- Can religion have an impact on a city or nation’s politics??
- Was the Age of Religious Wars a political movement or a religious movement?
- Are science and religion in a constant struggle?
- Did the impact women had on the Scientific Revolution improve their status?
- Is the church to blame for the witch-hunt craze?

**Acquired Knowledge**

- Recognize how changes during the Age of Religious Tension affected literature and art.
- Explain the causes and effects of religious wars and conflicts in France, Spain, and the Holy Roman Empire.
- Identify major scientific theories and discoveries of the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- Explain the connections between science and religion.
- Identify the causes of witch-hunts in Europe.
- Recognize and compare characteristics of Baroque art.

## **Acquired Skills**

- Use critical thinking to recognize bias and point of view in primary documents.
- Draw conclusions about the effects religious conflict had on European politics.
- Analyze primary and secondary sources to evaluate the relationship between science and the Church during the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- Draw conclusions regarding the role of women during the Scientific Revolution
- Interpret examples of Baroque art.

## **Assessments**

### Formative Assessments – (Check for Understanding)

- Response Essay: Evaluate the explanations of Holborn and Schiller on the Thirty Years War.
- Scientific Discovery Presentations
- Reading Check Quiz
- Unit Vocabulary on Wikispace

### Summative Assessments – (Assessments)

- Unit II Test: Chapter 13-14
- Women in the Scientific Revolution DBQ

### Benchmark Assessment:

- Critical Review column of a piece of Baroque art

### Alternative Assessment:

- Scientists Letter of Recommendation - Students will write a Letter of Recommendation highlighting the major contributions and discoveries of Scientists during the Scientific Revolution

## **Suggested Learning Experiences and Instructional Activities**

- Discussion: Evaluate Baroque art and its characteristics
- Round Table Discussion: In what ways did European states and institutions use religion and culture (science and arts) to control their society?
- Discussion: What states were most/least affected by the Age of Religious Tension
- Students will research the impact of major scientific discoveries

## Interdisciplinary Connections

English: Students will work on writing skills in the DBQ

Science: Students will examine the accomplishments of the Scientific Method

## Teacher Resources

### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- Sir Isaac Newton, *Mathematical Principles of Natural Philosophy*
- Cardinal Richelieu, *A Political Will and Testament*

### Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- Rene Descartes, *Discourse on Method*
- Sir George Clark, *Early Modern Europe*
- Margaret Cavendish, *Observations Upon Experimental Philosophy*
- Heinrich Kramer and James Sprenger, *The Hammer of Witches*
- Hajo Holborn: *A Political Interpretation of the Thirty Years War*
- Friedrich Schiller: *A Religious Interpretation of the Thirty Years War*
- M.S. Anderson: *War and Peace in the Old Regime*
- Power Point: Baroque Art

## Accommodations and Modifications

- Students will receive a genealogy chart of the Tudor Family in England.

## Technology Integration

- Database research
- Google Presentations for Scientific Discoveries
- Students will use the course Wikispace to post definitions to key vocabulary and to collaborate with classmates.

## 2020 NJCS:

6.2.12.GeoPP.2.a

6.2.12.HistoryCC.2.a

6.2.12.CivicsPR.2.b

6.2.12.HistoryUP.2.a

**AP European History**  
**Unit III: Society in Transition**  
**Number of Days: 9**

**Why is this unit important?**

This unit will examine political and intellectual developments in Europe during the 17<sup>th</sup> and 18<sup>th</sup> centuries. The Age of Absolutism led to many political, economic, and social changes that had a significant impact on European development. The Enlightenment brought about new ways of thinking about the role of government and the citizens of a country.

**Enduring Understandings or Unit Objectives**

- Students will be able to evaluate the difference between absolutism and constitutionalism. (topical)
- Students will be able to identify the affects the Age of Absolutism had on European development. (overarching)
- Students will be able to identify how absolute leaders were able to maintain control over their subjects. (topical)
- Students will evaluate the influence of the Renaissance and Reformation on the institution of absolutism. (overarching)
- Students will be able to identify the political ideas of the Enlightenment thinkers. (topical)
- Students will evaluate the role women played in European society. (overarching)
- Students will develop an appreciation of Rococo, and Neoclassical art. (topical)
- Students will be able to identify the effects of the Enlightenment had on modern history. (overarching)

**Essential Questions**

- Would Europe have become a world dominating force without the Age Absolutism?
- Does having absolute power promote the most effective form of leadership?
- Were female monarchs regarded in the same esteem as male monarchs?
- Is the evaluation of a monarch the best gauge for political, economic, and social successes of a nation?
- To what extent were absolute monarchs really absolute?
- Would the Age of Enlightenment have taken place without the Scientific Revolution?
- Did the Enlightenment improve European society?
- Were enlightened absolutists truly “enlightened” or “absolute”?
- Does art reflect historic movements?

## Acquired Knowledge

- Identify the effects absolute rulers in Spain, England, France, Austria, Prussia, and Russia had on their nations.
- Explain the characteristics of absolutism.
- Describe the influence of absolutism on Europe.
- Recognize and compare characteristics of Rococo and Neoclassical Art.
- Compare philosophers' beliefs about society, religion, and politics.
- Identify the enlightened policies of Frederick the Great, Joseph II, and Catherine the Great.

## Acquired Skills

- Draw conclusions regarding each absolute monarch's reign by interpreting visual images, paintings, and political cartoons.
- Make effective arguments for and against absolute rule.
- Read and analyze primary and secondary sources to compare the impact absolute rulers had on European development.
- Compare the power of absolute political rulers to the power of Church leaders (ie. the Pope).
- Analyze Versailles to explain the role of Louis XIV on European absolutism.
- Interpret examples of Rococo, and Neoclassical art.
- Compare and contrast the philosophies of Voltaire, Rousseau, and Montesquieu.

## Assessments

### Formative Assessments – (Check for Understanding)

- Evolution of Parliament Chart: Students will chart the changing role of parliament under the different English monarchs.
- Essay: Students will use primary sources discussing absolutism and constitutionalism to evaluate the European opinion of an absolute monarchy versus constitutional monarchy.
- Compare/ Contrast: Students will compare and contrast Frederick the Great and Maria Theresa.
- Open Discussion: Students will read Adam Smith's *The Wealth of Nations* and discuss Smith's economic ideas.
- Reading Check Quiz
- Unit Vocabulary on Wikispace

### Summative Assessments – (Assessments)

- Absolutism DBQ
- Unit III Test: Chapter 15-18



#### Benchmark Assessment:

- Enlightenment thinker Infomercial: Students will create an infomercial advertising the major ideas and work of Enlightenment thinkers by creating a podcast.

#### Alternative Assessment:

- Enlightenment Salon - Students will research the major ideas of Enlightenment thinkers and will participate in an activity where they will assume the identities of an Enlightenment thinker and interact with other thinkers of the time.

### **Suggested Learning Experiences and Instructional Activities**

- Debate: Who was the most "absolute" monarch in Europe? Defend your answer.
- Open Discussion: Students will discuss Louis XIV's lifestyle and use of Versailles to maintain control by examining images of Louis XIV and taking a virtual "tour" of Versailles.
- Enlightenment Salon: Students will participate in an Enlightenment salon to discuss the new ideas emerging during this time period.
- View and discuss the characteristics of Rococo and Neoclassical Art

### **Interdisciplinary Connections**

English: Students will develop close reading skills through the examination of primary sources and develop writing skills through their essay.

### **Teacher Resources**

#### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- Thomas Hobbes, excerpts from *The Leviathan*, 1651.
- John Locke, *Two Treatises on Government*, 1662
- Immanuel Kant, "What is Enlightenment?"

## Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- Saint-Simon, *Memoires: The Aristocracy Undermined in France*
- Cardinal Richelieu, *Political Testament*, 1624.
- *The Memoirs of the Duke de Saint-Simon*, 1704.
- Voltaire, *A Treatise on Toleration*
- The Baron de Montesquieu, *The Spirit of the Laws*
- Jean Jacques Rousseau, *The Social Contract*
- Catherine the Great, *A Decree on Serfs*
- Power Point: Rococo and Neoclassical Art

## Accommodations and Modifications

- Students will be encouraged to visit the following website to explore Versailles: <http://en.chateauversailles.fr/homepage>

## Technology Integration

- Students will use the internet to take a “tour” of Versailles using a compilation of images and analyze its impact on Louis XIV’s reign.
- Enlightenment thinker Infomercial: Students will create an infomercial using Audacity and Windows Movie Maker.
- Students will use the course Wikispace to post definitions to key vocabulary and to collaborate with classmates.

## 2020 NJCS:

6.2.12.CivicsPR.2.a  
6.2.12.HistoryUP.2.a  
6.2.12.EconET.3.a

6.2.12.CivicsPR.2.b  
6.2.12.HistoryCC.3.a  
6.2.12.HistoryCC.3.c

**AP European History**  
**Unit IV: An Age of Revolution**  
**Number of Days: 12**

**Why is this unit important?**

This unit will study the events that lead to revolution in France and the emergence of a Napoleonic empire in Europe. The Revolution and Napoleonic eras led to political, economic, and cultural changes that had a significant effect on Europe. The Industrial Revolution was a movement brought about immense political, economic and individual changes to European society. This revolution changed the lifestyle of many European citizens and influenced the building of European power.

**Enduring Understandings or Unit Objectives**

- Students will be able to identify the affects the French Revolution had on other revolutions around the world. (overarching)
- Students will be able to evaluate the characteristics of poor and effective leadership. (overarching)
- Students will be able to make connections between the French Revolution and the Enlightenment. (overarching)
- Students will be able to identify the major political, social, and economic changes made in France during the Revolution and Era of Napoleon. (topical)
- Students will be able to explain the role industrialization had on the development of economic systems in Europe. (overarching)
- Students will be able to trace early developments in European socialism. (topical)
- Students will examine the impact of industrialization on the growing desire for universal suffrage. (topical)
- Students will be able to identify the social and economic factors in the pre-industrial England that explain why England was the first country to industrialize. (topical)

## Essential Questions

- Was the Old Regime the cause for revolution in France?
- Was the Republic of Virtue really a republic?
- Does a constitution protect every person's rights and freedoms regardless of social standing?
- Would Napoleon have come to power if Louis XVI and Maximilien Robespierre did not rule France first?
- How would European political relations have been different if Napoleon had not been exiled?
- Did the Congress of Vienna push Europe into a more modern era?
- Does art always imitate life?
- Is industrialization synonymous with chaos?
- Are women affected by history or is history affected by women?
- Was the impact of the Industrial Revolution on the people worth the benefits to Europe?
- Does competition produce modern thought and change?
- Is Laissez-faire capitalism a positive idea for European society and business?

## Acquired Knowledge

- Identify the causes of the French Revolution.
- Summarize the viewpoints of the common people in France during the era of Revolution.
- Explain the progression of the Revolution and the changes in government.
- Describe the Thermidorian period of the Revolution.
- Explain Napoleon's military tactics.
- Identify the reasons England was the first country to industrialize.
- Explain the impact of new inventions of the industrial revolution.
- Describe the effects of the Industrial Revolution on people's lives.

## Acquired Skills

- Compare and contrast the American Revolution and the French Revolution.
- Analyze the impact of the financial crisis on the Revolution.
- Evaluate the impact of Enlightenment ideas on the French Revolution.
- Examine the role of women in the French Revolution.
- Analyze Napoleon's strengths and weaknesses as a leader.
- Evaluate the impact of the French Revolution on Europe and the World.
- Evaluate the urbanization that emerged as a result of Industrialization.
- Analyze primary source document depicting life during Industrialization.
- Compare and contrast socialism and capitalism.
- Analyze the positive and negative outcomes of Industrialization on European society and economy.

## Assessment

### Formative Assessments – (Check for Understanding)

- Causes of the French Revolution Chart: Students will create a chart explaining the causes of the French Revolution.
- *Declaration of the Rights of Man and Declaration of the Rights of Women* Discussion: Students will read and participate in an open discussion on the ideas of the *Declaration of the Rights and Man* and *Declaration of the Rights of Women*.
- Students will write and create a news report on the French Revolution
- Inventions of the Industrial Revolution Advertisement: Students will advertise an invention of the industrial revolution using Google Drawing.
- Reading Check Quiz
- Unit Vocabulary on Wikispace

### Summative Assessments – (Assessments)

- French Revolution DBQ
- Unit IV Test: Chapter 19-20

### Benchmark Assessment:

- Events of the French Revolution Timeline: Students will create a class timeline reconstructing the events of the French Revolution

### Alternative Assessment:

- Newspaper Editorial - Students will write a newspaper editorial either supporting or condemning Napoleon's policies.

## Suggested Learning Experiences and Instructional Activities

- Political Cartoon Discussion: Students will view and discuss political cartoons from the French Revolution about the King of France.
- Debate: Was Napoleon a hero or a tyrant?
- Industrialization Discussion: Students will discuss their viewpoints of Industrialization from one of three groups: Factory workers, factory owners, or economists.
- Conditions of the Industrial Revolution discussion: Students will view images from the Industrial Revolution and discuss the conditions workers faced in factories.
- Trade routes: Students will label maps and discuss various trade routes during the Industrialization period.

## **Interdisciplinary Connections**

- Public Speaking: French Revolution News Report
- English: Students will write a French Revolution News Article
- Economics: Students will discuss economist viewpoints of the Industrial Revolution.

## **Teacher Resources**

### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- *Declaration of the Rights of Man*
- Abbe Sieyes, *What is the Third Estate?*

### Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- *Declaration of the Rights of Women*
- *Napoleon's Imperial Decree at Madrid, December 4, 1808*
- The Sadler Commission Report on child labor initiated by the British Parliament, 1832.
- Samuel Smiles, *Self-Help*
- Friedrich Engels, *The Condition of the Working Class in England*
- Elizabeth Poole Sandford, *Woman in Her Social and Domestic Character*
- Flora Tristan, *Women and the Working Class*
- Donald Sutherland, *The Revolution of Notables*
- George Rude, *Napoleon as Preserver of the Revolution*

## **Accommodations and Modifications**

- Students will be allowed to incorporate video and audio clips into their timeline.

## **Technology Integration**

- Wikispace: Students will post vocabulary and their news reports on the class wikispace to enhance student collaboration.
- Google Drawing - Invention advertisement
- Prezi - French Revolution Timeline

**2020 NJCS:**

6.2.12.CivicsPI.3.a  
6.2.12.CivicsDP.3.a  
6.2.12.EconGI.3.b  
6.2.12.EconET.3.b

6.2.12.CivicsPD.3.a  
6.2.12.EconGI.3.a  
6.2.12.EconET.3.a  
6.2.12.HistoryCC.3.b

**AP European History**  
**Unit V: An Age of Change (Days: 8)**

**Why is this unit important?**

This unit offers an in depth study of European politics, economics, and society during the second half of the 19<sup>th</sup> century as Europe builds its international supremacy. Nationalism, Liberalism, the unification movement, and the birth of modern European thought all influenced the building of European power.

**Enduring Understandings**

- Students will be able to evaluate challenges to the conservative order in Europe during the post-Napoleonic era (topical)
- Students will be able to identify the impact nationalist revolutions had on European politics (overarching)
- Students will be able to assess the long-term effects of liberalism on European politics, economics, and society. (overarching)
- Students will be able to trace early developments in European socialism. (topical)
- Students will be able to compare 1848 Revolutions to earlier nationalist movements. (overarching)
- Students will be able to explain the unification movement in Italy and Germany. (topical)
- Students will be able to evaluate democratic reform in Great Britain, France, and Russia. (topical)

**Essential Questions**

- Does conservatism promote order?
- Is a nationalist revolution a predictable event in a nation's history?
- Was the nationalist revolution in Haiti a catalyst for independence in the Western Hemisphere?
- Could nationalist and liberal revolutions occur without a conservative order?
- Does unification promote autocracy?
- Were modern European philosophers and theorists advocates for racism?
- Does modern literature and art truly reflect political and social changes?

**Acquired Knowledge**

- Define Nationalism.
- Explain the influence of Romanticism.
- Identify the nations that experienced revolution in 1848.
- Describe the German and Italian Unifications.
- Describe Liberalism and its impact on Europe.



## Acquired Skills

- Analyze Romantic writing and the characteristics of Romantic works.
- Examine the impact of Nationalism throughout Europe.
- Compare and Contrast the Democratic movements in France, Russia, and Britain.
- Examine France's experiment with The Second Republic and then Second Empire of Louis Napoleon III.
- Discuss and assess works of art, music and literature which best exemplify the age of romanticism and nationalism.

## Assessments

### Formative Assessments – (Check for Understanding)

- “Isms” Chart: Students will create a chart explaining major ideas of Conservatism, Liberalism and Nationalism.
- 1848 Revolutions Presentation: Students will research and present the events of the Revolutions of 1848.
- Response Essay: Assess the extent to which the Crimean War changed the course of 19th century European History
- Reading Check Quiz
- Unit Vocabulary on Wikispace

### Summative Assessments – (Assessments)

- Unit V Test: Chapter 21-22
- DBQ: Italian Unification

### Benchmark Assessment:

- Unification Political Cartoons: Students will create political cartoons explaining the Unification of Italy and Germany.
- Newspaper Front Page - Students will create the front page of a newspaper covering a major Revolution that broke out in 1848.

### Alternative Assessment:

- Ism Presentation - Students will research and create a presentation outlining one of the following 19th-century movements: conservatism, liberalism, nationalism, communism, or socialism.

## **Suggested Learning Experiences and Instructional Activities**

- Research an article of modern 21st century liberalism in Europe. Compare and contrast these views with the early 19th century of classic liberalism.
- Open Discussion: Students will discuss characteristics of Romanticism and present Romantic Era writing to class.
- Pair – Share exercise: Students will participate in pair – share discussing democratic movements in France, Russia and Britain.
- Debate: In the period 1815-1848, did western European powers sacrifice the interests of the working class for the benefit of the middle class.

## **Interdisciplinary Connections**

Public Speaking: Students will make presentations to the class

Art: Students will create political cartoons.

## **Teacher Resources**

### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- John Stuart Mill, *On Liberty*

### Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- *Carlsbad Decrees*, September 20, 1819.
- Jeremy Bentham, *English Liberalism*
- Giuseppe Mazzini, *The Duties of Man*
- Power Point: Romanticism Art

## **Accommodations and Modifications**

- Students will be given examples of Romanticism artwork to assist in understanding the characteristics of the Romantic Era. Students who preferred visual examples will benefit from the selection of artwork.

## **Technology Integration**

- 1848 Revolutions Project: Students will be required to use the internet and online databases to research information of the revolution that took place in Europe during the 1848.

**2020 NJCS:**

6.2.12.CivicsPI.3.a  
6.2.12.CivicsDP.3.a  
6.2.12.EconGI.3.b  
6.2.12.EconET.3.b

6.2.12.CivicsPD.3.a  
6.2.12.EconGI.3.a  
6.2.12.EconET.3.a  
6.2.12.HistoryCC.3.b

**AP European History**  
**Unit VI: An Age of Questioning**  
**Number of Days: 8**

**Why is this unit important?**

The Age of Questioning is a period in European history that demonstrates the power of intellect on political, economic and social aspects of society. Groups begin to challenge existing norms, working to improve gender roles and to eliminate the influence of powerful government roles in foreign affairs. New ways of thinking about the human mind are developed, challenging old established intellectual conventions. As competition increases in Europe, Imperialism becomes an important battle ground for proving European superiority.

**Enduring Understandings or Unit Objectives**

- Students will examine the growing discontent with overreaching governments across Europe. (overarching)
- Students will analyze the impact of the philosophical and psychological changes of Nietzsche and Freud. (topical)
- Students will examine the growing women's rights movement. (overarching)
- Students will evaluate the changes to art during the Impressionist and Post-Impressionists movement. (topical)
- Students will be able to identify the economic, cultural, and strategic factors behind Europe's policies of imperialism. (topical)
- Students will be able to identify the impact of modern thought on the feminist movement in Europe. (topical)

**Essential Questions**

- Was Britain's avoidance of providing home rule for Ireland a successful strategy?
- How did Freud's psychological ideas change understanding of the human mind?
- Are women affected by history or is history affected by women?
- Is democracy a guaranteed success in politics and economics?
- Did the "Scramble for Africa" encourage unsuccessful policies in Europe?

**Acquired Knowledge**

- Identify characteristics of Impressionist and Post-Impressionist art
- Describe the fight for women's rights.
- Identify European controlled territory in Africa.

**Acquired Skills**

- Evaluate the role of women in the building of European Supremacy.
- Analyze the ideas of Nietzsche and Freud.
- Interpret and assess examples of Impressionist and Post-Impressionist art

## Assessments

Formative Assessments – (Check for Understanding)

- European Imperialism Map: Students will label a world map and identify European possessions.
- Essay: Using one Impressionist piece of art from this period, and one piece of art from any prior period, explain why the Impressionist period was the turning point for modern art.
- Reading Check Quiz
- Unit Vocabulary on Wikispace

Summative Assessments – (Assessments)

- Unit VI Test - Chapter 23-34

Benchmark Assessment:

- Women’s Rights Campaign: Students will create propaganda promoting women’s rights and suffrage and participate in a mock rally.

Alternative Assessment:

- Artwork Critique: Students will assume the role of an art critic and analyze and critique a piece of Impressionist art.

## Suggested Learning Experiences and Instructional Activities

- Open Discussion: Students will read and discuss *White Man’s Burden* and *Does Germany Need Colonies*
- Discussion: Impressionist and Post-Impressionist art
- Class Roundtable: Assess the ways that Freud and Nietzsche challenged the established social and intellectual order of the time period.
- Berlin Conference Simulation

## Interdisciplinary Connections

Art: Impressionist and Post-Impressionist art discussion

## Teacher Resources

Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- Program of the German Socialist Party, 1891

## Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- Proclamation of the Paris Commune
- Emmeline Pankhurst, *Why we are Militant*
- Friedrich Fabri, *Does Germany Need Colonies?*
- Rudyard Kipling, *The White Man's Burden*
- *The German Imperial Proclamation, January 18, 1871.*
- Eric Hobsbawn, *The Age of Empire*
- Power Point: Impressionist and Post Impressionist Art

## Accommodations and Modifications

- Students will be provided with supplemental excerpts of Freud and Nietzsche's works to enhance class discussions.

## Technology Integration

- Students will use the internet to research the colonial "wishes" of countries in Europe. The students will then participate in a simulation of the Berlin conference using the interactive Smart Board to divide Africa to meet the needs of Europeans.

## 2020 NJCS:

6.2.12.CivicsDP.3.a  
6.2.12.HistoryCC.3.b

6.2.12.CivicsDP.3.b

**AP European History**  
**Unit VII: A Time of Crisis**  
**Number of Days: 12**

**Why is this unit important?**

This unit will examine the major causes and outcomes of World War I. World War I had significant effects on the history of Europe and the international community. Europe will contend with these effects for decades following the end of this war. The interwar years face uncertainty and instability as nations struggle to rebuild and return to a sense of normalcy. It is this struggle that leads to rise of dictators.

**Enduring Understandings or Unit Objectives**

- Students will be able to identify the economic, cultural, and strategic factors behind Europe's policies of imperialism. (topical)
- Students will be able to explain the strategic planning of alliances among European powers. (topical)
- Students will be able to evaluate the effect of war on a society. (overarching)
- Students will be able to assess the validity of Russia's withdrawal from World War I. (topical)
- Students will be able to examine the benefits and shortcomings of peace treaties. (overarching)
- Students will be able to evaluate the impact of the Treaty of Versailles on the tensions during the 1920s and 1930s. (topical)
- Students will examine the rise of the Hitler and the Nazi party in Germany. (topical)
- Students will investigate the foreign policies of the European nations in the 1930s. (topical)

**Essential Questions**

- Did the unification of Germany cause World War I?
- Would the long term causes of World War I have been exposed if the Archduke of Austria-Hungary was not assassinated?
- Would the results of World War I be any different if Russia did not withdraw?
- Did ethnocentrism influence peace plans at the end of World War I?
- Did European pacifism towards the Germans lead to World War II?
- Did the collapse of the world economy allow Hitler to rise to power in Germany?

**Acquired Knowledge**

- Explain the alliance system in Europe.
- Explain the immediate causes of World War I.
- Describe the events of World War I.
- Identify the change in German policy that allowed for Hitler's rise to power.
- Explain the impact of the Depression on European stability.

## Acquired Skills

- Analyze the impact of the war on European society and economy.
- Evaluate the role of Russia in World War I.
- Examine trench warfare.
- Evaluate the Treaty of Versailles
- Compare and Contrast the post war agendas of the major European powers.
- Compare and Contrast the ideas of Fascism and Nazism.

## Assessment

Formative Assessments – (Check for Understanding)

- Student created Chart: Students will create a chart outlining the economic, political and social problems in Italy, Britain, France and Russia during the interwar years.
- Essay: To what extent did the artistic movements of the 1920s reflect the mood of European society? Use three pieces of art in your discussion.
- Reading Check Quiz
- Unit Vocabulary on Wikispace

Summative Assessments – (Assessments)

- Unit VII Test Chapter 25-26

Benchmark Assessment:

- News Report: Students will create a news report outlining the post WWI conditions in an assigned country.

Alternative Assessment:

- Compare and Contrast the viewpoint of news reports on soldiers' conditions in the trenches during WWI with the viewpoint of WWI trench warfare poets.

## Interdisciplinary Connections

English: Students will write a diary entry.

English: Students will read and discuss primary sources



## **Suggested Learning Experiences and Instructional Activities**

- Pre World War I Conference: Students will assume the role of countries involved in World War I and attempt to work out a solution to avoid war.
- World War I Exhibit Activity: Students will view pictures depicting the conditions of WWI and will write a diary entry explain conditions the soldiers faced during war.
- Versailles Conference: Students will participate in a mock Versailles conference to determine the peace settlement after World War I.
- Discussion: Students will view and discuss Nazi propaganda

## **Teacher Resources**

### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- President Woodrow Wilson, *Fourteen Points, 1919*.
- *Lenin's New Economic Policy (NEP)*
- Benito Mussolini, *The Doctrine of Fascism*

### Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- *Serbian response to the Austrian ultimatum, July 25, 1914*.
- *The Treaty of Versailles, 1919*
- *Treaty of Brest-Litovsk, 1918*.
- *Vladimir I. Lenin's April Thesis*
- Erich Maria Remarque, *The Road Back*
- Adolf Hitler, *Mein Kampf*
- WWI Video footage, Battle of the Somme

## **Accommodations and Modifications**

- Students will be permitted to conduct additional research to assist in taking the role of representatives from the countries involved in World War I Conferences.

## **Technology Integration**

- Post WWI News report

**2020 NJCS:**

6.2.12.CivicsPI.4.a  
6.2.12.CivicsPI.4.b  
6.2.12.GeoGI.4.a  
6.2.12.HistoryCC.4.b  
6.2.12.HistoryCC.4.e  
6.2.12.HistoryCC.4.g  
6.2.12.HistoryUP.4.a  
6.2.12.HistoryUP.4.c

6.2.12.CivicsHR.4.a  
6.2.12.GeoSP.4.a  
6.2.12.HistoryCC.4.a  
6.2.12.HistoryCC.4.d  
6.2.12.HistoryCC.4.f  
6.2.12.HistoryCC.4.h  
6.2.12.HistoryUP.4.b  
6.2.12.HistoryCA.4.b

**AP European History**  
**Unit VIII: A Time of Tragedy and Triumph**  
**Number of Days: 10**

**Why is this unit important?**

This unit will examine major events and trends in European History from the beginning of World War II until the year 2010. The post war recovery in Europe was significantly influenced by tensions between communist and capitalist societies that continued to impact the stability of Europe well into the 1990s. It was the collapse of communism in Eastern Europe that helped to shape the European political, economic, and social relationships that existed at the turn of the century.

**Enduring Understandings**

- Students will be able to explain the impact of new technology on warfare. (overarching)
- Students will assess the political ramifications of wartime conferences. (overarching)
- Students will examine the role the United States and Soviet Union played in the outbreak of the Cold War. (topical)
- Students will evaluate how the existence of nuclear weapons impacted future European conflicts. (overarching)
- Students will assess the feelings of Eastern European nations towards the influence of the post-World War II superpowers. (topical)
- Students will evaluate Gorbachev's policies of glasnost and perestroika. (topical)
- Students will examine how the collapse of the Soviet Union affected Europe. (overarching)

**Essential Questions**

- Did the international community fail the Jews during the Holocaust?
- Was total war waged against civilians justified?
- How did Stalin's collectivization policy impact Russian society?
- What led to the development of the Cold War?
- Was the Cold War an inevitable event?
- How did the decolonization of Africa impact Europe?
- What influence did the superpowers have over Europe?
- What impact did nuclear weapons have on political stability throughout the world?
- Did Gorbachev cause the breakup of the Soviet Union?
- What is the impact of NATO on European politics?

## **Acquired Knowledge**

- Identify the Allied and Axis powers during World War II.
- Describe the military strategies during World War II.
- Identify the communist nations in post war Europe.
- Explain the differences between communism and capitalism.
- Explain the role of NATO in Europe.
- Describe the reasons for the collapse of the Soviet Union.
- Define the European Union.

## **Acquired Skills**

- Evaluate the role of communism and the Soviet Union on World War II
- Analyze the post war treaties and the impact on European peace.
- Evaluate the role of communism on European society and politics.
- Analyze primary sources documenting Cold War tensions in Europe.
- Compare and Contrast the leadership style of Stalin and Gorbachev.
- Evaluate the role of nuclear technology on European tensions.

## **Assessments**

Formative Assessments – (Check for Understanding)

- Potsdam Conference: Students will participate in the Potsdam Conference to discuss post-war relations in Europe.
- Post World War II Geography – Students will label a map of Europe, highlighting nations associated with NATO and the Warsaw Pact.
- Modern Europe Research Project – Students will create a presentation explaining a major event from 1960-2001 in European society. The students will teach the class about their major events.
- Reading Check Quiz
- Unit Vocabulary on Wikispace

Summative Assessments – (Assessments)

- Collapse of Communism DBQ – Students will complete a DBQ discussing the Collapse of Communism.
- Unit VIII Test: Chapter 27-30

Benchmark Assessment:

- Cold War Editorial: Students write an editorial from the Soviet point of view that explains why they consider the U.S. to be an aggressive nation from 1945 - 1965.

### Alternative Assessment:

- Collapse of the Soviet Union: Students will debate the reasons for the fall of the Soviet Union from the viewpoint of Western European and Eastern European countries.

### **Suggested Learning Experiences and Instructional Activities**

- Timeline: Students will create a timeline of German actions during the years leading up to World War II.
- Open Discussion: Compare and contrast the appeasement on the eve of WWII with Western European responses to the annexation of Crimea by Russia in 2014.
- Diplomatic Debate: After researching the development of the welfare state in Europe, choose an individual country and argue in favor of providing “the best life” to all of its citizens.

### **Interdisciplinary Connections**

English: DBQ writing

Technology: Students will create a PowerPoint or Prezi to explain their topics.

### **Teacher Resources**

#### Core Instructional Materials

- Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.
- Elie Wiesel, *Night*

#### Supplemental Materials

- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. New York: McGraw-Hill Higher Education, 2008
- William Hoffman, *A German Soldier at Stalingrad*
- Table: WWII Deaths by Country
- B.N. Ponomarev, *The Cold War: A Soviet Perspective*
- Jens Reich, *The Berlin Wall*
- BBC Video: The Berlin Airlift
- *The Brezhnev Doctrine*

## Accommodations and Modifications

- Students will be provided with excerpts from Elie Wiesel’s *Night* to extend their understanding of the Holocaust.
- Students will be given the opportunity to make a comprehensive review for the AP European History exam. The creation of the review will be an extension of the normal course material.

## Technology Integration

- Modern Europe Research Project: Students will use online databases (ABC-Clio, Galenet) and online news sources (BBC) to research the major events from modern European history. The students will also create a Google Presentation or Prezi to deliver the content to the class.
- Students will use the internet to research their roles in the Potsdam Conference. They will reference BBC news and Fordham University’s Internet Modern History Sourcebook (<http://www.fordham.edu/Halsall/mod/modsbook.asp>) to determine the viewpoints of each country involved.

## List of Applicable NJCCS and Standards/CPIs

6.2.12.CivicsPI.4.a	6.2.12.CivicsHR.4.a
6.2.12.CivicsPI.4.b	6.2.12.GeoSP.4.a
6.2.12.GeoSP.4.b	6.2.12.GeoGI.4.a
6.2.12.EconEM.4.a	6.2.12.HistoryCC.4.a
6.2.12.HistoryCC.4.b	6.2.12.HistoryCC.4.c
6.2.12.HistoryCC.4.d	6.2.12.HistoryCC.4.e
6.2.12.HistoryCC.4.f	6.2.12.HistoryCC.4.g
6.2.12.HistoryCC.4.h	6.2.12.HistoryUP.4.a
6.2.12.HistoryUP.4.b	6.2.12.HistoryUP.4.c
6.2.12.HistoryCA.4.b	6.2.12.HistoryCA.4.c
6.2.12.CivicsPI.5.a	6.2.12.CivicsHR.5.a
6.2.12.HistoryCC.5.a	6.2.12.GeoGI.5.a
6.2.12.EconET.5.a	6.2.12.HistoryCC.5.a
6.2.12.HistoryCC.5.b	6.2.12.HistoryCC.5.d
6.2.12.HistoryCC.5.e	6.2.12.HistoryCC.5.g
6.2.12.HistoryCC.5.h	

## Resources

### Text:

Spielvogel, Jackson J. *Western Civilization*. Stamford, CT: Cengage Learning, 2015.

### Supplemental Texts:

- Kishlansky, Mark A. *Sources of the West, Readings in Western Civilization – Volume II*. New York, NY: Longman, 2003.
- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, Seventh Edition*. Boston, MA: The McGraw-Hill Company, 2008.
- Machiavelli, Niccolo. *The Prince*. New York, NY: Bantam Dell, 1966.
- Markham, Felix. *Napoleon*. New York, NY: Penguin Putnam Inc, 1963.
- Outram, Dorinda. *The Enlightenment*. Cambridge, UK: Cambridge University Press, 1995.
- Remarque, Erich Maria. *All Quiet on the Western Front*. New York, NY: Fawcett Books, 1957.
- Ashton, T.S. *The Industrial Revolution 1760-1830*. Oxford, UK: Oxford University Press, 1997.
- Stavrianos, L.S. *The World Since 1500 – A Global History, Eighth Edition*. Upper Saddle River, NJ: Prentice Hall, 1999.

## Sample Standards: Integration

### 21<sup>st</sup> Century Skills & Career Readiness Practices

- CRP2.** Apply appropriate academic and technical skills.  
Students will analyze primary source documents through the lens of policy analyst, attorney, politician, communications specialist and economist.
- CRP4.** Communicate clearly and effectively and with reason.  
Students will write document-based question (DBQ) responses according to College Board guidelines.
- CRP5.** Consider the environmental, social and economic impacts of decisions.  
Using primary source documents, students will determine how rhetoric shaped the struggle for resources and ideas in modern Europe.
- CRP7.** Employ valid and reliable research strategies.  
Through training on many primary sources in European history, students will internalize the characteristics of valid source materials.
- CRP11.** Use technology to enhance productivity.  
College Board online materials, Google Classroom and databases such as BYU's *Euro Docs* will help students to gain stronger competency in history using technology.
- CRP12.** Work productively in teams while using cultural global competence.  
Simulation and hands-on activities help students to simulate various roles and social structures while resolving international conflicts and examining the United States' role in a changing, more connected world.

### Technology Integration

**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

DBQ/Group Document analysis: Industrial Labor Movements In Germany and Britain: Groups will represent different historical factions in the 1700's and 1800's industrial economy and publish responses through typical media of the time period.

**8.1.8.D.4** Assess the credibility and accuracy of digital content.  
Using historical primary sources and comparing to database material, students to determine the accuracy and legitimacy of digital content.

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  
The use of EBSCO Historical Journals and BYU's *Euro Docs* will allow students to uncover different historical viewpoints on domestic and international conflicts.



### **Interdisciplinary Connections**

Examination of artworks from da Vinci, Michaelangelo, van Dyck, le Brun, Hogarth and Goya will allow students to consider reflections on social movements and human perspectives through time.

Using translations of source from different European languages -- Italian, German and French -- will give students a stronger method to interpret points of view about social, political and religious movements in European history.

Technological changes and medical changes are examined in detail to make the connection to lifestyles during early eras in the course.

### **Holocaust Mandate/Resources**

**The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12**

Students will examine the impact of the Holocaust on European society and discuss the reaction of the international community. Students will also read and discuss excerpts from Elie Wiesel's book *Night*.

### **Amistad Mandate/Resources**

**Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society**

Students will examine the nationalistic slave revolt in Haiti and discuss how this movement inspired revolts and revolutions across the Americas.

### **LGBTQ/Disabilities Resources**

[Iolaus: An Anthology of Friendship](#)

[GLBTQ Encyclopedia Archive: Napoleonic Code](#)

Bentham, [Offences Against One's Self](#)

[Oxford University, Historical Views of Homosexuality: European Colonialism](#)

[Imperial War Museums: Stories of LGBT Men and Women From the First World War](#)

[National History Center: Decolonization Resource Collection: Gender and Sexuality](#)

Szulc, London School of Economics, [Was Homosexuality Illegal in Communist Europe?](#)

[Holocaust Memorial Day Trust: Gay People](#)