

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>Introduction to Historiography and Review of Pre-Modern Europe</i></b></p> <p>The discipline of history is made complex by its reliance on human sources which are incomplete and imperfect. Bias and perspective (point of view) influence individual accounts of historic events, which forces the historian to pursue multiple sources as he/she attempts to explain “what happened.”</p> <p>The history of modern Europe is characterized by notable continuities with the pre-modern Era. Contributions of the ancient Greeks and Romans and the power asserted by medieval European authorities continued to resonate as modern European ideas and institutions emerged and evolved.</p>	<p><b>Pacing</b></p> <p>Weeks 1-3, but the Historiography concepts and skills, though introduced at the beginning of the course, will be present and constantly referenced throughout the course.</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>History is an academic discipline that seeks <u>first</u> to explain <u>what</u> happened – a task made difficult by the complex nature of sources – and <u>then</u> to explain <u>why</u> it happened.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain and suggest solutions to the pitfalls involved in writing history.</li> <li>I can define and evaluate various theories of history.</li> <li>I can discuss the influence of context on a historical event.</li> <li>I can examine how historical processes influence events.</li> <li>I can evaluate and synthesize evidence from both historical sources and background knowledge to produce critical commentary and reasoned arguments.</li> <li>I can examine historical events, people, and trends using evidence to support relevant, balanced, and focused historical arguments.</li> </ul>		<p>History is a very difficult and complex discipline, made so by the fact that it relies on human sources, which are notoriously unreliable and idiosyncratic, as evidence. The historical record from which historians seek to synthesize evidence is often incomplete, either because certain events or people were deliberately or accidentally excluded. To the extent that the record is present, it is made the less reliable by bias and its less insidious, but utterly ubiquitous “partner-in-crime,” point-of-view, also known as perspective. The trouble that these have caused historians has led many to adopt an over-simplified “cause and effect” approach to understanding history, which abandons the attempt to synthesize a true narrative and in doing so deprives individuals of their role in history.</p> <p>The alternative is to embrace the complexity of history and accept the challenge of constructing a narrative from an array of diverse and often conflicting sources. In doing so, the historian must have at his/her disposal not only an understanding of events or people, but the broader context in which those events and people were situated, as well as a sense of the processes</p>

## Advanced Placement European History

**2. *The ideas and institutions that characterize modern Europe had their origins in the works of the ancient Greeks, Romans, and Medieval Europeans.***

**Learning Targets:**

- I can examine the Ancient Greeks' contributions to modern European history and culture. I can examine Ancient Romans' contributions to modern European history and culture.
- I can describe the process by which the Greek/Roman heritage was lost and preserved.
- I can describe the role of the Frankish kings in preserving and expanding the Roman Catholic Church in Europe.

**3. *The power and wealth that characterized modern absolute monarchs was preceded by a dynamic which saw power held by the Church and distributed among nobles. Elements of this dynamic persevered into the modern era.***

**Learning Targets:**

- I can analyze the sources of the nobles' power in pre-modern Europe.
- I can analyze the sources of the Roman Catholic Church's power in pre-modern Europe.
- I can analyze the emerging struggle between secular and spiritual authority in pre-modern Europe.
- I can examine the relationship between the power of the Roman Catholic Church and the success of the First Crusade.

which influence those people and events. This understanding allows for a rigorous examination of sources designed to extract the best information available from those sources, despite the presence of bias and/or perspective. By combining the information thus extracted with factual evidence, a balanced and coherent historical narrative or argument may be produced.

For Europeans, history began with the ancient Greeks and Romans. The Greeks established the very concept of citizenship that is practiced in Europe today, and created standards for structured thinking in science and philosophy that influenced modern European thought. Similarly, their standards in the literary and visual arts have stood the test of time. Their concept of individual achievement has been perhaps the most lasting and deeply-rooted of their many contributions to modern Europe. The Romans were less creative and lofty, but their practical focus on how to provide for and govern large populations (through civil engineering and a republican government structured with checks and balances) also served as models for modern Europeans. When the Roman empire collapsed, much of the accumulated knowledge of the ancient Greeks and Romans was lost in western Europe, but its preservation by the Byzantines and Arab Muslims allowed it to be reintroduced, sparking the Renaissance 1000 years later.

In the meantime, the only surviving institution was the Church, headquartered in Rome. The Franks emerged as the only organized Christian kingdom of the early medieval period and, as such, became the chief defenders of Christian societies and institutions against barbarian and Muslim challenges. Under the rule of Charlemagne, the Franks established the first European empire since the fall of Rome and forcefully expanded Christianity into eastern Europe. The Viking invasions, however, sent western Europe into chaos, and kings were forced to invent new structures to secure their kingdoms.

In this environment, kings found themselves bereft of real power. On the one hand, the Church and its leader, the Pope, held spiritual powers that could bring monarchs literally to their knees by threatening them and their subjects with eternal damnation. On the other hand, kings had become totally reliant on their nobles to secure and administer their kingdoms. When kings tried to lord over their nobles, they might be "put in their place," as happened to King John of England when Magna Carta placed legal limits on his power; then kings

## Advanced Placement European History

		tried to challenge the Pope, they were forced to back down, as happened to Henry IV, HRE in the lay investiture controversy.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• historiography</li> <li>• Narrative Model</li> <li>• Cause and Effect Model</li> <li>• bias/propaganda</li> <li>• perspective/point of view</li> <li>• “Great Man” Theory</li> <li>• Grand Theory</li> <li>• determinism</li> <li>• “history repeats itself”</li> <li>• postmodernism</li> <li>• chaos theory</li> <li>• polis</li> <li>• demos</li> <li>• citizen</li> <li>• civil liberty</li> <li>• social contract</li> <li>• civil power</li> <li>• political power</li> <li>• democracy</li> <li>• philosophy</li> <li>• pre-Socratics</li> <li>• sophists</li> <li>• classical philosophers</li> <li>• Socratic method</li> <li>• world of ideas vs. objects</li> <li>• form vs. matter</li> <li>• hero</li> <li>• arete</li> <li>• hubris</li> <li>• nemesis</li> <li>• patricians</li> <li>• republic</li> <li>• senate</li> <li>• feudal system</li> <li>• lord/vassal</li> <li>• manor</li> <li>• serf</li> <li>• knight</li> <li>• Battle of Hastings</li> <li>• Magna Carta</li> <li>• sacraments</li> <li>• Pope/Bishop of Rome</li> <li>• Doctrine of Petrine Supremacy</li> <li>• Lay Investiture controversy</li> <li>• Concordat of Worms</li> <li>• “People of the Book”</li> <li>• dhimmi</li> <li>• jizya</li> <li>• Seljuk Turks</li> <li>• First Crusade</li> <li>• Siege of Antioch</li> <li>• Siege of Jerusalem</li> <li>• Solon</li> <li>• Cleisthenes</li> <li>• Pericles “Funeral Oration”</li> <li>• Thales</li> <li>• Democritus</li> <li>• Protogoras</li> <li>• Socrates</li> <li>• Plato</li> <li>• Aristotle</li> <li>• Homer</li> <li>• Pindar</li> <li>• Aeschylus</li> <li>• Tarquinus Superbus</li> <li>• Publius Valerius</li> </ul>		<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• analyze</li> <li>• define</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• examine</li> <li>• explain</li> <li>• suggest</li> </ul>

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• consuls plebeians</li> <li>• comitia</li> <li>• tribunes</li> <li>• plebeian assembly</li> <li>• latifundia</li> <li>• landless/urban poor</li> <li>• dictatorship</li> <li>• Cloaca Maxima</li> <li>• aqueduct</li> <li>• plebs frumentaria</li> <li>• panem et circenses</li> <li>• “universal city”</li> <li>• Germanic tribes/Goths</li> <li>• “Fall of Rome”</li> <li>• Byzantine Empire</li> <li>• Arab Muslims</li> <li>• majordomo</li> <li>• Moors</li> <li>• Battle of Tours</li> <li>• Lombards</li> <li>• partible inheritance</li> <li>• Vikings</li> </ul> | <ul style="list-style-type: none"> <li>• Lucius Jun. Brutus</li> <li>• Tiberius/Gaius Gracchus</li> <li>• Gaius Marias</li> <li>• Lucius Cornelius Sulla</li> <li>• Gaius Julius Caesar</li> <li>• Octavian/Augustus</li> <li>• Scipio vs. Cato</li> <li>• Constantine</li> <li>• Justinian</li> <li>• Karl Martell</li> <li>• Pepin</li> <li>• Charlemagne</li> <li>• Harold Godwynson</li> <li>• William the Conqueror</li> <li>• John</li> <li>• Augustine, City of God</li> <li>• Gelasius I</li> <li>• Gregory VII</li> <li>• Henry IV, HRE</li> <li>• Alexios I</li> <li>• Urban II</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Formative Assessments

Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons. Assessment of students’ mastery of historiography will be ongoing; it will be inherent in students’ formative and summative assessment work, and the instructor must provide constant feedback in order to reinforce or adjust students’ practice of historiography.

### Summative Assessments

Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.

## Advanced Placement European History

### Resources

- Palmer, R. R., Colton, Joel, and Kramer, Lloyd, A History of the Modern World Tenth Edition
- Caldwell, Amy, Beeler, John, and Clark, Charles, ed., Sources of Western Society
- Davies, Norman, Europe: A History
- Davison, Michael Worth, ed., Everyday Life Through the Ages
- Lualdi, Katharine, ed., Sources of The Making of the West
- Sherman, Dennis, Western Civilization: Sources, Images, and Interpretations
- Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., Great Issues in Western Civilization
- Burke, James, The Day the Universe Changed
- Cahill, Thomas, Sailing the Wine-Dark Sea: Why the Greeks Matter
- Dodge, Theodore, Alexander
- Durant, William, The Life of Greece
- Durant, William, The Story of Philosophy
- Hall, Sir Peter, Cities in Civilization
- Hamilton, Edith, The Greek Way
- Keegan, John, The Mask of Command
- Norberg-Schulz, Christian, Meaning in Western Architecture
- Thucydides, History of the Peloponnesian War
- Caesar, Gaius Julius, Commentaries on the Gallic Wars
- Cahill, Thomas, Desire of the Everlasting Hills: The World before and after Jesus
- Dodge, Theodore, Hannibal
- Durant, William, Caesar and Christ
- Gibbon, Edward, Decline and Fall of the Roman Empire
- Hall, Sir Peter, Cities in Civilization
- Payne, Robert, Ancient Rome
- Cahill, Thomas, Mysteries of the Middle Ages
- Churchill, Winston, History of the English-Speaking Peoples (Vol. I)
- Durant, William, The Age of Faith
- Manchester, William, A World Lit Only by Fire: The Medieval Mind and the Renaissance

### Enrichment Strategies

Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.

## Advanced Placement European History

### Integrations

- ELA: Historical background for works of literature; writing analytical essays
- Geography: Geographic context and influences on culture
- Latin: Historical background for works of Latin literature/Roman culture
- Visual Arts: Historical background for works of art and architecture

### Intervention Strategies

The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.

Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The Birth of Modern Europe – Part One: The Renaissance</i></b></p> <p>The first historical movement of the modern era in Europe saw a transformation of political power away from the noble and clerical authorities who dominated the Medieval Period; power instead was centralized around kings and emperors. The rediscovery of the Greek-Roman heritage in Western Europe promoted the development of a secular philosophy, humanism, that not only justified and accelerated these political developments, but encouraged individual creativity as well. Humanism and the works it inspired spread rapidly due to the invention of the movable-type printing press. This spawned new movements in the visual arts and literature, which produced works cherished throughout Europe’s modern history.</p>	<p><b>Pacing</b></p> <p>Weeks 4-5</p>
<b>Content Statement</b>	<p><b>1. <i>The transition from pre-modern to modern Europe was characterized by a shift in political power toward the monarchs and a shift in philosophy from spiritual to secular.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can analyze the decline of the power of the Roman Catholic Church during the transition from pre-modern to modern Europe.</li> <li>I can analyze the decline of the nobles’ power during the transition from pre-modern to modern Europe.</li> <li>I can describe the process by which the Renaissance and the environment in which it emerged in Italy.</li> <li>I can compare and contrast the competing philosophies of the period of transition from pre-modern to modern Europe.</li> <li>I can describe the growing entanglement of secular and spiritual authority in Renaissance Italy.</li> </ul>	
<b>Content Elaborations</b>	<p>The beginning of the modern era in Europe was marked by the decline of the power wielded by the Church and the nobles. A series of failed Crusades, internal division and corruption, and the horrors of the Black Death gradually eroded believers’ confidence in the Church. The nobles, meanwhile, saw a rising “middle class” of merchants displace them as the wealthiest members of society, then watch as kings partnered with merchants, protecting their valuable trade in order to reap tax revenues to build an independent treasury with which they could hire their own armies of peasants armed with new technologies like the longbow, which was making knights obsolete. All of this opened the doors for the monarchs to consolidate their power as an era of absolute monarchy loomed. The cities chartered by the kings to serve as centers of trade, meanwhile, grew into political and cultural centers as well.</p> <p>In the meantime, the same trade that was giving rise to the merchants and kings allowed the ancient Greek and Roman heritage to be reintroduced into western Europe. This gave rise to an enthusiasm for the ancient styles in the arts, but just as importantly it gave rise to a new philosophy, humanism.</p>	

## Advanced Placement European History

<p><b>2. <i>The humanist philosophy and the invention of the movable-type printing press revolutionized European culture.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast works of art of the medieval period with those of the Renaissance and assess to what extent the philosophy of humanism influenced this transformation.</li> <li>• I can describe the contributions of the Italian Renaissance masters and identify the characteristics of Renaissance art in their works.</li> <li>• I can describe how the movable-type printing press worked and assess to what extent it transformed modern European history and culture.</li> <li>• I can compare and contrast the works of the Italian Renaissance with the “Northern” Renaissance.</li> </ul>	<p>Unlike the philosophy of the medieval Church, which taught that the only worth this life held was preparation for eternity in heaven, humanism held that great achievements gave this earthly existence its own worth and dignity. This further undermined Church authority but also inspired a new synthesis in the visual arts. Starting in Italy, painters and sculptors continued to present divine subjects, but now they combined ancient Greek standards and motifs with new techniques to present them in a way that emphasized their humanity. Supported by wealthy patrons, the artists of the Italian Renaissance gave the world some of its most valued art treasures.</p> <p>Outside of Italy, wealthy merchants and city leaders hoped to make their cities into cultural centers like those in Italy had become. Their patronage allowed artists to learn techniques from the Italian master which they brought home and used to glorify both religious figures and local themes. Because of their passion for the everyday, their work provides a window into daily life in western Europe during this era.</p> <p>The most important development of the period, however, was the movable-type printing press, which not only made written works more generally available, but now allowed for western Europe to emerge as a community of shared innovation that rocketed it ahead of all of the other regions of the world.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Second, Third, Fourth Crusades</li> <li>• Avignon Papacy</li> <li>• “Babylonian Captivity”</li> <li>• decadence</li> <li>• Western Schism</li> <li>• Council of Constance</li> <li>• Pragmatic Sanction of Bourges</li> <li>• Black Death</li> <li>• bubonic, pneumonic, septicaemic plagues</li> <li>• anti-Semitism</li> <li>• flagellation</li> <li>• merchants/”middle class”</li> <li>• perspective</li> <li>• fresco</li> <li>• movable-type printing press</li> <li>• subject vs. technique</li> <li>• Boniface VIII “Unam Sanctam”</li> <li>• Philippe IV “le Bel”</li> <li>• Clement V</li> <li>• Urban VI</li> <li>• Charles VIII</li> <li>• Henry V</li> <li>• Joan of Arc</li> <li>• Charles IV, HRE</li> <li>• Thomas Aquinas</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• assess to what extent</li> <li>• compare and contrast</li> <li>• describe</li> </ul>



## Advanced Placement European History

<ul style="list-style-type: none"> <li>towns</li> <li>guilds/guild masters</li> <li>Hundred Years' War</li> <li>longbow</li> <li>Battles of Crecy, Poitiers, Agincourt</li> <li>artillery/the cannon</li> <li>Renaissance/"Renatio"</li> <li>Golden Bull</li> <li>Guelphs vs. Ghibellines</li> <li>Contadini</li> <li>vendetta</li> <li>popolo grosso/minute</li> <li>Signoria</li> <li>medieval philosophy</li> <li>Scholasticism</li> <li>Humanism</li> <li>humanities</li> <li>"L'uomo universal" Medici bank</li> <li>Pazzi Conspiracy</li> <li>interdict</li> <li>subject</li> <li>Giovanni di Medici</li> <li>Cosimo di Medici</li> <li>Lorenzo and Guiliano de Medici</li> <li>Sixtus IV (della Rovera)</li> <li>Girolamo Savonarola</li> <li>Alexander VI (Borgia)</li> <li>Filippo Brunelleschi</li> <li>Leonardo da Vinci "Last Supper"</li> <li>Michelangelo (Buonarotti)</li> <li>"David"</li> <li>Ceiling of the Sistine Chapel</li> <li>"The Last Judgment"</li> <li>Raphael (Sanzio)</li> <li>"The School of Athens"</li> <li>Johann Gutenberg</li> <li>Albrecht Durer</li> <li>Hans Holbein</li> <li>Jan van Eyck</li> <li>Pieter Bruegel</li> <li>Miguel de Cervantes</li> <li>William Shakespeare</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u>A History of the Modern World Tenth Edition</u></li> <li>Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u>Sources of Western</u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a</p>

## Advanced Placement European History

<p><u>Society</u></p> <ul style="list-style-type: none"> <li>• Davies, Norman, <u>Europe: A History</u></li> <li>• Davison, Michael Worth, ed., <u>Everyday Life Through the Ages</u></li> <li>• Lualdi, Katharine, ed., <u>Sources of The Making of the West</u></li> <li>• Sherman, Dennis, <u>Western Civilization: Sources, Images, and Interpretations</u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u>Great Issues in Western Civilization</u></li> <li>• Aligheri, Dante, <u>The Inferno</u></li> <li>• Boorstin, Daniel J., <u>The Creators</u></li> <li>• Burke, James, <u>The Day the Universe Changed</u></li> <li>• Castiglione, Baldissaire, <u>Book of the Courtier</u></li> <li>• Durant, William, <u>The Story of Renaissance</u></li> <li>• Hall, Sir Peter, <u>Cities in Civilization</u></li> <li>• Keegan, John, <u>The Face of Battle</u></li> <li>• King, Ross, <u>Brunelleschi's Dome</u></li> <li>• King, Ross, <u>Michelangelo and the Pope's Ceiling</u></li> <li>• Manchester, William, <u>A World Lit Only by Fire: The Medieval Mind and the Renaissance</u></li> <li>• Machiavelli, Niccolo, <u>Il Principe (The Prince)</u></li> <li>• More, Sir Thomas, <u>Utopia</u></li> <li>• Norberg-Schulz, Christian, <u>Meaning in Western Architecture</u></li> </ul>	<p>first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Government: Differences between republic and democracy; oligarchies</li> <li>• Science/Engineering: Historical background of early modern science and engineering; technologies that allowed for conquest and exploration</li> <li>• Visual Arts: Historical background for works of art and architecture</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p>

## Advanced Placement European History

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The Birth of Modern Europe – Part Two: The Upheaval in Christendom</i></b></p> <p>The growth of secular philosophy combined with internal disunity and corruption within the Roman Catholic Church hierarchy to produce multiple movements to reform Church doctrine and practice. These exploded into the Protestant Reformation, which spawned new denominations of Christianity across western Europe. These in turn caused internal political upheavals and wars between countries, as religious doctrine mixed with political and economic interests to create a volatile climate. The Roman Catholic Church weathered this struggle by reaffirming its traditions and reforming some of its practices.</p>	<p><b>Pacing</b></p> <p>Weeks 6-8</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>Corruption within the Roman Catholic Church inspired the Protestant movement initiated by Martin Luther; Luther's reformist doctrines transformed Christian practice and inspired political/social revolution within the Holy Roman Empire.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can describe the institutional and individual behaviors of the Church and its hierarchy that had led to criticism by the early 16th Century.</li> <li>I can explain the concepts introduced by Martin Luther and what made it possible for him to develop and promote those concepts.</li> <li>I can evaluate the outcomes of the Protestant Reformation in Germany.</li> </ul> <p><b>2. <i>The Protestant Reformation saw philosophical and political differences produce additional denominations within Christianity; the Roman Catholic Church responded with a mix of retrenchment and reform.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the doctrines and practices of Calvinism.</li> </ul>		<p>The Church, having seen its power undermined by its own failures and events beyond its control, wounded itself most when its leaders again indulged in decadent spending, then turned to controversial practices like the sale of indulgences to raise funds to cover this spending. The sale of indulgences sparked criticism across western Europe, but especially among many Germans who had come to view the Church as extortionist and parasitic. They responded with enthusiasm to Martin Luther's "Ninety-five Theses," and even to his rejection of more fundamental doctrines of the Church. Preaching that salvation is attainable only through faith, Luther was protected from the authority of the Pope and the Holy Roman Emperor by Frederick the Wise of Saxony. German peasants took Luther's defiance to heart and rebelled against Church and noble authority – a revolt that was suppressed. But German princes chose up sides and made war on each other for nearly thirty years until the Peace of Augsburg allowed each to choose whether to be Lutheran or Catholic.</p> <p>Others broke from the Church as well. In Geneva, John Calvin, working from</p>

## Advanced Placement European History

- I can explain the reasons for and describe the instability caused by Henry VIII's split from the Roman Catholic Church.
- I can assess to what extent the Catholic Counter-Reformation responded to the challenge of the Protestant Reformation.

### 3. *Adherents to the new Protestant denominations found allies and enemies among European monarchs and their subjects; this resulted in devastating civil wars and conflicts between nations.*

#### Learning Targets:

- I can explain the division of the Habsburg family and its empire.
- I can explain how Habsburg Spain and Elizabethan England became rivals and describe the outcome of this rivalry.
- I can describe the instability in France brought on by religious conflict.
- I can examine the leadership provided by Cardinal Richelieu.
- I can explain the origins and escalation of the Thirty Years' War.
- I can explain the causes and consequences of the Habsburg defeat in the Thirty Years' War.

the principle of predetermination, established a community of God's "elect" based on Old Testament principles; this inspired others across western Europe. In England, King Henry VIII split his subjects from the Church when he was refused an annulment of his marriage that he deemed necessary to produce a male heir. The Church of England was thus born and spread across the world as England built a global empire, even as turmoil over religion enveloped England itself. The Church, having lost nearly half its adherents in Europe, sought to fight back by reaffirming its traditional doctrines but reforming its objectionable behaviors. This "Counter-Reformation" was successful in "stopping the bleeding" and stabilizing the Church's following.

The division between Protestants and Catholics, however, was soon swept up into geopolitical power struggles and a series of conflicts and wars broke out that had, in some cases, devastating consequences for affected populations. The mighty Habsburg family, divided into Spanish and Austrian (aligned) factions, saw their power targeted and undermined as a result of these wars. Spain's Philip II presided over a "Siglo di Oro" that saw Spain grow to preeminence in wealth and culture, but the English, led by Queen Elizabeth I, challenged and defeated Spain, precipitating a slow but steady decline. In the meantime, religious turmoil between the Catholic majority and Huguenot (Calvinist) minority in France produced a lengthy civil war, won by the Huguenot Henri of Navarre, who became Henri IV, known as "Good King Henry." But the "Good King" was assassinated by radicals, and his son Louis XIII came under the sway of Richelieu who, though a Catholic Cardinal, made power his real religion.

Under the sway of Richelieu, France waged war on its Huguenot minority and sought to undermine the power of the Habsburgs. The opportunity appeared when Holy Roman Emperor Ferdinand II, having crushed a rebellion of Bohemians, sought to reverse the Peace of Augsburg and restore Catholicism throughout the empire. The entry of Lutheran Sweden in support of German Lutherans turned the tide against the Habsburgs and opened a door for Richelieu. The intervention of Catholic France on the side of the Lutherans ultimately ended the war in their favor, stunning the wounded Habsburgs.

## Advanced Placement European History

Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> <li>• College of Cardinals</li> <li>• tithe</li> <li>• simony</li> <li>• indulgences</li> <li>• Purgatory</li> <li>• absolution</li> <li>• Jubilee Bargain</li> <li>• Scriptural Truth</li> <li>• Justification by Faith Alone</li> <li>• “Good Works”</li> <li>• Priesthood of All Believers</li> <li>• pastor</li> <li>• Diet of Worms</li> <li>• Nationalism</li> <li>• Staupitz Society</li> <li>• vernacular</li> <li>• Karsthans</li> <li>• Peasants’ War</li> <li>• War of the League of Schmalkald (Schmalkaldic War)</li> <li>• Peace of Augsburg</li> <li>• Predetermination/Predestination</li> <li>• foreknowledge</li> <li>• omniscience/omnipotence</li> <li>• transcendent</li> <li>• The Elect</li> <li>• Huguenots</li> <li>• Presbyterians</li> <li>• Puritans</li> <li>• Dutch Reformed Church</li> <li>• annulment</li> <li>• Act of Supremacy</li> <li>• Church of England/Anglican</li> <li>• Act of Succession</li> <li>• Regency</li> <li>• Counter-Reformation</li> </ul>	<ul style="list-style-type: none"> <li>• Siege of Le Rochelle</li> <li>• Raison d’état</li> <li>• Peace of Augsburg</li> <li>• Defenestration of Prague</li> <li>• Bohemian Revolt</li> <li>• Battle of White Mountain</li> <li>• Burning of Magdeburg</li> <li>• Battle of Lutzen</li> <li>• French intervention</li> <li>• Peace of Westphalia</li> <li>• Sixtus IV (della Rovere)</li> <li>• Alexander VI (Borgia)</li> <li>• Julius II (della Rovere)</li> <li>• Leo X (di Medici)</li> <li>• Desiderius Erasmus</li> <li>• In Praise of Folly</li> <li>• Julius Exclusus</li> <li>• Girolamo Savonarola</li> <li>• Johann Tetzel</li> <li>• Martin Luther “95 Theses”</li> <li>• “Exsurge Domine”</li> <li>• Frederick “the Wise”</li> <li>• Charles V, HRE</li> <li>• John Eck</li> <li>• Martin Luther</li> <li>• Thomas Muntzer</li> <li>• John Calvin</li> <li>• John Knox</li> <li>• Guy de Bray</li> <li>• Henry the VIII</li> <li>• Sir Thomas More</li> <li>• “Defense of the Seven Sacraments”</li> <li>• Katherine of Aragon</li> <li>• Mary 1</li> <li>• Cardinal Thomas Wolsey</li> </ul>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Council of Trento</li> <li>• Index of Forbidden Books</li> <li>• Baroque art</li> <li>• Society of Jesus (Jesuits)</li> <li>• Inquisition</li> <li>• Dutch Revolt</li> <li>• Spanish Inquisition</li> <li>• Spanish Habsburgs</li> <li>• Siglo de Oro</li> <li>• Austrian Habsburgs</li> <li>• “Sea Dogs”</li> <li>• intervention in Dutch Revolt</li> <li>• Anglo-Spanish War</li> <li>• Armada</li> <li>• Drake’s Raid</li> <li>• Galleons</li> <li>• Battle of Gravelines</li> <li>• “Protestant Wind”</li> <li>• Huguenots</li> <li>• Guises</li> <li>• St. Bartholomew’s Day Massacre</li> <li>• Edict of Nantes</li> <li>• Anne Boleyn</li> <li>• Elizabeth I</li> <li>• Jane Seymour</li> <li>• Edward VI</li> <li>• Catherine Parr</li> <li>• Ignatius Loyola</li> <li>• William “the Silent” (Orange)</li> <li>• Phillip II</li> <li>• Ferdinand I, HRE</li> <li>• Sir Francis Drake</li> <li>• Mary, Queen of Scots</li> <li>• Charles IX</li> <li>• Henri of Navarre/Henri IV</li> <li>• Louis XIII</li> <li>• Marie di Medicis</li> <li>• Cardinal Richelieu (Armand Duplessis)</li> <li>• Ferdinand II, HRE</li> <li>• Christian IV</li> <li>• Albrecht von Wallenstein</li> <li>• Gustav Adolf</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this</p>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Bainton, Roland, <u><a href="#">Here I Stand</a></u></li> <li>• Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. II)</a></u></li> <li>• Durant, William, <u><a href="#">The Reformation</a></u></li> <li>• Kissinger, Henry, <u><a href="#">Diplomacy</a></u></li> <li>• Manchester, William, <u><a href="#">A World Lit Only by Fire: The Medieval Mind and the Renaissance</a></u></li> <li>• Marius, Richard, <u><a href="#">Martin Luther</a></u></li> <li>• McNeill, William, <u><a href="#">The Pursuit of Power</a></u></li> <li>• Ozment, Stephen, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u></li> <li>• Parker, Geoffrey, <u><a href="#">Success Is Never Final</a></u></li> <li>• Tuchman, Barbara, <u><a href="#">The March of Folly: From Troy to Vietnam</a></u></li> <li>• Watson, Francis, <u><a href="#">Wallenstein</a></u></li> </ul>	<p>course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Science/Engineering: Technologies that allowed for conquest and exploration</li> <li>• Visual Arts: Historical background for works of art and architecture</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p>



## Advanced Placement European History

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b> <i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Triumphs and Setbacks of Absolute Monarchs</i>  As Europe entered its modern era, monarchs – princes, kings, and emperors – seized power from their nobles and the Church. This was facilitated by the rise of trade following the Crusades; monarchs built independent wealth through the taxation of trade, hired independent armies and masses of bureaucrats who rendered the nobles redundant. The Church’s decline also offered a power void into which the monarchs thrust themselves. Thus they centralized power and ran their countries and their subjects’ lives directly, without a middleman. This process did not repeat itself in Eastern Europe, where the economy had not diversified from its agrarian origins, or in England, whose tradition of absolute monarchy dated back 400 years.	<b>Pacing</b>  Weeks 9-11
<b>Content Statement</b>  <b>1. In England, the Stuart monarchs challenged a tradition of limited monarchy and a balance of power between king and Parliament that had prevailed since 1215; the conflict that resulted affirmed both limited monarchy and the power of Parliament.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain the evolution of the balance of power between the monarch and the Parliament in England.</li> <li>• I can explain the causes and describe the consequences of the conflict between Charles I and England’s Parliament.</li> <li>• I can contrast the sides of England’s Civil War and explain its outcome.</li> <li>• I can evaluate the leadership of the United Kingdom by Oliver Cromwell and the Puritans.</li> <li>• I can explain why the Stuart family was restored and again fell after coming into conflict with Parliament.</li> <li>• I can describe the emergence of the Dutch Republic and the growth of Dutch economic and cultural influence.</li> </ul>	<b>Content Elaborations</b>  The advent of effective taxation of Europe’s growing middle class opened the door for monarchs to consolidate power, but this process did not happen evenly across Europe.  In England, a tradition of limited monarchy and shared government stretched back 400 years to Magna Carta. When the Stuart family gained the throne of England, Charles I sought to overturn these traditions by violating Magna Carta and undermining the Parliament that had evolved from it. Parliament pushed back, trying to force the king to accept additional limits on his power, and a civil war grew from this. As in the continental wars of religion, religious fervor mixed with political ambition, and the Parliamentarians found themselves aligned with (and dominated by) the minority Puritans.  A Puritan/Parliamentarian victory led to the establishment of a Commonwealth, but this gave way in turn to a dictatorship led by the Puritan Oliver Cromwell. Upon his death, Parliament sought to ensure stability by restoring a constitutional monarchy led by the Stuarts, but when James II

## Advanced Placement European History

- I can describe the outcome of the Glorious Revolution and the ongoing struggle for control of the United Kingdom.

2. *In Western Europe, the ability to tax trade, build treasuries, and hire armies of soldiers and bureaucrats allowed monarchs to assert their power over the nobles and centralize power; these absolute monarchs commanded authority beyond that possessed by any medieval monarch.*

### Learning Targets:

- I can evaluate the leadership of France by Louis XIV.
- I can explain how Louis XIV's ambitions in foreign policy were thwarted by the "balance of power" principle.
- I can explain the rise of Prussia as a major European power.

3. *In Eastern Europe, monarchs struggled to assert authority over their nobles because their economies remained largely agrarian and their subjects were often ethnically diverse; this slowed the modernization of Eastern European states.*

### Learning Targets:

- I can describe the rapid expansion of the Ottoman Empire and explain why this expansion gave way to decay.
- I can explain and evaluate the transformation of Habsburg Austria into a multinational/multiethnic empire.
- I can explain the emergence of Russia as a major European power.
- I can explain the "modernization" and expansion of Russia into eastern Europe.
- I can explain the political weakness of Poland-Lithuania and describe the consequences of this weakness.
- I can compare and contrast the economic, political, social, and cultural progress of Western and Eastern Europe as the modern era began.

violated Parliament's trust, he was overthrown by Dutch stadtholder William of Orange and his wife (James' daughter) Mary. The Dutch Republic had become one of Europe's most enlightened states, politically and culturally. William and Mary thus accepted the limits on royal power that the Stuarts never would, and this gave birth to England's Bill of Rights. Though James II, his sons, and their Catholic and monarchist supporters tried to restore the Stuarts to power, Parliament and its supporters retained power permanently.

In places like France and Prussia, there was no tradition of limited government to reference or defend. Instead, in France, Louis XIV became Europe's prototype "absolute monarch," having gained control of France's military, replaced the nobles with bureaucrats, and centralized the nobles at Versailles. Though he wasted French resources fighting fruitless wars, his power within France was unchallenged. In Prussia, the Hohenzollern family built a military state by assigning all state resources to the army and basing nobles' status and access on military performance. Though Frederick the Great was known as an "Enlightened Despot" for the freedoms he granted his subjects, his power to grant those freedoms came from his centralization of authority.

In eastern Europe, there was little basis for centralization of power and, consequently, monarchs had to live with sharing power with their nobles. In Habsburg Austria, Poland-Lithuania, the Ottoman Empire, and Russia, the economies remained largely agrarian, which meant that no trade network existed to provide an independent tax base for the monarchs, who thus remained reliant on nobles for security and administration of law. Many of these monarchs ruled over multiethnic empires, which also taxed their ability to consolidate power. The slower penetration of the printing press also meant the monarchs lacked an important tool for communication and standardization. While the result was progressively disastrous for the Poles and Ottomans, Russia under the leadership of Peter the Great sought to modernize. Drawing on Peter's observations of western Europe and relying on western experts to guide them, the Russian military and nobles went through a process of "westernization" that allowed Russia to emerge as the first semi-modern state of eastern Europe.

## Advanced Placement European History

Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> <li>• Magna Carta</li> <li>• Grant Council of the Nobles</li> <li>• limited government/monarchy</li> <li>• Parliament</li> <li>• House of Lords</li> <li>• House of Commons</li> <li>• United Kingdom</li> <li>• absolute vs. limited monarchy</li> <li>• Divine Right</li> <li>• forced loans</li> <li>• Petition of Right</li> <li>• Law of Habeas Corpus</li> <li>• Period of the Personal Rule</li> <li>• Ship Money</li> <li>• “Common Worship”</li> <li>• Revolt of the Scots Presbyterians</li> <li>• Puritans</li> <li>• English Civil War</li> <li>• Cavaliers</li> <li>• Roundheads</li> <li>• New Model Army</li> <li>• The Commonwealth</li> <li>• Pride’s Purge</li> <li>• “Rump” Parliament</li> <li>• Council of State</li> <li>• Instrument of Government</li> <li>• Lord Protector</li> <li>• Stuart Restoration</li> <li>• Mercantilism</li> <li>• Navigation Acts</li> <li>• Test Act/Exclusion Act</li> <li>• Dutch Republic</li> <li>• stadtholders</li> <li>• Glorious Revolution</li> <li>• joint monarchy</li> <li>• Jacobite Risings/Rebellions</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast</li> <li>• contrast</li> <li>• describe</li> <li>• evaluate</li> <li>• explain</li> </ul>

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Battle of the Boyne</li> <li>• Bill of Rights</li> <li>• Act of Toleration</li> <li>• “The Sun King”</li> <li>• “L’état, c’est moi.”</li> <li>• intendents</li> <li>• Palace and Gardens of Versailles</li> <li>• cult of personality</li> <li>• Balance of Power</li> <li>• hegemony</li> <li>• “natural boundaries” of France</li> <li>• War of Spanish Succession</li> <li>• Treaty of Utrecht</li> <li>• Sultan, Supreme Caliph of Islam</li> <li>• harem</li> <li>• Battle of Kosovo</li> <li>• Sharia/Kanun</li> <li>• Battle of Lepanto</li> <li>• multinational/multiethnic</li> <li>• Janissaries</li> <li>• commercial dependency</li> <li>• “Sick Man of Europe”</li> <li>• Treaty of Karlowitz</li> <li>• Treaty of Utrecht</li> <li>• Pragmatic Sanction</li> </ul> | <ul style="list-style-type: none"> <li>• Jean Baptiste Colbert</li> <li>• Philip Bourbon</li> <li>• William III</li> <li>• John Churchill</li> <li>• Osman I</li> <li>• Suleyman “the Magnificent” / “the Lawgiver”</li> <li>• Selim II “the Drunkard”</li> <li>• Charles VI</li> <li>• Maria Theresa</li> <li>• Frederick Hohenzollern</li> <li>• “The Great Elector”</li> <li>• Frederick Wilhelm I</li> <li>• “The Sergeant King”</li> <li>• Frederick II “the Great”</li> <li>• Prince Volodymyr (Vladimir)</li> <li>• Ivan III “Lord of all Rus”</li> <li>• Ivan IV ‘the Terrible”</li> <li>• Feodor</li> <li>• Michael Romanov</li> <li>• Peter the Great</li> <li>• Catherine the Great</li> <li>• Jan Sobieski</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Formative Assessments

Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.

### Summative Assessments

Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.

## Advanced Placement European History

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>Brinton, Crane, <u><a href="#">The Anatomy of a Revolution</a></u></li> <li>Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. II)</a></u></li> <li>de Madariaga, Isabel, <u><a href="#">Catherine the Great: A Short History</a></u></li> <li>Durant, William, <u><a href="#">The Age of Louis XVI</a></u></li> <li>Lewis, Bernard, <u><a href="#">The Middle East</a></u></li> <li>Ozment, Stephen, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u></li> <li>Parker, Geoffrey, <u><a href="#">Success Is Never Final</a></u></li> <li>Kissinger, Henry, <u><a href="#">Diplomacy</a></u></li> <li>Massey, Robert, <u><a href="#">Peter the Great</a></u></li> <li>Troyat, Henri, <u><a href="#">Catherine the Great</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>ELA: Historical background for works of literature; writing analytical essays</li> <li>Geography: Geographic context and influences on culture</li> <li>Government: Historical background to rights established during England's struggle between King and Parliament</li> <li>Visual Arts: Historical background for works of art and architecture</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach</p>

## Advanced Placement European History

	<p>them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p> <p>For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The British Ascendancy</i></b></p> <p>Following the victory of Parliament and continuing through the late 18th Century, the United Kingdom emerged from the margins to occupy a central role in European affairs. The nation experienced population growth and economic prosperity fed by revolutions in commerce with its global empire, agriculture, and manufacturing. These transformed British society, blurring traditional distinctions between classes. Britain's internal politics stabilized as Parliamentary leadership successfully managed crises and evolved a two-party system. The United Kingdom entered into, and won, a struggle for global power with France.</p>	<p><b>Pacing</b></p> <p>Weeks 12-13</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>By building a vast global commercial empire, the British formed the basis for revolutions in agriculture, manufacturing, and commerce that strengthened the British state and positioned it to play an active role in European affairs.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the European commercial interest in Asia, Africa, and the Americas and describe the competition between European powers to gain access there.</li> <li>I can describe the causes and explain the impact of the Second Agricultural Revolution on the British economy.</li> <li>I can explain the transformation of manufacturing that characterized the Industrial Revolution in the United Kingdom.</li> <li>I can explain the role that corporate finance played in allowing Britain's commercial and manufacturing sectors to expand.</li> </ul>		<p>At the time of England's victory over Spain, it was a marginal European power that largely kept to its own affairs; in the years that followed it built a global empire that thrust it into the position of Europe's economic leader. Political and diplomatic leadership followed.</p> <p>The first engine for Britain's advancement was its commercial empire. The British challenged the Spanish for access to the Americas and the Portuguese for access to India. The victorious British thus opened these areas to colonization, and the risky ventures were funded by a new innovation: joint-stock companies. These companies functioned independently, but when the French challenged the British in both America and India, Britain's armed forces intervened to protect their investments.</p> <p>In the meantime, Britain experienced an agricultural revolution that saw new techniques supported by new technologies, resulting in the production of a food surplus and population growth. With a larger population and fewer needed to work the fields, Britain was growing a labor force to feed an emerging manufacturing sector.</p>



## Advanced Placement European History

<p><b>2. <i>New ways of amassing wealth in Britain blurred the lines between traditional social classes and transformed British politics, resulting in a two-party system.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain how the expansion of the British economy transformed British society, culture, and politics.</li> </ul> <p><b>3. <i>The British entered into, and won, a contest for global empire with the French.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast the conduct of wars of the 16th-17th Centuries with that of the era of limited warfare.</li> <li>I can describe the series of wars fought by the British to maintain and expand their global commercial empire.</li> </ul>	<p>Manufacturing had been carried on in farmers' cottages during the winter, with skilled craftsmen working on raw materials made available by merchants. The adoption of new machinery and a factory system which brought together labor, technology, and materials under one roof powered by flowing water, as well as a new division of labor that reduced the need for skilled craftsmen and gave Britain the early lead in industrialization.</p> <p>These developments magnified the transformation that had been taking place since the Renaissance, wherein the middle class was displacing the nobles as the leaders of society. This could be seen in British politics, where the Whigs, liberal businessmen dominated the Tories, nobles who sought the establishment of a strong monarchy.</p> <p>The value of colonies led to a series of wars between the British and their rivals. In this era of limited warfare, civilians were not as impacted as in the previous wars of religion. At stake in particular were control of the Americas and India, both of which were decided in Britain's favor at the expense of the French.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>Mughal Empire (India)</li> <li>French East India Company</li> <li>Conquistadores</li> <li>slave trade</li> <li>chattel slavery</li> <li>four-field crop rotation</li> <li>heavy/steel plow</li> <li>seed drill</li> <li>full-body harness</li> <li>Enclosure Act/Movement</li> <li>"Putting-out System"/cottage industry</li> <li>factory system of production</li> <li>Adam Smith's pin factory</li> <li>industrial division of labor</li> <li>cotton gin</li> <li>Tories vs. Whigs</li> <li>Jacobite Risings/Rebellions</li> <li>House of Hanover</li> <li>era of Whig dominance</li> <li>"position"</li> <li>South Sea Company</li> <li>South Sea "Bubble" Crisis</li> <li>"sinking fund"</li> <li>"Patriots"</li> <li>War of Jenkins' Ear/War of Austrian Succession</li> <li>Treaty of Aix-la-Chapelle</li> <li>Seven Years' War</li> <li>Treaty of Paris 1763</li> <li>War of American Independence</li> <li>Vasco da Gama</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>compare and contrast</li> <li>describe</li> <li>explain</li> </ul>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• spinning jenny</li> <li>• flying-shuttle loom</li> <li>• water frame</li> <li>• risk management</li> <li>• joint-stock company</li> <li>• shares</li> <li>• dividend</li> <li>• charter</li> <li>• initial public offering</li> <li>• stock market/exchange/bourse</li> <li>• Virginia/East India Companies</li> <li>• gentry</li> <li>• peerage</li> <li>• middle class</li> </ul> <ul style="list-style-type: none"> <li>• Jean Baptiste Colbert</li> <li>• Christopher Columbus</li> <li>• Jethro Tull</li> <li>• Eli Whitney</li> <li>• James Hargreaves</li> <li>• John Kay</li> <li>• Richard Arkwright</li> <li>• Anne</li> <li>• George I</li> <li>• Robert Walpole</li> <li>• George II</li> <li>• William Pitt</li> <li>• George III</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u>Great Issues in Western Civilization</u></li> <li>• Churchill, Winston, <u>History of the English-Speaking Peoples (Vol. III)</u></li> <li>• Parker, Geoffrey, <u>Success Is Never Final</u></li> <li>• Smith, Adam, <u>An Inquiry into the Causes of the Wealth of Nations</u></li> </ul>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Economics: Introduction to classical economic theories and world trade</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Science/Engineering: Early agricultural and manufacturing techniques, technologies, and processes</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p> <p>For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.</p>

## Advanced Placement European History

<b>Theme</b> <i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>The Age of Reason</i>  During the previous “Age of Faith,” questions about the physical world and the human world were referred to religious authorities. The first movement of the “Age of Reason” was the “Scientific Revolution” in which thinkers attempted to answer questions about the physical world through direct, systematic observation and application of mathematics and logic. These thinkers concluded that the answers they got using this method were at least as good as those they received from religious authorities. The thinkers of the Enlightenment applied the same tools as those of the Scientific Revolution but applied them to investigate the human world. The result was an increasing reliance on the scientific worldview, a further undermining of traditional authorities, and a growing sense that governments should be more responsive to the needs and interests of their subjects.	<b>Pacing</b>  Weeks 14-15
<b>Content Statement</b>  1. <i>The thinkers of the Scientific Revolution transformed the way that questions about the physical world are answered, from reference to religious tradition and authority to direct, systematic observation analyzed logically.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can contrast the approach to understanding the universe that characterized the “Age of Faith” with that of the “Age of Reason.”</li> <li>I can explain how the geocentric model of the universe came to be replaced by one which placed the sun at the center.</li> <li>I can explain how deductive reasoning came to be replaced by inductive reasoning in pursuit of universal laws.</li> </ul> 2. <i>The thinkers of the Enlightenment transformed the way that questions about human behavior are answered, from reference to religious</i>	<b>Content Elaborations</b>  The “Age of Reason” saw the rise of two separate but linked historical movements: the Scientific Revolution and the Enlightenment. Emerging from an “Age of Faith,” in which all questions about the nature of the universe were referred to religious authorities (who in some cases deferred to ancient writers like Aristotle), the thinkers of this era proposed that equally good, if not better, answers to these questions could be arrived at through direct, systematic observation and the application of mathematics and logic to those observations.  Nicolas Copernicus noted that the movements of the planets suggested that the traditional geocentric model of the universe was wrong – that it made more sense to place the sun at its center. This suggestion was confirmed by Galileo Galilei’s direct observation. These challenged the doctrines of the Church, which tried to suppress them. In the meantime, Galileo had established a universal law of acceleration for falling objects. He had arrived at

## Advanced Placement European History

<p><b><i>tradition and authority to direct, systematic observation, analyzed logically; the result was a growing sense that governments should be more responsive to the needs and interests of their people.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast the political views of Enlightenment thinkers.</li> <li>• I can assess to what extent the Enlightenment influenced how absolute monarchs managed their kingdoms.</li> <li>• I can explain the foundation of capitalist philosophy as articulated by Adam Smith.</li> </ul> <p><b>3. <i>The Age of Reason produced a range of belief systems that diverged from the traditional beliefs of the Age of Faith.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast the epistemological and ethical views of scientific thinkers, deists, and rationalists during the Age of Reason.</li> </ul>	<p>this law inductively – via observation. Traditional thinking was deductive; it began with established principles that were applied to specific instances. Isaac Newton synthesized these concepts to produce the universal law of gravitation, explaining how the attraction among all objects explains much of how the universe works.</p> <p>Enlightenment thinkers applied the same new tools of observation and logic to answer questions about human behavior. They challenged the traditional justification of absolute monarchy by divine right and suggested instead a social contract in which government existed to protect its subjects – and in particular their natural rights. Some asserted that a government that failed in this mission ought to be overthrown, while others worked to design a government that would not be able to violate its subjects’ rights. Emerging economic thought advocated economic freedom.</p> <p>Some monarchs took notice of these ideas and granted greater freedoms to their subjects; in other cases, Enlightenment ideas helped inspire revolutions.</p> <p>The Age of Reason further undermined the authority of the Church, and some individuals influenced by its ideas rejected organized religious institutions altogether. This led to new approaches to understanding truth, especially ethical truth.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• geocentric model of the universe</li> <li>• deductive reasoning</li> <li>• Scientific Method</li> <li>• systematic observation (under controlled circumstances)</li> <li>• inductive reasoning</li> <li>• heliocentric model of the universe</li> <li>• elliptical orbits</li> <li>• Galileo’s universal law of the acceleration of falling objects</li> <li>• Newton’s universal law of gravitation</li> <li>• philosophes</li> <li>• Nicolaus Copernicus</li> <li>• On the Revolution of the Heavenly Orbs</li> <li>• Galileo Galilei</li> <li>• The Starry Messenger</li> <li>• Johannes Kepler</li> <li>• Sir Isaac Newton</li> <li>• Thomas Paine</li> <li>• Francois-Marie Arouet (Voltaire)</li> <li>• Baruch di Spinoza</li> <li>• Julien de la Mettrie</li> <li>• Denis Diderot</li> <li>• Rene Descartes</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• assess to what extent</li> <li>• compare and contrast</li> <li>• contrast</li> <li>• explain</li> </ul>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• salons</li> <li>• Deism</li> <li>• Rationalism</li> <li>• Epistemology</li> <li>• direct experience</li> <li>• inductive reasoning</li> <li>• “a priori” knowledge</li> <li>• deductive reasoning</li> <li>• ethics</li> <li>• categorical imperative</li> <li>• “state of nature”</li> <li>• natural rights</li> <li>• life, liberty, property</li> <li>• limited government</li> <li>• social contract</li> <li>• separation of powers</li> <li>• checks and balances</li> <li>• enlightened monarch/despot</li> <li>• abolition of serfdom</li> <li>• patronage of arts and sciences</li> <li>• Pugachev’s Rebellion</li> <li>• “Invisible Hand”/”Hidden Hand”</li> <li>• market economy</li> <li>• Aristotle</li> <li>• Ptolemy</li> <li>• Francis Bacon</li> </ul>	<ul style="list-style-type: none"> <li>• John Locke</li> <li>• Essay Concerning Human Understanding</li> <li>• David Hume</li> <li>• Immanuel Kant</li> <li>• Groundwork on the Metaphysics of Morals</li> <li>• Thomas Hobbes</li> <li>• Leviathan</li> <li>• John Locke</li> <li>• Second Treatise of Government</li> <li>• Thomas Jefferson</li> <li>• Declaration of Independence</li> <li>• Jean-Jacques Rousseau</li> <li>• The Social Contract</li> <li>• Baron de Montesquieu</li> <li>• The Spirit of the Laws</li> <li>• James Madison</li> <li>• Immanuel Kant</li> <li>• “What is Enlightenment?”</li> <li>• Frederick II “the Great”</li> <li>• Joseph II</li> <li>• Catherine the Great</li> <li>• Adam Smith</li> <li>• The Wealth of Nations</li> </ul>
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources. In this unit, students are also required to complete a performance assessment in which they take on the role</p>

## Advanced Placement European History

	of a figure from the Age of Reason and represent faithfully the ideas of that figure either in a presentation or a debate with other Age of Reason figures.
<b>Resources</b> <ul style="list-style-type: none"> <li>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>Bacon, Francis, <u><a href="#">Novum Organum</a></u></li> <li>Boorstin, Daniel J., <u><a href="#">The Seekers</a></u></li> <li>Burke, James, <u><a href="#">The Day the Universe Changed</a></u></li> <li>Copernicus, Nicolaus, <u><a href="#">Revolutions of the Heavenly Orbs</a></u></li> <li>Descartes, Rene, <u><a href="#">Meditations</a></u></li> <li>Diderot, Denis, <u><a href="#">Encyclopedia</a></u></li> <li>Durant, William, <u><a href="#">The Age of Reason</a></u></li> <li>Galileo, <u><a href="#">The Starry Messenger</a></u></li> <li>Hobbes, Thomas, <u><a href="#">Leviathan</a></u></li> <li>Kant, Immanuel, <u><a href="#">Groundwork for the Metaphysics of Morals</a></u></li> <li>Kepler, Johann, <u><a href="#">Laws of Planetary Motion</a></u></li> <li>Locke, John, <u><a href="#">Essay Concerning Human Understanding</a></u></li> <li>Locke, John, <u><a href="#">Two Treatises of Government</a></u></li> <li>Montesquieu, Baron, <u><a href="#">Spirit of the Laws</a></u></li> <li>Newton, Sir Isaac, <u><a href="#">Principia</a></u></li> <li>Paine, Thomas, <u><a href="#">The Age of Reason</a></u></li> <li>Rousseau, Jean-Jacques, <u><a href="#">The Social Contract</a></u></li> </ul>	<b>Enrichment Strategies</b> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

### Integrations

- ELA: Historical background for works of literature; writing analytical essays
- Geography: Geographic context and influences on culture
- Government: Philosophical bases of modern governments
- Mathematics: Historical background for Cartesian mathematics and infinitesimal calculation
- Science/Engineering: Historical background for the Scientific Revolution and emergence of secular worldview

### Intervention Strategies

The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.

Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.



## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The French Revolution and Napoleonic Europe</i></b></p> <p>Growing dissatisfaction with the conditions faced by the majority of France’s citizens combined with rising expectations for the responsiveness of the French government resulting from the Enlightenment; this created a volatile situation that exploded into revolution in July 1789. Though the revolution began with moderate reforms designed to make France into a limited monarchy, internal radicals and external threats pushed the revolution toward a more thorough overturning of French society. Exhausted by the chaos and violence that ensued, the French turned to a dictator, Napoléon Bonaparte, to restore order. Bonaparte’s enlightened ambitions led him to first expand the benefits of the revolution to others, waging war on Europe’s monarchs, but his hunger for power led him to become a conqueror and emperor until finally causing his downfall.</p>	<p><b>Pacing</b></p> <p>Weeks 16-18</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. Institutionalized inequality, poverty, and elevated expectations for government responsiveness to their subjects’ needs arising from the Enlightenment combined to ignite a moderate revolution in France that initially aimed to establish a limited monarchy there.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the sources of discontent that contributed to the outbreak of the French Revolution.</li> <li>I can explain how the revolt of the Third Estate escalated to violence during the summer of 1789.</li> <li>I can describe the transformations of French politics and society during the moderate opening of the French Revolution.</li> </ul> <p><b>2. The revolution took a turn toward the complete overthrow of the French cultural, social, and political order in response to foreign invasions and</b></p>		<p>In France, massive inequalities in land ownership and legal privileges combined with royal extravagance to create an environment in which the Third Estate (non-clergy and nobles) was extremely resentful of the Ancien Régime (the existing social/political order). The crisis created by the king’s inability to generate tax revenues to retire the national debt opened the door for the Third Estate to issue its grievances, but these fell on hostile ears and the Third Estate was shut out of the process. They, along with sympathetic members of the clergy and nobles who were influenced by the writings of the Enlightenment formed an alternative government, the National Assembly. Attempts to suppress this assembly were only met with rising violence against the Ancien Régime in Paris and the countryside. Meanwhile the Assembly placed the Church under government control, abolished aristocratic privilege, created a constitutional monarchy, and asserted the natural rights of individual citizens.</p>

## Advanced Placement European History

*the rise of radical Jacobins; the chaos this produced contributed to the French people's desire for "a man on horseback," which turned out to be Napoléon Bonaparte.*

### Learning Targets:

- I can explain how foreign countries came to intervene in the French Revolution and describe how the French defended themselves.
- I can examine the interaction between the radical Jacobins and the moderate French population over the goals of the Revolution.
- I can explain how events conspired to allow the collapse of the Revolution in 1799 at the hands of Napoléon Bonaparte.

3. *Napoléon Bonaparte first emerged as an enlightened ruler who sought to expand France's republican values to the subjects of tyrants, and he was very successful; this success fed his overwhelming ambition to conquer and rule as an emperor, but he overreached and brought about his own downfall.*

### Learning Targets:

- I can explain Napoléon's appeal to the French nation and assess the extent to which his leadership reflected the values of the Revolution.
- I can evaluate Napoléon as a tactician and strategist.
- I can evaluate Napoléon's management of his empire.
- I can describe the events that led to Napoléon's ultimate downfall.

The spirit of the French Revolution gravely concerned other European monarchs; they feared it could spread to their own populations. As the radical Girondins moved to export the revolution, the monarchs declared war. At first a volunteer army defended the new republic, but as the invasion continued the entire population was mobilized for defense. The climate of fear caused by the invasion allowed the hyper-radical Jacobins to seize control of the government. They used the crisis to attempt a complete overturning of the traditional French social and cultural order. They purged all references to the Ancien Régime and sought to de-Christianize France; this along with their heavy-handed management of the economy led to resentment among many French. In an effort to suppress the growing resistance, the Jacobins led by Maximilien Robespierre waged a campaign of terror to silence their opposition. This in turn actually led to the Jacobins' overthrow and the creation of a new government with a weak executive, designed to prevent future abuse of power but utterly incapable of a swift response to crisis.

The crisis was provided by an ambitious and popular military officer, Napoléon Bonaparte. On the basis of a series of victories against France's enemy Austria, he staged a coup d'état and moved to consolidate power. His enlightened policies increased his popularity, and he positioned himself to declare himself Emperor of the French; the desire of the French for stability in the form of "a man on horseback" appears to have contributed to their willingness to accept his perversion of the values of the revolution. More perversions were to come as Bonaparte moved (with great tactical success at first) to conquer Europe. Though he framed his conquests as an expansion of the revolution and introduced his enlightened Code Napoléon wherever he conquered, he soon evolved to a point where victory became the cause for which he called his soldiers to fight. Strategic failures like the Peninsular War and invasion of Russia led ultimately to Napoléon's downfall.

### Content Vocabulary

- |                                  |                         |
|----------------------------------|-------------------------|
| • Ancien Régime                  | • Concordat of 1801     |
| • First Estate                   | • Code Civil            |
| • Second Estate                  | • amnesty for émigrés   |
| • exemptions from taille, corvée | • public works          |
| • Third Estate                   | • lycées                |
| • bourgeoisie                    | • Coronation as Emperor |

### Academic Vocabulary

- describe
- evaluate
- examine
- explain

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• American Revolution</li> <li>• debt crisis</li> <li>• Estates-General</li> <li>• Cahiers de doléances</li> <li>• National Assembly</li> <li>• Tennis Court Oath</li> <li>• National Guard</li> <li>• Hôtel des Invalides</li> <li>• Bastille</li> <li>• Le Grand Peur</li> <li>• Women's March to Versailles</li> <li>• Tuileries</li> <li>• Tricolor</li> <li>• "Liberté, Égalité, Fraternité!"</li> <li>• Decrees of August 5</li> <li>• Declaration of the Rights of Man and Citizen</li> <li>• Civil Constitution of the Clergy</li> <li>• Constitution of 1791</li> <li>• Legislative Assembly</li> <li>• Hereditary Agent of the People</li> <li>• Émigrés</li> <li>• flight of the Bourbon family</li> <li>• Declaration of Pillnitz</li> <li>• Girondins</li> <li>• Invasion of Austrian Netherlands</li> <li>• National Convention</li> <li>• Jacobins</li> <li>• "Mountain"</li> <li>• sans-culottes</li> <li>• Battle of Valmy</li> <li>• "La Marseillaise"</li> <li>• Execution of Louis XVI and Marie Antoinette</li> <li>• guillotine</li> <li>• (First) Committee of Public Safety</li> <li>• Maximum Price Act</li> </ul> | <ul style="list-style-type: none"> <li>• slave revolt in Haiti</li> <li>• Battle of Trafalgar</li> <li>• decisive battle</li> <li>• critical point</li> <li>• feu d'enfer</li> <li>• friction</li> <li>• "On s'engage, pui on voit."</li> <li>• coup d'oeil</li> <li>• Battle of Austeritz</li> <li>• Battles of Jena/Auerstadt</li> <li>• Battle of Friedland</li> <li>• Continental System</li> <li>• Berlin and Milan Decrees</li> <li>• Peninsular War</li> <li>• guerilla warfare</li> <li>• Invasion of Russia</li> <li>• Grande Armée</li> <li>• "scorched earth"</li> <li>• "Generals January and February"</li> <li>• Confederation of the Rhine</li> <li>• Grand Duchy of Warsaw</li> <li>• tribute</li> <li>• conscription</li> <li>• Battle of Leipsig (Nations)</li> <li>• Treaty of Fontainebleau</li> <li>• Congress of Vienna</li> <li>• "White Terror"</li> <li>• "Hundred Days"</li> <li>• Battle of Ligny</li> <li>• Battle of Waterloo</li> <li>• Louis XIV</li> <li>• Louis XV</li> <li>• Louis XVI</li> <li>• Marie Antoinette (Habsburg)</li> <li>• Anne Robert Jacques Turgot</li> <li>• Jacques Necker</li> <li>• Comte de Mirabeau</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• levée en masse</li> <li>• de-Christianization</li> <li>• Republican Calendar</li> <li>• Temple of Reason</li> <li>• Supreme Being</li> <li>• Vendéean Uprising</li> <li>• Execution of Danton</li> <li>• (Second) Committee of Public Safety</li> <li>• Reign of Terror</li> <li>• Law of Suspects</li> <li>• Revolutionary Tribunal</li> <li>• The Directory</li> <li>• Monarchist Uprising</li> <li>• “whiff of grapeshot”</li> <li>• Northern Italian Campaign</li> <li>• Treaty of Campo Formio</li> <li>• Egyptian Campaign</li> <li>• Battle of the Pyramids</li> <li>• Battle of the Nile</li> <li>• Coup d’état de Brumaire 1799</li> <li>• Consulate</li> <li>• First Consul</li> <li>• Plebiscite</li> <li>• “man on horseback”</li> </ul> | <ul style="list-style-type: none"> <li>• Marquis de Lafayette</li> <li>• Joseph II</li> <li>• Leopold II</li> <li>• Duke of Brunswick</li> <li>• Georges Danton</li> <li>• Maximilien Robespierre</li> <li>• Napoléon Bonaparte</li> <li>• Carl von Clausewitz Vom Krieg</li> <li>• Horatio Nelson</li> <li>• Roger Ducos</li> <li>• Abbe Emmanuel-Joseph Sieyes</li> <li>• Pius VII</li> <li>• Napoléon I</li> <li>• Toussaint L’Ouverture</li> <li>• Joseph Fouché</li> <li>• Joseph Bonaparte</li> <li>• Arthur Wellesley, the Duke of Wellington</li> <li>• Alexander I</li> <li>• Mikhail Kutuzov</li> <li>• Marie-Louise Habsburg</li> <li>• Louis XVIII</li> <li>• Gabhard von Blucher</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Formative Assessments

Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.

### Summative Assessments

Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.

## Advanced Placement European History

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Brinton, Crane, <u><a href="#">The Anatomy of Revolution</a></u></li> <li>• Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. III)</a></u></li> <li>• de Tocqueville, Alexis, <u><a href="#">The Old Regime and the French Revolution</a></u></li> <li>• Lynn, John A., <u><a href="#">The Bayonets of the Republic</a></u></li> <li>• Schama, Simon, <u><a href="#">Citizens!</a></u></li> <li>• Chandler, David, <u><a href="#">The Campaigns of Napoléon</a></u></li> <li>• Cornwell, Bernard, <u><a href="#">Sharpe's Rifles</a></u></li> <li>• Jakob, Walter, <u><a href="#">Diary of a Napoleonic Foot Soldier</a></u></li> <li>• Johnson, Paul, <u><a href="#">Napoléon: A Life</a></u></li> <li>• Keegan, John, <u><a href="#">The Face of Battle</a></u></li> <li>• Keegan, John, <u><a href="#">Intelligence in War</a></u></li> <li>• Keegan, John, <u><a href="#">The Mask of Command</a></u></li> <li>• von Clausewitz, Carl, <u><a href="#">Vom Krieg (On War)</a></u></li> <li>• Wills, Gary, <u><a href="#">Certain Trumpets: The Nature of Leadership</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• French: Opportunity for exposure to French language and culture</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Government: Opportunity to examine various forms of government and role of citizens in changing governments; case studies in modern political science</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p>

## Advanced Placement European History

- Visual Arts: Historical background for works of art and architecture, examination of art and architecture as a form of propaganda

Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The Masses: Unleashed and Restrained</i></b></p> <p>During the French Revolution and the Napoleonic Wars, the masses exhibited their power in the political and military realms and in the early Industrial Revolution in the economic realm as well. The violence and instability that resulted was mitigated by the forces of conservatism established in the Congress of Vienna. The masses responded to this attempt to restrain them by continuing their struggle to force their governments to acknowledge the end of the era of absolutism and the beginning of an era of popular government.</p>	<p><b>Pacing</b></p> <p>Weeks 19-21</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>In the wake of Napoléon’s defeat, the forces of conservatism attempted to restore the social/political status quo, but economic and social developments in the United Kingdom, along with the British liberal tradition, allowed a reform movement to emerge that eventually spread across Europe.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can describe the arrangements made at the Congress of Vienna that were designed to suppress the political power of the masses.</li> <li>I can explain how the power of the masses was being unleashed in manufacturing during the ongoing Industrial Revolution in the United Kingdom.</li> <li>I can explain the problems that factory work presented to laborers.</li> <li>I can explain the problems that rapid urbanization presented to city dwellers.</li> <li>I can describe working-class responses to the unsatisfactory conditions in British factories and cities and the British government’s reaction.</li> <li>I can evaluate the reform movement led by Parliament and its effect on the quality of life for working class people in the United Kingdom.</li> </ul>		<p>The French Revolution had demonstrated the political power of the common masses, and it terrified Europe’s monarchs. In the wake of Napoléon’s defeat, the monarchs gathered at Vienna in an attempt to “turn back the clock” and create a system to suppress future revolts before they could flower into revolutions.</p> <p>In the meantime, the Industrial Revolution was continuing in Britain, unleashing the economic power of the masses. Machine tools that could be “programmed” to do exactly one task had removed the last of skill from the manufacturing process, which was now power by steam. Anyone, regardless of skill, could serve as factory labor, and while this produced an increase in manufacturing output, it created problems for the working class. It put skilled laborers out of work and forced wages to below survival level for the unskilled. Because they were so easily replaceable, workers faced unsafe working conditions and long hours with no basis to negotiate. Unions and striking were outlawed, which forced the working class into political movements. Here they joined reformers who were seeking to improve conditions in the cities that had grown up around the factories. Here, overcrowding begat shortages of safe housing, spread of fire and disease, and poverty produced high crime rates.</p>

## Advanced Placement European History

<p><b>2. Elsewhere in Western Europe, where no liberal tradition existed, more radical movements and philosophies emerged to create pressure for political change.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the instability in France's government during the period following Napoléon's defeat.</li> <li>I can explain the Marxist/communist perspective on class struggle and exploitation.</li> <li>I can describe and evaluate the Marxist/communist call to action and assess to what extent this call to action "played out" during the 19th Century.</li> </ul>	<p>Despite a few violent outbursts of working class dissatisfaction, Britain's liberal tradition offered a basis for redress of grievances through Parliamentary action, and the Whig Party now framed itself as advocates for the working class. Parliament as an institution was the first to be reformed, then laws were passed to protect women and children in the workplace. Gradually additional reforms brought some relief to Britain's crowded cities.</p> <p>France had so much liberal basis for reform, and as a result the working class of Paris convulsed throughout the first half of the 19th Century, unseating monarchs in 1830 and 1848. The rest of continental Europe threatened to move in the same direction, while Metternich's System established at Vienna sought to restrain the masses in their dissatisfaction.</p> <p>In response to what appeared to be a lack of progress for the working class, Karl Marx and Frederick Engels authored <u>The Communist Manifesto</u>, proclaiming history to be an ongoing class struggle which would inevitably result in the overthrow of the bourgeois (ownership) by the proletariat (working class). Marx proclaimed that labor was entitled to all of the value they created, whereas surplus value was instead held by the bourgeoisie. He called for a proletarian revolution to end this.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>Congress of Vienna</li> <li>legitimacy</li> <li>containment</li> <li>Quadruple/Holy Alliance</li> <li>"Metternich System"</li> <li>Carlsbad Decrees</li> <li>prior restraint (censorship)</li> <li>secret societies</li> <li>secret police</li> <li>Industrial Revolution</li> <li>steam engine</li> <li>condenser</li> <li>machine tools</li> <li>railroads</li> <li>"The Rocket"</li> <li>underground sewers</li> <li>Public Health Act</li> <li>Chamber of Deputies</li> <li>July Ordinances</li> <li>July Revolution</li> <li>"Citizen King"/ "Bourgeois Monarch"</li> <li>February 1848 Revolution</li> <li>Bonapartists</li> <li>Legitimists</li> <li>republicans</li> <li>socialists</li> <li>National Workshops</li> <li>Bloody June Days</li> <li>Second French Republic</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>describe</li> <li>evaluate</li> <li>examine</li> <li>explain</li> </ul>



## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Liverpool—Manchester Railway</li> <li>• Portsmouth Dockyards</li> <li>• production line</li> <li>• deskilling</li> <li>• interchangeable parts</li> <li>• Factory (“American”) System</li> <li>• “Iron Law of Wages”</li> <li>• survival wage</li> <li>• unequal pay</li> <li>• child labor</li> <li>• worker safety</li> <li>• chronic injuries/deformities</li> <li>• “Black Lung”/“White Lung”</li> <li>• abuse</li> <li>• urbanization</li> <li>• “multiplier effect”</li> <li>• overcrowding/housing shortage</li> <li>• sanitation/disease</li> <li>• open sewer/cesspit</li> <li>• cholera/typhus</li> <li>• crime</li> <li>• fire</li> <li>• Luddites</li> <li>• Corn Law</li> <li>• “Peterloo Massacre”</li> <li>• Six Acts</li> <li>• Anti-Corn Law League</li> <li>• trade unions</li> <li>• Combination Act</li> <li>• Glasgow strike</li> <li>• political liberalism/conservatism</li> <li>• “classical” economic liberalism</li> <li>• Tories vs. Whigs</li> <li>• Reform Bill of 1831-32</li> <li>• boroughs (“rotten boroughs”)</li> <li>• Chartist Movement</li> <li>• People’s Charter</li> </ul> | <ul style="list-style-type: none"> <li>• Second French Empire</li> <li>• economic determinism</li> <li>• class struggle</li> <li>• bourgeoisie</li> <li>• proletariat</li> <li>• Labor Theory of Value</li> <li>• Theory of Surplus Value</li> <li>• means of production</li> <li>• private property/property rights</li> <li>• religion as “opiate of the masses”</li> <li>• “Battle of Democracy”</li> <li>• “Dictatorship of the Proletariat”</li> <li>• classless society</li> <li>• historical inevitability</li> <li>• scientific vs. utopian socialism</li> <li>• Klemens von Metternich</li> <li>• Thomas Newcomen</li> <li>• James Watt</li> <li>• Henry Maudsley</li> <li>• George Stephenson</li> <li>• Marc Brunel</li> <li>• David Ricardo, “On Wages”</li> <li>• Benjamin D’Israeli, “Sybil”</li> <li>• “King Ned Ludd”</li> <li>• William Pitt “the Younger”</li> <li>• Charles James Fox</li> <li>• John Russell</li> <li>• William IV</li> <li>• Jeremy Bentham, “Principles of Morals and Legislation”</li> <li>• John Stuart Mill</li> <li>• Michael Sadler</li> <li>• Robert Peel</li> <li>• Edwin Chadwick</li> <li>• John Snow</li> <li>• Joseph Bazalgette</li> <li>• Charles X</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• universal male suffrage</li> <li>• Utilitarianism</li> <li>• Poor Law</li> <li>• Sadler Commission</li> <li>• Factory Act/Mines Act</li> <li>• Ten Hours Act</li> <li>• Metropolitan Police Act</li> <li>• Metropolitan Fire Brigade</li> <li>• Metropolitan Railway</li> <li>• “Big Stink”</li> </ul>	<ul style="list-style-type: none"> <li>• Marquis de Lafayette</li> <li>• Louis-Philippe</li> <li>• Louis Blanc</li> <li>• Louis-Napoléon Bonaparte (Napoléon III)</li> <li>• Karl Max and Friedrich Engels</li> <li>• The Communist Manifesto</li> <li>• Capital (Max only)</li> </ul>
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Burke, James, <u><a href="#">Connections</a></u></li> <li>• Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. IV)</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• de Tocqueville, Alexis, <u>Recollections: The French Revolution of 1848</u></li> <li>• Durant, William, <u>The Story of Philosophy</u></li> <li>• Kissinger, Henry, <u>Diplomacy</u></li> <li>• Marx, Karl, <u>Das Kapital (Capital)</u></li> <li>• Marx, Karl and Engels, Freidrick, <u>The Communist Manifesto</u></li> <li>• Mill, John Stuart, <u>On Liberty</u></li> <li>• Ozment, Stephen, <u>A Mighty Fortress: A New History of the German People</u></li> <li>• Ricardo, David, <u>Principles of Political Economy and Taxation</u></li> </ul>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Economics: Introduction to classical versus Marxist economics</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Government: Role of citizens in seeking reforms</li> <li>• Science/Engineering: Technologies that allowed for conquest; technologies of manufacturing and their social consequences</li> <li>• Sociology: Urbanization, its impact on the individual and society</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p> <p>For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.</p>

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b>Romanticism and Nationalism</b></p> <p>In the early years of the 19th Century, as a result of the French Revolutionary period, Europeans departed from the universalist impulses of the Age of Reason to focus on the mysteries of nature. This spirit of Romanticism caused many to abandon the belief that the human mind could, through reason, grasp all knowledge. It also turned their attention away from the idea that through reason a single, ideal system of government or set of values could be introduced into Europe. Instead, each nation of Europeans began to reinvest themselves in the uniqueness of their ethnic heritage. This cultural nationalism in turn led to the emergency of political nationalism, in which each nation rejected outside rule in favor of self-governance; this movement nearly caused the collapse of the equilibrium established since the Congress of Vienna, caused some multinational empires to crumble, and brought together new states.</p>	<p><b>Pacing</b></p> <p>Weeks 22-24</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>The French Revolution served as a catalyst for change in the 19th Century in that it exposed the inherent weaknesses of absolutism and created a reaction against the values of the Age of Reason that the French had sought to impose throughout Europe.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can examine the critiques of the philosophy of the Age of Reason that gave rise to Romanticism during the 19th Century and describe Romanticism's impact on European history and culture.</li> <li>I can explain the origins of nationalism and distinguish between cultural and political nationalism.</li> </ul>		<p>Europeans of the early/mid-19th Century had witnessed decades of warfare and the spread of an industrial/urban nightmare and regarded them, perhaps, as a product of "Age of Reason" philosophy run amok. This period thus saw a revolt against reason in favor of the idea that the human mind is not limitless in its capacity to understand the world; this "Romantic" outlook regarded the mysteries of nature as sacred and valued intuition and emotion over reason.</p> <p>Meanwhile across Europe, wherever the ideas of the French Revolution had been carried by Napoléon, two concepts took root. One was a reaction against the universalizing impulse that sought to impose the reason-based French system on those whom Napoléon conquered. This was in accord with the Romantic philosophy and manifested itself in the elevation of all things local and organic over the universal and artificial. The other was a rejection of the default acceptance of monarchical rule as the natural order of things; some</p>

## Advanced Placement European History

<p><b>2. From 1820-1871 an upheaval against the political status quo resulted from the spirit of political nationalism; this upheaval drove change that took the form of liberal reforms and the creation of new nation-states.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can describe the successful nationalist revolutions of the early 19th Century.</li> <li>I can explain the conflict between the United Kingdom and the Irish and evaluate British policy toward the Irish through the 19th Century.</li> <li>I can describe the unsuccessful nationalist revolts of the mid-19th Century.</li> <li>I can describe the process by which foreign rulers were driven out of Italy by Italian nationalists.</li> <li>I can explain why Germany had not unified as a nation-state as late as the 1850s.</li> <li>I can describe the process whereby Germany became a united nation-state under Prussian leadership.</li> </ul>	<p>came to see the nation, not the monarch, as the true basis for governing authority and sought to liberate their nations from foreign monarchs to create self-governing nation-states.</p> <p>Successful nationalist revolutions removed the Spanish from their American colonies, the Ottomans from Greece, and the Dutch from Belgium. The Magyars of Hungary, though they met with defeat in trying to form a state independent of the Habsburgs, were granted limited autonomy in a dual monarchy. Less success was found by the Poles and Romanians who saw their nationalist revolts crushed by the Russians, and the Irish, whose struggle against the British continued into the 20th Century. Italian nationalists led by Mazzini were defeated by the Austrians, French, and Spanish, but in mid-century Italy was liberated and united through the efforts of Camillo di Cavour and Giuseppe Garibaldi. While most of Germany was ruled by German princes, efforts to unite them into one state at the Frankfurt Assembly of 1849 failed. Only a policy of “blood and iron” allowed Prussia under the dictatorship of Otto von Bismarck to forcefully create a united German reich.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>moral impulse</li> <li>categorical imperative</li> <li>Romanticism</li> <li>“Noble Savage”</li> <li>Romantic gardens</li> <li>garden follies</li> <li>Gothic Revival</li> <li>landscape</li> <li>nation</li> <li>cultural nationalism</li> <li>kultur vs. zivilization</li> <li>folklore and history</li> <li>political nationalism</li> <li>nation-state</li> <li>Young Europe</li> <li>creoles vs. peninsulares</li> <li>“Americans”</li> <li>Monroe Doctrine</li> <li>Second German Reich</li> <li>kaiser</li> <li>John Locke</li> <li>Essay Concerning Human Understanding</li> <li>Immanuel Kant</li> <li>Groundwork for the Metaphysics of Morals</li> <li>Jean-Jacques Rousseau</li> <li>J. M. W. Turner, “The Chain Pier” and “Weymouth Bay”</li> <li>John Constable, “The Cornfield” and “The Haywain”</li> <li>William Wordsworth, “Tintern Abbey”</li> <li>John Keats</li> <li>“Ode on a Grecian Urn”</li> <li>William Blake, “The Tiger”</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>describe</li> <li>examine</li> <li>explain</li> </ul>

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Philhellenes</li> <li>• Battle of Navarino</li> <li>• Walloons</li> <li>• Treaty of London</li> <li>• Celts</li> <li>• “The Pale”</li> <li>• Plantations</li> <li>• Jacobite Risings/Rebellions</li> <li>• Battle of the Boyne</li> <li>• Penal Laws</li> <li>• Act of Union</li> <li>• Catholic Association</li> <li>• Catholic Emancipation</li> <li>• Tithe War</li> <li>• Repeal Association</li> <li>• “Monster Meetings”</li> <li>• Young Ireland</li> <li>• Potato Blight and Famine</li> <li>• Young Irish Disorders</li> <li>• Fenian rebels</li> <li>• Home Rule</li> <li>• “Christ of Nations”</li> <li>• Polish Revolt</li> <li>• Liberal Revolt</li> <li>• Magyar Revolt</li> <li>• Ausgleich/Dual Monarchy</li> <li>• Carbonari</li> <li>• Giovane Italia</li> <li>• Austro-Sardinian War</li> <li>• Redshirts</li> <li>• Seven Weeks’ War</li> <li>• “Blut und Boden”</li> <li>• Volk</li> <li>• German Confederation</li> <li>• Zollverein</li> <li>• Frankfurt Assembly</li> <li>• Prussian Constitution</li> </ul> | <ul style="list-style-type: none"> <li>• Robert Burns, “To a Mouse”</li> <li>• Johann Wolfgang von Goethe</li> <li>• Faust</li> <li>• Samuel Taylor Coleridge</li> <li>• “Rime of the Ancient Mariner”</li> <li>• “Kubla Khan”</li> <li>• Johann Gottfried von Herder</li> <li>• “Materials for the Philosophy of the History of Mankind”</li> <li>• Guiseppe Mazzini</li> <li>• “On Nationality”</li> <li>• Ernst Moritz Arendt</li> <li>• “Was 1st das Deutschen Vatterland?”</li> <li>• Simon Bolivar</li> <li>• José de San Martín</li> <li>• Theodoros Kolokotronis</li> <li>• Leopold I</li> <li>• Patricus (St. Patrick)</li> <li>• Brian Boru</li> <li>• John</li> <li>• Henry VII</li> <li>• Elizabeth I</li> <li>• Oliver Cromwell</li> <li>• James II</li> <li>• Daniel O’Connell</li> <li>• Sir Charles Trevalyan</li> <li>• William Gladstone</li> <li>• Alexander Ypsilanti</li> <li>• Prince Adam Czartoryski</li> <li>• Klemens von Metternich</li> <li>• Franz Josef Habsburg</li> <li>• Louis Kossuth</li> <li>• Giuseppe Mazzini</li> <li>• Camillo di Cavour</li> <li>• Il Risorgimento</li> <li>• Victor Emmanuel</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Realpolitik</li> <li>• Danish War</li> <li>• non-aggression pact</li> <li>• Treaty of Prague</li> <li>• Spanish succession crisis</li> <li>• Ems Dispatch</li> <li>• Franco-Prussian War</li> <li>• Battle of Sedan</li> <li>• Giuseppe Garibaldi</li> <li>• Frederick-Wilhelm IV</li> <li>• Otto von Bismarck “Blood and Iron”</li> <li>• Wilhelm I</li> <li>• Napoléon III</li> <li>• Leopold Hohenzollern</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Davison, Michael Worth, ed., <u><a href="#">Everyday Life Through the Ages</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Boorstin, Daniel J., <u><a href="#">The Creators</a></u></li> <li>• Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. IV)</a></u></li> <li>• Crankshaw, Edward, <u><a href="#">Bismarck</a></u></li> <li>• Kissinger, Henry, <u><a href="#">Diplomacy</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Ludwig, Emil, <u>Bismarck: The Story of a Fighter</u></li> <li>• Ozment, Stephen, <u>A Mighty Fortress: A New History of the German People</u></li> </ul>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Science/Engineering: Critiques of the secular, scientific worldview</li> <li>• Music: Historical background for works of music, music as a form of propaganda</li> <li>• Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p> <p>For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.</p>



## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b>Mature Industrial/Urban Society and Imperialism</b></p> <p>During the second half of the 19th Century, Western European societies that had urbanized earlier in the century began to overcome the associated “growing pains.” The struggles of the working class and urban populations found relief in the form of more responsive governments and better-designed cities. Populations stabilized, laws supported working-class interests and expanded suffrage, and cities were reborn that gave rise to new movements in art and science. Western Europeans in particular were so impressed with their progress that they came to regard progress as an inevitable product of international competition. This justified, in their minds, the conquest of African, Asia, and the Pacific, lands wanted for their natural resources and untapped markets, now available through advanced technologies. An age of imperialism emerged.</p>	<p><b>Pacing</b></p> <p>Weeks 25-27</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. During the second half of the 19th Century, populations stabilized, allowing urban planners to redesign their cities to become centers of commerce, administration, and culture.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can analyze the demographic transition that European countries experienced as they evolved through the industrial era and evaluate Thomas Malthus’ concerns about population.</li> <li>I can analyze the transformation of cities in industrialized European countries as the 19th Century progressed.</li> </ul> <p><b>2. The struggle between governments and the working class that characterized the first half of the 19th Century gave way gradually to greater responsiveness to working-class interests during the second half of the century.</b></p>		<p>The industrial and urban societies that had experienced rough (and often violent) growing pains in the first half of the 19th Century began to mature into stability in the second half. Populations stabilized as working class families responded to urban living and as new knowledge, technologies, and policies improved public health. Cities themselves became more livable thanks to public transportation which allowed the outward expansion of urban populations into the new suburbs. The city centers, meanwhile, became less industrial and more focused on commerce, administration, and culture; this made them desirable locations where a shared urban culture replaced the alienation of the early industrial centers.</p> <p>Governments also matured in their response to working class dissatisfaction. Rather than attempt to suppress the working class, governments now became increasingly responsive to working class needs. This included the incorporation of union and labor leaders into the political process, expansion of suffrage,</p>

## Advanced Placement European History

### Learning Targets:

- I can describe the political conditions in the United Kingdom during the era of Gladstone and D’Israeli and into the early 20th Century.
- I can assess to what extent governments across Europe were becoming more responsive to the needs of working class people – also known as “the masses.”
- I can assess to what extent the Russian government became more liberal and responsive to the needs of working class people during the 19th and early 20th Centuries.

### 3. *The reborn cities became centers of innovation in the arts and sciences, producing new ways of thinking about the world; a sense of the inevitability of progress emerged.*

#### Learning Targets:

- I can describe the transformation of artistic style and technique during the 19th Century in Europe.
- I can examine the scientific, cultural, political, and social influences of Charles Darwin’s work in evolution.

### 4. *Western European countries, seeking access to natural resources and markets for manufactured goods and justified by the belief that progress ought to be exported to all the world, indulged in imperialism in Africa, Asia, and the Pacific.*

#### Learning Targets:

- I can explain the motivations that propelled European imperialism in the second half of the 19th Century.
- I can compare and contrast the direct and indirect methods of managing conquered peoples.
- I can describe the process by which Africa was subdued by European powers and the conflicts that resulted.
- I can describe the process by which India and Indochina came under European rule.
- I can explain how European influence contributed to the downfall of China’s Qing Dynasty.
- I can describe instances of successful resistance to European/Western imperialism.

regulation of industry, and provision of social welfare programs. In Britain, the Conservatives (Tories) joined the Liberals (Whigs) in a contest for working class loyalty, but the new Labour Party soon displaced the Liberals, just as Social Democratic Parties emerged to represent the working class across the continent. In eastern Europe, this process was slower since in places like Austria, the Ottoman Empire, and Russia the economy was still largely agrarian. In Russia, a liberal czar, Alexander II, ordered multiple reforms, but these only succeeded in opening the door for more radical groups to emerge, one of which assassinated him leading, to renewed repression and a return to conservatism.

In the cities, new thinking emerged in the arts as realism and then impressionism replaced traditional portraiture and monumental works. Impressionism in particular celebrated the new urban culture and introduced new aesthetic standards that shocked critics. In the urban academic centers, the new theory of evolution by natural selection put forth by Charles Darwin sparked debate between traditionalists and modernists and combined with the philosophical ideas of Hegel and Nietzsche to inspire the belief that progress through competition was the natural order of things. This in turn gave rise to grotesque racial theories and justified in Europeans’ minds the conquest of less “evolved” cultures around the world.

It was not only the desire to spread the blessings of European civilization to Asia, Africa, and the Pacific that motivated European imperialism, however. Access to raw materials and new markets for manufactured goods underlay these conquests as well. European powers used superior technology in most cases to conquer and either ruled their new subjects directly or (as the British did) tried to buy the loyalty of existing native leaders with bribes in return for managing the day-to-day administration of their people.

In Africa, the desire for raw materials and lack of strong state structure among the natives incited a European “scramble” for Africa, slowed only by the efforts of Otto von Bismarck to avoid the outbreak of a general European war over conflicting claims. British trading relationships in India and French trading posts in Indochina both led to conflict which resulted in European conquest, colonization, and subordination until the mid-20th Century. Europeans did not conquer China but imposed themselves in Chinese trade and culture,

## Advanced Placement European History

	<p>engendering a nationalist resentment that exploded in 1900's "Boxer Rebellion" and the eventual collapse of the Qing Dynasty. Japan and Ethiopia adopted European technologies and successfully resisted conquest through the rest of the 19th Century.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• demographic transition</li> <li>• birth/death/growth rates</li> <li>• preindustrial</li> <li>• industrial</li> <li>• stabilization</li> <li>• arithmetic vs. geometric growth</li> <li>• Malthusian catastrophe</li> <li>• city planning</li> <li>• suburb</li> <li>• terrace apartment</li> <li>• Neoclassical and Gothic Revival</li> <li>• iron/steel-framed structure</li> <li>• Paris Commune</li> <li>• Third French Republic</li> <li>• Dreyfus Affair</li> <li>• Conservatives vs. Liberals</li> <li>• Reform Bill of 1867</li> <li>• trade unions</li> <li>• Fabians</li> <li>• Labour Party</li> <li>• Women's Social and Political Union</li> <li>• Suffragists/"Suffragettes"</li> <li>• universal male suffrage</li> <li>• Reichstag (Germany)/Reichsrat (Austria-Hungary)</li> <li>• Kulturkampf</li> <li>• social welfare</li> <li>• "old-age insurance"</li> <li>• "worker's compensation"</li> <li>• "People's Budget"</li> <li>• economic imperialism</li> <li>• political/military imperialism</li> <li>• cultural imperialism</li> <li>• Social Darwinism/paternalism</li> <li>• Thomas Malthus, An Essay on the Principle of Population</li> <li>• Georges-Eugene Haussmann</li> <li>• Joseph Paxton, Crystal Palace</li> <li>• Gustave Eiffel, Eiffel Tower</li> <li>• Alfred Dreyfus</li> <li>• Emile Zola, "J'accuse"</li> <li>• Benjamin D'Israeli</li> <li>• William Gladstone</li> <li>• Emmeline Pankhurst</li> <li>• Otto von Bismarck</li> <li>• Franz Josef</li> <li>• David Lloyd George</li> <li>• Nicholas I</li> <li>• Alexander II</li> <li>• Alexander III</li> <li>• Nicholas II</li> <li>• Father Georgy Gapon</li> <li>• Edouard Manet, "Luncheon on the Grass"</li> <li>• Napoléon III</li> <li>• Claude Monet, "Impression: Sunrise," "Haystacks" series, "Water Lilies" series, "Gare Saint-Lazare"</li> <li>• Pierre-Auguste Renoir, "Luncheon of the Boating Party"</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• assess to what extent</li> <li>• compare and contrast</li> <li>• describe</li> <li>• examine</li> <li>• explain</li> </ul>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Revisionist Socialists</li> <li>• Social Democratic Parties</li> <li>• Decembrist Revolt</li> <li>• emancipation</li> <li>• dumas/zemstvas</li> <li>• “People’s Will”</li> <li>• Pogroms</li> <li>• Russo-Japanese War</li> <li>• Bloody Sunday</li> <li>• national duma</li> <li>• Realism</li> <li>• Salon des Refusés</li> <li>• Impressionism</li> <li>• evolution by natural selection</li> <li>• “survival of the fittest”</li> <li>• Social Darwinism</li> <li>• eugenics</li> <li>• dialectic</li> <li>• thesis, antithesis, synthesis</li> <li>• “Young Hegelians”</li> <li>• Monism</li> <li>• race, nation, state</li> </ul>	<ul style="list-style-type: none"> <li>• Vincent van Gogh, “Starry Night,” “Wheatfield” series</li> <li>• Georges Seurat, “Sunday Afternoon on the Island of La Grande Jatte”</li> <li>• Carolus Linnaeus</li> <li>• Charles Lyell, Principles of Geology</li> <li>• Charles Darwin, On the Origin of Species, The Descent of Man</li> <li>• Herbert Spencer, Principles of Biology</li> <li>• George Frederick Wilhelm Hegel</li> <li>• Frederick Nietzsche, The Will to Power</li> <li>• Ernst Haeckel, Weltratsel</li> <li>• Francis Galton, Hereditary Genius: Its Laws and Consequences</li> <li>• Rudyard Kipling, “The White Man’s Burden”</li> </ul>
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u>A History of the Modern World Tenth Edition</u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u>Sources of Western</u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a</p>

## Advanced Placement European History

<p><u>Society</u></p> <ul style="list-style-type: none"> <li>• Davies, Norman, <u>Europe: A History</u></li> <li>• Davison, Michael Worth, ed., <u>Everyday Life Through the Ages</u></li> <li>• Fordham University, The Internet Modern History Sourcebook <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></li> <li>• Lualdi, Katharine, ed., <u>Sources of The Making of the West</u></li> <li>• Sherman, Dennis, <u>Western Civilization: Sources, Images, and Interpretations</u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u>Great Issues in Western Civilization</u></li> <li>• Boorstin, Daniel J., <u>The Seekers</u></li> <li>• Burke, James, <u>The Day the Universe Changed</u></li> <li>• Churchill, Winston, <u>History of the English-Speaking Peoples (Vol. IV)</u></li> <li>• Durant, Will, <u>The Story of Philosophy</u></li> <li>• Hall, Sir Peter, <u>Cities of Civilization</u></li> <li>• Nietzsche, Friedrich, <u>The Genealogy of Morals</u></li> <li>• Norberg-Schulz, Christian, <u>Meaning in Western Architecture</u></li> <li>• Ozment, Stephen, <u>A Mighty Fortress: A New History of the German People</u></li> <li>• Tuchman, Barbara, <u>The Proud Tower</u></li> </ul>	<p>first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Government: Role of citizens in seeking reforms</li> <li>• Science/Engineering: Technologies that allowed for conquest; evolution by natural selection</li> <li>• Sociology: Introduction to racial/ethnic theories and prejudice; continuing evolution of the urban environment</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p>

## Advanced Placement European History

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The Great War</i></b></p> <p>The diplomatic equilibrium that had been forged in the years following 1871 gave way to unrestrained total war in 1914. Tensions elevated by imperialist and military competition combined with nationalism and ethnic allegiances to produce a climate of crisis that exploded following the assassination of Archduke Franz Ferdinand of Austria-Hungary. German military strategy and a prewar system of alliances expanded the scope of the war to encompass all of Europe and eventually the United States. New technologies combined with outdated tactics to reduce the war to a lethal stalemate through most of its duration. The total war effort led to regimentation in most societies, while those who could not keep up crumbled in defeat or (as in Russia) revolution. The Paris Peace Settlement that ended the war left many of the problems that caused the war unresolved and engendered new tensions that contributed to its failure in less than 20 years. In the meantime, European culture reflected changes brought on by the trauma of total war.</p>	<p><b>Pacing</b></p> <p>Weeks 28-30</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>The Great War was brought on by geopolitical forces including tensions arising from imperialism and militarism, nationalism and ethnic allegiances, and its scope expanded due to the pre-war alliance system and military planning.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast the foreign policy of Otto von Bismarck with that of Kaiser Wilhelm II and assess to what extent this shift contributed to the outbreak of the First World War.</li> <li>I can describe the conflicts that stirred violence in the Balkan region and assess to what extent these contributed to the outbreak of the First World War.</li> </ul>		<p>In the mind of Germany's chancellor, Otto von Bismarck, the best security lay in preserving the general peace in Europe. He knew that the disintegration of the Ottoman Empire and other European powers' interest in capturing the Balkan region could trigger a general war, so he played the role of an outside mediator to preserve the peace. This role did not satisfy the ambitions of German Kaiser Wilhelm II, who outraged the Russians by partnering with the Ottomans and outraged the British with a naval buildup. He then complained of "encirclement" when the British and Russians joined the French in an alliance "against" Germany.</p> <p>Nationalism in the Balkans incited war when the Bosnian Serb terror group assassinated the archduke of Austria-Hungary as a protest against Austrian control of Bosnia. Pan-Slavism brought Russia to the rescue of Serbia, which</p>



## Advanced Placement European History

- I can explain German military planning and assess to what extent it contributed to the outbreak and expansion of the First World War.

**2. *Tactical errors combined with new technologies caused the Great War to settle into a deadly stalemate which forced governments to take more control over their economies; those who could not do so effectively collapsed.***

**Learning Targets:**

- I can explain how the fluid events of the war's first month destroyed the Schlieffen Plan and condemned the war to continue in a stalemate.
- I can evaluate the German war effort and contrast it with the war efforts of their allies.
- I can describe the conditions faced by soldiers living and fighting in the trenches of the Western Front.
- I can evaluate the efforts of field commanders to break the stalemate on the Western Front in 1916.
- I can assess to what extent civilian society was affected by the First World War.

**3. *The collapse of Russia and the entry of the United States into the war ended the stalemate and ultimately produced an Allied victory that shocked Germans and immediately changed the face of Europe.***

**Learning Targets:**

- I can describe the events that led to Germany's near-victory and those that prevented it and produced an Allied victory.
- I can describe the terms of the armistice and the immediate consequences of the end of the First World War.

**4. *The Paris Peace Settlement left unresolved many of the problems that contributed to the war's outbreak and even strengthened German desire for revenge; meanwhile, the war had lasting cultural impacts across Europe as well.***

**Learning Targets:**

- I can compare and contrast Woodrow Wilson's "Fourteen Points" with the actual settlement that resulted from the Paris Peace Conference.

was faced with a declaration of war by Austria-Hungary. Germany agreed to support their Austrian allies, but their plans for fighting a general war in Europe called for them to attack and defeat France (which they perceived as the more immediate threat) before fighting Russia. To accomplish this with adequate speed to shift forces eastward, the Germans had to invade neutral Belgium, whose independence was guaranteed by Britain. In these ways, a regional conflict between Austria-Hungary and Serbia grew into a continent-wide war.

But the war did not go as planned for the Germans. The Belgians staged a spirited opposition, and the Russians attacked sooner than expected at Tannenberg, forcing the Germans to shift forces eastward before their attack on France could succeed. This caused the German effort in France to fail at the Marne, and the war in the west settled into a brutal stalemate. The Germans were forced to take over the war efforts of their ineffectual Austro-Hungarian allies against Russia, Serbia, and Italy and won on all fronts. On the Western Front, however, neither the Germans nor the Allied Powers could break the stalemate. Instead, soldiers lived wretchedly in the trenches, faced with physical and mental exhaustion, disease, and rats. When they did see action, it amounted to futile frontal assaults against an entrenched enemy armed with artillery and machine guns. The toll of wounded and dead was massive, especially when commanders attempted to break the stalemate with massive attacks such as at Verdun and the Somme. At home, civilians were mobilized for the total war effort, making sacrifices meant to maximize efficiency and productivity.

In some countries, this could not be sustained. This was particularly true in Russia, which collapsed in revolution in 1917. This created the first opportunity of the war for the Germans to focus their efforts on the Western Front, but at the same time, Germany's unrestricted submarine warfare had, in their effort to deny supplies to Britain and France, brought the United States into the war. This proved to be decisive in Germany's defeat. Germany accepted an armistice that was characterized by extremely harsh terms, while her allies Austria-Hungary and the Ottoman Empire simply disintegrated.

The Paris Peace Conference that followed the war featured two different ideas for peace. President Woodrow Wilson of the United States envisioned a new



## Advanced Placement European History

<ul style="list-style-type: none"> <li>I can describe the social/cultural responses to the experience of the First World War.</li> </ul>	<p>framework for international relations designed to prevent future wars, but the British and French were more focused on punishing Germany, which became a much-resented centerpiece of the peace settlement. Meanwhile, society and culture showed the scars of war, as many came to reject liberalism in favor of government control, and as disillusionment with the idea that progress is inevitable manifested itself in postwar literature and the visual arts.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>diplomatic equilibrium</li> <li>Crimean War</li> <li>“Realpolitik”</li> <li>Three Emperors’ League</li> <li>“Eastern Question”</li> <li>Pan-Slavism</li> <li>Second Russo-Turkish War</li> <li>Treaty of San Stefano</li> <li>Congress of Berlin</li> <li>Triple Alliance</li> <li>Reinsurance Treaty</li> <li>“Weltpolitik”/“place in the sun”</li> <li>“Young Turks”</li> <li>Triple Entente</li> <li>“Encirclement”</li> <li>Balkan League</li> <li>Black Hand</li> <li>“blank check”</li> <li>Austrian ultimatum</li> <li>Schlieffen Plan</li> <li>violation of Belgian neutrality</li> <li>Allied Powers</li> <li>Central Powers</li> <li>Tannenberg Campaign</li> <li>Battle of Tannenberg</li> <li>British Expeditionary Force</li> <li>Battle of the Marne</li> <li>stalemate</li> <li>“Irredenta”</li> <li>Meuse-Argonne Offensive</li> <li>armistice</li> <li>demilitarized Rhineland</li> <li>reparations</li> <li>“Stab-in-the-Back” Myth</li> <li>“Fourteen Points”</li> <li>“Peace Without Victory”</li> <li>“Wilson Peace”</li> <li>self-determination</li> <li>League of Nations</li> <li>Paris Peace Conference</li> <li>Treaty of St. Germain</li> <li>Treaty of Trianon</li> <li>Treaty of Neuilly</li> <li>Treaty of Sevres</li> <li>mandates</li> <li>Treaty of Versailles</li> <li>Art. 231: “War Guilt Clause”</li> <li>reparations</li> <li>“Diktat”</li> <li>“November Criminals”</li> <li>welfare state/managed economy</li> <li>disillusionment</li> <li>Surrealism</li> <li>Dadaism</li> <li>Otto von Bismarck</li> <li>Wilhelm II</li> <li>Franz Josef</li> <li>Franz Ferdinand</li> </ul>	<p><b>Academic Vocabulary</b></p>

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Battle of Caporetto</li> <li>• Gallipoli Campaign</li> <li>• ANZACs</li> <li>• Arab Revolt</li> <li>• trench warfare</li> <li>• trench foot</li> <li>• trench fever</li> <li>• “over the top”</li> <li>• “no-man’s land”</li> <li>• high-explosive shells</li> <li>• bombproof shelters</li> <li>• “walking” artillery fire</li> <li>• chlorine, phosgene, mustard gas</li> <li>• tank</li> <li>• lighter-than-air vs. airplanes</li> <li>• synchronized machine gun</li> <li>• Gotha bomber</li> <li>• “shell-shock”</li> <li>• mutiny</li> <li>• attrition vs. decisive battle</li> <li>• Battle of Verdun</li> <li>• Battles of Ypres</li> <li>• Battle of Somme</li> <li>• “Pals” battalions</li> <li>• rationing/price controls</li> <li>• Daylight Savings Time</li> <li>• Union Sacrée</li> <li>• Burgfrieden</li> <li>• Defense of the Realm Act</li> <li>• Easter Rising</li> <li>• Irish Republican Army</li> <li>• Armenian Genocide</li> <li>• influenza epidemic</li> <li>• Russian Revolution</li> <li>• Provisional Government</li> <li>• Bolshevik Revolution</li> <li>• Treaty of Brest-Litovsk</li> </ul> | <ul style="list-style-type: none"> <li>• Gavrilo Princip</li> <li>• Nicholas II</li> <li>• Alfred von Schlieffen</li> <li>• Helmuth von Moltke</li> <li>• Herbert Hoover</li> <li>• Erich Ludendorff</li> <li>• Paul von Hindenburg</li> <li>• Paul von Rennenkampf</li> <li>• Alexander Samsonov</li> <li>• Winston Churchill</li> <li>• Thomas Edward Lawrence</li> <li>• Faisal al Saud</li> <li>• Anthony Fokker</li> <li>• Erich von Falkenhayn</li> <li>• Philippe Pétain</li> <li>• Douglas Haig</li> <li>• Erich Ludendorff</li> <li>• David Lloyd-George</li> <li>• Georges Clemenceau</li> <li>• Alexander Kerensky</li> <li>• V. I. Lenin</li> <li>• Woodrow Wilson</li> <li>• Vittorio Orlando</li> <li>• Salvador Dali, “Persistence of Memory”</li> <li>• Max Ernst, “Elephant Celebes”</li> <li>• Marcel Duchamp, “Nude Descending a Staircase”</li> <li>• Hannah Hoch, collages</li> <li>• René Magritte, “This Is Not a Pipe”</li> <li>• Georges Duhamel, Civilization</li> <li>• Robert Graves, Goodbye to All That</li> <li>• Erich Maria Remarque, All Quiet on the Western Front”</li> <li>• John McCrae, “In Flanders</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• submarine (unterseeboot)</li> <li>• Lusitania and Sussex</li> <li>• Sussex Pledge</li> <li>• unrestricted submarine warfare</li> <li>• Spring 1918 Offensive</li> <li>• Battle of Belleau Wood</li> </ul>	<ul style="list-style-type: none"> <li>Fields”</li> <li>• Wilfred Owen, “Dulce et Decorum Est”</li> <li>• Siegfried Sassoon, “Counterattack”</li> </ul>
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Helprin, Mark, <u><a href="#">A Soldier of the Great War</a></u></li> <li>• Horne, Alistair, <u><a href="#">The Price of Glory</a></u></li> <li>• Jünger, Ernst, <u><a href="#">The Storm of Steel</a></u></li> <li>• Kagan, Donald, <u><a href="#">On the Origins of War and the Preservation of Peace</a></u></li> <li>• Keegan, John, <u><a href="#">The Face of Battle</a></u></li> <li>• Keegan, John, <u><a href="#">The First World War</a></u></li> <li>• Kissinger, Henry, <u><a href="#">Diplomacy</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

- Liulevicius, Vejas Gabriel, World War One: The Great War Lecture Notes from The Teaching Company lectures on CD)
- Millett, Alan and Murray, Willimson, eds, Military Effectiveness Vol. 1 The First World War
- Moorehead, Alan, Gallipoli
- Ozment, Stephen, A Mighty Fortress: A New History of the German People
- Paret, Peter, Makers of Modern Strategy: From Machiavelli to the Nuclear Age
- Schmitt, Bernadotte, The World in the Crucible, 1914-1919
- Tuchman, Barbara, The Guns of August
- Tuchman, Barbara, The Proud Tower

### Integrations

- ELA: Historical background for works of literature; writing analytical essays
- Geography: Geographic context and influences on culture
- Psychology: The psychology of trauma
- Science/Engineering: Technologies of conquest
- Sociology: Social responses to deprivation; group disillusionment
- Music: Historical background for works of music, music as a form of propaganda
- Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda

### Intervention Strategies

The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.

Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b> <i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Rise of Mass Dictators</i>  In Russia, the suffering caused by The Great War led to successful revolutions against the monarchy and then against the provisional government that replaced it. The Bolsheviks who took over consolidated power and enacted reforms that they claimed would eliminate class inequalities. In reality these only opened the door for endless dictatorship and mass regimentation of society. The experience of The Great War proved in the minds of many across Western Europe that for a country to achieve its greatest potential strength, its government must more thoroughly seize control of society. In Italy, Germany, and Spain, popular support for radical parties that preached a return to strength allowed these parties to establish dictatorships that suppressed their opponents, established programs of mass propaganda, and in the cases of Italy and Germany rearmed and expanded.	<b>Pacing</b>  Weeks 31-32
<b>Content Statement</b>  1. <i>Failed efforts to manage Russia’s war effort prompted revolutions against the monarchy and moderate provisional government; in their place, a communist dictatorship was established by V. I. Lenin and the Bolsheviks seized power, but their promises to create a classless society gave way to greater power consolidation and terror under Joseph Stalin.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain the factors that contributed to the Russian Revolution of February/March 1917.</li> <li>I can describe the Provisional Government that ruled Russia in between revolutions and explain the reasons for its fall to the Bolsheviks.</li> <li>I can assess to what extent Lenin as dictator fulfilled the promises he made to the Russian people upon taking power.</li> <li>I can describe the measures taken by Lenin and the Bolsheviks to consolidate their power and evaluate their success.</li> </ul>	<b>Content Elaborations</b>  Russia’s war effort during the Great War had been a miserable failure, causing widespread intense suffering for Russian soldiers and civilians alike. Dissatisfied with an absolutist political system that ignored their voice, they successfully forced the abdication of Czar Nicholas I in March 1917. In his place, a Provisional Government ruled with an eye toward writing a new constitution, but the liberal socialists who dominated the Provisional Government ignored the demands of the soldiers and workers who had formed into soviets – councils of workers’ and soldiers’ deputies – for an end to the war and its suffering. The decision to continue the war effort opened the doors to the Bolsheviks, radicals who envisioned the total overthrow of the Russian political/social order.  Led by V. I. Lenin, the Bolsheviks overthrew the Provisional Government in October 1917, and though they nominally supported a democratic government, they quickly turned their backs on democracy when elections

## Advanced Placement European History

- I can explain Stalin's rise to power.
- I can explain and evaluate the success of Joseph Stalin's Five Year Plans.
- I can describe and evaluate the measures Joseph Stalin took to consolidate his power.

**2. *In Italy, public dissatisfaction with the government's handling of the war and the postwar economy allowed Benito Mussolini to establish a fascist dictatorship and rearm.***

**Learning Targets:**

- I can describe the process by which Benito Mussolini and the Fascists gained power in Italy.
- I can explain and evaluate the success of the measures Benito Mussolini took to strengthen Italy.

**3. *In Germany, public dissatisfaction with the Treaty of Versailles and the government's handling of the postwar economy opened a struggle for power between radical parties from which Adolf Hitler's Nazis emerged to establish a dictatorship and consolidate power.***

**Learning Targets:**

- I can explain the unpopularity of the German (Weimar) Republic and evaluate the measures its leaders took to strengthen Germany.
- I can describe the impact of the Great Depression on Germany and explain how Adolf Hitler and the Nazis capitalized on this to gain popularity.
- I can describe how Adolf Hitler gained control of Germany's government and consolidated power.
- I can describe and evaluate the measures Adolf Hitler took to strengthen Germany internally.

**4. *Fascist and socialist forces fought to control Spain's government, resulting in the establishment of a Fascist dictatorship.***

**Learning Targets:**

- I can explain the outbreak of the Spanish Civil War and assess to what extent the intervention of foreign forces affected its outcome.

produced results that were unsatisfactory to the Bolsheviks. Lenin as dictator made peace with Germany but imposed a "Red Terror" to suppress "class enemies" and seized all land and factories in an effort to impose a complete communist system. This incited a civil war and caused productivity to collapse.

The new Soviet Union barely survived these dual calamities, only to see a more brutal dictatorship arise under Joseph Stalin. Stalin had out-competed Leon Trotsky for power and purged all of his rivals. He set forth a series of "Five-Year Plans" to maximize agricultural production and use the capital gained from exports to build Soviet industrial capacity in anticipation of another great war. Another collapse in productivity led to extreme measures to make the system work. Unanticipated and systematic starvation, more purges, and the gulag system thus came to characterize Stalin's reign.

In Italy, resentment of the ungenerous terms granted by Italy's victorious allies led veterans of the war to criticize the government and demand a strong dictatorship to restore Italian power and prestige. This gave rise to the Fascists led by Benito Mussolini, who through intimidation and the projection of an ultra-patriotic message, appealed to the public and imposed their will on the king. With Mussolini entrenched as Il Duce, Italy forged a partnership between the state, labor, and industrialists, began a rearmament program designed to assert Italian control over the Mediterranean region.

Similarly, in Germany resentment against the harsh terms of the Treaty of Versailles tainted public perceptions of the republican government established post-war. When the government printed massive amounts of currency to pay unreasonably high reparations, the result was hyperinflation and a growing sense of the government's incompetence. Only a deal struck with American banks to finance Germany's debts prevented a collapse, but when the Great Depression hit, support from U. S. banks ended, and Germans faced crippling unemployment. In this environment, the National Socialist German Workers (Nazi) Party led by Adolf Hitler offered a radical alternative to the seemingly inept Weimar Republic. Hitler's magnetic personality and patriotic message and the promise to control the rising communists made the Nazis popular, and they eventually gained control of the Reichstag while Hitler was appointed chancellor.

## Advanced Placement European History

	<p>Hitler curbed rivals within the Nazi Party and suppressed labor unrest, while initiating programs of public works and a workers' corps to reduce unemployment. He also abrogated the Treaty of Versailles and partially funded German rearmament with funds confiscated from Jewish businesses and banks. By 1939, Germany had largely rearmed.</p> <p>In Spain, chronic conservatism was challenged by a coalition of republicans, moderate socialists, and communists. This Frente Popular sparked a conservative response from the Falange Espaniola, a fascist organization led by Francisco Franco. The resulting civil war saw international intervention on both sides, as fascists in Germany and Italy and communists in the Soviet Union sought to influence the outcome. In the end, the Falange was victorious and Franco established a fascist dictatorship.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Duma</li> <li>• hemophilia</li> <li>• Battle of Tannenberg</li> <li>• "People's Militia"</li> <li>• abdication</li> <li>• Soviets</li> <li>• Petrograd Soviet</li> <li>• moderate vs. radical socialists</li> <li>• Bolsheviks</li> <li>• Mensheviks</li> <li>• "Revolutionary Defeatism"</li> <li>• "Storming of the Winter Palace"</li> <li>• Decree of Peace</li> <li>• Treaty of Brest-Litovsk</li> <li>• Decree on Land</li> <li>• War Communism</li> <li>• kulaks</li> <li>• communist command economy</li> <li>• bureaucracy</li> <li>• "black market"</li> <li>• "Lenin's Famine"</li> <li>• New Economic Policy</li> <li>• "Pact of Steel" (Axis)</li> <li>• German (Weimar) Republic</li> <li>• Reichstag</li> <li>• Chancellor</li> <li>• President</li> <li>• reparations</li> <li>• welfare state</li> <li>• Spartakus vs. Freikrops</li> <li>• devaluation/hyperinflation</li> <li>• German Workers Party</li> <li>• Sturmabteilung ("brownshirts")</li> <li>• "Beer Hall Putsch"</li> <li>• Dawes Plan</li> <li>• Crash of the New York Stock Exchange</li> <li>• Great Depression</li> <li>• National Socialist (Nazi) Party</li> <li>• "Aryan race"/"master race"</li> <li>• "pure blood"</li> <li>• Untermenschen</li> <li>• Anti-Semitism</li> <li>• Lebensraum</li> </ul>	<p><b>Academic Vocabulary</b></p>

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Decree on Government</li> <li>• Council of People's Commissars</li> <li>• Constituent Assembly</li> <li>• Cheka</li> <li>• "class enemies"</li> <li>• "Red Terror"</li> <li>• gulags</li> <li>• Russian Civil War</li> <li>• Red Army</li> <li>• Kronstadt Revolt</li> <li>• "Miracle of the Vistula"</li> <li>• Union of Soviet Socialist Republics (USSR/Soviet Union)</li> <li>• foreign intervention/occupation</li> <li>• Communist International</li> <li>• General Secretary of the Communist Party</li> <li>• "Socialism in one country"</li> <li>• Five Year Plans</li> <li>• Kolkhozy (collective farms)</li> <li>• "Stalin's Famine"</li> <li>• Ukrainian Revolt</li> <li>• production quotas</li> <li>• "Order of the Red Banner of Labor"</li> <li>• totalitarian state</li> <li>• cult of personality</li> <li>• NKVD</li> <li>• gulags (largest: Vorkuta)</li> <li>• "Great Purge"</li> <li>• "Trotskyites"</li> <li>• "trenchocracy"</li> <li>• Fasci di Combattimento</li> <li>• Fascism/Fascists</li> <li>• squadristi ("blackshirts")</li> <li>• general strike</li> <li>• "March on Rome"</li> </ul> | <ul style="list-style-type: none"> <li>• "big lie"</li> <li>• "terror will always succeed..."</li> <li>• "stab in the back" myth</li> <li>• "November Criminals"</li> <li>• Volksgemeinschaft</li> <li>• Election of 1932</li> <li>• Reichstag fire</li> <li>• Enabling Act</li> <li>• Schutzstaffel ("SS") vs. SA</li> <li>• "Night of the Long Knives"</li> <li>• Fuhrer and Reich Chancellor</li> <li>• "Ein Volk, Ein Reich, Ein Fuhrer"</li> <li>• propaganda</li> <li>• Hitler-Jugend</li> <li>• Reich Labor Corps</li> <li>• public works</li> <li>• Second Republic</li> <li>• Frente Popular</li> <li>• Republicans</li> <li>• Socialists/Communists</li> <li>• Falange Espaniola</li> <li>• foreign intervention</li> <li>• bombing of Guernica</li> <li>• Nicholas II</li> <li>• Alexandra</li> <li>• Alexei</li> <li>• Gregory Rasputin</li> <li>• Alexander Kerensky</li> <li>• V. I. Lenin</li> <li>• Leon Trotsky</li> <li>• Joseph Stalin</li> <li>• Benito Mussolini</li> <li>• Victor Emmanuel III</li> <li>• Pius XI</li> <li>• Haile Selassie</li> <li>• Gustav Streseman</li> <li>• Adolf Hitler</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Advanced Placement European History

<ul style="list-style-type: none"> <li>• emergency powers</li> <li>• “Il Duce”</li> <li>• totalitarian state</li> <li>• “Corporate State”</li> <li>• public works</li> <li>• “Credere, Obbedire, Combattere”</li> <li>• Lateran Treaty</li> <li>• “Mare Nostro”</li> <li>• Invasion of Abyssinia (Ethiopia)</li> <li>• Charles Dawes</li> <li>• Adolf Hitler, Mein Kampf</li> <li>• Paul von Hindenburg</li> <li>• Franz von Papen</li> <li>• Ernst Rohm</li> <li>• Heinrich Himmler</li> <li>• Joseph Goebbels</li> <li>• Alfonso XIII</li> <li>• Francisco Franco</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Arendt, Hannah, <u><a href="#">The Origins of Totalitarianism</a></u></li> <li>• Beevor, Antony, <u><a href="#">The Spanish Civil War</a></u></li> <li>• Brinton, Crane, <u><a href="#">The Anatomy of Revolution</a></u></li> <li>• Bullock, Alan, <u><a href="#">Hitler and Stalin, Parallel Lives</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

- Conquest, Robert, [The Harvest of Sorrow](#)
- Conquest, Robert, [Stalin, Breaker of Nations](#)
- Jackson, Gabriel, [The Spanish Republic and the Civil War, 1931-1939](#)
- Kissinger, Henry, [Diplomacy](#)
- Koestler, Arthur, [Darkness at Noon](#)
- Liulevicius, Vejas Gabriel, [World War One: The Great War Lecture Notes](#) from The Teaching Company lectures on CD)
- Pipes, Richard, [The Russian Revolution](#)
- Radzinski, Edvard, [Stalin](#)
- Radvinski, Edvard, [The Last Tsar](#)
- Salisbury, Harrison, [Black Night, White Snow: Russia's Revolutions, 1905 & 1917](#)
- Shirer, William, [The Rise and Fall of the Third Reich](#)

### Integrations

- ELA: Historical background for works of literature; writing analytical essays
- Geography: Geographic context and influences on culture
- Government: Citizens' role in changing government; comparative systems of government; propaganda as a political tool
- Psychology: The psychology of trauma
- Sociology: Social responses to deprivation; group disillusionment and responses to loss
- Music: Historical background for works of music, music as a form of propaganda
- Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda

### Intervention Strategies

The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.

Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.

## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The Second World War and the European Holocaust</i></b></p> <p>The aggressive expansion of a rearmed Germany under the leadership of Adolf Hitler went largely unchecked by the western powers. Their pacifist tendencies stemmed from the horrors of the Great War and manifested themselves in a policy of appeasement that finally broke down when Germany invaded Poland. The unprepared western powers gave ground as Germany seized all of western Europe in a stunning display of technological and tactical superiority. The German momentum was only slowed by British victories in their home skies and in North Africa, but the turning point came in Germany's foolish invasion of the Soviet Union. The entry of the United States and its partnership with the British opened a second front against the Germans, who succumbed in May 1945. Civilians across Europe had been hard-hit by total war, but none more so than those identified by Adolf Hitler as subhuman. These were subjected to work camps and finally extermination, resulting in 11 million lives lost.</p>	<p><b>Pacing</b></p> <p>Weeks 33-35</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>The unwillingness of the United Kingdom and France to confront Germany combined with German technological and tactical superiority to produce a string of German victories at the outset of the war.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can define "appeasement," explain the circumstances that contributed to this policy, and evaluate its success.</li> <li>I can describe and evaluate the success of blitzkrieg as a tactical and strategic system for making war.</li> </ul> <p><b>2. <i>A series of strategic errors and tactical failures blunted the German momentum and opened the possibility of an Allied victory.</i></b></p>		<p>As Adolf Hitler rearmed Germany, the British and French, desperate to avoid conflict that might escalate into a second Great War, did nothing to stop him. Even as Germany rearmed the Rhineland and took over Austria and Czechoslovakia, the western democracies only appeased Hitler. They finally drew the line with Germany's invasion of Poland, but none in the West was truly prepared for what the Germans unleashed: a new, mobile approach to fighting war that relied on airplanes, tanks, and mechanized infantry to strike so fast that their enemies could not organize a defense. This blitzkrieg allowed Germany to conquer western Europe in just 60 days of fighting in the spring of 1940.</p> <p>By summer of 1940, only Britain remained to fight Germany; the Soviet Union had entered into a nonaggression pact with the Germans. Hitler's plan to</p>

## Advanced Placement European History

### Learning Targets:

- I can explain the failure of Hitler's plan to invade the United Kingdom.
- I can evaluate the performance of Axis forces in their invasions of North Africa and the Balkans.
- I can evaluate the performance of the Soviet union during the opening two years of the war and Hitler's decision-making in his invasion of the Soviet Union.

### 3. *The industrial might and sheer endurance of the Soviet Union combined with the entry of the world's preeminent economic power, the United States, to overwhelm the German war effort and produce an Allied victory.*

#### Learning Targets:

- I can assess to what extent the Allied victory can be attributed to the efforts of the Soviet Red Army and civilian population.
- I can describe the nature of the relationship between the Allies.
- I can assess to what extent the Allied victory in Europe can be attributed to the efforts of the western Allies – especially the United States and United Kingdom.
- I can describe the events that completed the Allied victory and assess to what extent they “set the stage” for the Cold War.

### 4. *Total war had brought unprecedented suffering for civilians but especially those who were targeted by Adolf Hitler as subhuman; these were sent to work camps and finally exterminated by the millions in an act of genocide.*

#### Learning Targets:

- I can state the reasons why the victims of the Holocaust were targeted by Adolf Hitler and explain how they were denied citizenship rights within Germany.
- I can describe the process by which Adolf Hitler attempted to eliminate those whom he targeted during the Holocaust.

invade Britain relied on air power to crush British defenses and morale, but the Royal Air Force and resilience of the British civilians forced Hitler to give up this plan. In the meantime, Germany repeated its role of the Great War in taking over its ally's – this time Italy's – failed efforts in North Africa and the Balkans. These moves, taken by Hitler despite his generals' pleas not to do so, strained Germany's resources. His next move, also taken against his generals' will, did so even more: he ordered an invasion of the Soviet Union.

Despite being initially caught off-guard, the Soviets retrenched and staged a firm resistance to the German invasion. Hitler's decision to spread his invasion force across the front and his failure to mobilize non-Russian minorities assisted. But Soviet soldiers and civilians endured the worst of conditions to defeat the Germans at Stalingrad, regarded as the turning point of the war, and to overcome the siege of Leningrad. As the Soviets counterattacked, they could count the largest toll of war dead, but their role was decisive in the Allied victory.

In the west, the Americans (who joined the war in 1941) and the British entered into a full partnership; their relations with the Soviets were more strained. In partial fulfillment of a promise to open a second front, they invaded North Africa and Italy, but the decisive operations were a cross-Channel invasion of occupied France at Normandy and a campaign of strategic bombing. As German resistance crumbled, the Allies liberated western Europe, while the Soviets occupied eastern Europe. This became the basis for the Cold War rivalry that emerged postwar.

Hitler had identified the Germans as a “master race” and designated Jews and Slavs as *untersmenschen* – subhuman. Other “unwanted peoples” were also targeted by Hitler for elimination to prevent the mixing of German blood with “impure” blood. Initially, measures taken by the Nazis were designed to deprive targeted peoples of legal rights and separate them from the general population, but soon labor camps were established to work their victims to death. When the pace of this process proved too slow, extermination squads and camps were created. In all, Hitler's Holocaust resulted in 11 million deaths before the Allied armies ended it.

## Advanced Placement European History

Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> <li>• appeasement</li> <li>• Locarno Pact</li> <li>• pacifism</li> <li>• disarmament</li> <li>• rearmament</li> <li>• remilitarization of the Rhineland</li> <li>• Siegfried Line</li> <li>• Anschluss</li> <li>• Plebiscite</li> <li>• Munich Conference/ “Rape of Munich”</li> <li>• Nazi-Soviet Nonaggression Pact</li> <li>• Anglo-French guarantee of Poland</li> <li>• invasion of Poland</li> <li>• sitzkrieg</li> <li>• blitzkrieg</li> <li>• Luftwaffe</li> <li>• tactical bombing</li> <li>• airborne assault/paratroops</li> <li>• armored assault</li> <li>• mechanized infantry</li> <li>• Maginot Line</li> <li>• “Miracle of Dunkirk”</li> <li>• Vichy France</li> <li>• Operation Sea Lion</li> <li>• Battle of Britain</li> <li>• Royal Air Force (RAF)</li> <li>• RADAR</li> <li>• strategic vs. terror bombing</li> <li>• Afrika Korps</li> <li>• Sherman tank</li> <li>• Battle of el Alamein</li> <li>• Operation Torch</li> <li>• Winter War</li> <li>• occupation of the Baltic States</li> <li>• Operation Barbarossa</li> </ul>	<ul style="list-style-type: none"> <li>• Operation Overlord</li> <li>• Battle of Normandy</li> <li>• hedgerows</li> <li>• Operation Cobra</li> <li>• liberation of Paris</li> <li>• Soviet occupation of Eastern Europe</li> <li>• Ardennes Offensive</li> <li>• Battle of the Bulge</li> <li>• Battle of Berlin</li> <li>• Volkssturm</li> <li>• meeting at the Elbe</li> <li>• V-E Day</li> <li>• untermenschen</li> <li>• “Aryan race”/”master race”</li> <li>• “pure blood”</li> <li>• eugenics/euthanasia</li> <li>• Gypsies “an unwanted nation”</li> <li>• “conspirators against the state”</li> <li>• Nuremburg Laws on Reich</li> <li>• Citizenship Nuremburg Laws for Protection of German Blood and German Honor</li> <li>• Kristallnacht</li> <li>• Occupation of Poland</li> <li>• Warsaw Ghetto</li> <li>• Warsaw Ghetto Uprising</li> <li>• “Final Solution”</li> <li>• labor camps</li> <li>• Einsatzgruppen/”death squads”</li> <li>• Babi Yar massacre</li> <li>• extermination camps</li> <li>• Auschwitz-Birkenau</li> <li>• Treblinka</li> <li>• Nuremburg Tribunals</li> <li>• Adolf Hitler</li> <li>• Winston Churchill</li> </ul>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• strategy of the “Scorched Earth”</li> <li>• Battle of Khalkin Gol</li> <li>• Siege of Leningrad</li> <li>• Battle of Stalingrad</li> <li>• Battle of Kursk</li> <li>• “Second Front” debate</li> <li>• “Soft Underbelly of Europe”</li> <li>• “Arsenal of Democracy”</li> <li>• Lend-Lease Act</li> <li>• U. S. – British convoy system</li> <li>• “shoot on sight” order</li> <li>• Atlantic Charter</li> <li>• Operation Husky</li> <li>• Italian Campaign</li> <li>• strategic bombing campaign</li> <li>• Kurt von Schuschnigg</li> <li>• Neville Chamberlain</li> <li>• Joseph Stalin</li> <li>• Vidkun Quisling</li> <li>• Philippe Pétain</li> <li>• Erwin Rommel</li> <li>• Bernard Montgomery</li> <li>• Georgy Zhukov</li> <li>• Friedrich Paulus</li> <li>• Franklin D. Roosevelt</li> <li>• Dwight D. Eisenhower</li> <li>• Benito Mussolini</li> <li>• George Patton</li> <li>• Anthony MacAuliffe</li> <li>• Adolf Hitler, Mein Kampf</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

- Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., Great Issues in Western Civilization
- Ambrose, Stephen, Citizen Soldiers
- Berenbaum, Michael, The World Must Know
- Bierman, John, The Battle of Alamein
- Chang, Iris, The Rape of Nanking
- Churchill, Winston, The Second World War
- Frank, Richard B., Downfall: The End of the Imperial Japanese Empire
- Hastings, Max, Overlord
- Keegan, John, The Mask of Command
- Keegan, John, Six Armies in Normandy
- Kissinger, Henry, Diplomacy
- Levi, Primo, Survival at Auschwitz
- Liddell-Hart, Sir Basil, ed., The Rommel Papers
- Litvin, Nikolai, 800 Days on the Eastern Front
- Manchester, William, The Last Lion
- Manchester, William, The Glory and the Dream
- Murray, Williamson, and Millett, Allan, A War to Be Won
- Overy, Richard, Why the Allies Won
- Salisbury, Harrison, The 900 Days: The Siege of Leningrad
- Seaton, Albert, The Battle for Moscow
- Shirer, William, The Rise and Fall of the Third Reich
- Tooze, Adam, The Wages of Destruction, The Making and Breaking of the Nazi Economy
- Totter, William, A Frozen Hell
- Weinberg, Gerhard, A World at Arms
- Young, Desmond, Rommel: The Dessert Fox
- Zhokov, Georgi, Mashall Zhukov's Greatest Battles

### Integrations

- ELA: Historical background for works of literature; writing analytical essays
- Geography: Geographic context and influences on culture
- Government: Comparative systems of government; propaganda as a political tool
- Psychology: The psychology of trauma
- Science/Engineering: Technologies of conquest and genocide

### Intervention Strategies

The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.

## Advanced Placement European History

- Sociology: Social responses to deprivation; group disillusionment and responses to loss; conception and implementation of genocide
- Music: Historical background for works of music, music as a form of propaganda
- Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda

Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.

For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.



## Advanced Placement European History

<b>Theme</b>	<p><i>The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</i></p>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<p><b><i>The Cold War and the Era of the Cold War</i></b></p> <p>In the wake of the Second World War, the Soviet Union occupied eastern Europe, and western Europe was free to determine its own destiny having been liberated by the Americans and British. The Soviet's determination to consolidate their holdings in eastern Europe combined with an ideological divide to produce the Cold War, a 46-year period of elevated tensions. The United States and their western allies were determined to use economic (and if necessary military) might to contain Soviet expansion, while the Soviets were determined not to allow any of their eastern European satellites to slip away. The specter of nuclear war hung over Europe and all of the world. Only a severe economic decline forced internal reforms in the Soviet Union that were accompanied by an end to the nuclear arms race and the occupation of eastern Europe. In the meantime, European powers had abandoned their colonies in Africa and Asia and instead focused on building an internal trade network that evolved into the European Union.</p>	<p><b>Pacing</b></p> <p>Weeks 36-38</p>
<b>Content Statement</b>		<b>Content Elaborations</b>
<p><b>1. <i>The Cold War began with the Soviet's determination to consolidate their occupation of eastern Europe and the Americans' determination to contain the Soviets.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can examine the factors that contributed to the outbreak of the Cold War.</li> <li>I can define "containment" and assess to what extent this strategy worked for the United States during the early years of the Cold War.</li> <li>I can explain how Berlin became the focus of the Cold War confrontation in Europe.</li> <li>I can describe the Cold War alliance system.</li> </ul>		<p>With eastern Europe occupied by the Soviet Union and western Europe by the Americans and British, the Allied leaders agreed at the Yalta Conference to withdrawal of occupying armies and the conduct of free elections by the end of 1946. The Soviet's refusal to follow through with these agreements and instead to consolidate power in eastern Europe sparked the Cold War.</p> <p>The Americans were determined to "contain" communism within the countries where it already existed. A series of policy decisions led to economic aid first for Greece and Turkey and then for all of western Europe on the Marshall Plan. This aid rebuilt western Berlin as it did the rest of western Europe. The Soviets sought to force the Allies to give up west Berlin through a blockade, but the Americans broke this via an airlift. In the wake of these events, the sides</p>

## Advanced Placement European History

<p><b>2. <i>During the 1960s, Soviet leadership was determined to keep control of eastern Europe and sought to maintain parity with the United States economically and especially militarily.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can evaluate the leadership of Nikita Khrushchev.</li> <li>• I can assess to what extent the efforts of the Soviet Union to maintain control of eastern Europe were successful.</li> <li>• I can describe the nuclear arms race and evaluate the strategies of the U. S. and Soviet Union during the arms race.</li> </ul> <p><b>3. <i>Economic stagnation brought a need for reform to the Soviet Union, and Mikhail Gorbachev initiated reforms that included the end of the arms race and withdrawal from eastern Europe.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe the problems that confronted the Soviet Union during the 1970s and 1980s.</li> <li>• I can evaluate the policies introduced by Mikhail Gorbachev in an effort to address the problems faced by the Soviet Union.</li> <li>• I can describe the results of the Soviet military withdrawal from eastern Europe.</li> </ul> <p><b>4. <i>Gorbachev's reforms led to the collapse of communism and the rise of a democratic capitalist state, but Russia struggled both politically and economically.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the events that led to the collapse of the Soviet Union.</li> <li>• I can examine the post-Soviet conditions of Russia.</li> </ul> <p><b>5. <i>During the era of the Cold War, European countries' trade focus turned from colonies in Africa and Asia toward creating a European trading bloc; this evolved into the European Union.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can examine the process by which European powers left their colonies in Africa and Asia.</li> </ul>	<p>became entrenched into alliances – NATO and the Soviet-dominated Warsaw Pact.</p> <p>The secretive, yet confrontational approach of Joseph Stalin had been a major contributor to the Cold War's onset, and while his successor, Nikita Khrushchev, pledged to “de-Stalinize” the Soviet Union and did allow greater openness with the west, the confrontation continued. The Soviets brutally suppressed an anti-communist uprising in Hungary and forged a strategic relationship with Cuba. Khrushchev also “saber-rattled” with U. S. President John F. Kennedy over Berlin. Soviet success in the space race enabled them to develop an ICBM to deliver a direct nuclear strike on the U. S., and American technology soon caught up; a nuclear arms race ensued, in which both sides sought to “deter” the other from launching a nuclear attack by maintaining a large enough arsenal to guarantee that both sides would lose a nuclear war. This frightening strategy worked, despite close calls.</p> <p>But the Soviet Union was suffering from internal problems that it managed to largely hide from the rest of the world. So much of its national wealth was tied up in military expenditures that little remained to maintain basic infrastructure. The quality of Soviet-made goods was poor and the manufacturing process inefficient due to the centrally-planned economy; these forced down the value of Soviet currency and opened a highly-trafficked “black market.” This “period of stagnation” was presided over by Leonid Brezhnev, whose death (and that of his immediate successors) left it to the younger Mikhail Gorbachev to fix. Gorbachev instituted a program of reforms designed to introduce openness, some elements of a market economy, and competitive elections – all designed to save the Soviet Union. To reduce military expenditures, he also withdrew Soviet forces from eastern Europe, and a wave of democratic, mostly peaceful revolutions swept across the continent; Germany was reunited, but Yugoslavia collapsed into a bloody ethnically-inspired civil war.</p> <p>Gorbachev also entered negotiations with U. S. President Ronald Reagan to end the nuclear arms race and even granted independence to the Baltic States. These moves outraged Soviet hard-liners, who staged a coup d'état in August 1991. Though the coup was defeated, the forces that Gorbachev had unleashed caused the Soviet Union to disintegrate. Russia since then has seen</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Advanced Placement European History

<ul style="list-style-type: none"> <li>I can examine the process by which the European Union was founded and expanded.</li> </ul>	<p>a crash-course in democracy and market capitalism that has engendered corruption; Russia has also faced ethnic tension and terrorism originating in Chechnya.</p> <p>During the period of the Cold War, European imperial powers gradually withdrew from their colonies in Africa, Asia, and the Pacific. This process was sometimes accompanied by violence, as in France’s withdrawal from Indochina and Algeria. In other cases, violence followed decolonization, as in Palestine, India, and sub-Saharan Africa. In all cases, Europeans left a legacy that was mixed.</p> <p>At the same time, the Europeans initiated a process designed to reduce trade barriers and create a free trade bloc. The initial economic community proved successful in improving European competitiveness, and as more countries joined, it evolved into a European Union with unified currency and policy-making bodies.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>Yalta Conference</li> <li>Declaration of Liberated Europe</li> <li>“Warsaw” vs. “London” Poles</li> <li>United Nations</li> <li>“Iron Curtain”</li> <li>Communist Bloc</li> <li>containment</li> <li>Truman Doctrine</li> <li>U.N. Recovery and Relief Administration</li> <li>European Recovery Program/ “Marshall Plan”</li> <li>COMECON/“Molotov Plan”</li> <li>coup in Czechoslovakia</li> <li>Potsdam Conference</li> <li>Allied occupation of Germany</li> <li>“Marshall Plan” and reestablishment of German currency</li> <li>Dayton Peace Accords/IFOR</li> <li>“hardliners”</li> <li>Union Treaty</li> <li>August Coup</li> <li>Commonwealth of Independent States</li> <li>“shock therapy”</li> <li>“kleptocracy”</li> <li>Chechnyan wars and terrorism</li> <li>Statute of Westminster</li> <li>Commonwealth of Nations</li> <li>Indian National Congress</li> <li>Partition of India</li> <li>Partition of Palestine</li> <li>Israeli War of Independence</li> <li>Suez Crisis</li> <li>Indochina War</li> <li>Battle of Dien Bien Phu</li> <li>Algerian War</li> </ul>	<p><b>Academic Vocabulary</b></p>

## Advanced Placement European History

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Berlin Blockade</li> <li>• Berlin Airlift/“Operation Vittles”</li> <li>• Vienna Summit</li> <li>• Berlin Wall</li> <li>• North Atlantic Treaty/NATO</li> <li>• Warsaw Pact</li> <li>• de-Stalinization</li> <li>• “Kitchen Debate”</li> <li>• Sputnik</li> <li>• Cuban Revolution</li> <li>• U-2 Affair</li> <li>• Bay of Pigs Invasion</li> <li>• Vienna Summit/Berlin Wall</li> <li>• Cuban Missile Crisis</li> <li>• “hare-brained schemes”</li> <li>• “Separate Paths to Socialism”</li> <li>• Hungarian Revolt</li> <li>• “Prague Spring”</li> <li>• Warsaw Pact invasion</li> <li>• Brezhnev Doctrine</li> <li>• ICBM</li> <li>• nuclear deterrence</li> <li>• “massive retaliation”</li> <li>• “Mutual Assured Destruction”</li> <li>• Strategic Arms Limitation Treaty</li> <li>• “Era of Stagnation”</li> <li>• centrally-planned economy</li> <li>• central planning bureaus</li> <li>• “black market” economy</li> <li>• infrastructure disintegration</li> <li>• invasion of Afghanistan</li> <li>• Glasnost</li> <li>• Perestroika</li> <li>• market reforms</li> <li>• Demokratizatsiya</li> <li>• Intermediate Nuclear Forces Treaty</li> </ul> | <ul style="list-style-type: none"> <li>• European Coal and Steel Community</li> <li>• Treaty of Rome</li> <li>• European Common Market/ European Economic Community</li> <li>• Value-Added Tax (V.A.T)</li> <li>• Maastricht Treaty</li> <li>• European Union</li> <li>• Euro</li> <li>• European Constitution (rejected)</li> <li>• Franklin D. Roosevelt</li> <li>• Joseph Stalin</li> <li>• Winston Churchill, “Iron Curtain” speech</li> <li>• George Kennan, “The Sources of Soviet Conduct”</li> <li>• Harry Truman</li> <li>• Marcos</li> <li>• George Marshall</li> <li>• Vyacheslav Molotov</li> <li>• Dwight D. Eisenhower</li> <li>• Nikita Khrushchev, “Secret Speech”</li> <li>• John F. Kennedy</li> <li>• Fidel Castro</li> <li>• Imre Nagy</li> <li>• Leonid Brezhnev</li> <li>• Alexander Dubček</li> <li>• Richard Nixon</li> <li>• Mikhail Gorbachev</li> <li>• Boris Yeltsin</li> <li>• Ronald Reagan</li> <li>• Lech Walesa</li> <li>• Margaret Thatcher</li> <li>• John Paul II</li> <li>• Vaclav Havel</li> <li>• Nicolae Ceaușescu</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Strategic Arms Reduction Treaty</li> <li>• withdrawal from eastern Europe</li> <li>• Solidarity</li> <li>• free elections in Poland</li> <li>• “Velvet Revolution”</li> <li>• Romanian Revolution</li> <li>• Reunification of Germany</li> <li>• Croatian War of Independence</li> <li>• Kosovo War</li> <li>• Bosnian War</li> <li>• Helmut Kohl</li> <li>• Josip Tito</li> <li>• Gennady Yanayev</li> <li>• Vladimir Putin</li> <li>• Mohandas Gandhi</li> <li>• Muhammad Ali Jinnah</li> <li>• Gamel Abdel Nasser</li> <li>• Ho Chi Minh</li> <li>• Charles de Gaulle</li> <li>• Robert Schuman</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Students are required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Students are required to complete a series of multiple choice questions modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. Students are also required to complete an essay that integrates content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></li> <li>• Caldwell, Amy, Beeler, John, and Clark, Charles, ed., <u><a href="#">Sources of Western Society</a></u></li> <li>• Davies, Norman, <u><a href="#">Europe: A History</a></u></li> <li>• Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></li> <li>• Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></li> <li>• Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></li> <li>• Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></li> <li>• Brzezinski, Zbigniew, <u><a href="#">Out of Control: Global Turmoil on the Eve of the 21st Century</a></u></li> <li>• Gaddis, John Lewis, <u><a href="#">The Cold War: A New History</a></u></li> </ul>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the AP European History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll in this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Students may choose to read the complete versions of texts referenced during the course, with the encouragement and support of the instructor.</p>

## Advanced Placement European History

<ul style="list-style-type: none"> <li>• Gorbachev, Mikhail, <u>Perestroika</u></li> <li>• Kennedy, Robert, <u>Thirteen Days</u></li> <li>• Kissinger, Henry, <u>Diplomacy</u></li> <li>• Manchester, William, <u>The Glory and the Dream</u></li> <li>• Medvedev, Grigori, <u>The Truth About Chernobyl</u></li> <li>• Moore, Robert, <u>A Time to Die: The Untold Story of the Kursk Tragedy</u></li> <li>• Rubenstein, Alvin Z., <u>The Foreign Policy of the Soviet Union</u></li> <li>• Schell, Jonathan, <u>The Unconquerable World</u></li> <li>• Solzhenitsyn, Aleksandr, <u>The Gulag Archipelago</u></li> <li>• von Rauch, Georg, <u>A History of Soviet Russia</u></li> <li>• Zubok, Vladislav, <u>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</u></li> </ul>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• ELA: Historical background for works of literature; writing analytical essays</li> <li>• Economics: Command economy and market economy; world trade</li> <li>• Geography: Geographic context and influences on culture</li> <li>• Government: Comparative systems of government; propaganda as a political tool; international relations</li> <li>• Psychology: The psychology of risk</li> <li>• Science/Engineering: Technologies of conquest</li> <li>• Sociology: Social responses to deprivation; group disillusionment and responses to loss</li> <li>• Music: Historical background for works of music, music as a form of propaganda</li> <li>• Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> </ul>	<p><b>Intervention Strategies</b></p> <p>The most common deficiency of students who take AP European History is in writing. For these students, it is necessary to: (1) review the process of creating a coherent historical written argument; (2) break down the process into its constituent parts and have the students practice those parts individually; (3) meet individually with those students to consult with them about their progress.</p> <p>Another area of struggle for students is with exams. For these students, it is important to: (1) develop daily skills that will allow them to summarize and organize the information they will need to be successful on exams; (2) teach them to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions.</p> <p>For students who struggle to read, it is advised that an alternative text be provided that the student may read prior to reading the chronologically similar sections of the main text.</p>