

AP European History

Grand Haven High School

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Course Description: Advanced Placement European History is a challenging course meant to emulate the rigor of an entry-level college course. An AP Examination is offered in May and provides students with an opportunity to earn college credit. The course is a two semester survey of European history from 1450 to present. Students should acquire knowledge of the basic chronology of events and movements from this period as well as develop the ability to analyze historical documents and express historical understanding in writing.

Course Outline: Divides the material into four sections: [CR2]

- 1450–1648
- 1648-1815
- 1815–1914
- 1914-Present

[CR2]—Each of the course historical periods receives explicit attention.

Course Themes:

- Interaction of Europe and the World (INT)
- Economic and Commercial Development (ECD)
- Cultural and Intellectual Developments (CID)
- States and Other Institutions of Power (SOP)
- Social Organization and Development (SCD)
- National and European Identity (NEI)
- Technological and Scientific Innovation (TSI)

Historical Thinking Skills:

	Skill	Description
Skill 1	Developments and Processes	1A: Identify a historical concept, development, or process. 1B: Explain a historical concept, development, or process.
Skill 2	Sourcing and Situation	2A: Identify a source's point of view, purpose, historical situation, and/or audience. 2B: Explain the point of view, purpose, historical situation, and/or audience of a source. 2C: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including

		how these might limit the use(s) of a source.
Skill 3	Claims and Evidence in Sources	<p>3A: Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3B: Identify the evidence used in a source to support an argument.</p> <p>3C: Compare the arguments or main ideas of two sources.</p> <p>3D: Explain how claims or evidence support, modify, or refute a source’s argument.</p>
Skill 4	Contextualization	<p>4A: Identify and describe a historical context for a specific historical development or process.</p> <p>4B: Explain how a specific historical development or process is situated within a broader historical context.</p>
Skill 5	Making Connections	<p>5A: Identify patterns among or between historical developments and processes.</p> <p>5B: Explain how a historical development or process relates to another historical development or process.</p>
Skill 6	Argumentation	<p>6A: Make a historically defensible claim.</p> <p>6B: Support an argument using specific and relevant evidence.</p> <p>6C: Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6D: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.</p>

Historical Reasoning:

<i>Reasoning Process 1</i>	<i>Reasoning Process 2</i>	<i>Reasoning Process 3</i>
Comparison	Causation	Continuity and Change
<p>1.i Describe similarities and/or differences between different historical developments or processes.</p> <p>1.ii Explain relevant similarities and/or differences between different historical developments or processes.</p> <p>1.iii Explain the relative historical significance of</p>	<p>2.i Describe causes and/or effects of a specific historical development or process.</p> <p>2.ii Explain the relationship between causes and effects of a specific historical development or process.</p> <p>2.iii Explain the difference between primary and secondary causes and between short- and</p>	<p>3.i Describe the patterns of continuity and/or change over time.</p> <p>3.ii Explain patterns of continuity and/or change over time.</p> <p>3.iii Explain the relative historical significance of specific historical developments in relation to a larger pattern of</p>

similarities and/or differences between different historical developments or processes	long-term effects. 2.iv Explain how a relevant context influenced a specific historical development or process. 2.v Explain the relative historical significance of different causes or effects.	continuity and/or change.
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Course Textbook [CR1a]

Mckay, Crowston, Wiesner-Hanks, Perry. *A History of Western Society 12th ed.* Bedford, Freeman, & Worth, new York 2017

Course Assessments

The following Assessments will follow the course throughout the year. However they will be spread out amongst various chapters. Below is a description of each.

Multiple Choice: Students analyze historical texts, interpretations, and evidence. Primary and secondary sources, images, graphs, and maps are included. Each MC tests are linked to the objectives and the appropriate Thematic Learning Objective that goes along with it.

Short Response: These are detailed one paragraph responses to a given question. Questions provide opportunities for students to demonstrate what they know best. Some questions include texts, images, graphs, or maps. Each of the short response questions are linked to the objectives and the appropriate Thematic Learning Objective that goes along with it.

DBQ: Analyze and synthesize historical data. Assess written, quantitative, or visual materials as historical evidence. 1st semester students will be taking these home and working in groups on them. 2nd semester all DBQs will be timed and given in a testing environment.

Inner/Outer Circle: Analyze and synthesize historical data. Assess written, quantitative, or visual materials as historical evidence. Students will be given primary and or secondary sources along with various prompts. 4 students will be selected to enter the “middle” of the classroom and carry on a discussion using the various prompts as guides to that discussion. They will be assessed on the academic discussion and using various historical proofs to back-up their opinion throughout the conversation. The rest of the students will encircle the four and log into the online forum “Back Channel Chat”. Those students must critique the discussion and/or add to it through the online forum. Each of these students must have 12 academic posts that do this in order to receive a grade.

Essays (FRQs, Video, Podcasts, ect...): Students select two questions among three to five. Explain and analyze significant issues in European history. Develop an argument supported by an analysis of historical evidence.

Presentations: Each presentation holds its own objectives and directions. Students will be broken into 3 per group (standard) with one creating the presentation on a multimedia tool, one verbally presenting it, and one turning in the written report.

Review Projects: Descriptions of each one is provided in that section.

Written Interpretive Resources

1. Simon Lemieux, The Spanish Inquisition: The Hard Fact About the Inquisition and Counters the Common Caricature. 2002 Unit 1.3(Period 1) [CR1c, IS10]
2. Michael Marshall. From Mercantilism to 'The Wealth of Nations. 1999 Unit 1.6 (Period 2) [CR1c, INT3, INT6]
3. Ashton Nichols. Luigi Galvani and "Electric" Romanticism 1999 Unit 2.2 (Period 3) [CR1c, OS10]
4. Lawrence James, 'The White man's Burden'? Imperial Wars in 1890s. 1992 Unit 2.5 (Period 3) [CR1c, SP17]
5. Prof. Robert Darnton, The Great Cat Massacre: "Peasant Tell Tales: The Meaning of Mother Goose" 1984 Spring Break Work (Period 1-2) [CR1c, IS1]
6. Tom Gallagher. Folly and Failure in the Balkans. 1999 Unit 2.9 (Period 4) [CR1c, IS10, SP19]

Objectives/Review (Aug)

European Late Middle Ages

Objectives: [CR3]

1. Analyze the social and psychological effects of repeated attacks of plague and disease. [CR10]
2. Evaluate the causes of the schism in the Catholic Church, and what impact it had politically and socially on the lives of the European populace. [CR10]
3. Analyze how new literature reflected the political and social development. [CR11]
4. Evaluate and determine the perspective of the documents and its purpose. [CR6]
5. Interpret and apply understanding of primary and secondary documents to support a thesis. [CR4]

Text: 24-28, 32-36, 38-41, 52-55

Primary Sources: [CR1b, CR12]

- Author Unknown. "In a Grove," (Japanese)
- Author Unknown. "A sickly season," (Black Plague poem).
- Author Unknown. "Ring Around the Rosie" (American version)
- Author Unknown. "Ring Around the Rosie" (British version)
- "Mad Monarchs of the Middle Ages." Narr Gary 'the Archivist'. Medieval Archives. Web. Episode 31. Sept 22, 2012.
- "The Plague in France" is from Richard A. Newhall, ed., Jean Birdsall, trans., The Chronicle of Jean de Venette (New York: Columbia University Press, 1953), pp. 48-51

- "The Plague in Siena: An Italian Chronicle" is from Agnolo di Tura del Grasso, Cronica Maggiore, in *The Black Death: A Turning Point in History?* by William M. Bowsky, pp.13-14. Copyright ©1971 by Holt, Rinehart & Winston.
- "A Most Terrible Plague" is from Giovanni Boccaccio, *The Decameron*, in *Stories of Boccaccio*, trans. John Payne (London: Bibliophilist Library, 1903), pp. 1-6
- "The Situation in Rochester" is from G.G. Coulton, *The Black Death*. London: Ernest Benn Limited, 1929, pp.47.
- "The Fate of Dutiful Friars" is from G.G. Coulton, *The Black Death*. London: Ernest Benn Limited, 1929, pp.52.
- "'God's Hand Was Unstrung'" from G. G. Coulton, *The Black Death* (London: Ernest Benn Limited, 1929).
- Copper engraving of "Doctor Schnabel" [i.e Dr. Beak], a plague doctor in seventeenth-century Rome.
- Copper engraving of Dance of Death from Hartman Schedel's *Chronicle of the World* (1493), believed to have been made by Michael Wolgemut.

Secondary Sources: [CR1c]

- "The Medici: Godfathers of the Renaissance." *Empires*. PBS Home Video 2003
- "Spread of Black Plague." Map. *Encyclopedia of Britannica*. 2002
- "Black Plague: Hollaback Girl."
<https://www.youtube.com/watch?v=rZy6XiIXDZQ>
- "10 Incredibly Deadly Plagues."
https://www.youtube.com/watch?v=_CohXNy3pEE
- "Girl Survives Deadly Plague Colorado"
<https://www.youtube.com/watch?v=iUVAmP-5yBc>
- "Teacher Resource – Black Death."
<https://www.youtube.com/watch?v=AJfVmGQNM5Y>

Discussion: [CR5, CR11]

- What is History
- Subjective v Objective: POV
- Formation of Feudal System
- Effects of Black Plague
- Role of the Church and Salvation

Assessment:

Test: Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions. [CR3, IS9]

Inner/Outer Circle (Chat Room): [CR5, CR12, CR10]

1. Copy down the years in which the primary documents were written and the years they discuss.
2. Research the modern scientific causes and symptoms of the black death and it's strains?
3. What similarities/differences do you note for the various beliefs for the cause of the plague by the accounts given in the primary documents?
4. What did the accounts state on how the church reacted to the plague? Were the overly positive or negative? Explain.
5. How did people react to the plague during and afterwards?
6. List three things that seem to you to be historically accurate in the primary documents on the Black Plague.
7. List three things that seem to you to be historically inaccurate in the primary documents on the Black Plague.
8. What observations can you make from the artwork on the blog in regards to the plague?
9. Carefully read the Black Plague poems and how they reflect the era. Are they accurate? Explain.

Unit 1: 1450-1815

Sub-unit 1: Renaissance (Aug-Sept)

Objectives: [CR3]

1. Evaluate how the revival of classical texts led to new methods of scholarship and new values in both society and religion. [CR7, OS2, OS5, OS9, OS10, OS11, SP1, SP3]
2. Explain how the Renaissance manifested in politics, government, and social organization.[CR8, OS5, SP1]
3. Examine the shifts in religious attitude brought on by the Renaissance. [CR7, OS1, OS2, OS5, SP3]
4. Explain how the visual arts incorporated the new ideals, which spurred religious reform and helped it to become widely established [CR7, OS5, SP1]
5. Analyze the developments that occurred in the evolution of nation states. [CR8, PP6, OS3, OS9, SP1, SP2]

Text: 56-67, 71-74

Primary Sources: [CR1b, CR12]

- Valla. *On the Forgery of the Alleged Donation of Constantine* [excerpts]
- Machiavelli. *The Prince*
- Castiglione. *Book of Courtier* [excerpts]
- Erasmus. *Praise of Folly* [excerpts]

Secondary Sources: [CR1c, CR13]

- “The Medici: Godfathers of the Renaissance.” Empires. PBS Home Video 2003
- “World’s Filthiest Cities: Medieval London”
<https://www.youtube.com/watch?v=Z4j1kG4HswY>

Discussion: [CR6]

1. Renaissance

- Medieval thought and art
- Renaissance Humanism
- Northern Renaissance
- Anti-Humanism

2. Sovereignty

- Sovereignty
- Feudal Collapse
- *The Prince*
- Evolution of Military
- New Monarchs

Assessment:

Test: Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions. [CR3, CR7, CR8, OS1, OS2, OS3, OS5, OS9, OS10, OS11, SP1, SP2, SP3, PP6]

Sub-unit 2: Reformation (Sept)

Objectives: [CR3]

1. Trace how the invention of printing promoted the dissemination of new ideas. [CR10, OS2, OS5, SP10, IS3]
2. Describe the late medieval religious developments paved the way for the adoption and spread of Protestant thought.[CR9, IS1]
3. Define Martin Luther’s theological ideas that triggered political, social, and economic reactions.[CR7, OS2, OS11]
4. Explain the effect that this challenge to the Catholic Church’s ideology had throughout Europe to political and religious authority. [CR8,CR11, SP2, SP3, SP11, IS10]
5. Analyze the Catholic response to the Reformation. [CR11, OS2, OS11]
6. Trace the anti-Semitic behavior in Europe from Middle Ages to 18th Century. [CR8, CR12, CR13, CR11, IS10]
7. Become familiar with DBQ format [CR4]

Text: 80-88, 93-98

Primary Sources: [CR1b, CR12]

- St. Ignatius of Loyola. Spreading God's Word in a German University, 1549
- Martin Luther. Ninety-Five These, 1517
- Tetzels. Sermon on Indulgences
- Heinrich Truchsess. Persecution of Jews
- Clement VI. Papal Bull Sicut Judeis, July 1348
- Image of Jew Hat, 15th Century
- Glass window in St. John's Church of Werben, Elbe River, Germany, circa 1450
- The Jew's Stone. Jacob and Wilhelm Grimm Austria, 1462
- Painted Panels Desecration of the Host. Polo Uccello, Italy, 1465
- Expulsion of Jews from Spain. 1495
- Copper Engraving Jewish couple from Worms, Germany, 16th Century
- Martin Luther. "On the Jews and Their Lies," 1543
- Voltaire. "Tolerance" Philosophical Dictionary, 1764 [excerpt]
- Map of the Pale of Settlement. McGill Digital Library
- Joseph II of Austria. Toleranzpatenet, 1782
- Declaration of the Rights of Man and of the Citizen. National Assembly of France, Articles 6 & 10. 1798

Secondary Sources: [CR1c, CR13]

- Schama, Simon. Power of Art: Caravaggio. BBC
- The Worst Jobs in History: Tudor. hosted by Tony Robinson, BBC 2004

Discussion: [CR6]

1. Challenging the Faith
 - a. Indulgences
 - b. Luther
 - c. Why Success
2. England-Tudors
 - a. Henry VIII
 - b. Edward/Mary
 - c. Elizabeth I
3. Counter-Reformation
 - a. Jesuits
 - b. Council of Trent
 - c. Inquisition
 - d. Baroque

Assessment:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and Short Response [CR3, CR8, OS2, OS5, OS11, SP2, SP3, SP10, SP11, IS1, IS3, IS10]

Practice Inner/Outer Circle (Chat Room): [CR5, CR6, CR12, CR10, OS2, OS3]

1. Examine each document carefully and pull out what the author's intent was to the reader.
2. Explain why each document brings a type of subjectivity to it and why (POV).
3. After the discussion each student will compose a thesis statement based on the documents and discussion. Three sub-thesis statements must be present (groupings) as well. [CR4]

DBQ: [CR4, OS2] Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas. (2011)

Sub-unit 3: Exploration and Religious Wars (Oct)

Objectives: [CR3]

1. Analyze the causes and consequences of the religious wars in France, Netherlands, and Germany. [CR7, CR8, OS3, SP13, SP15]
2. Describe how religious reform both increased state control of religious institutions and provided justifications for challenging state authority. [CR8, CR11, SP2, SP3, SP11, IS10]
3. Explain how the competitive state system led to new patterns of diplomacy and new forms of warfare. [CR9, PP6, OS3, OS9, SP1, SP2]
4. Analyze conflicts among religious groups that overlapped with political and economic competition within and among states. [CR10, OS3, OS11, SP2, SP3, SP11]
5. Describe the immediate effect that overseas expansion had on Europe and on the conquered societies. [CR10, INT5, INT6, INT7, INT11, PP1, IS7]
6. Examine the development and use of slave labor. [CR11, IS7]
7. Examine European societies reaction to upheaval and expansion. [CR10, CR13, IS1, IS10, PP1]
8. Examine the advances in navigation, cartography, and military technology that allowed European to establish overseas colonies and empires [CR7, CR10, INT3, INT4, OS6, SP13, IS3]

Text: 100-117,

Primary Sources: [CR1b, CR12]

- "The Devil Laughed Hard" Heinrich Gresbeck, 1535 [excerpt]
- "The Execution of Bishop Fisher and Sir Thomas More" 1535

- “To be Burned According to the Wholesome Laws of Our Realm.” Queen Mary
- “The Wretched Condition of the Christian State” Emperor Charles V, 1565 [excerpt]
- “A Thousand Times More Terrible Than Death Itself” Duke of Sully, 1572 [excerpt]
- “Edict of Nantes” 1589
- *Logbook of the First Voyage*. Bartholome de las Casas, 1492 [excerpt]
- “The New World” Christopher Columbus [excerpt]
- “This Was Quetzalcoatl Who Had Come to Land” Bernardino de Sahagun
- “We Shall Obey You And Hold You As Our God” Hernando Cortes
- “A Most Horrid and Abominable Custom” Hernando Cortes
- “And Their Mothers Raised A Cry of Weeping” Bernardino De Sahagun
- “We Could No Longer Endure the Stench of Dead Bodies” Hernando Cortes, 1521
- *The Devastation of Smallpox*. Bernardino De Sahagun [excerpt]

Secondary Resources: [CR1c, CR13]

- Holland v Netherlands https://www.youtube.com/watch?v=eE_IUPInEuc
- Simon Lemieux, *The Spanish Inquisition: The Hard Fact About the Inquisition and Counters the Common Caricature*. 2002

Discussions: [CR6]

1. Age of Exploration
 - a. Technology
 - b. Conquest
 - c. Slavery
 - d. Economics
2. Inquisition
 - a. Phases
 - b. Goal
 - c. Workings
 - d. Psychology
 - e. Punishment
 - f. Evolution to today
 - g. Myth or Truth
3. Witchcraft Craze
 - a. Defined before 17th Century
 - b. Historical Causes
 - c. Societal Causes
 - d. Women

- e. Trials
- 4. Religious Wars
 - a. France
 - b. Netherlands
 - c. 30 Years War

Assessments:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and Short Response [CR3, INT1, INT2, INT4, INT5, INT6, INT8, INT9, OS6, SP2, SP3, SP13, SP15, IS10, PP6]

Inner/Outer Circle (Chat Room): [CR5, CR6, CR12, CR10, IS7, IS10]

1. Intolerance is a primary theme during the Reformation era. How was it reflected in the primary sources? Pay particular attention to the Anabaptist episode and the St. Bartholomew's Day massacre. To what extent was the Edict of Nantes a progressive vehicle for tolerance?
2. In the logbook of Columbus's first voyage to the New World, what are the primary reasons he gives for wanting to sail to "the lands of India"? Do you think he was revealing the truth? What other motives might have influenced his decision to sail? Can you find evidence of them in this source? How did Columbus treat the inhabitants of the islands? Was Columbus a great explorer who reflected the adventurous spirit of the Renaissance, or an exploiter of peoples?
3. Analyze the sources in the section on the conquest of Mexico. What were Cortes motives in sailing to Mexico? Why did he decide to destroy the Aztecs after having been accepted as conqueror by Montezuma? Compare the two accounts of Cortes and Sahagun regarding the destruction of Tenochtilan by the Spanish. How do you explain Cortes's statements that "there was not one man among us whose heart did not bleed at the sound" of the slaughter? Who bears the primary responsibility for the Aztecs destruction? Cortes? His Indian allies? or Montezuma himself? Is Cortes's attitude toward Amerindians consistent with that of Columbus? Were they explorers or exploiters.

Sub-unit 4: Absolutism and Constitutionalism (Oct)

Objectives: [CR3]

1. Defend the idea that the 17th Century was considered the "golden age of the Netherlands." [CR7, SP2, SP7, SP11, INT11, PP6, IS1, IS2, IS7]
2. Analyze the shift towards absolutism in politics and economics and the limits of an absolute monarchy. [CR7, OS9, SP2, SP3, IS7]

3. Explain the challenges to absolutism and the result of an alternative political system (England). [CR10, OS9, SP1, SP2, SP7, SP11]

Text: 151-158, 173-193

Primary Sources: [CR1b, CR12]

- *Memoirs*. Louis de Rouvroy, Duke of Saint-Simon, 1694-1723 [excerpt]
- “Revocation of the Edict of Nantes”, 1685

Secondary Sources: [CR1c, CR13]

- Irish History Cromwell, God’s Executioner. Documentary movie. RTI Irish production Co. 2013

Discussions: [CR6]

1. Absolutism
 - a. Louis XIV
 - b. Fronde
 - c. Becoming Absolutists
 - d. Economics
 - e. Versailles
2. Constitutionalism
 - a. Hobbes
 - b. Gunpowder Plot
 - c. Charles I
 - d. Civil War
 - e. Oliver Cromwell
 - f. Restoration
 - g. Glorious Revolution
 - h. English Bill of Rights

Assessment:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and Free Response [CR3, CR4, CR5, SP2, SP7, SP11]

1. Compose an essay in which you defend Oliver Cromwell as a hero or a villain. Make sure to include detailed historical facts to back up your opinion, as well as a clear thesis.

Sub-unit 5: Eastern European Absolutism (Oct/Nov)

Objectives: [CR3]

1. Explain how the basic structure of society in eastern Europe move away from that of western Europe in the early modern period. [CR8, OS9, SP2, SP3, IS7]
2. Describe how the rulers of Austria, Prussia, and Russia manage to build a powerful absolute monarchies that proved more durable than that of France.[CR7, OS9, SP2, SP3, IS7]

Text: 196-210

Discussion: [CR6]

1. Prussia
2. Austria
3. Russia
4. Ottoman Empire's Influence
5. Rococo

Assessment:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and Short Response [CR3, SP2, SP11, OS9, SP2, SP3, IS7]

DBQ: Analyze the causes of and the responses to the peasant's revolts in the German states, 1524-1526. [CR4, SP2]

Sub-unit 6: Scientific Revolution/Enlightenment (Nov)

Objectives: [CR3]

1. Define the Scientific Revolution and the Enlightenment. [CR9, OS7, OS10, OS12]
2. Explain how both the Scientific Revolution and the Enlightenment affect the way people thought about society and human relations. [CR13, OS7, OS10, OS12]
3. Describe the impact that the new way of thinking had on political developments and monarchical absolutism. [CR7, INT6, PP1, OS7, OS9, SP1, SP4, SP7, SP11]

Text: 283-258, 309-334, 339-342

Primary Sources: [CR1b, CR12]

1. Voltaire. *Candide*. translated by David Wootton, Hackett Indianapolis, 2000

Secondary Sources: [CR1c, CR5]

1. Dr. Devin Stauffer, Associate Professor of Government, University of Texas, talks about English philosopher and author of "Leviathan," Thomas Hobbes at Emory University (March 4, 2015).
2. Dr. Steven Smith, Professor Yale University talks about John Locke's "Second Treatise", (Sep 21, 2008)

- Video 4. The Invitation to World Literature: Candide. Anneberg Learner, Video
5. Michael Marshall, From Mercantilism to 'The Wealth of Nations. 1999
 6. Chart: "Reading and Writing Literacy in France" Cambridge Press 1982

Discussion: [CR6]

1. Scientific Revolution
 - a. Aquinas
 - b. Copernicus
 - c. Brahe/Kepler
 - d. Galileo
 - e. Bacon
 - f. Descartes
 - g. Newton
 - h. Formation of Academies
2. Enlightenment
 - a. Deism
 - b. Origin/Spread
 - c. Salons
 - d. Voltaire
 - e. Locke
 - f. Rousseau
 - g. Montesquieu
 - h. Hume
 - i. Smith
 - j. Diderot
 - k. Enlightened Despots

Assessment:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and FRQ [CR3, CR4, OS1, OS7, SP11, OS10, OS12, INT6, PP1, SP4, SP7]

1. Describe the new astronomy of the sixteenth and seventeenth centuries and analyze the ways in which it changed scientific thought and methods. [OS4]
2. Compare and contrast the political ideas of Hobbes and Locke. [OS4]
3. Can Frederick II, Catherine "The Great", and Joseph II of Austria be considered "enlightened monarchs?" [OS9, SP4]

Video Essay: [CR5, CR9]

1. How Hobbes justify absolutism despite the differences presented by the social contract? Also how does absolutist state hold it's own seeds of destruction (including mercantilism and Rococo ideals)? OS4]
2. Explain the difference between Hobbes and Locke, Natural Rights and Divine Rights, and philosophes and enlightened despots. [OS4]

3. Explain why enlightened despots turned towards building a more efficient and rationale government (include why the state turned against the church). What difficulties did they face and why turn to the philosophes for help? [OS9, SP4]

Sub-unit 7: A Changing Society (Nov/Dec)

Objectives: [CR3]

1. Demonstrate an understanding of life during the 18th century and the Industrial Revolution by teaching a “mini-unit” and by presenting a visual representation of how lifestyles changed between 1750 and 1850. [CR8, CR5, CR6]

Primary Sources: [CR1b, CR12]

- Grimm, “Little Red Cap”
- Perrault, “Little Red Riding Hood”
- “The Story of Grandmother”
- “Politically Correct Red Riding Hood”

Secondary Sources: [CR1c, CR5]

- Chart: “Birth Rates in England and Wales”
- Darnton, Robert. *The Great Cat Massacre: and Other Episodes in French Cultural History*. Basic Books, New York 1984.

Assessment:

Presentation: The student will be part of a three/four person group responsible to teach the rest of the class one section of the chapter. Students will be broken into 3 jobs (standard) with one creating the presentation on a multimedia tool, one verbally presenting it, and one turning in the written report. Each presentation must have one graph/chart that adds to their objective and be explained during the presentation. Each group will teach one of the following sections and its corresponding objective:

- Agricultural Revolution - Identify features of the eighteenth century Agricultural Revolution and analyze its social and economic consequences. [PP2, PP7]
- Cottage Industry/Population - What was the cottage industry and what changes did it have the European economy and the standards of living? Why did the population begin to rise? [PP1, IS2, IS10]
- Atlantic Economy/Slave Trade - How was mercantilist policy challenged by overseas trade and what benefits did the colonies provide. What was

the Atlantic system and how did it affect the slave trade. [INT3, INT5, INT6, INT9]

- Marriage & Family - What changes occurred in marriage and the family in the course of the eighteenth century? [PP7, OS4, IS4, IS6, IS9]
- Children & Education – What was life like for children and how did attitudes toward children evolve? How did the role of education change/develop and conflicts may have arisen from it? [PP7, OS1, IS4]
- Food & Medical Practice - What did people eat, and how did changes in diet and medical care affect people's lives? [PP4, PP13]
- Religion & Popular Recreation – How did religion change and stay the same during the eighteenth century? What did people do for leisure or entertainment in the eighteenth century? [IS1, IS4]

The students must use (2) outside sources to “enhance” your knowledge and presentation (3 total). All outside sources must be identified in a works cited page in your written report Each group will be divided into 3 responsibilities – writer, presenter, and visual presenter.

Essay: Choose a chapter within *The Great Cat Massacre* not covered in class and identify the thesis of the chapter and how the author developed their thesis using historical/sociological analytic skills.

Inner/Outer Circle (Chat Room): [CR5, CR6, CR12, CR10, IS7, IS10]

1. Is the use of a psychoanalytical approach valid when approaching social history?
2. Explain the difficulties in viewing folktales as an interpretation of social history.
3. What can we as historians glean from folktales about the past?
4. Do folktales vary from region to region and what can we loosely interpret from that?
5. How do tales told by peasants tell us how they viewed the world and coped with it?
6. Were folktales used to uphold the social order?
7. Using the tales provided of “Little Red Riding Hood” explain how these reflect the various societal issues throughout their respective historical periods.

Sub-unit 8: French Revolution/Napoleon (Dec)

Objectives: [CR3]

1. Explain the ideas and objectives of the men and women who rose up violently to undo the established system. [CR7, IS7, SP17, SP5]
2. Analyze how the French revolution posed a fundamental challenge to Europe's existing political and social order. [CR8, INT7, INT10, PP10, OS3, OS9, SP1, SP3, SP4, SP5, SP7, SP9, SP11, SP13, SP15, SP16, SP17, IS6, IS7, IS9, IS10]
3. Defend Napoleon as both a despotic enlightened ruler and a tyrant. [CR9, PP10, SP3, SP13, SP16, SP17, IS6, IS7, IS9, IS10]

Text: 363-369, 385-389, 400-410

Primary Sources: [CR1b, CR12]

- La Marseillaise
- Declaration of the Rights of Man and Citizen, 1789

Secondary Sources: [CR1c, CR5]

- The French Revolution Tearing up History. BBC 2014
- Schama, Simon. Power of Art: David. BBC

Discussion: [CR6]

1. Events leading up to Estates General
2. Estates General
3. Storming of Bastille
4. Constitutional Monarchy
5. Republic/Reign of Terror
6. Directorate
7. Napoleon

Assessment:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and FRQ [CR3, CR4, PP10, OS12, SP3, SP4, SP7, SP11, SP16, SP17, INT7, INT10, PP10, OS3, OS9, SP1, SP3, SP4, SP5, SP7, SP9, SP11, SP13, SP15, SP16, SP17, IS6, IS7, IS9, IS10]]

1. "Napoleon was a child of the Enlightenment." Assess the validity of this statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleon's policies and attitudes. [SP4]
2. To what extent and in what ways was the French Revolution during the period 1789 through Reign of Terror (1794) an attempt to create a government based on the Enlightenment ideals? [SP4]
3. Explain how David represented and captured the three stages of the French revolutionary periods in his artwork [OS12]

DBQ: Analyze how political, religious, and social factors affected the work of scientists in the sixteenth and seventeenth centuries. [CR4, OS7]

Unit 2: 1815-Present

Sub-unit 1: Industrial Revolution (Jan)

Objective: [CR3]

1. Explain how Great Britain established its industrial dominance. [CR9, PP1, PP3, SP5]
2. Analyze the changes the Industrial Revolution brought affect people and society in an era of continued rapid population growth. [CR11, PP1, PP4, PP6, PP9, PP8, PP13]
3. Analyze the development of new classes in the industrial regions of Europe [CR9, PP1, PP4, PP6, PP8]

Text: 363-369, 385-389, 400-410

Primary Sources: [CR1b, CR12]

- David Ricardo. "On Wages," 1817
- Ned Ludd."Yorkshire Textile Workers Threaten a Factory Owner," 1811-1812
- The Sadler Committee Report 1832 [excerpt]
- Six Acts Compromise
- Klemens Von Metternich "Political Confession of Faith"

Secondary Sources: [CR1c, CR5]

- The Worst Jobs in History: Victorian.
<https://www.youtube.com/watch?v=glfVNIwv8bQ>
- Robert Mayhew. Thomas Malthus. History Extra Podcast 5/8/14
- Chart: Annual Mortality Rates for Manchester, Salford, and Chortlton (per 1,000)
- *The Children Who Built Victorian Britain*. BBC Four

Discussion: [CR6, CR13]

1. Why England?
 - a. Geography
 - b. Population Growth
 - c. Agricultural revolution
 - d. Cottage Industry
 - e. Economic Theories
2. Criticism
 - a. Sadler Report
 - b. Dickens
 - c. Politics
 - d. Luddites
 - e. Walmart
3. Utilitarianism

Assessment:

Test: 2 FRQs [CR4]

1. Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order. [SP3]
2. Napoleon I is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon I's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer. [PP10]
3. Discuss the factors that enabled Great Britain to achieve a dominant economic position between 1700 and 1830. [PP3]
4. Describe and analyze the issues and philosophical ideas in the debate in England early to mid 19th century over the proper role of government in industry/economy. Give specific examples. [PP6]
5. Discuss how the two structures shown reflect the societies and cultures that produced them. Photos provided: Arc d'Triumphe (Paris 1806-1836) and The Crystal Palace (London, 1850-1851). [OS12]

Inner/Outer Circle (Chat Room): [CR12, CR13, PP13, PP14]

1. How was Malthus's theory first received?.
2. What book is Malthus remembered for?
3. What is the basic premise of this theory?
4. What was the thinking about population before Malthus?
5. What was Malthus's conclusion if an area had large amount of natural resources?
5. What two theories does he say can "adjust" your population (be detailed)
6. What is Malthus most criticized for?
7. Why do the poorer people villainize him and why were they mistaken? 8. Did Malthus change his views later in his career? Explain.
9. What factors shaped Malthus's thoughts and how?
10. Why does he believe Utopian society cannot exist
11. Why do the Romantics dislike Malthus (2 major reasons)?
12. What is Malthus's views on natural order?
13. Why is Malthus's ideas in line with Enlightenment thought?
14. Who does Mayhew believe was influenced heavily by Malthus? How? 15. How was Malthus's views corrupted/distorted by others later on in history?
16. How do we see Malthus today?

Sub-unit 2: Ideologies and Upheavals (Jan/Feb)

Objectives: [CR3]

1. Explain how artists and writers of the Romantic Movement reflect and influence changes during this time period. [CR9, PP14, OS10, OS12, OS13]

2. Define the ideologies that developed and took root throughout society as a response to industrial and political revolutions. [CR7, PP8, PP10, PP14, OS4, OS8, OS9, OS10, OS12, SP1, SP3, SP4, SP7, SP9, SP11, SP17, IS5, IS6, IS7, IS9, IS10]
3. Define the causes of revolutionary action throughout Europe after 1815. [CR10, INT2, PP10, PP14, OS8, IS7, IS10]
4. Analyze the failure of those revolutionary surges.[CR8, CR9, INT2, PP10, PP14, OS8, IS7, IS10]

Text: 475-500

Primary Sources: [CR1b, CR12]

- Karl Marx and Friedrich Engels. *The Communist Manifesto*, 1848
- William Steuart Trench. "Realities Of Irish Life: The Misery of the Potato Famine, 1847"
- Mary Shelly. *Frankenstein*. Penguin Classics
- Wordsworth. "Lucy"
- Blake. "Chimney Sweeper"
- Milton. *Paradise Lost* [excerpts]
- Coleridge. "Rhyme of the Ancient Mariner" [excerpt]

Secondary Sources: [CR1c, CR5]

- Mary Shelly. *Frankenstein*, TrStar Pictures. 1994. Movie
- Elizabeth Hurren. The Victorian Cadaver Trade, History Extra Podcast 2012.
- Ashton Nichols. Luigi Galvani and "Electric" Romanticism, <http://blogs.dickinson.edu/romnat/2011/06/10/luigi-galvani-andelectric-romanticism/>
- H. L. Malchow. "Frankenstein's Monster and Images of Race in Nineteenth-Century Britain"

Discussion: [CR6]

1. Romanticism
 - a. Literature: Hugo, Dumas, Byron, Stael, Wordsworth
 - b. Music: Beethoven, Chopin, Wagner, Schuman, Listz
 - c. Art: Freidrich, Turner, Constable
2. Nationalism
 - a. Causes
 - b. Urbanization v De-urbanization
 - c. Conservatism v Liberalism

3. Feminism
 - a. Middle Class
 - b. Laws
 - c. Olympe de Gouges
 - d. Wollenstonecraft
 - e. Condorcet
 - f. Owen
 - g. Saint-Simon
 - h. Opposition

Assessment:

Test: 2 FRQs [CR4]

1. Identify and explain the similarities and differences between socialism and liberalism in nineteenth century Europe. [OS10]
2. Using the picture (Liberty Leading the People by Eugene Delacroix) as a starting point, analyze the connection between Romanticism on one hand and Liberalism and nationalism on the other in the period 1800 – 1850. [OS12]
3. Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states. [SP3]
4. How and in what ways did the writing of Karl Marx draw on the Enlightenment concepts of progress, natural law and reasons? [OS9]
5. Although the Revolutions of 1848 took place at roughly the same time and in reasonable proximity to one another, in certain ways they were very different from one another. [SP4]
6. Compare the 1848 uprisings in France and Austria, in terms of causation, participants, goals, and outcomes of each revolution. What were the key differences? In what ways were they similar? [SP4]

Sub-unit 3: Urban Society (Feb)

Objectives: [CR3]

1. Explain the emergence of urban industrial society mean for rich and poor and those in between. [CR9, PP6, IS2, IS5, IS7]
2. Describe how the families changed as they coped with the challenges and the opportunities of the developing urban civilization. [CR13, PP7, PP15, OS4, OS8, IS4, IS5, IS6, IS7, IS9]
3. Explain how the changes in science and thought reflected and influenced this new civilization. [CR7, IS2, IS3, IS7]

4. Describe how governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states. [CR13, PP6, PP13, PP15, OS8, SP1, SP5, IS3]

Text: 501-520, 530-534, 620-624

Primary Sources: [CR1b, CR12]

- Clara Zetkin. Women's Work and the Trade Union, 1887
- Emmeline Pankhurst. Speech, 1913
- Isabella Beeton. Mrs. Beeton's Book of Household Management, 1861
- Mary Wollstonecraft. A Vindication of the Rights of Women, 1792
- Pauline Roland and Jeanne Deroine. "Sisters of America! Your Sisters of France Are United with You" 1851
- George Romanes. "The Brain Weight of Women is Five Ounces Less Than That of Men" 1887
- Josephine Butler. "This is the Logic of Demons!" 1911
- Jean-Jacques Rousseau. "Especially Constituted to Please Man"

Discussion: [CR6]

1. Realism
 - a. Literature: Stendahl, Balzac, Flaubert, Dostoevsky
 - b. Art: Daumier, Courbet, Whistler
 - c. Science: Comte, Darwin

Assessment:

Test: 2 FRQs [CR4]

1. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis. [OS10]
2. Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700. [INT6]
3. Analyze the problems and opportunities associated with the rapid urbanization of western Europe in the nineteenth century. [PP6]
4. Discuss the changes in science and literary thought which reflected and influenced European society from 1850 – 1890. [PP4]
5. "Man for the field and woman for the hearth / Man for the sword and for the needle she / Man with the head and women from the heart / Man to command woman to obey". How accurately do the lines of poetry above reflect gender roles for European men and women in the late nineteenth century? [IS6]

Inner/Outer Circle (Chat Room): [CR12, CR13, IS9]

1. Read the primary documents and two current academic articles on the arguments posed by feminists and those opposed.
2. Discuss the arguments individually and whether or not these arguments still hold true today.
3. Discuss whether or not the argument is still going on.

Sub-unit 4: Nationalism (Feb/March)

Objectives: [CR3]

1. Describe how the breakdown of the Concert of Europe opened the door for movement of national unification in Italy and Germany, as well as liberal reforms elsewhere. [CR10, PP10, OS3, OS9, SP3, SP4, SP7, SP11, SP14, SP16, SP17, IS%]
2. Explain the process of unification of Italy and Germany and the significance for the European balance of power. [CR7, CR11, PP3, PP10, OS12, SP4, SP7, SP14, SP17, SP18]

Discussion: [CR6]

1. After Treaty of Westphalia
2. Conservative v Liberal
3. Bismarck
 - A. Political views
 - B. Media propaganda
 - C. Warfare for unity
 - D. Alliances
 - E. Kulturekampf

Assessment:

Test: 2 FRQs [CR4]

1. Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890). [SP17]
2. Compare and contrast the parallels of the constitutional issues of the Stuarts (17th century) and the Kaiser (1861-88). [SP17]
3. Analyze the similarities and differences in the methods used by Cavour and Bismarck to bring about the unification of Italy and Germany, respectively. [SP17]

Sub-unit 5: Imperialism (March)

Objectives: [CR3]

1. Explain the consequences of European imperialism as it affected society, diplomacy, and culture across Europe. [CR7, INT7, INT9, INT10, INT11, OS6, SP9, SP17, SP18, IS7, IS10]

2. Discuss the motivations (economic, political, and cultural) for new imperial ventures in Asia and Africa. [CR6, CR10, CR13, INT1, INT2, INT6, INT7, INT10, INT11, SP17, SP18, IS10]
3. Compare United Kingdom's practices of imperialism of the Irish to that of the new imperialistic policies and reasons across the world [CR8, CR9, CR10, INT1, INT2, INT6, INT7, INT10, INT11, SP17, SP18, IS7, IS10]
4. Analyze reasons for migration by Europeans overseas [CR7, IS3, SP5, OS6]

Text: 573-583, 593-604, 643-660, 671-681

Primary Sources: [CR1b, CR12]

- Conrad. *Heart of Darkness*

Secondary Sources: [CR1c, CR5]

- BBC: "Congo the Brutal History" video
- "Uganda Rising" video
- "The Might of the British Empire" video set to music
- Lawrence James, 'The White man's Burden'? Imperial Wars in 1890s. 1992

Discussion: [CR6]

1. European Migration
2. Dehumanization: Irish question
3. Imperialism for Free Trade (China)
4. Imperialism for Humanitarianism (Zanzibar)
5. Imperialism for Strategic Goals (Egypt)
6. Imperialism for Resource Extraction (Congo)
7. Disillusionment – 1905 Chinese Labor Scandal, Boer War, German African revolt

Assessment:

DBQ: [CR4, CR6, INT1, INT2] Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.

Test: 2 FRQs [CR4]

1. Compare and contrast the motives for European overseas expansion during the Age of Discovery (15th and 16th centuries) and during the Age of New Imperialism (19th and early 20th centuries). [SP5]
2. Analyze the major factors responsible for the rise of anti-Semitism in the nineteenth-century Europe [IS10]
3. How and in what ways were economic and political factors responsible for intensifying European imperialist activity from the mid-nineteenth century to the beginning of the First World War? [SP6]

Sub-unit 6: WWI and Russian Revolution: (March)

Objectives: [CR3]

1. Explain the causation of the Great War [CR7, CR8, INT8, INT9, INT11, SP6, SP13, SP14, SP17, SP18, IS8]
2. Analyze the destructive nature of the war and political ramifications [CR7, CR10, INT8, INT9, INT11, SP6, SP13, SP14, SP17, SP18, IS8]
3. Analyze the conflicting goals of the peace negotiators in Paris that pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. [CR7, INT8, SP6, SP14, SP17]
4. Explain the impact during the war on Europe's and the world's society/culture [CR11, INT8, SP6, SP14, SP17]

Text: 689-714, 721-733

Primary Sources: [CR1b, CR12]

- Propaganda Posters (Great Britain, Germany, Dutch, France, US, Austria)
- Graph: Russian Gov't report. "Russian Literacy Rates 1860-1914"
- Graph: Russian Ministry of the Interior, "Provinces of European Russia Affected by Peasant Rebellions 1861-1907"
- Remarque. *All Quiet on the Western Front*

Secondary Sources: [CR1c, CR5]

- BBC, "Assassination of Franz Ferdinand" video
- History Channel, "WWI: Battle of Somme and trench warfare" video
- Sikhs Podcast: "Sir Winston Churchill; the Sikhs" video
- Discovery Channel, "The Russian Revolution: Hope and Freedom" video

Discussion: [CR6]

1. Causes of WWI
 - A. Nationalism
 - B. Alliances
 - C. Imperialism
 - D. Arms Race
2. Schlieffen Plan
3. Trench warfare
4. Europe on the home front
5. Truly a global war
 - A. Asia
 - B. Africa

6. Espionage

7. Russian Revolution

- A. Nicholas II
- B. 1891 Famine
- C. Russo Japanese war
- D. Bloody Sunday
- E. Russian Constitution
- F. WWI struggle – Nicholas overthrown
- G. Mensheviks v Bolsheviks
- H. Lenin
- I. Civil War – White v Red

Assessment:

Test: 2 FRQs [CR4]

1. Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed. [SP1]
2. How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799? [SP3]
3. "Every successful revolution puts on in time the robes of the tyrant it has deposed." Evaluate this statement with regard to the English Revolution (1640-1660), the French Revolution (1789-1815), and the Russian Revolution (1917-1930). [SP4]
4. Compare and contrast the roles of the peasantry -and of urban workers in the French Revolution of 1789 to those of the peasantry and of urban workers in the Russian Revolutions of 1917. [IS7]
5. Analyze the major social, political and technological changes that took place in European warfare between 1789 and 1918. [INT4]

Sub-unit 7: Age of Anxiety / Rise of Fascism (April)

Objectives: [CR3]

1. Analyze the doubts and search for meaning in Western thought through art, literature, and philosophy. [CR6, CR8, PP4, PP11, PP14 OS8, OS10, IS8, SP1]
2. Trace the rise of fascism and aggressive extreme states (Germany, Russia, Italy). [CR11, CR7, PP4, PP11, PP14 OS8, OS10, IS8, SP1]
3. Examine the rise of “new racial order” in Europe which culminated with the Holocaust [CR13, IS8, IS10]

Text: 779-790, 802-810, 811-827, 844-881

Primary Sources: [CR1b, CR12]

- Various news clips of liberation of concentration camps
- Joseph Goebbels, “Nazi Propaganda Pamphlet” 1930
- The Kishinev Pogrom, 1903
- Adolf Hitler, Mein Kampf [excerpts]

Secondary Sources: [CR1c, CR5]

- “Boy in Striped Pajamas” movie

Discussion: [CR6]

1. Post war
2. Impressionist
3. Post-Impressionist
4. Lost Generation
5. Expressionism
6. Surrealism
7. Freud, Jung, Nietzsche
8. Rise of Hitler
9. Rise of Stalin

Assessment:

Test: Standard Content-based Multiple Choice Questions, Stimulus-based Multiple Choice Questions, and FRQ [CR3, CR4, PP5, PP11, PP16, OS13, SP5, SP17, IS7, IS8, IS9, IS10]

1. Compare and contrast the French Jacobins’ use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin’s use of state power to achieve revolutionary goals in the Soviet Union during the period 1928 to 1939. [SP6]
2. Compare the rise to power of fascism in Italy and in Germany. [SP6]
3. Explain the events that conveyed anti-Semitic behavior by the National Democratic Socialist Party in Germany before the institutions of the death camps. [IS10]

DBQ: Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918–1933. [CR4, SP7, SP8]

Sub-unit 8: Cold War / Decolonization (April)

Objectives: [CR3]

1. Explain the causes of the Cold War [CR7, INT6, INT8, PP1, PP5, PP13, PP15, SP5]
2. Discuss how Western Europe recovered quickly from war and Eastern Europe did not. [CR7, PP12, PP15, Sp5, SP9, SP14, SP17, SP19, IS10]

3. Analyze the role of organized religion continuous role in European social, political, and cultural life [CR8, INT7, INT11, OS3, OS11, SP3, IS10]
4. Examine the causes of the collapse of the Soviet Union [CR7, INT6, INT8, PP1, PP5, PP13, PP15, SP5]
5. Explain the causes of decolonization [CR7, SP14, INT11, INT9]

Text:

Primary Sources: [CR1b, CR12]

- ABC/NBC various news footage

Discussion: [CR6]

1. Post WWII
2. Economic
3. Germany
4. Czechoslovakia
5. Poland
6. Decolonization

Assessment: Test: 2 FRQs [CR4]

1. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists. [OS10]
2. Analyze the similarities in the methods that various absolute monarchs used in the 1600s and 1700s to consolidate and increase their power. [SP2]
3. Compare and contrast political liberalism with political conservatism in the first half of the nineteenth century in Europe. [OS7]
4. Analyze the factors responsible for decolonization since the Second World War. [SP9]
5. Analyze the long-term and short-term factors responsible for the disintegration of communist rule in TWO of the following states: Czechoslovakia, East Germany, Hungary, Poland. [SP9]
6. Compare and contrast the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985-1991). [PP3]

Sub-unit 9: Present (April)

Objectives: [CR3]

1. Examine the rise of feminism [CR7, PP4, PP5, OS4, SP1, SP9, SP12, IS4, IS6, IS9]
2. Explain the new challenges are facing Europe in the twenty first century with post-communist reconstruction, resurgent nationalism, and economic union. [CR13, SP17, SP19, SP12, SP9, SP4, PP16, PP13]

Primary Sources: [CR1b, CR12]

- Chart: European Union, “Public Support for European Integration 2004”

Secondary Sources: [[CR1b, CR12]

- Tom Gallagher, “Folly and Failure in the Balkans”. 1999

Discussion: [CR6]

1. European Union
2. Balkan Wars

Assessment:

Test: 2 FRQs [CR4]

1. Considering the period 1953 to 1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet system. [PP12]
2. Analyze the ways in which western European nations have pursued European economic and political integration from 1945 to the present, referring to at least two nations.[PP12]
3. How and in what ways did the writing of Karl Marx draw on the Enlightenment concepts of progress, natural law and reasons? [OS7]
4. Napoleon I is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon I's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer. [OS7]
5. Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750. [OS8]
6. Evaluate the relative importance of the religious rivalries and dynastic ambitions that shaped the course of the Thirty Years' War. [SP2]

Review

Timeline Project [CR8]

(Synthesis) Students create a timeline showing 14 historical time periods studied in class (1456-2006) and present it to the class. - They must explain where a period overlaps and has a direct/indirect influence on the other time period. - Students also choose one event or person from each period that has an effect on the present and explain what that is. 2. Country Project [CR8, SP13]

(Comparison) Students write a paper (2pgs) on two similar historical developments within one country that has had a profound affect within its society over time and European society or another development in another country 3. FRQ Outline [CR7] Students must write a detailed outline for 3 FRQs on historical time periods covered in class that they struggled with during the year.

Post Test

Video: compare the movie to the appropriate novel covered in class

- *Blade Runner – Frankenstein*
- *Apocalypse Now – Heart of Darkness*

AP European College Board Curricular Requirements

CR1a: The course includes a college-level European history textbook.

CR1b: The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

CR1c: The course includes multiple secondary sources written by historians or scholars interpreting the past.

CR2: Each of the course historical periods receives explicit attention.

CR3: Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

CR4: The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation.

CR5: The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

CR6: The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

CR7: The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

CR8: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

CR9: The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

CR10: The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

CR11: The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. –Contextualization

CR12: The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

CR13: The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis