

# AP EUROPEAN HISTORY

## *McLane HS*

### **INTRODUCTION:**

The A.P. European History course is, by the College Board's definition, "*a learning experience equivalent to that of an introductory college course in European history or Western civilization (1450 to the present).*" Teachers are required to present "*students with the analytic skills and factual knowledge necessary to deal critically with the topics and materials in European history.*" We use a college-level text with a high reading level. In addition, you will use a primary source reader and other scholarly reference materials throughout the year. Because this is the first "AP experience" for most of you, we will adopt a "college-level curriculum with training wheels" approach during the early weeks of the course. Afterward, our pace will quicken and you must accept more ownership of your educational growth!

According to the College Board the course will include:

- "Relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social and economic developments."
- [the teaching of students] "to analyze evidence and interpretations presented in historical scholarship."
- "extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art and pictorial and graphic materials."
- "frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays."

The class is organized in a year-long curriculum around a generally chronological chapter-by-chapter / unit schedule. Please treat all course material as a cumulative, progressive narrative wherein everything is "testable." *Note* that this is "different" than most courses you have experienced in the past. Required AP European History topics, an abundance of released AP exam questions from years' past and use of "Essential Course Themes" are fully integrated throughout the year's in-class and out-of-class activities.

### **COURSE OBJECTIVES:**

Intellectually, this course is taught at the introductory freshman/sophomore college level. The major difference between a "regular" high school history course and a college-level "AP" history course is the greater amount of reading and the depth of focus that is found in the college-level course. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts. Adopt the mindset that "Everything we do, we do for a reason!" And remember, "So much history, so little time!"

## **TEXTBOOK & SUPPLEMENTAL MATERIALS:**

- McKay, J.P., Hill, B.D. and Buckler, J. *A History of Western Society*, 7<sup>th</sup> Edition, (2003). Houghton Mifflin Company.
- Perry, M., Peden, J.R. and Von Laue, T.H. (Editors) *Sources of the Western Tradition*, Volume II, 4<sup>th</sup> Edition, (1999). Houghton Mifflin Company.
- Tansey, Richard G. and Fred S. Kleiner. *Gardner's Art Through the Ages*. 10<sup>th</sup> Edition, (1996), Harcourt Brace College Publishing. (e.g. used as a supplement for “Major trends in literature and the arts” theme)

*Jackdaws* primary source units (document analysis practice)

*Mindsparks* units (featuring primary source editorial cartoons, illustrations, etc.)

Teachers Curriculum Institute modules

Collegeboard.com/ap website

Various test preparation books will be shared at year-end for your review and use.

## **COURSE OUTLINE (Final schedule may alter due to district calendar)**

### **FIRST SEMESTER**

- Introduction and the Late Middle Ages (Summer Reading)
- The Renaissance
- The Reformation and the Age of Religious Warfare
- Absolutism: Western and Eastern Europe
- Scientific Revolution, the Enlightenment and 18<sup>th</sup> Century Society
- The Age of Revolution

### **SECOND SEMESTER**

- Industrial Revolution, Ideology and Reaction
- Nationalism and Imperialism
- World War I and the Age of Anxiety
- Totalitarianism, World War II and the Cold War
- The Post War World and Today
- AP Review; practice testing; in-class review
- Post-exam: Selected topics and enrichment activities

## **FIRST SEMESTER**

### **UNIT I: INTRODUCTION AND THE LATER MIDDLE AGES**

Chapter 12, The Crisis of the Later Middle Ages photocopy packet excerpted from *A History of Western Society*.

**NOTE:** This summer reading was provided to you along with a thorough chapter guide. It was designed to introduce you to “Think AP” close reading requirements and the required “note-taking/chapter study” style. Much more information, modeling and

feedback will be provided during early weeks of class. Reading and note-taking will incorporate and integrate ongoing use of the “Essential Course Themes” and integrated practice with plan-of-answer strategies for document-based and free response questions.

Major Topics: Prelude to Disaster; The Black Death; The Hundred Years’ War (ca 1337-1453); The Decline of the Church’s Prestige; The life of the People; Vernacular Literature

Case Study Themes: The influence of sanitation and health care practices on society: disease and impact; Changes in religious thought and institutions; Secularization of learning and culture

Debrief optional summer reading, note-taking experience and model AP multiple choice and open-ended essay formats.

Introduce and discuss APE Themes: At this point, summarize the three thematic groups as

- Intellectual-cultural: *What Europeans thought, knew, believed... Examine .the impact of these evolving world-views/ideologies on the arts, politics, male and female roles, etc.... Ask, how does “art give form to an idea...?”*
- Political-diplomatic: *Who rules, how well, to what ends based on what motives; is their generally war or peace?*
- Social-economic: *To what extent and in what ways are people healthy, wealthy and wise? How do patterns of health, wealth and wisdom change – for whom and why...?*

## **UNIT II: THE RENAISSANCE**

### **Week 1**

*History of Western Society*, Chapter 13, European Society in the Age of the Renaissance  
Complete notes and take quiz

NOTE: All chapter quizzes are modeled upon released AP multiple choice exam questions.

Reinforce the ongoing concept of “Essential Course Themes and model application for “the Renaissance.” Work on vocabulary within the Themes, e.g. “secularization”

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Intro: “Renaissance Ball” Simulation / Role-play Paper

Major Topics: The Evolution of the Italian Renaissance; Intellectual Hallmarks of the Renaissance; Art and the Artist; Social Change; The Renaissance in the North; Politics and the State in the Renaissance

Case Study Themes: Major Trends in Literature and the arts; Diffusion of new intellectual concepts among different social groups; Developments in literacy, education and communication; The rise and functioning of the modern state in its various forms

## **Week 2**

Continue Renaissance coverage

Renaissance Era Reader quiz (Model use and analysis of primary source documents)

“Renaissance Ball” Simulation – Live in class!

Essential AP European History Themes Quiz (Debrief to connect “Essential Course Themes” to textbook coverage and released exam prompts)

Introduce analysis of graphic works; e.g. artworks, woodcuts of the Renaissance era

## **Primary Sources / Readings**

- Petrarch: Father of Humanism p. 6.
- Mirandola: Oration on the Dignity of Man p. 9-10.
- Leonardo Bruni: Study of Greek Literature... p. 7.
- Machiavelli: The Prince p. 12.
- Castiglione: The Courtier (handout)

## **Assessment Samples**

### **Free Response:**

- To what extent and in what ways may the Renaissance be regarded as a turning point in the Western intellectual and cultural tradition?
- To what extent did women participate in the Renaissance?
- Describe and analyze the ways that the development of printing altered both the culture and politics of Europe during the period 1450-1600.
- Explain the ways that Renaissance humanism transformed ideas about the individual's role in society.
- To what extent is the term "Renaissance" a valid concept for a distinct period in early modern European History?

### **DBQ Sample Excerpt:**

- Discuss the extent to which early modern European society encouraged education for women. What criteria were used to evaluate women's education or its role, and women's potential for learning?
- Describe the various values and purposes of Renaissance education. Analyze the extent to which these values and purposes were transformed and challenged over time.

## **UNIT III: THE REFORMATION AND THE AGE OF RELIGIOUS WARFARE**

### **Week 3**

*History of Western Society*, Chapter 14, Reform and Renewal in the Christian Church

Complete notes and take quiz

Reformation Era Reader Quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Major Topics: The Condition of the Church (ca 1400-1517); Martin Luther and the Birth of Protestantism; Germany and the Protestant Reformation; The Growth of the Protestant Reformation; The Catholic Reformation and the Counter-Reformation

Case Study Themes: Changes in religious thought and institutions; Changes in Elite and Popular Culture, New Attitudes toward religion, ritual; Diffusion of new intellectual concepts; War and civil conflict; Minority and Majority Persecutions

### **Week 4**

Continue Reformation era coverage

“Luther vs. The Church” Role-play Mini-Debate and document-based argument analysis (Develop concepts of DBQ rubric – author/source – point of view)

DBQ Exercise 2004B (Debrief / model rubric use and read sample essays)

Reformation Topic Essay Exercise (Debrief / model rubric use and read sample essays)

### **Week 5**

*History of Western Society*, Chapter 15, The Age of Religious Wars and European Expansion

Complete notes and take quiz

“Witch DBQ” Exercise/Quiz (Introduce and model use of “AP-PARTS” strategy for document analysis) Practice plan-of-answer development

Major Topics: Politics, Religion, and War; Discovery, Reconnaissance, and Expansion; Later Explorers; Changing Attitudes; Literature and Art

Case Study Themes: Evolution of political elites; War and civil conflict: origins, developments, consequences; Treaties: Balance of Power Diplomacy; Impact of global expansion on European culture; Gender roles and their influence on social structure; Major Trends in literature and the arts

### **Week 6**

Continue coverage of “Politics, Religion and War...”

Thirty Years’ War Video notes and “Think AP Viewing Exercise;” relate video notes to major course themes and use for plan-of-answer free response prompts

“Thirty Years’ War Conference” / Role-play Stimulation Paper

Thirty Years’ War Stimulation Quiz

### **Primary Sources / Readings**

- Erasmus: In Praise of Folly
- Luther: On Papal Power...
- Ignatius Loyola: The Spiritual Exercises
- Thomas More: Utopia
- Montaigne's Essays: Of Cannibals & Of Coaches
- Bartolome de Las Casas: Apologetic History
- Calvin: Institutes of the Christian Religion

### **Assessment / Free Response:**

- How did the disintegration of the medieval church and the coming of the Reformation contribute to the development of nation-states in western Europe between 1450 and 1648? [Chart prompt as a “work in progress...”]
- "Luther was both a revolutionary and a conservative." Evaluate this statement with respect to Luther's responses to the political and social questions of his day.
- What were the responses of the Catholic authorities of the 16th century to the challenges posed by the Lutheran Reformation?
- Describe and analyze the ways in which 16th century Roman Catholics defended their faith against the Protestant Reformation.
- Compare and contrast the Lutheran Reformation and the Catholic Reformation of the 16th century regarding the reform of both religious doctrines and religious practices.
- Describe and analyze the ways that the development of printing both the culture and religion of Europe during the period 1450-1600.

### **DBQ:**

- Using the following documents, identify and analyze at least three major reasons for the persecution of witches in Europe from the late fifteenth through the seventeenth centuries.

## **UNIT IV: ABSOLUTISM IN WESTERN AND EASTERN EUROPE**

### **Week 7**

*History of Western Society*, Ch 16, Absolutism and Constitutionalism in Western Europe (ca 1589-1715)

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

“Dutch Treat DBQ” (Debrief using rubric and read sample papers)

Major Topics: Case study of Absolutism – Louis XIV France; Case study of Constitutionalism – 17<sup>th</sup> c. England (Discuss concept of rise and fall of the “Great Powers” and a “Golden Age”)

Case Study Themes: Rise and Functioning of the modern state in its various forms; War: origins, developments, consequences; Development of political parties, ideologies; State roles in economic activity (Colbert!)

### **Week 8**

Continue coverage of “Absolutism and Constitutionalism”

Absolutism and Constitutionalism topics, Ch 16 Reader Quiz

“English Civil War” video viewing exercise with notes/synopsis

“Absolutism vs. Constitutionalism” Mini-Debate Role-play Paper

Timed AP Essay (Debrief and model plan-of-answer strategies)

Introduce “DBQ Self-Critique” format, requirements and longterm strategy for self-improvement (Emphasis on basic/core rubric scoring and debrief with sample essays)

### **Week 9**

*History of Western Society*, Chapter 17, Absolutism in Eastern Europe to 1740

Complete notes and take quiz

Open-Note Ch 17 quiz (Model and debrief successful note-taking strategies)

Ch 16 Essay Self-Critique

AP European History “Essential Course Themes” Vocabulary Quiz

Elbe-Trieste/Peasants Handouts (Model primary source reading strategies)

Practice Ch 13-17 era AP MC (Practical exercise and debrief using released AP exam multiple choice questions)

Major Topics: Lords and Peasants in Eastern Europe; The Rise of Austria and Prussia; The Development of Russia; Absolutism and Baroque Architecture

Case Study Themes: The shift in social structures from hierarchical orders to modern social classes: Changing distribution of wealth and poverty; Rise and functioning of the modern state in its various forms; War: origins, developments, consequences; Evolution of political elites; Developments in social, economic, and political thought; Major trends in literature and the arts (Baroque style and power)

### **Primary Sources / Readings**

- Hobbes: *Leviathan* p. 22.
- Locke: *Second Treatise on Government* p. 57.
- Mornay: *Defense of Liberty Against Tyrants*
- James I: *True Law of Free Monarchies...* p. 20.
- Cardinal Richelieu: *The Political Testament*
- Duc de Saint-Simon: *Memoirs*

### **Assessment / Free Response:**

- European monarchs of the late 15th and early 16th centuries were often referred to as "New Monarchs". What was "new" about them? Do their actions warrant this label?
- In the 17th century, how did England and the Dutch Republic compete successfully with France and Spain for control of overseas territory?

- "In the 15th century, European society was still centered around the Mediterranean region but by the end of the 17th century the focus of Europe had shifted north" Identify and analyze the economic developments between 1450 and 1700 that helped bring about this shift.
- In the 17th century, what political conditions accounted for the increased power of both the parliament in England and the monarch in France?
- Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.

**DBQ:**

- Identify and analyze the challenges to the security, unity, and prosperity of the Dutch Republic, 1650-1713. Take into account both Dutch and foreign opinions.

**UNIT V: SCIENTIFIC REVOLUTION, THE ENLIGHTENMENT AND 18<sup>TH</sup> CENTURY SOCIETY**

**Week 10**

*History of Western Society*, Chapter 18, Toward a New World-view Complete notes / take quiz

Age of Enlightenment Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

AP Essay (1<sup>st</sup> of 2)

Major Topics: The Scientific Revolution; The Enlightenment; The Enlightenment and Absolutism

Case Study Themes: Scientific and technological developments and their consequences; The Diffusion of new intellectual concepts among different social groups; Secularization of learning and culture; Intellectual and cultural developments and their relationship to social values and political events; Extension and limitation of rights and liberties

**Week 11**

Continue your Enlightenment. . . .

Ch 18 Reader Quiz (Continue modeling of successful use of primary source documents)

Science DBQ (1<sup>st</sup> of 2)

“Enlightenment Salon” Role-play Simulation with “Live” participation points

**Week 12**

*History of Western Society*, Chapter 19, The Expansion of Europe in the Eighteenth Century

Complete notes and take quiz

2<sup>nd</sup> of 2 AP Essay

Major Topics: Agriculture and the Land; The Beginning of the Population Explosion; The Growth of the Cottage Industry; Building the Atlantic Economy

Case Study Themes: The character of and changes in agricultural production and organization; Gender roles and their influence on work, social structure, family structure; Scientific and technological developments and their consequences; Developments in economic thought; Relationship between domestic and foreign policies; Efforts to restrain conflict; Relationships between Europe and other parts of the world

### **Week 13**

*History of Western Society*, Chapter 20, the Changing Life of the People

Complete notes and take quiz

Take-Home “The Plague” DBQ Exercise (*Extensive* modeling and debriefing using rubric, sample essays and a how-to guide to the entire DBQ process)

Major Topics: Marriage and the Family; Children and Education; Food and Medical Practice; Religion and Popular Culture

Case Study Themes: Developments in social thought; Influence of sanitation and health care practices on society: food supply, diet, famine, disease and their impact; Changes in elite and popular culture: New attitudes toward religion; Developments in literacy, education and communication

### **Primary Sources / Readings**

- Nicolaus Copernicus: *On the Revolutions of Heavenly Spheres* p. 31.
- Galileo: *Letter to the Grand Duchess...* p. 37-38.
- Francis Bacon: *Attack on the Authority Advocacy of Experimental Science* p. 42.
- Rene Descartes: *Discourse on Method* p. 46-47.
- Isaac Newton: *Principia Mathematica* p. 50.
- Kant: *What is Enlightenment?* p. 55.
- Voltaire: *A Plea for Tolerance and Reason* p. 60-61.
- Diderot: *Encyclopedia* p. 76.
- Rousseau: *Social Contract* p. 79.
- Marquis de Condorcet: *Progress of the Human Mind* p. 88.

### **Assessment / Free Response:**

- Compare and contrast the cultural values of the Enlightenment with those of the 16th century Northern Renaissance.
- Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed.
- Compare and contrast the views of Hobbes, Locke, and Rousseau on the nature of man and the best possible form of government.
- Evaluate the effectiveness of the various "enlightened absolutist" regimes of the late 1700s.

- Discuss the ways in which Enlightenment thought was a major departure from the traditional European view.
- Describe the impact of the Scientific Revolution on European thought and culture.

**DBQ:**

- Analyze the various responses to the outbreaks of plague from the fifteenth to the eighteenth centuries. Discuss the beliefs and concerns that these responses express.
- Analyze and discuss attitudes and reactions toward the participation of women in the sciences during the seventeenth and eighteenth centuries.
- Using specific examples from the documents below, analyze the purposes that rituals and festivals served in traditional European life.

**UNIT VI: THE AGE OF REVOLUTION**

**Week 14**

*History of Western Society*, Chapter 21, The Revolution in Politics, 1775-1815

Complete notes and take quiz

French Revolution / Napoleonic Era topics Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Optional Essay Self-critique

Major Topics: Liberty and Equality; The American Revolutionary Era, 1775-1789; The French Revolution, 1789-1791; World War and Republican France, 1791-1799; The Napoleonic Era, 1799-1815

Case Study Themes: Development of political ideologies; Forms of mass politics; The extension and limitation of rights and liberties (personal, civic, economic, political); Evolution of political parties; developments and their relationship to social values and political events; War and civil conflict; Rise and functioning of the modern state; Evolution of Political elites

**Week 15**

Continue the French Revolution

French Revolution Role-play paper

French Revolution Stimulation Quiz

**Week 16**

“Hello” Napoleonic Era [Time allowing; conduct a “Napoleon, Hero or Villain” mini-debate

**Primary Sources / Readings**

- Beccaria: *An Essay on Crimes & Punishments*
- Declaration of the Rights of Man... p. 99.
- Abbe Emmanuel Sieyes: *Bourgeois Disdain & What is the Third Estate* p. 97.

- Burke: Reflections on the French Revolution p. 99.
- Robespierre: Republic of Virtue p. 109.
- Napoleon Bonaparte: Leader, General... p. 112.

**Assessment / Free Response:**

- Evaluate the value of Napoleon's conquest of Europe in light of his attack on the Ancien' Regime.
- Discuss the rise and fall of Napoleon. Be sure to include an evaluation of the factors that made him an effective leader as well as the traits that led to his demise.
- "Napoleon was a child of the Enlightenment." Support or refute.

**DBQ:**

- Discuss the advantages and disadvantages of the Terror as an instrument of the French Revolution.
- Describe the variations in the levels of literacy in Old Regime France and trace these variations over time. Analyze the factors that promoted or discouraged the spread of literacy.
- Analyze the issues of those addressing the issues of slavery during the Enlightenment and the French Revolution AND explain how those who debated this issue thought its resolution would affect the economic, political, and social order.

**1<sup>st</sup> Semester Finals – Complete modeling/timed administration of AP Euro Exam as final schedule allows.**

## **SECOND SEMESTER**

### **UNIT VII: THE INDUSTRIAL REVOLUTION, IDEOLOGY AND REACTION**

**Week 17**

*History of Western Society*, Chapter 22, The Revolution in Energy and Industry

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

“Rituals/Festivals” DBQ 1<sup>st</sup> of 2

Major Topics: The Industrial Revolution in Britain; Industrialization in Continental Europe; Capital and Labor

Case Study Themes: Changes in elite and popular culture, development of new attitudes towards work; Patterns of mass production/ consumption and their economic and social impact; Development of commercial practice patterns economic and social impact; Private and state roles in economic activity; Forms of political protest and reform

## **Week 18**

*History of Western Society*, Chapter 23, Ideologies and Upheavals, 1815-1850

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Ch 22 Version AP European Themes Fill-In Quiz

“Congress of Vienna Diplomacy” Role-play Stimulation Quiz

Essay 2<sup>nd</sup> of 2

Major Topics: The Peace Settlement; Radical Ideas and Early Socialism; The Romantic Movement; Reforms and Revolutions; The Revolutions of 1848;

Case Study Themes: Efforts to restrain conflict: treaties, Balance of power diplomacy and international organizations; The diffusion of new intellectual concepts among different social groups; War and civil conflict; Origins, developments and their consequences; Major trends in literature and the arts

## **Week 19**

More on the “Age of Ism’s” (Develop concept of ideologies and use of the “political spectrum” and related vocabulary)

“Greek independence” DBQ 2<sup>nd</sup> of 2

## **Week 20**

*History of Western Society*, Chapter 24, Life in the Emerging Urban Society

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Optional Bonus, DBQ 1981

Essay 1<sup>st</sup> of 2

Major Topics: Taming the City; Rich and Poor and those in Between; The Changing Family; Science and Thought

Case Study Themes: Role of urbanization in transforming cultural values and social relationships; The shift in social structure from hierarchical orders to modern social classes; Gender roles and their influence...; Changes in elite and popular culture; Developments in literacy and education; Scientific and technological developments and their consequences; Major trends in literature and the arts

## **Primary Sources / Readings**

- Edward Baines: Britain’s Industrial Advantage p. 119.
- Sadler Commission: Report On Child Labor p. 128.
- Adam Smith: The Division of Labor p. 122.
- Marx and Engels: Communist Manifesto p.173.
- Thomas R. Malthus: On the Principles of Population p. 134.
- Mary Wollstonecraft: Vindication of the Rights of Woman p. 100.
- Emmeline Pankhurst: Why We are Militant p. 205.
- Samuel Smiles: Self-Help and Thrift p. 123.

- William Booth: In Darkest England p. 198
- John Stuart Mill: On Liberty p. 147.
- Charles Darwin: Natural Selection p. 166
- Sir Edwin Chadwick: Inquiry into the Condition of the Poor

**Assessment / Free Response:**

- 1848 was a critical year for the conservative interests trying to maintain the ways of the Ancien Regime. Discuss three of the "revolutions" of 1848 and evaluate the ways in which they put an end to the old order.
- Compare and contrast the roles of British working women in the pre-industrial economy (before 1750) with their roles in the mid-19th century.
- Evaluate the effectiveness of collective responses by workers to industrialization in Western Europe during the course of the 19th Century.
- Between 1815 and 1848 the condition of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems.

**DBQ:**

- Compare middle-class and working-class attitudes toward work and its effect on the worker in nineteenth-century Western Europe. Did any attitudes cross social class lines?
- Using specific examples from the documents below, analyze the purposes that rituals and festivals served in traditional European life.
- To what extent did changing views on the causes of juvenile crime affect legal treatment of the juvenile offender in nineteenth-century Great Britain?
- Describe and analyze the views of those who were concerned about the problems of the political, economic, and social order in the German states before the revolutions of 1848.
- Analyze the ways in which various people viewed the character and condition of Greeks in the Ottoman Empire during the Greek movement for independence in the eighteenth and nineteenth centuries.

**UNIT VIII: NATIONALISM AND IMPERIALISM**

**Week 21**

*History of Western Society*, Chapter 25, The Age of Nationalism, 1850-1914

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

“Marx vs. Nationalists” Mini-Debate (Practical exercise in author/source – point of view)

DBQ 1<sup>st</sup> of 2

Major Topics: Napoleon III in France; Nation Building in Italy and Germany; Nation Building in the United States; The Modernization of Russia; The Responsive National State, 1871-1914; Marxism and the Socialist Movement

Case Study Themes: The growth and changing forms of nationalism; Relationship between domestic and foreign policies; Evolution of political elites; Rise and functioning of the modern state; The shift in social structures from hierarchical orders to modern social classes; Extension and limitations of rights and liberties; Developments in social, economic, and political thought

## **Week 22**

*History of Western Society*, Chapter 26, The West and the World

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

AP European Themes Quiz

“Sudan” DBQ Skill-Builder Quiz

Major Topics: Industrialization and the World Economy; The Great Migration; Western Imperialism; Responses to Western Imperialism

Case Study Themes: Relations between Europe and the rest of the world; Developments in political thought; The development and consequences of industrialization: global interdependence; Changes in the demographic structure of Europe; developments and their relationship to social values and political events

## **Primary Sources / Readings**

- Giuseppe Mazzini: Young Italy p. 152-153
- Mohandas K. Gandhi: Passive Resistance p. 256.
- Theodor Herzl: The Jewish State p. 220.
- Cecil Rhodes: Confessions of Faith p. 226.
- Joseph Chamberlain: The British Empire... p. 228.
- Karl Pearson: Social Darwinism p. 230.
- John A. Hobson: An Early Critique of Imperialism p. 232.

## **Assessment / Free Response:**

- Compare and contrast Bismarck's unification of Germany with the efforts of Cavour and Garibaldi in Italy.
- Identify the barriers to German unification that existed for hundreds of years. How was Bismarck able to overcome these?
- Discuss the process by which Great Britain continues to give representation to new groups throughout the 1800s. In what other places in British history do such patterns exist?
- How do the reigns of Alexander II and III fit in with their predecessors going back to Peter the Great? What historical patterns, if any, can you identify?
- Discuss the instability of the Austrian Regime from 1848 to 1914. In what ways is this instability influencing Europe's balance of power?

**DBQ:**

- Analyze the pressures on Great Britain's liberal government during the Sudan crisis (1884-1885) and explain why the government acted as it did.
- In the nineteenth and twentieth centuries, women in many European countries organized and agitated for greater political, legal, and economic rights. The debate developed around many issues raised by organizers for women's rights became known as the "woman question". In particular, people had many opinions about whether women should vote. Analyze AND compare the major points of view concerning suffrage and the ways in which individual commentators believed woman suffrage would affect the political and social order.
- Identify and analyze the political and cultural issues in the debate over Pan-Slavism.
- Describe and analyze the controversies over the relationship between the English and the Irish from 1800-1916.
- For the period 1861-1914, analyze how various Russians perceived the condition of the Russian peasantry and explain how they proposed to change that condition.

**UNIT IX: WORLD WAR I AND THE AGE OF ANXIETY****Week 23**

*History of Western Society*, Chapter 27, The Great Break: War and Revolution

Complete notes and take quiz

"Great Break" Reader quiz: *Sources of the Western Tradition*

(selections / quiz to be determined)

Practice AP Euro MC Ch 23-27

Major Topics: The First World War; The Home Front; The Russian Revolution; The Peace Settlement

Case Study Themes: War and civil conflict: origins, developments and their consequences; Private and state roles in economic activity; The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics; Forms of political protest, reform and revolution

**Week 24**

More on the "Great Break"

Reader Quiz

**Week 25**

*History of Western Society*, Chapter 28, The Age of Anxiety

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

1<sup>st</sup> of 2 essay

Major Topics: Uncertainty in Modern Thought; Modern Art and Music; Movies and Radio; The Search for Peace and Political Stability; The Great Depression

Case Study Themes: Diffusion of new intellectual concepts among different social groups; intellectual and cultural developments and their relationship to social values and political events; Efforts to restrain conflict; treaties, Balance of power diplomacy and international organizations; State roles in economic activity; Development of commercial practices, patterns of economic and social impact

### **Primary Sources / Readings**

- Heinrich von Treitschke: *The Greatness of War* p. 293.
- Eric Maria Remarque: *All Quiet on the Western Front* p. 305.
- Paul Valery: *Disillusionment* p. 323.
- V. I. Lenin: *What Is To Be Done?* p. 331
- Friedrich Nietzsche: *The Birth of Tragedy* p. 269.
- Sigmund Freud: *The Unconscious...* p. 275-76.
- Woodrow Wilson: *The Idealistic View* p. 315.
- Georges Clemenceau: *French Demand for Security and Revenge* p. 317

### **Assessment / Free Response:**

- Analyze the key developments that characterized the European economy in the second half of the 19th century.
- Discuss the ways European Jews were affected by, and responded to, liberalism, nationalism, and anti-Semitism in the 19th century.
- Describe the physical transformation of European cities in the second half of the 19th century and analyze the social consequences of this transformation.
- Compare and contrast the roles of British working women in the pre-industrial economy (before 1750) with their roles in the era 1850 to 1920.

### **DBQ:**

- Identify the major features that distinguished Flemings from Walloons in Belgium in the nineteenth and early twentieth centuries. What political, economic, and social tensions developed between the two groups.
- Explain the role of the German army in the development of the German aircraft industry between 1908 and 1918. Did the army support or hinder the technological development and the production of the aircraft?

## **UNIT X: TOTALITARIANISM, WORLD WAR II AND THE COLD WAR**

### **Week 26**

*History of Western Society*, Chapter 29, Dictatorships and the Second World War

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Optional Map Skills Bonus Quiz

Major Topics: Authoritarian States; Stalin's Soviet Union; Mussolini and Fascism in Italy; Hitler and Nazism in Germany; Nazi Expansion and the Second World War

Case Study Themes: Developments in political thought; Rise and functioning of the modern state in its various forms; Limitation of rights and liberties; War: origins, developments, technology and consequences; Diffusion of new intellectual concepts among different social groups

### **Week 27**

Continue with Totalitarianism and another World War....

Ch 29 Totalitarianism Reader Quiz

Essay

### **Week 28**

*History of Western Society*, Ch 30, Cold War Conflicts and Social Transformations, 1945-1985

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Major Topics: The Divisions of Europe; The Western Renaissance, 145-1600; Soviet Eastern Europe, 1945-1968; Postwar Social transformations, 1945-1968; Conflict and challenge in the Late Cold War, 1968-1985

Case Study Themes: Relations between Europe and other parts of the world: decolonization; intellectual and cultural developments and their relationship to social values and political events; Growth of interdependence in world markets

### **Primary Sources / Readings**

- Joseph Stalin: Liquidation of the Kulaks p. 343
- Arthur Koestler: The appeal of Communism p. 389
- Benito Mussolini: Fascist Doctrines p. 364.
- Adolph Hitler: Mein Kampf p. 370.
- Thomas Mann: An Appeal to Reason p. 387
- Neville Chamberlain: In Defense of Appeasement p. 392.
- Rudolf Hoess: Commandant of Auschwitz p. 412.
- Elie Wiesel: Reflections of a Survivor p. 417.

### **Assessment / Free Response:**

- Compare and contrast the extent to which Catherine the Great and Joseph Stalin were "Westernizers".
- Compare and contrast the relationship between the great powers and Poland in the periods 1772-1815 and 1918-1939.
- Why did Germany's experiment with parliamentary democracy between 1919 and 1933 fail?
- Compare the rise to power of the fascists in Italy with the Nazis in Germany.

- Compare and contrast the ways in which the following paintings reflect the artistic styles and political conditions of the eras in which they were produced. (**Goya's Third of May** and **Picasso's Guernica** ).
- Contrast European diplomacy in the time periods 1890-1914 and 1918-1939. Include in your analysis goals, practices, and results.
- Support or refute: "Dictators in 20th century Europe have had much greater control over culture and society than the divine right monarchs of earlier centuries."

**DBQ:**

- The German paramilitary groups, especially the Sturmabteilung (S.A.), played a central role in Adolf Hitler's rise to power. As Hitler consolidated his position, these groups altered. Using the documents provided, assess the factors that led to the purge of the S.A. and its leader, Ernst Roehm, on June 29-30, 1934.

## **UNIT XI: THE POSTWAR WORLD AND TODAY**

### **Week 29**

*History of Western Society*, Ch 31, Revolution, Rebuilding, and New Challenges: 1985 - Present

Complete notes and take quiz

Reader quiz: *Sources of the Western Tradition* (selections / quiz to be determined)

Cold Warriors Mini-Debate Role-play Quiz

Major Topics: The Decline of Communism in Eastern Europe; The Revolutions of 1989; Building a New Europe in the 1990s; New Challenges in the Twenty-first Century; The Future in Perspective

Case Study Themes: Forms of political protest, reform and revolution; Development and transformation of racial and ethnic group identities; Efforts to restrain conflict: Treaties, international organizations

### **Primary Sources / Readings**

- Winston Churchill: *The Iron Curtain* p. 422.
- Nikita Khrushchev: *Report to the 20th Party Congress* p. 426.
- Jean Paul Sartre: *Existentialism*
- Mikhail Gorbachev: *Perestroika* p. 432
- Simone de Beauvoir: *The Second Sex* p. 442.
- Vaclav Havel: *The Failure of Communism* p. 408.

### **Assessment / Free Response:**

- Identify four specific changes in science and technology, and explain their effects on Western European family and private life between 1918 and 1970.
- Compare and contrast the women's suffrage movements of the late 19th and early 20th centuries with the European feminist movements of the 1960's and 1970's.

- Describe and analyze the resistance to Soviet authority in the Eastern bloc from the end of WWII through 1989. Be sure to include examples from at least two Soviet satellite nations.
- Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following: a) Economic recovery and integration b) Development of the welfare state and its subsequent decline
- Analyze the common political and economic problems facing Western European nations in the period 1945-1960 and discuss their response to these problems.
- Analyze criticisms of European society presented by European authors in the period 1940 to 1970. Be sure to discuss at least two works.

**DBQ:**

- Identify and analyze the political and cultural issues in the debate over Pan-Slavism.

**UNIT XI: AP REVIEW AND SELECTED POST-EXAM ENRICHMENT TOPICS**

*Note: Final dates to be determined according to district master calendar*

In-class exercise: AP released exam multiple choice with immediate discussion and feedback regarding “why this answer?” This will establish a diagnostic baseline for ongoing AP exam review.

Last in-class DBQ with intensive debriefing on core rubric scoring and model answers  
80 Question released M/C I\*

Last in-class Free Response essay with intensive debriefing on plan-of-answer strategies and model answers.

80 Question released M/C II\*

80 Question released M/C II\*

\*Multiple-choice strategies and debriefing with course materials will follow each exam.

Selected APEuro Review Topics: 1450 – Present. Based on student requests and instructor assessment, a wide range of in-class review activities and presentations will be scheduled.

**TEACHING STRATEGIES**

Intermittently, this course will be taught as a “large lecture class” modeled after introductory college freshmen and sophomore courses. However, there will also be frequent interactive class activities such as role-play simulations, mock trials, etc. spaced throughout the year. Throughout the year, progressive and cumulative opportunities will be introduced, modeled and practiced during classtime to “weave” textbook readings,

lecture material and primary source readings with released AP exam questions. Students should follow our credo: *So much history so little time! Everything we do, we do for a reason!* Teaching strategies used will allow students frequent opportunities to analyze and respond in class and to “check for understanding” regarding the scholarly requirements of reading our challenging text, working with high-level vocabulary and development critical essay writing skills.

Specifically, instruction will be given on:

- Essay organization diagrams and plan-of-answer strategies for free-response questions
- Practice using the AP “directive terms” for free-response questions
- Modeling and practice on answering timed essay questions
- Generic free-response scoring guidelines, model answers and scoring procedures
- Generic core-structure scoring guidelines, model answers and document analysis for point-of-view and bias, grouping, etc.
- Practice test packets for DBQ and open-ended prompts (excerpted from an AP Released Exam)

## **STUDENT EVALUATION**

Quizzes are given on the reading assignments. Occasional outside-of-class assignments may also count as daily grades. Test formats are modeled on AP requirements: objective (multiple choice) and free-response questions (called essay tests in the Course Syllabus), and DBQs. Most objective tests on chapters are 10-20 questions. Cumulative and/or practice exams will consist of 80 multiple-choice questions. As time allows, we will follow the exact AP testing timed instructions for 35-minute essay questions and DBQs (15 minutes to plan, a recommend 45 minutes to write). See the College Board website for complete information and samples of AP released exams.

Homework is collected before students begin to take the unit exam. The homework consists of textbook “notes” according to a prescribed format (e.g. terms, answers to questions, summation of readings, analysis of charts that pertain to the unit (e.g., characteristics, similarities, and differences between absolute monarchs, schools of art, etc.) and applicable historical maps. Well-completed terms and course themes demonstrate a student’s effort and most students find this to be indispensable in maintaining a high grade point average.

The first semester exam is a requirement of the European History course. It is comprehensive for all material covered during the first semester.

The final exams are performance-based evaluations that help students synthesize their learning from the entire year. As is possible, they will model the exact AP format.

The AP European History Exam in May is comprehensive, covering material from the entire school year. Students who are enrolled in the AP European History course are fully

expected to take the AP European History Exam. Class time and after school reviews are held prior to the AP Exam. Optional before-school multiple choice testing will also be announced. In addition, many students participate in informal study group review sessions.