

AP EUROPEAN HISTORY
UNION GROVE HIGH SCHOOL
2017-2018 School Year

Mrs. Amanda Okrutny / Instructor

AP® European History

Curricular Requirements

CR1a The course includes a college-level European history textbook. •See page 1

CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables). •See pages 4, 6, 8, 9, 11, 14, 15, 17, 20, 21

CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past. •See pages 5, 7, 12, 13, 18, 23

CR2 Each of the course historical periods receives explicit attention. •See pages 2, 4, 6, 7, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23

CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples. •See pages 8, 15, 23

CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course. •See pages 3, 4, 5, 6, 7, 10, 12, 15, 16, 17

CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources •See pages 3, 5, 6, 8

CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources •See page 7

CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison •See pages 4, 5, 6, 9, 10, 14, 16, 18

CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization •See pages 4, 5, 9, 10, 11, 14, 20

ii AP® European History

CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation •See pages 2, 6, 7, 15, 21, 23, 24

CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time •See pages 5, 7, 8, 12, 15, 17

CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development •See pages 2, 3, 11, 23

CR12 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development •See pages 7, 9, 11, 13, 19

AP European History Course Syllabus

Sources

Textbook:

McKay, John P., Clare Haru Crowston, Merry E. Wiesner-Hanks, and Joe Perry. *A History of Western Society*. 11th ed. Boston: Bedford/St. Martin's, 2013. [CR1a]

[CR1a] — The course includes a college-level European history textbook.

Primary Source Readers:

- Perry, Marvin. *Sources of Western Tradition, Volume II*. 8th ed. Boston: Cengage Learning, 2012.
- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. 8th ed. New York: McGraw-Hill Education, 2010.
- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*. 8th ed. New York: McGraw-Hill Education, 2010.
- Wiesner-Hanks, Merry E., Andrew D. Evans, William Bruce Wheeler, and Julius R. Ruff. *Discovering the Western Past, Volume II: Since 1500*. 7th ed. Boston: Cengage Learning, 2015.

Assessments

Within each unit, students will be asked to do a variety of writing assignments. There will also be periodic quizzes over content. The majority of formal assessment will be done at the end of each unit. At that time, students will be given a unit test that consists of 20–30 multiple-choice type questions. These multiple-choice questions will be centered around images, graphs, and quotes directly connected to the unit content. They will also have two-to-four short-answer questions over each unit, and one long essay or document-based question (DBQ) over each unit.

History Skills and Practices

In accordance with the goals of AP European History, students will develop and demonstrate six history skills and practices.

1) Analyzing Primary and Secondary Sources

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

2) Contextualization

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

3) Comparison

Compare different historical individuals, events, developments, and/or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.

4) Causation

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

5) Continuity and Change over Time

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

6) Argument Development

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

First Semester

Unit 1: 1450 – 1648 [CR2]

(9 weeks)

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

Reading: McKay pp. 338–525

Sub-Unit A: Renaissance [CR2]

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

Black Death: Causes, Reactions, Various Points of View, and Impact

Giovanni Boccaccio (in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*).

Read Secondary Sources: "The Black Death: A Socioeconomic Perspective," Millard Meiss and "The Great Mortality," John Kelly (in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*).

Generate a clear thesis to address this question: *What were the most significant effects of the Black Death on medieval Europe?* [CR11]

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

100 Years' War: Causes, Major Developments, and Outcomes

Changes in the Church: Babylonian Captivity, Great Schism, and Impact on Church and Church Authority

• Learning Objective: SP-5 [CR4]

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Social Unrest: Peasant Uprisings, Ethnic Tensions

Read Primary Sources: "The Rebellions of 1381," Sir John Froissart and "The Triumph of Death" (illustration) (in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*).

Read Secondary Source: "The Crisis of the Late Middle Ages," Francis Oakley (in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*).

Analyze these sources using APPARTS and secondary source analysis. Based on these sources and the other information from this Sub-Unit, answer the following question by formulating a clear thesis and an essay outline: *Which factors most greatly contributed to the crisis of the Late Middle Ages?* [CR11]

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Origins of the Renaissance: Political, Social, Cultural, and Economic

Read excerpts from Francesco Petrarca's poetry (also known as Petrarch) and "Study of Greek Literature and Humans Educational Program," Leonardo Bruni (in Perry's *Sources of Western Tradition, Volume II*). Analyze each document using APPARTS.

This information will be used to have a class discussion that examines the characteristics of humanism as well as the impact these ideas will have on Italy and the rest of Europe.

• Learning Objective: SP-4

Changing Society: Race and Slavery, Role of Nobility, and Gender Roles

Changing Political Structure: France, England, and Spain

Students will examine and answer the following question by creating an essay, timeline, or graphic organizer: *What changes were most significant in helping to establish New Monarchies in France, Spain, and England?* [CR8]

• Learning Objective: SP-2 [CR4]

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Intellectual and Cultural Changes: Humanism, Education, Political Thought, Printing Press, Christian Humanism, Art and Artists, and Early Scientific Thinking

Read excerpts from “The Prince,” Machiavelli (in Perry’s *Sources of Western Tradition, Volume II*).

[CR1b: textual] Analyze using APPARTS. Conduct small group discussion considering the following questions:

1. *According to Machiavelli, what is the role of a leader?*

2. *What are the potential positive and negative impacts that would be created by a ruler embracing these ideas?*

3. *How does the study of Machiavelli and the political history of the Renaissance offer insights and information about the period different from that gained by the approaches of art history or intellectual history, two other major themes historians use to examine the Renaissance?* [CR8]

• Learning Objective: SP-4

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Italian v. Northern Renaissance: Political, Economic, Art, and Culture

Students will create a graphic organizer that examines the similarities and differences between Italian and Northern Renaissance movements using the following categories: political structure, intellectual/artistic movements, social structure, and economy. [CR7]

• Learning Objectives: OS-1, OS-3; SP-1

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Sub-Unit B: Reformation and Religious Wars [CR2]

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

State of the Church in the Sixteenth Century: Corruption, Ignorance, and Abuse of Power

Origins of the Reformation: Christian Humanism, Martin Luther, and Zwingli

Students will read excerpts from “The Spark for the Reformation: Indulgences,” Johann Tetzel (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*) and excerpts of Martin Luther’s writings (in Perry’s *Sources of Western Tradition, Volume II*). [CR1b: textual] Based on these readings, students

will generate a list of initial concerns regarding the Catholic Church and the new ideas being proposed by Luther. They will then answer the following questions:

1. *How were these new ideas in conflict with the Catholic Church?*
2. *How were these new ideas in conflict with the Holy Roman Empire?*
3. *What characteristics of the Holy Roman Empire made it the most likely location for the Reformation to begin successfully?* [CR8]

• Learning Objectives: OS-8; NI-1 [CR4]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Impact of the Reformation: Social Unrest, Role of Marriage and Sexuality, Political Changes, Calvinism/other Protestant Ideas, Catholic Reforms, Wars of Religion, and Witch Hunts

Students will read Martin Luther’s “Condemnation of Peasant Revolt” (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). They will also read “What Was the Reformation,” Euan Cameron, “A Political Interpretation of the Reformation,” G. R. Elton, and “Women in the Reformation,” Marilyn J. Boxer and Jean H. Quataert (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*).

Impact (Catholic Reforms):

Students will re-examine the causes of the Reformation. They will also read “Constitution of the Society of Jesus” and “The Way of Perfection,” Teresa of Avila (in Sherman’s *Western Civilization: Sources, Images, and*

Interpretations, Volume 1: To 1700). Using these resources, students will explain how actions taken by the Catholic Church addressed or did not address the initial causes of the Reformation. [CR9]

• Learning Objective: OS-4

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Impact (Wars of Religion):

Students will be asked to compare and contrast the causes and impact of the wars of religion in France, Spain, and England, both in discussion and in a graphic organizer, and finally, in an essay. [CR7]

• Learning Objectives: SP-1, SP-2, SP-6 [CR4]

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Sub-Unit C: Exploration and Conquest [CR2]

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

Before Columbus: Trading States, Role of Europe, Role of Ottoman, and Persian Empires

Students will use their textbooks to make a chart that includes the following information: *Who was involved in trade, and what roles did each country, state, or empire involved play in trade at that time?*

Causes of Exploration: Economic, Political, Social, and Technology

Using their textbooks, students will answer the following questions: *What motivated Europeans to explore? What allowed them to explore?* [CR9]

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Empire Building/Life in the Colonies: Spanish, Portuguese, French, and English

Students will examine the “Exploration, Expansion, and Politics” map (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*) showing the areas explored and countries involved. [CR1b: maps] In small groups, they will give explanations for who went where and the impact that these journeys had on the establishment of trade and colonies. They will then generate a timeline showing major explorers and the countries for which they were exploring.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Impact of Exploration and Conquest: Political Impact, Indigenous People, Columbian Exchange, Economic Impact, and Changing Attitudes and Beliefs Regarding Race and Culture

Students will examine the following primary sources: “The Chronicle of the Discovery and Conquest of Guinea,” Gomes Eannes de Azurara; “Letter to Lord Sanchez, 1493,” Christopher Columbus; “Memoirs: The Aztecs,” Bernal Diaz del Castillo; “Letter to Charles V: Finance and Politics,” Jacob Fugger; and “The Conquest of Mexico as Seen by the Aztecs” (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). For each source students will use APPARTS. [CR5]

Students will read the following secondary sources: “The Expansion of Europe,” Richard B. Reed; “The Effects of Expansion on the Non-European World,” M. L. Bush; and “Red, White, and Black: The Peoples of Early North America,” Gary Nash (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). [CR1c] After reading these sources, students will be asked to construct a chart that demonstrates the point of view held by Europeans, non-Europeans, and modern day historians. They will then be asked to write summaries of those different points of view, analyzing the different arguments of the secondary sources to demonstrate the impact of European expansion. [CR6]

Final Activity: Students will be asked to complete DBQ 4 in their textbook (see p. A-16 in McKay et al.’s *A History of Western Society*).

• Learning Objectives: INT-5, INT-6

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

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

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Sub-Unit D: Absolutism and New Thinking [CR2]

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

Thirty Years' War: Causes and Outcomes

Students will generate a list of causes for the Thirty Years' War and then have a small group discussion regarding how the causes changed over the "phases" of the war. [CR10] They will then examine maps depicting political and religious division, main war zones, and population change during the Thirty Years' War (see "Germany and the Thirty Years' War in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). In addition, students will examine a map of Europe after the Treaty of Westphalia (in McKay et al.'s *A History of Western Society*).

Lastly, students will read two secondary sources reflecting on the Thirty Years' War: "A Political Interpretation of the Thirty Years' War," Hajo Holborn and "A Religious Interpretation of the Thirty Years' War," Carl J. Friedrich (in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). [CR1c] Using all of this information, students will be asked to participate in a Socratic Seminar to address the following question: *What impact did the Thirty Years' War have on religious and political power in Europe?* [CR9] After the Socratic Seminar, they will be required to write an essay that provides an argument to the question and employs evidence from the sources to defend that argument. [CR12]

• Learning Objectives: OS-2; SP-6, SP-9; NI-1, NI-3 [CR4]

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

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

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Development of Absolutism in Western Europe: France, Spain, Austria, and Prussia

In focusing on the development of absolute monarchs, students will be exposed to all the locations in which they are emerging, but will focus primarily on France for deeper analysis. Students will first be asked to think back to the French Wars of Religion and to make a list of the actions taken to end the fighting. They will then be asked to read two primary sources: "Civil War in France," Ogier Ghiselin de Busbecq and "Political Will and Testament," Richelieu (in Sherman's *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). [CR1b: textual] Using these resources, students will be asked to examine the threats to the king's power, how those threats were handled, and how the actions changed over time. They will also be asked to consider what outside factors contributed to the rise in power for the monarchy. Students will also be asked to compare and contrast the rise of absolutism in Russia to that in France and the rest of Western Europe. [CR3]

• Learning Objectives: SP-2, SP-7

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Development of Constitutionalism: England and the Dutch Republic

Students will use their textbooks and Internet research to trace the role of the monarchy in England from Henry VII to James I. They will be asked to pay particular attention to the role of the monarch, the role of

parliament, internal conflicts, and external conflicts. They will also be asked to rank the monarchy from best to worst with evidence for their choices. [CR10]

• Learning Objectives: SP-2, SP-4

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Development of Absolutism in Eastern Europe: Russia and the Ottoman Empire

New Ways of Thinking: Scientific, Philosophical, and Art – Baroque

• Students will be asked to analyze six primary source documents: “Revolutions of the Heavenly Spheres,” Nicolaus Copernicus; “Attack on the Copernican Theory,” Cardinal Bellarmine; “The Starry Messenger,” Galileo Galilei; “Letter to the Grand Duchess Christina and The Dialogue Concerning Two Chief World Systems – Ptolemaic and Copernican,” Galileo Galilei; “Attack of Authority and Advocacy of Experimental Science,” Francis Bacon; and “Discourse on Method,” René Descartes (in Perry’s *Sources of Western Tradition, Volume II*). Each document will be analyzed using APPARTS. [CR5]

Students will then be asked to complete the following tasks in small groups:

- Create a timeline for the scientific developments and individuals from 1450 to 1650.
- Discuss the development of ideas over time and the connections between those ideas. [CR10]
- What are the areas of greatest change in thinking and what impact might that have on the future?

Each group will be required to report back to the whole class for a culminating class discussion.

• Learning Objective: OS-5

Students will be asked to find examples of Mannerism art and compare and contrast it to Renaissance art. They will then be asked to research Baroque art. Based on their research [including material from the field of art history from Carol Strickland, *The Annotated Mona Lisa* (Kansas City, MO: Andrews McMeel Publishing, 2007)] and class discussion, students will be asked to write an essay answering the following question [CR12]: *How is Baroque art a reflection of the Catholic Reformation and a rise in Absolutism? Did specific events or actions cause the development of these different periods of art history? How do these labels from the field of art history fit with events in European history that cover the same centuries?* [CR7] [CR8] Students are to use specific examples in their answer. Examples may include: Dürer’s *The Adoration of the Magi* (1481, Renaissance); Ruben’s *The Landing of Marie de’ Médici at Marseilles* (1621–25, Baroque); and El Greco’s *Laocoön* (1610–14, Mannerism). [CR1b: visual]

• Learning Objective: OS-7

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Unit 2: 1648 – 1815 [CR2]

(9 weeks)

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

Reading: McKay pp. 526–653

Sub-Unit A: Absolutism and New Thinking 1648 – 1725 [CR2]

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

Absolutism in Western Europe: Spain, France, Austria, and Prussia

Students will investigate which countries were seeing successful absolute systems of rule, and which were not. To conduct this investigation, they will read the following primary sources: “Austria Over All, If She Only Will,” Phillip W. von Hornick; “A Secret Letter: Monarchical Authority in Prussia,” Frederick William; and “Memoirs: The Aristocracy Undermined in France,” Saint-Simon (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*). Students will also complete “Case Study 2: Staging Absolutism” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*). Students will respond to the questions in the case study and participate in a class Socratic Seminar that examines the strengths and weaknesses of an absolute system of rule by looking at specific pieces of key evidence from their readings.

• Learning Objectives: SP-2, SP-7

Development of Constitutionalism: England and the Dutch Republic

Students will use their textbooks to review the English Civil War, Cromwell’s Commonwealth, the Restoration, and the Glorious Revolution. They will also examine three primary sources: “Leviathan,” Thomas Hobbes; “The English Declaration of Rights;” and “Two Treatises on Government,” John Locke (in Perry’s *Sources of Western Tradition, Volume II*). Using this information, students will make a brief timeline of the changing role of monarchy in England. They will also be asked to compare and contrast the ideas of Hobbes and Locke. In a class discussion, students will be asked to connect the ideas of Hobbes and Locke to the scientific approach of thinking about the world as seen in the ideas of Newton, Bacon, and Descartes. Lastly, they will include Hobbes and Locke in their timelines and explain the connection between their ideas and the time in which they lived. **[CR8]**

• Learning Objectives: OS-2, OS-4; SP-1, SP-2, SP-4, SP-7, SP-8

After reading the description of the structure of the Dutch Republic, students will create a graphic organizer depicting it. They will also be asked to discuss the reason for this structure and its impact on the Dutch in regards to culture, economy, and trade. They will then be asked to discuss the impact this structure had on the Dutch in the Thirty Years’ War.

Absolutism in Eastern Europe: Russia and the Ottoman Empire

Students will be asked to compare and contrast Peter the Great to Louis XIV in their style of rule as absolute monarchs. **[CR7]**

• Learning Objectives: IS-3; SP-1, SP-2, SP-7

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

New Ideas: Locke, Baroque to Rococo, Scientific Thinking, and Enlightenment

Students will be assigned a philosopher to research and understand. They will be given categories of information to research and discover their assigned philosopher’s ideas regarding each topic. They will be asked to use their primary source readers, case study book, and outside research to find information. This information will then be used to hold a salon in which students will act as their assigned philosopher in a group discussion with other figures from the Age of Enlightenment. At the end of the activity, students will be asked to write a summary of their assigned philosopher and one other philosopher that they spoke with at the salon.

Students will use information from the field of art history found in Carol Strickland, *The Annotated Mona Lisa* (Kansas City, MO: Andrews McMeel Publishing, 2007) and conduct their own research to find examples of Rococo art. They will look back to the Baroque information from Unit I and compare and contrast the two artistic styles and explain how political and religious circumstances influenced the different artistic styles. **[CR8]**

• Learning Objectives: OS-2, OS-7; SP-2

Students will then be asked to formulate a clear thesis that responds to the following question: *What is the major difference between Baroque and Rococo art, and how can these changes in artistic expression be explained?* **[CR11]**

• Learning Objective: OS-7

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Enlightened Absolutism: Prussia, Austria, and Russia

Students will examine three rulers who attempted to be Enlightened Absolutists, and the actions they took. They will then rank them from most enlightened to least. They must create an essay that defends an argument based on their rankings by providing evidence from assigned readings. **[CR12]**

• Learning Objectives: SP-3, SP-4

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Sub-Unit B: Expansion of Europe 1650 – 1800 [CR2]

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

Agricultural Revolution: Causes and Impact

Students will create a timeline and a cause and effect chart connecting the major developments within the Agricultural Revolution. They will then be asked to discuss how these events connect with events from Unit 1.

• Learning Objectives: PP-3, PP-4

Students will be asked to read and complete “Case Study 4: A Statistical Analysis of European Rural Life 1600–1800” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*). **[CR1b:**

quantitative] They will then be asked to summarize the changing urban lifestyle using information from their textbook. Lastly, they will be asked to read two primary sources: “The Wealth of Nations,” Adam Smith (in Perry’s *Sources of Western Tradition, Volume II*) and “The Complete English Tradesman,” Daniel Defoe (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). Finally, students will then be asked to compare and contrast these new economic ideas to those of mercantilism.

• Learning Objectives: IS-4; PP-3 **[CR4]**

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Population Changes: Causes and Impact

Rural Industry: Causes, New Model of Production, and Impact

Changing Urban Life: Guilds and Economic Liberalism

Global Economy: Colonial Wars, Trade, Slave Trade, Atlantic World, and Pacific World

Students will create a timeline of the major colonial wars. The timeline must include brief summaries of the outcomes using their textbook and online research for information.

• Learning Objective: INT-4 [CR4]

Students will read various primary and secondary sources that reflect opinions regarding slavery in the period. Secondary Sources: “The Slave Trade,” Anonymous (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*); articles on slavery (pp. 88–90 in Perry’s *Sources of Western Tradition, Volume II*); and “Slavery—White, Black, Muslim, Christian,” David Brion Davis (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). [CR1c] After reading and analyzing the documents, students will be asked to organize the responses into categories and write brief summaries of each category.

• Learning Objectives: INT-1, INT-4

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

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

Connecting Ideas: Students will complete DBQ 6 in the textbook “Toward a New World View” (see p. A-25 in McKay et al.’s *A History of Western Society*).

Sub-Unit C: Changing Life of the People 1700 – 1800 [CR2]

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

Marriage and Family: Changing Practices, Causes of Change, and Impact of Change

Children and Education: Changing Attitudes Regarding Children and Child Care, Spread of Education, and Impact of Change

Progression toward a Consumer Society: Literature, Recreation, and New Foods

Religious Authority: Changes in the Protestant v. Catholic Church and Impact of New Views

Students will be assigned a topic to research and present that includes the following information: Changes that took place between 1500 and 1800 in their given category and major events related to those changes, paying particular attention to the agricultural revolution, the Enlightenment, wars, and changing patterns in populations. [CR10] The topics they will be assigned are as follows:

1. Changing roles of women
2. Changing views toward children
3. Changing family life
4. Changing economy; moving to a consumer society
5. Changes in art and literature
6. Changes in overall quality of living
7. Changing view of religion and religious institutions

• Learning Objectives: PP-2, PP-3, PP-4, PP-5; OS-4, OS-5; SP-5; IS-1, IS-2, IS-3, IS-4, IS-5

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Medical Practices: New Ideas, Hospitals, Midwifery, and Inoculation

Students will complete the DBQ 8 in the textbook “Eighteenth-Century Medical Practices” (see p. A-31 in McKay et al.’s *A History of Western Society*).

Sub-Unit D: Revolution in Politics 1789 – 1815 [CR2]

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

Causes of Revolution: Social Structure, American Revolution, Financial Crisis, Actions of Monarchy, and New Ideas

Students will read and analyze the following documents:

Primary Sources: “Plight of the French Peasants,” Arthur Young; “Grievances of the Third Estate;” and “Bourgeois Disdain for Special Privileges of the Aristocracy,” Emmanuel Sieyès (all in Perry’s *Sources of Western Tradition, Volume II*); as well as “The Cahiers: Discontents of the Third Estate” (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*).

Secondary Source: Georges Lefebvre, “The Coming of the French Revolution” (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). [CR1c] After reading the documents and the information in their textbook, they will be asked to write an essay that contains an argument concerning the most important causes of the French Revolution that includes evidence for each of the causes they have selected. [CR12]

• Learning Objectives: PP-5; OS-2, OS-4; SP-4, SP-5, SP-6

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

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

First Phase of French Revolution 1789 – 1791: Causes, Major Actions, and Conclusion

Students will complete “Case Study 5: A Day in the French Revolution: July 14, 1789” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*). They will also be asked to read “Revolutionary Legislation: Abolition of the Feudal System;” “The Declaration of the Rights of Man and Citizen;” “Declaration of the Rights of Women,” Olympe de Gouges; and “The Declaration of Independence” (all in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). After reading all of the sources, students will be asked to identify specific ideas for the Enlightenment philosophers that are present in the ideas perpetuated in the first phase of the French Revolution.

• Learning Objectives: SP-1, SP-2; IS-5

Second Phase of French Revolution 1791 – 1799: Foreign Response, Outbreak of War, Reign of Terror, Thermidorian Reaction, and Formation of Directory

Students will read and analyze the following documents: “Speech to The National Convention - Feb. 1794: The Terror Justified,” Maximilien Robespierre; “A Soldier’s Letters to His Mother: Revolutionary Nationalism,” Francois-Xavier Jolicierc; and “Internal Disturbances and the Reign of Terror” (all in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). [CR1b: quantitative]

Students will then be asked to complete the AP Central DBQ 2008 Form B.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Third Phase - Napoleonic Era 1799 – 1815: Rise to Power, Impact on France, Impact on Europe, and End of Napoleon’s Reign

Students will read the following sources in preparation for a Socratic Seminar regarding Napoleon Bonaparte: all the primary and secondary sources in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present* found on pp. 72–78, as well as “Napoleon Bonaparte: Leader, General, Tyrant, Reformer” (in Perry’s *Sources of Western Tradition, Volume II*). Using all the information they have collected, students will participate in a class-wide Socratic Seminar

answering the following question: *Was Napoleon a preserver or a destroyer of the ideal of the French Revolution?*

Students will be asked to write an essay response for homework based on the conversation conducted in class.

• Learning Objectives: SP-5, SP-6, SP-9; NI-4

Romanticism: Literature, Art, Music, and National Identity

In class, we will discuss the characteristics of Romanticism and why historians use the label Romantic to define a certain time period in European history. We will look at examples of Romantic work in art, literature, and music and discover their effect on an emerging national identity. Students will select a nation to study, preparing an interactive presentation of the Romantics of their nation and their contribution to national identity in the 1800s. **[CR8]** **[CR7]** Students will then be asked to compare Romantic ideas to Enlightenment ideas. **[CR8]** Finally, they will be asked to align themselves on a spectrum of Enlightenment or Romanticism based on their own beliefs. Students will then have to explain why they have placed themselves accordingly. Lastly, students will complete DBQ 11 (see p. A-42 in McKay et al.'s *A History of Western Society*).

• Learning Objectives: OS-6, OS-7; NI-1, NI-2

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Second Semester

Unit 3: 1815 – 1914 [CR2]

(9 weeks)

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

Reading: McKay pp. 654–813

Sub-Unit A: Industrialization and its Impact 1780 – 1850 [CR2]

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

Factors Necessary for Industrial Revolution: Technology, Geography, Changing Ideas, and Role of Government

By reading in the textbook and “Britain’s Industrial Advantages and the Factory System,” Edward Baines (in Perry’s *Sources of Western Tradition, Volume II*), students will generate a list of the factors necessary for industrialization to occur. They will use this information to answer the following question in essay form: *Why was Britain the first to industrialize?* [CR9]

• Learning Objectives: PP-1, PP-2 [CR9]

Students will create industrial towns by playing the *Urban Game*. This is a script that begins in 1700 and traces major changes in an industrializing town through 1850. They will also complete DBQ 7

“Expansion and Changing Life of People” (see p. A-28 in McKay et al.’s *A History of Western Society*).

With this information, students will make part one of a timeline that will trace changes in industrialized settings through 1850. [CR10]

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

The New Industrial Europe: England v. Continental Europe, Corporate Banking, New Social Classes, Factory Work, and Workers

Students will read in their texts and examine the chart and graph (see pp. 668–669 in McKay et al.’s *A History of Western Society*) showing comparisons of varying areas of Europe and the rest of the world in regards to industrialization. [CR1b: quantitative] They will use this information to have a discussion regarding who industrialized, why they industrialized versus why not, and what impact that will have in their development. They will use Britain, Germany, and Russia as three specific case studies and then identify their own additional example. [CR3]

• Learning Objectives: PP-1, PP-2, PP-3 [CR4]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Sub-Unit B: Ideologies and Upheaval 1815 – 1850 [CR2]

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

Restoring Order: Congress of Vienna, Holy Alliance, and Conservatism

Review Napoleon, his wars, his empire, and his end. Go over the Congress of Vienna: participants, motives, and outcomes. Students will write a brief summary connecting the actions of Napoleon to the actions taken by the Congress of Vienna.

• Learning Objectives: SP-1, SP-2, SP-5, SP-6, SP-7 [CR4]

Challenges to Old Order: Liberalism, Nationalism, Utopian Socialism, and Marxian Socialism

Students will be divided into four groups; one group for each ideology. Each group will be given a set of documents related to their topic:

• Conservatism: “Reflection on the Revolution in France,” Edmund Burke; “The Odious Ideas of the Philosophes,” Klemens von Metternich; “Essay on the Generative Principle of Political Constitution,” Joseph de Maistre; and “The Karlsbad Decrees” (in Perry’s *Sources of Western Tradition, Volume II*).

• Liberalism: “Oh Liberty,” Marie-Jeanne Philipon Roland (in Perry’s *Sources of Western Tradition, Volume II*); “English Liberalism,” Jeremy Bentham; “Liberalism: Progress and Optimism,” *The Economist*, 1851; and “The First Chartist Petition: Demands for Change in England” (all in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*).

• Nationalism: “The Duties of Man,” Giuseppe Mazzini and “Militant Nationalism” (in Perry’s *Sources of Western Tradition, Volume II*).

• Socialism: “The Communist Manifesto,” Friedrich Engels and Karl Marx (in Perry’s *Sources of Western Tradition, Volume II*).

Students will be asked to identify the key characteristics of each ideology and the response their assigned ideology would have to a number of political situations. Based on all this information, they will be asked to create a presentation that represents the main ideas associated with their ideology. When all groups have presented, the class will then compare and contrast each ideology’s view on the role of government, the role of the individual, views on religion, and make connections to past ideologies, both in regards to similarities and differences. [CR7]

The final activity will be to place various responses and actions on a political spectrum that includes all four ideologies.

After this activity has been completed, students will be asked to do “Case Study 7: Two Programs for Social and Political Change: Liberalism and Socialism” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*).

• Learning Objectives: PP-2, PP-3, PP-4; SP-1, SP-2, SP-5, SP-6, SP-7; IS-2, IS-3, IS-4; OS-2, OS-3, OS-5; NI-2

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Reforms and Revolutions 1815 – 1847: Greece, Great Britain, Ireland, and France

Revolutions 1848: France, Austria, and Prussia

After reading in the text and discussing as a class through lecture, students will be asked to list the revolutions as they occurred in chronological order, identify the causes for each revolution, the actions taken by both sides in the revolution, and the outcomes of the revolutions. They will then be asked to look at the difference between the revolutions prior to 1848 and those that took place in 1848. [CR10]

They will then respond to the following questions: *Who revolted, and who reformed? Why?*

• Learning Objectives: IS-4; PP-10, PP-5; SP-1, SP-2, SP-7; NI-2

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Romanticism: Literature, Art, and Music

Students revisit the ideas of Romanticism, connecting them with actions and ideas during this time period.

- Learning Objectives: OS-6, OS-7; NI-2 [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Sub-Unit C: Life in the Urban Society 1840 – 1900 [CR2]

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

City Life: Growth of Cities, Public Health, and City Planning

To investigate the developments of cities in this period, students will read “Case Study 8: Vienna and Paris 1850–1930: The Development of the Modern City” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*).

- Learning Objectives: PP-2, PP-3, PP-4, PP-5

Social Changes: Middle Classes, Working Classes, and New Elite

Changing Families: Marriage, Kinship, Gender Roles, and Child Rearing

Science and Technology: Science and Industry (R&D), Darwin and Natural Selection, and Social Science

Students will read a variety of primary sources: “Testimony for the Factory Act 1833: Working Conditions in England;” “Sybil, or the Two Nations: Mining Towns,” Benjamin Disraeli; “The Condition of the Working Class in England,” Friedrich Engels; “Self Help: The Middle Class Attitudes,” Samuel Smiles; “Father Goriot: Money and the Middle Class,” Honore de Balzac; and “Woman in Her Social and Domestic Character,” Elizabeth Poole Sandford (all in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). [CR1b: textual] They will also complete DBQ 10 “Women in the Industrial Revolution” and DBQ 12 “Science and Philosophy in the Nineteenth Century” (see pp. A-37–41 and A-47–50 in McKay et al.’s *A History of Western Society*). After completing the reading and writing activities, they will be asked to construct a timeline that documents major changes in urban living between 1750 and 1900. Students will also be asked to summarize the changes that took place in social classes, women’s roles, family structure, education, and government involvement.

- Learning Objectives: PP-2, PP-3, PP-4, PP-5, PP-10, PP-13; OS-3, OS-5; IS-5

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Realism: Characteristics and Significance

Students will conduct research to find writings from the field of art history and works of art that reflect the characteristics of Realism. They will then have a class discussion comparing Realism to Romanticism, giving reasons for the change in artistic style.

- Learning Objective: OS-7

Sub-Unit D: Nationalism 1850 – 1914 [CR2]

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

France: Second Republic and Louis Napoleon

Students will read an article that summarizes causes, major events, and outcomes of the Crimean War, *The Crimean War* by Andrew Lambert (*BBC*, March 29, 2011). [CR1c]

After reading the article, students will discuss the following:

1. *What caused the Crimean War?*
2. *What were the major outcomes of the war?*
3. *How does this disrupt the Concert of Europe?*
4. *What role might the change in balance of power play in the revolutions that follow?*

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

New Nations: Italy and Germany

Students will create timelines for each of the following:

1. Changes in the French Government
2. Italian Unification
3. German Unification
4. Russian Revolution
5. Modernization of the Ottoman Empire

Students will then complete DBQ 13 “New Forms of Nationalism 1848–1914” (see p. A-51 in McKay et al.’s *A History of Western Society*).

• Learning Objectives: PP-5; SP-4, SP-9, SP-10; NI-2

Modernizing Russia: “Great Reforms,” Revolution of 1905, Outcomes

Modernizing of Ottoman Empire: Decline, Reform, and Results

Responsive National States: German Empire, French Republic, Great Britain and Ireland, Austro-Hungarian Empire, Jewish Emancipation, and Modern Anti-Semitism

After reading in their textbooks and reviewing a class lecture, students will construct a chart that examines the issues faced by new nation-states and the way each responded. **[CR7]** After completing the charts, students will try to find connections between political ideologies, characteristics of the nation-states, and ways in which they responded. To help better understand the actions and motivations, students will also be asked to read the following primary sources: “The Semitic Versus Teutonic Race,” Hermann Ahlwardt; “Jewish France,” Edouard

Durmont; “The Kishinev Pogrom;” and “The Jewish State,” Theodor Herzl (in Perry’s *Sources of Western Tradition, Volume II*).

• Learning Objectives: SP-4, SP-6, SP-9; IS-4, IS-5

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Marxism and Socialism: Social Internationalism, Unions, and Revisionism

Students are to respond to the following question: *How is socialism changing at this time and why?*

• Learning Objective: PP-5

Sub-Unit E: The West and the World 1815 – 1914 [CR2]

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

The Growing World Economy: Global Inequality and Expanding Global Markets

Changing Migration Patterns: European and Asian

Western Imperialism 1880 – 1914: “Old” v. “New” Imperialism, Motivation for Imperialism, Scramble for Africa, and Asia

As a class, we will discuss “old” imperialism v. “new” imperialism using the textbook and lecture to guide our conversation. Students will then be asked to contemplate the following question: *What brought about these changes?* Students will consider the following factors:

1. Industrialization
2. Political ideologies
3. Intellectual movements

We will examine the responses in a class-wide Socratic Seminar.

Students will then be asked to process through a number of resources. They will be asked to use these resources to consider the following questions:

1. *What were the motivations for “New Imperialism?”*
2. *What actions did Europeans take to secure their holdings in foreign lands?*
3. *What were the justifications for imperialism?*
4. *What was the impact of imperialism on Europe?*
5. *What was the impact on those they imperialized?*

After processing through the resources, students will take part in a class Socratic Seminar in which they will be asked to respond to these questions using specific evidence from the sources they read. Following the Socratic Seminar, they will be asked to write an essay that advances an argument in regards to the causes and impact of European Imperialism, supporting that argument with sources listed below. **[CR12] Sources:** “AP DBQ 2009: European Imperialism in Africa 1880–1914” and “DBQ 14: The West and the World” (see p. A-55 in McKay et al.’s *A History of Western Society*); “Case Study 9: Expansion and Public Opinion: Advocates of The ‘New Imperialism’” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*); “Does Germany Need Colonies,” Friedrich Fabri; “The White Man’s Burden,” Rudyard Kipling; and “Controlling

Africa: The Standard Treaty,” Royal Niger Company (all in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*); “Confession of Faith,” Cecil Rhodes; “The British Empire: Colonial Commerce and ‘The White Man’s Burden’,” Joseph Chamberlain; “Social Darwinism: Imperialism Justified by Nature,” Karl Pearson; “An Early Critique of Imperialism,” John Atkinson Hobson; “Imperialism in Practice,” Cecil Rhodes and Lo Bengula; “The Black Man’s Burden: A Response to Kipling,” Mack Reynolds; “An Embattled Colonial Officer in East Africa,” Richard Meinertzhagen; “A Concerned Doctor in Africa,” Albert Schweitzer; “Speech to the Calcutta Legislature,” Lord Lytton; and “Passive Resistance,” Gandhi (all in Perry’s *Sources of Western Tradition, Volume II*).

- Learning Objectives: INT-1, INT-2, INT-3, INT-4, INT-5; SP-9; IS-3, IS-4; NI-4

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Impact and Response to Imperialism: Europe, Asia and Africa

After reading and a class lecture about the Crystal Palace, students will be asked to discuss the connections between the Crystal Palace, industrialization, nationalism, and imperialism.

- Learning Objectives: INT-6; PP-3, PP-4; OS-5; NI-4

Unit 4: 1914 – Present [CR2]

(8 weeks)

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

Reading: McKay pp. 814–1025

Sub-Unit A: War and Revolution 1914 – 1919 [CR2]

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

World War I: Causes, Major Events/Turning Points, Modern Warfare, Outcome of the War, and Impact of the War

Students will be asked to reflect back and identify specific examples of nationalism, militarism, alliances, and imperialism that created the situation that triggered World War I. They will look at past documents, timelines, and readings to develop these pieces of evidence.

New War: Students will be asked to analyze a number of resources to gain a better understanding of how warfare changed during World War I and the impact these changes had on the home front, politics, diplomacy, and warfare. “Case Study 11: Total War” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*); “Gentle Women in the Factories,” Naomi Loughnan; “Opposition to Female Employment,” Magda Trott; and “Reports from the Front: The Battle for Verdun” (all in Perry’s *Sources of Western Tradition, Volume II*); and DBQ 15 “WWI Home Front” (see p. A-59 in McKay et al.’s *A History of Western Society*). [CR1b: textual] They will also examine information within the context of archaeology to examine the material impact of World War I. Using all of the resources on “The First World Objects” page found on Modernconflictarchaeology.com (*World War One Continuations and Beginnings*, University of Oxford), students will write a summary of the areas of impact that include specific examples from their sources. [CR8]

Russian Revolution: Causes, Stages, and Outcome

Students will evaluate the course of events that led to the Russian Revolution, the periods within the revolution, and the outcome. They will be asked to use the information from their textbooks, lecture, and the following primary sources: “Army Intelligence Report: Breakdown of Military Discipline;” “Trotsky Arouses the People,” N. N. Sukhanov; and “The Call to Power,” V. I. Lenin (all in Perry’s *Sources of Western Tradition, Volume II*). [CR1b: textual] After analyzing the documents, they will summarize the information in a format of their choice.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Revolution in Austria-Hungary and Germany: Causes and Outcomes

Beyond Europe: Students will do a mini-research project on the Armenian Genocide that includes its origins, action, evidence, and the multiple perspectives on this issue that are still prevalent today.

Peace Problems: Students will examine several documents from throughout the war that reflect various attempts at diplomacy: “The Idealistic View,” Woodrow Wilson; “The French Demands for Security and Revenge,” Georges Clemenceau; and “German Delegation to the Paris Peace Conference: A Peace of Might” (all in Perry’s *Sources of Western Tradition, Volume II*). They will also examine a map of Europe before World War I and after the negotiations at Paris and the Versailles Treaty. [CR1b: maps] Lastly, there will be a class discussion regarding the strengths and weaknesses of the Treaty of Versailles.

Conclusion: Students will be asked to create a project in the format of their choice that demonstrates the causes of World War I, the major events, and the conclusion, with an analysis of what was left unresolved at the conclusion of the war. [CR9]

• Learning Objectives: INT-5, INT-6; SP-7, SP-9, SP-10; IS-3; NI-4

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Sub-Unit B: Between the Wars 1918 – 1939 [CR2]

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

Modern Thought: Philosophy, Psychology, Literature, Art, Architecture, and Music

Mass Culture: Consumer Society, New Technology, and Impact

Search for Political Stability: New Governments, Treaties and Other Acts of Diplomacy, and U.S. Involvement

Economic Depression: Causes, Impact, and Responses

Rise of Totalitarian Dictators: Fascism v. Communism, Causes, Actions Taken, Objectives, Stages of Development, and Impact

Between the Wars Project:

Students will be divided into groups and be assigned one of the following topics: modern thought, mass culture, attempts at political stability, economic depression, and rise of totalitarian dictators. Each group will be required to find primary and secondary sources to reference and discuss in their research. The final product for each group will be a written summary of the topic and a presentation that includes primary and secondary sources. They must also include visuals that help to illustrate their topics. Following the presentations, each group will create a visual representation of the changes, new ideas, and attitudes that mark this time. They can use a number of formats: timeline, poster, PowerPoint, Prezi, etc. We will then conduct a class Socratic Seminar in which students will discuss what events shaped these new ways of thinking. They will be required to use references to specific primary sources as their evidence in the discussion. The conclusion of these activities will be DBQ 16 “Age of Anxiety” (see p. A-62 in McKay et al.’s *A History of Western Society*).

• Learning Objectives: INT-5; PP-3, PP-4, PP-5; OS-4, OS-6, OS-7; SP-2, SP-3, SP-9, SP-10; IS-3; NI-3

Sub-Unit C: The Cold War [CR2]

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

Students will be assigned one of the following topics: diplomatic actions, technology, political ideologies, social organization, or economic practices. They will then be assigned a time period (1945–1968 or 1968–1989). Each small group will investigate their topic during their given time period. They will then join with all other groups that had their time period to create a presentation for the class. After both periods have been presented, the class will work together to create a timeline that represents the major events in both Eastern and Western Europe from 1945–1989. When the timeline is complete, students will be asked to complete “Case Study 13: Berlin: The Crux of the Cold War 1945–1990” and “Case Study 14: The Perils of Prosperity: The Unrest of Youth in the 1960s” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*).

• Learning Objectives: PP-2, PP-3, PP-4, PP-5; OS-3; SP-4, SP-7, SP-8, SP-9; IS-2, IS-3, IS-4, IS-5

Origins: Diplomacy, World War II, and Competing Ideologies

Students will be asked to analyze the major agreements reached at the Yalta and Potsdam Conferences that contributed to the Cold War. They will also be asked to read “Europe in Ruins,” Hans Magnus Enzensberger and “The Iron Curtain,” Winston Churchill (in Perry’s *Sources of Western Tradition, Volume II*). Using these documents, students will participate in a Socratic Seminar discussing the origins of the Cold War.

• Learning Objectives: INT-5; SP-9, SP-10

Diplomatic Actions: Changing Tenor of Diplomacy, Success and Failures, and Outcomes

Role of Technology: Competition and Major Developments

Changing Political Ideologies: Eastern Europe and Western Europe

Changing Societies: Eastern Europe and Western Europe

Changing Economies: Eastern Europe and Western Europe

Decolonization: Causes, Effects, and Outcomes

Students will be asked to reflect on changes that had taken place in regards to colonization from 1914 through the 1970s. They will be asked to consider what caused those changes and what the main reasons for decolonization were in the post-World War II world as well as the impact of decolonization. They will then be asked to do a case study regarding these questions as they apply to the creation of the state of Israel. **[CR3]** Specific emphasis in their research should be on the roles of three prominent European events important in the creation of modern Jewish identity: Zionism, the 1917 Balfour Declaration, and the Holocaust. They will be asked to conduct their own research in finding the answers to these questions. They will then be required to create a finished product that demonstrates their understanding of the content. In addition, they will be asked to complete DBQ 18 “Views Regarding Decolonization” (see p. A-69 in McKay et al.’s *A History of Western Society*).

• Learning Objectives: SP-4, SP-9; INT-1, INT-2, INT-6; PP-5; NI-4

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

End of the Cold War: Major Events, Final Stages, and Key Players

Students will be asked to read the following secondary sources: “The Short Century: It is Over,” John Lukacs; “After Communism: Causes for the Collapse,” Robert Heilbroner; and “The Collapse of Communism in Eastern Europe,” Carol Skalnik Leff (in Sherman’s *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*). **[CR1c]**

Students will also be asked to do DBQ 19 “Communism in Eastern Europe” (see p. A-73 in McKay et al.’s *A History of Western Society*).

After completing all of these activities, students will be asked to formulate a historically defensible and evaluative claim (thesis) that identifies the factors that led to the collapse of communism in Eastern Europe and defends that argument with historical evidence. **[CR9] [CR11]**

• Learning Objectives: PP-5; SP-10

Sub-Unit D: Post-Cold War World [CR2]

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

New Conflicts: Locations, Causes, Impacts, and Future?

Students will be asked to identify and research areas of major conflict from 1989 to the present. They will then be asked to connect those existing or recent conflicts to the events we have studied in Unit 4.

• Learning Objectives: IS-5; SP-1, SP-2, SP-3, SP-5, SP-6, SP-7, SP-8; INT-6; PP-2, PP-3, PP-5; OS-3; NI-3, NI-4

Global Systems: Origins, Areas of Development, Impact, and Future?

Students will focus on the European Union. They will complete “Case Study 15: Beyond the Nation State: The European Union” (in Wiesner et al.’s *Discovering the Western Past, Volume II: Since 1500*). They will then be asked to answer the following questions in small group discussion: *What are the costs and benefits of such a situation? What is the current state of the European Union?*

• Learning Objectives: INT-6; SP-1, SP-2, SP-3, SP-7; IS-5

Changing Populations: Causes, Reactions, Impact, and Future?

Using data and analysis culled from economics and political science journals, students will be asked to identify the causes of changing populations since the end of the Cold War as well as the impact these demographic changes are generating. **[CR9]**

• Learning Objectives: PP-4; SP-10; IS-4, IS-5

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

New Challenges:

Lastly, students will complete DBQ 20 “Western Europe: Relations with Muslims and Islamic World” (see p. A-78 in McKay et al.’s *A History of Western Society*).