

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: HISTORY OF EUROPE AP COURSE NUMBER: 141
GRADE(S): 11-12	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Introduction and Renaissance	13 days	<ul style="list-style-type: none"> Defining the Middle Ages, periods in history; analyzing the crisis of the later Middle Ages; change and causation Map exercises Evolution of the Italian Renaissance Intellectual hallmarks of the Renaissance—individualism, humanism, secularism Artistic achievement and the status of the artist Social change—clocks, printing, gender and racial issues Political developments and statecraft in the Renaissance; the new monarchs Warfare and gunpowder The Northern Renaissance—Erasmus, Durer, and Christian Humanism 	<p>Students will:</p> <ul style="list-style-type: none"> Read and analyze primary source documents assessing purpose, intended audience, implicit and explicit meaning, reliability and usefulness (Pico, Bruni, Erasmus, etc.). Use atlases and text maps to establish overall familiarity with European geography. Develop visual literacy and vocabulary for art criticism. Synthesize a broad examination of Renaissance art with background research to develop meaningful generalizations. Compare political and artistic trends cross-culturally and over time. Use a challenge/ response model to trace the development of new monarchs and states. Apply political insights from the Renaissance to modern politics based on reading <i>The Prince</i>; write a political guide for modern politicians using its precepts. Analyze revisionist interpretations using close textual analysis of secondary articles; evaluate supporting evidence. 	<ul style="list-style-type: none"> Small group presentations Graded discussions Art generalizations Comparative politics chart <i>Prince</i> action memo Test 	History 1,2,3,4,5,6 Geography 9 Economics 11, 12 Govt 16,20
Reformation	9 days	<ul style="list-style-type: none"> Background of the Reformation—religious and political issues Origins of modern social protest in Reformation era; <i>The Dissenters</i> video Luther and the birth of Protestantism Philosophical perspectives on the concept of free will; examining history through another lens Erickson’s analysis of Luther; how valid is psychological assessment of historical figures? Political impact of Luther; Hapsburg dynasty and Germany Growth and diversity within the 	<p>Students will:</p> <ul style="list-style-type: none"> Analyze multiple causation. Examine the interaction of religious, political and social forces. Define the distinguishing beliefs of various sects. Develop multiple factor thesis statements and strategies for essay exams. Write timed essay from prepared outline. Use historical imagination to prepare dialogue. Practice disputation by debating “free will” based on <i>What Does It All Mean?</i> Work with group to research, write, and perform a “mock sermon” dialogue. 	<ul style="list-style-type: none"> Practice quizzes (ungraded) Graded discussions Reformation dialogues Essay exam 	History 1,2,3,4,5 Geography 9, Economics 11, 12 Govt 16,20

		Protestant Reformation; how and why it spread <ul style="list-style-type: none"> • Catholic response • Rival interpretations of the Reformation—religious, political or economic 			
The First Global Age: Exploration, Religious Wars and Baroque Art	13 days	<ul style="list-style-type: none"> • Political and religious turmoil in the 16th century • Religious riots and civil wars in France; Valois monarchs, decline of Italy, new methods of warfare, effects on the state • Hapsburg/Valois rivalry; age of dynasties • Revolt in the Netherlands • Elizabethan England; the Armada • The Thirty Years' War • Cross cultural expansion and exploration; other cultures in the age of exploration—Chinese, Amerindian, etc • Stereotypes about exploration/transfer to stereotyping exercise • European reconnaissance—motivations and technology • Economic and political effects of exploration • Changing attitudes—racism, witchcraft, gender issues • Baroque art, music, and literature 	Students will: <ul style="list-style-type: none"> • Trace and analyze the effects of warfare and dynastic struggle. • Use graphic organizers and treaty language to aid analysis. • Construct a timeline that demonstrates multiple strand developments. • Use primary source documents to complete an inquiry sequence hypothesis/research project on cultural stereotyping in the age of exploration. • Use baroque art and literature to demonstrate significant cultural trends and expressions in the 16th century. • Practice a Document Based Question exercise. 	<ul style="list-style-type: none"> • Multiple quizzes • Timelines • In class document exercises • Inquiry sequence research project • DBQ essay 	History 1,2, 3, 4, 5, 6 Geography 7, 8, 9, 10 Economics 11, 12, 15 Govt 16, 20
Absolutism and Constitutionalism	13 days	<ul style="list-style-type: none"> • Concept of sovereignty • Decline of royal absolutism in England; civil war; Cromwell and the Protectorate; constitutional monarchy • Multiple interpretations of the English experience • Dutch republic; alternative models of government • Absolutism in France • French classicism • Louis XIV: Model of an absolute monarch; mock trial • Decline of absolutist Spain • Absolutism in Eastern Europe • The rise of Austria and Prussia 	Students will: <ul style="list-style-type: none"> • Synthesize and compare primary source documents. • Summarize and prepare study guides on secondary source readings. • Participate in small group jigsaw. • Present research information under questioning in mock trial. • Listen, retain and evaluate complex arguments and supporting evidence to write verdict papers. 	<ul style="list-style-type: none"> • Draw cartoon representations of varying social contracts (based on readings of Locke, Hobbes, and Rousseau) • Jigsaw exercise on Age of Louis XIV (based on readings of chapters of <i>The Splendid Century</i>) • Research papers for “expert 	History 1, 2, 3, 4, 5 Economics 11, 12, 15 Govt 16, 17, 18, 19, 20

		<ul style="list-style-type: none"> • Development of Russia 		<ul style="list-style-type: none"> • witness” areas • Mock trial participation (as lawyers or witnesses) • Verdict papers incorporating actual testimony (listening skills) • Class discussion “Evaluate the role of Peter the Great in shaping Russia”; compare eastern and western absolutism • Test 	
New World Views: The Scientific Revolution and the Enlightenment	9 days	<ul style="list-style-type: none"> • The Scientific Revolution—text, primary sources, Kuhn and Weinstein, <i>Renaissance</i> video • The Enlightenment—<i>philosophes</i>, links and differences from the Renaissance, urban culture • Enlightened Absolutism—evaluation of the practical impact of Enlightenment ideas. • 18th century art and music • <i>Ridicule</i> and salon/court culture • Enlightenment salon 	<p>Students will:</p> <ul style="list-style-type: none"> • Transfer observations from film to role in Enlightenment salon. • Read and analyze primary sources and text. • Research (paper)and prepare salon character. • Use historical imagination to act role and complete follow up creative writing assignment. • Apply concepts and background knowledge to completion of cultural enrichment review. 	<ul style="list-style-type: none"> • Graded discussions • Background paper for salon • Circle of wit brainteasers for salon • Salon • Creative writing: letter describing personalities and their opinions from salon • Cultural enrichment review of performance attended 	History 1,2,3,4,5,6 Economics 11 Govt 16,20
Eighteenth Century Expansion and Social History	6 days	<ul style="list-style-type: none"> • Comparison elite and popular culture • Concepts and methodology of social history • Anthropological perspectives • Guided reading of textbook and specialized articles—agriculture, population, economy, religion, social structure • Comparison and evaluation of methods and outcomes 	<p>Students will:</p> <ul style="list-style-type: none"> • Read and evaluate charts, graphs, tables and statistics. • Read and report on text sections. • Evaluate anthropological, environmental and polemical approaches to studying the past. • Synthesize arguments and information from a variety of sources to write an analytical evaluation of social history. 	<ul style="list-style-type: none"> • In class and homework assignments on close reading of assigned texts for social history essay • Graded discussions of articles 	History 1,2,3,4,5,6 Geography 7,9,10 Economics 11, 12, 14, 15 Govt 16,19,20

		<ul style="list-style-type: none"> • Mercantilism and classical liberalism • Development of the Atlantic Economy 		<ul style="list-style-type: none"> • Quizzes • Social history paper 	
Industrial Revolution	4 days	<ul style="list-style-type: none"> • Review of Industrial Revolution with emphasis on European origins and unique European effects • <i>Factory to Marketplace</i>; evaluate thesis on dissenter origins of Ind Rev • Assigned reading in role: how do different social, political, and economic roles shape our assimilation and use of information? 	<p>Students will:</p> <ul style="list-style-type: none"> • Read from a specific perspective. • Advocate for a specific interest group in industrial reform forum. • Examine the challenges and benefits of industrialization; transfer to modern developing areas. 	<ul style="list-style-type: none"> • Role play industrial reform discussion groups • Quiz 	History 1, 2, 3, 4, 6 Geography 7, 8,9,10 Economics 11,12, 14, 15 Govt 16,20
The Revolution in Politics 1775-1815 Cumulative Exam	8 days	<ul style="list-style-type: none"> • Concepts of liberty and equality • Political change, various paradigms • Connections to the Enlightenment • The American Revolution • The French Revolution—political and social background, 1789-91 • World war and republican France 1791-99 • Napoleonic era 1799-1815 • Congress of Vienna and balance of power politics 	<p>Students will:</p> <ul style="list-style-type: none"> • Examine a multi-stage historical event; define each. • Read and evaluate primary and secondary accounts. • Distinguish important from less important events to construct timeline. • Evaluate Napoleon’s career establishing criteria for judgment. • Evaluate the process of change in societies analyzing the forces of reform and reaction. • Review concepts and facts for cumulative exam; evaluate study techniques. • Complete exam corrections and analysis for all incorrect answers. 	<ul style="list-style-type: none"> • Timeline of French Revolution • Cumulative exam • Exam corrections and analysis • Class discussion 	History 1,2, 3, 4,5 Economics 11, 12 Govt 16, 17, 18, 19, 20
Ideologies and Upheavals 1815-1850	8 days	<ul style="list-style-type: none"> • Overview of 19th century; preparation for 19th century research project • Liberalism, nationalism, and early socialism • Marxist socialism • Romanticism • National liberation in Greece • Liberal reform in Britain • Revolution of 1830 in France • Revolutions of 1848 	<p>Students will:</p> <ul style="list-style-type: none"> • Define terms and apply accurately to historical events. • Compare various programs of social reform—goals, methods, effectiveness. • Recognize the role of individuals and groups in achieving social reform. • Analyze competing social and political forces. • Recognize the hallmarks of romantic art, music and literature. • Read and analyze <i>The Communist Manifesto</i>. • Select initial research questions and sources for research paper and begin research. 	<ul style="list-style-type: none"> • Quizzes • Chapter Preview project (22-29) • Preliminary bibliography • Graded discussions • In class document exercises • 19th century “Isms” small group activity 	History 1, 2, 3, 4, 5, 6 Geography 8, 10 Economics 11, 12, 14, 15 Govt 16, 20

Life and Thought in the Emerging Urban Society 1850-1914	3 days	<ul style="list-style-type: none"> Taming the city Social structures and lifestyles Changing family and gender roles Science and society Realism in art and literature 	<p>Students will:</p> <ul style="list-style-type: none"> Examine photographic evidence to analyze urbanization. Describe changing social and intellectual patterns and compare to earlier periods 	<ul style="list-style-type: none"> Picture exercise research thesis 	History 1,2, 3, 4, 5 Geography 7,9,10 Economics 11, 12 Govt 16
Nationalism 1850-1914	5 days	<ul style="list-style-type: none"> Napoleon III in France Nation Building in Italy & Germany Modernization in Russia Social and political structures of the modern nation state: European survey Anarchism, syndicalism 	<p>Students will:</p> <ul style="list-style-type: none"> Compare political developments in various European states and identify causal factors for differences. Identify significant individuals and events in a complex chronology; evaluate modernization in multiple states 	<ul style="list-style-type: none"> Charts Quiz Group presentations Research outline 	History 1, 2, 3, 4, 5,6 Geography 9, 10 Economics 11, 12 Govt 16, 19, 20
The West and the World	5 days	<ul style="list-style-type: none"> Industrialization and the world economy—global inequality, western penetration of world markets The Great Migration Western imperialism Responses to the new imperialism in the nonwestern world Field trip to MFA (approximate timing) 	<p>Students will:</p> <ul style="list-style-type: none"> Compare new imperialism with the age of exploration. Analyze relationship of economic factors and cultural attitudes in creating new imperialism; “scientific” racism. Evaluate contemporary critiques of imperialism. Describe indigenous responses to imperialism Political consequences of imperialism. 	<ul style="list-style-type: none"> Research paper completed Annotated bibliography Imperialism dialogue Map analysis 	History 1, 2, 3, 4,5, 6 Geography 7,8, 9, 10 Economics 11, 12, 14, 15 Govt 16, 19, 20
The Great Break: War and Revolution	5 days	<ul style="list-style-type: none"> First World War—causes, character, and consequences Home Front—total mobilization, propaganda, social consequences Russian Revolution—stages, critical participants, dictatorship Peace settlement 	<p>Students will:</p> <ul style="list-style-type: none"> Use primary sources to identify critical experiences of varied participants. Analyze poster & film propaganda techniques. Identify and evaluate key elements of the Russian Revolution and the rise of a totalitarian state 	<ul style="list-style-type: none"> Class exercises with primary sources Essay Test 	History 1, 2, 3, 4, 5, 6 Geography 7, 8, 9, 10 Economics 11,12, 14, 15 Govt 16,19, 20
The Age of Anxiety : Modernism and the Great Depression	5 days	<ul style="list-style-type: none"> Alternative theories of “modernism” Modern philosophy New physics Freudian psychology 20th Cent literature Modern Art and Music Interwar politics and the search for political and economic stability The Great Depression—causes and varied responses 	<p>Students will:</p> <ul style="list-style-type: none"> Use primary written and visual sources to define “modernism.” Explain the interconnections of science and culture in early 20th century. Analyze the relative success of various European regimes in meeting economic and political challenges of the interwar period. Evaluate alternative scholarly critiques. 	<ul style="list-style-type: none"> Quiz Field trip response project Graded discussions 	History 1, 2, 3, 4,5, 6
Dictatorships and the Second World War	7 days	<ul style="list-style-type: none"> Conservative authoritarianism Fascism and totalitarianism Soviet Union under Stalin Mussolini and fascism in Italy 	<p>Students will:</p> <ul style="list-style-type: none"> Distinguish between fascist and totalitarian communist ideologies. Evaluate factors leading to Hitler’s assumption of power and policies. 	<ul style="list-style-type: none"> Discussion Video analysis Test 	History 1,2, 3,4, 5 Geography 9,10 Economics 11, 12, 14, 15

		<ul style="list-style-type: none"> • Hitler and fascism in Germany • Nazi expansion and WWII 	<ul style="list-style-type: none"> • Examine propaganda. • Analyze strategies, tactics and outcome of WWII. 		Govt 16,19, 20
<p>Cold War and Social Transformations 1945-1985</p> <p>Revolution, Reunification and Rebuilding 1985-Present</p>	7 days	<ul style="list-style-type: none"> • Origins of the Cold War • Postwar challenges and movements toward European unity • Decolonization • Soviet Eastern Europe • Postwar social transformations • Late Cold War unrest-Vietnam, troubled economy and détente • Decline of communism • 1989 Revolutions • Europe in the 1990's 	<p>Students will:</p> <ul style="list-style-type: none"> • Read and analyze multiple interpretations of postwar Europe. • Use maps and statistics. • Develop multi media class presentations on aspects of postwar politics and culture. • Integrate earlier course material into causal analysis and comparisons. 	<ul style="list-style-type: none"> • Oral presentations • Cumulative exam 	<p>History 1, 2, 3, 4, 5, 6</p> <p>Geography 9, 10</p> <p>Economics 11, 12, 14, 15</p> <p>Govt 16,18, 19, 20</p>