

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

ADVANCED PLACEMENT EUROPEAN HISTORY

Overview:

Title of Course: AP European History	
Course Author(s): Tepovich, Ernst, College Board	Schools where the course will be taught: Tamalpais and Redwood High Schools
Length of Course: One academic year	Subject Area and Discipline: Social Studies
Grade Levels: 10, 11 & 12	Is this course an integrated course? No.
Is this course being submitted for possible UC honors designation? No.	Are you seeking UC approval? If so, in what area (A-G)? Yes. In Area A
Prerequisites (required or recommended): None.	Co-requisites (required or recommended): None.
Check all that apply: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UC A-G course <input checked="" type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Honors/AP <input type="checkbox"/> ROP 	

Introduction

Course Overview:

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Stage 1 Desired Results

Unit One: *Renaissance and Exploration*

ESTABLISHED LEARNING GOALS College Board- AP European History Standards:
 INT-1, INT-2, INT-3, INT-4, INT-5, INT-6, INT-7, INT-9, INT-11, PP-1, PP-6, OS-2, OS-5, OS-6, SP-1, SP-2, SP-3, SP-5, SP-10, SP-13, IS-1, IS-2, IS-3

Transfer

Students will be able to independently use their learning in this unit to. . .
 Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous unit in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS
See College Board AP European History Key Concepts
 1.1.I, 1.1.II, 1.1.III, 1.2.I, 1.4.I, 1.4.II, 1.4.III, 1.4.IV, 2.2.II

ESSENTIAL QUESTIONS
 ~To what extent did the Renaissance usher in a new era for Europe?
 ~What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance?
 ~How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ~What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

Acquisition

Students will know...
RENAISSANCE IDEAS AND PEOPLE
Renaissance
 Humanism
Individualism
Secularism
Petrarch
Pico Della Mirandola
Sandro Botticelli
 Music of the Renaissance
Leonardo da Vinci
Jan Van Eyck
 Baldassare Castiglione
 Niccolo Machiavelli
 Patronage

Christian Humanism

Students will be skilled at applying the Historical Thinking Skills of:
 ~Historical Causation
 ~Patterns of Continuity & Change Over Time
 ~Periodization
 ~Comparison & Contextualization
 ~Crafting Historical Arguments from Historical Evidence
 ~Historical Interpretation & Synthesis

	<p><i>Civic Humanism</i> <i>Printing Press</i> <i>Women in the Renaissance</i> <i>Erasmus</i> <i>Sir Thomas More</i></p> <p>MONARCHS AND THEIR POWER <i>Castille & Aragon</i> <i>Ferdinand and Isabella</i> <i>Louis XI of France</i> <i>Estates General</i> <i>Henry VII -England</i> <i>Italian City States</i> <i>Portugal</i> <i>Christopher Columbus</i> <i>Various Explorers</i> <i>Treaty of Tordesillas</i> <i>Columbian Exchange</i> <i>Hernan Cortes</i> <i>Francisco Pizarro</i></p> <p>THE SCIENTIFIC REVOLUTION <i>Copernicus</i> <i>Galileo Galilei</i> <i>Tycho Brahe</i> <i>Johannes Kepler</i> <i>Andreas Vesalius</i> <i>Paracelsus</i> <i>William Harvey</i> <i>Scientific Method</i> <i>Francis Bacon</i> <i>Renee Descartes</i> <i>Sir Isaac Newton</i></p> <p><i>Teachers have flexibility to pick and choose key concepts to use as evidence to apply the Historical Thinking Skills in unit activities and assessments.</i></p>	
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Students will learn that the worldview of Europeans shifted dramatically at the dawn of the Renaissance and thus ushered in a new era for Europe. The Renaissance was marked by the beliefs and achievements of the Italian humanists and artists during the early Renaissance through a revival of classical models. This revival of the classical model lead to new developments in science and mathematics through observation and experimentation. Politically, the Renaissance lead to the “new monarchies” and more centralized political systems. Lastly the new worldview of Europeans leads to the practice of the acquisition and settlement of overseas territories which lead to the encounter and interaction with indigenous populations.

Stage 2 - Evidence

Learning Goals Measured:
**can be referenced by number*

Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)
 See [College Board Rubrics](#) Page 5-7

<p>AP European History Standards: OS-6, INT-1, SP-1</p>	<p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)</p> <p>Long Essay Question: Using at least 3 specific examples, discuss and analyze the ways in which a revival of classical texts and classical appreciation led to new methods of scholarship and new values in society, politics and religion.</p>
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Stage 3 – Learning Plan

<p>Learning Goals Addressed: <i>SP-1, OS-5</i></p>	<p>Sample Assignment: Students will participate in a “<i>Paragone</i>” or an oral competition/presentation where they are given a key Renaissance character (artist, writer, scientist, politician) and make an oral argument defending their character as being the best representation of a “Renaissance Man/Woman”. With a partner they will need to articulate their person’s accomplishments and how those accomplishments and qualities best represent the spirit of the Renaissance Age. The class as a whole will vote on the winner at the end of the presentations.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> ● Heterogeneous pairings of students ● Rough drafts of oral presentations will be collected and students will be provided constructive feedback ● Students can use notes during their presentations ● Students will be offered a practice round in front of the teacher and or another pair before presenting to the class as a whole.

Stage 1 Desired Results

Unit Two: Reformation & Wars of Religion

ESTABLISHED LEARNING GOALS:

College Board, AP European History

Learning Objectives: INT-1, INT-2, INT-3, INT-4, INT-5, INT-6, INT-7, INT-9, INT-11, PP-1, PP-6, OS-2, OS-5, OS-6, SP-1, SP-2, SP-3, SP-5, SP-10, SP-13, IS-1, IS-2, IS-3

Transfer

Students will be able to independently use their learning in this Unit to...

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument, and by synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, AP European History Key Concepts:

1.1.I, 1.1.II, 1.1.III, 1.2.I, 1.4.I, 1.4.II, 1.4.III, 1.4.IV, 2.2.II

ESSENTIAL QUESTIONS

*~What were the underlying and immediate causes of the Protestant Reformation?
~What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other?
~How did the Catholic Church revive itself and slow down the spread of Protestantism?
~What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?*

Acquisition

Students will know the meaning & significance of:

95 Theses
Act of Supremacy
Anabaptists
Battle of Lepanto
Calvinism
Charles V
Holy Roman Empire
Christian Humanism
Council of Trent
Desiderius Erasmus
Diet of Worms
Dutch Revolt
Edict of Nantes

Students will be skilled at apply the Historical Thinking Skills of:

*~Historical Causation
~Patterns of Continuity &
~Change Over Time
~Periodization
~Comparison &
Contextualization
~Crafting Historical Arguments from Historical Evidence
~Historical Interpretation &*

	<p>French Wars of Religion Hapsburg/Valois War Henry of Navarre Henry VIII Huguenot Huldrych Zwingli Jesuits John Knox Johann Tetzel Martin Luther Peace of Augsburg Peasant Revolts (Germany) Phillip II of Spain Pilgrimage of Grace Politiques Puritans Sir Thomas More Spanish Armada St. Bartholomew's Day Massacre Thirty Years' War Treaty of Westphalia Elizabeth I of England William of Orange</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	<p>Synthesis</p>
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Summary of Unit:

In this unit on the Protestant Reformation and Religious Wars, students will learn about the underlying and immediate causes of the Protestant Reformation. This includes a consideration of the origins and ideals of the new reform religions, as well as how these new religions differ from Catholicism and each other. This unit also includes a consideration of the impact of the Protestant Reformation on existing social and political institutions, with particular emphasis on how the Catholic Church responded to and attempted to slow the spread of Protestantism. Finally, this unit explores the political rivalries that developed during this period, and what role religion played in these conflicts.

Stage 2 - Evidence

Learning Goals Measured:
**can be referenced by number*
College Board, AP
European History
Learning Objective: SP-3, SP-11

Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)
See [College Board Rubric](#) for Long Essay Question

Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)

Long Essay Question:
Discuss the relationship between politics and religion by examining the wars of religion.
Choose TWO specific examples from the following: Dutch Revolt; French Wars of Religion; Thirty Years' War.

Historical Thinking Skill: Comparison

Stage 3 – Learning Plan

Learning Goals Addressed:
College Board, AP European History
Learning Objective: SP-3, SP-1

Sample Assignment: A brief summary of one assignment that explains what a student produces, how the student completes the assignment, and what the student learns. Make connections to unit learning goals (2-4 sentences).

In groups of 3-4 students create a one-page handout on an assigned Religious War to be shared with the rest of the class. Students must conduct historical research in order to determine the causes and the political, religious, and economic consequences of their assigned religious war as well as its connection to the Protestant Reformation.

Differentiated Approaches:

- Heterogeneous groupings of students
- Provide templates and models of handouts
- Scaffolded readings

Stage 1 Desired Results

Unit Three: *Absolutism and Constitutionalism*

<p>ESTABLISHED LEARNING GOALS</p> <p><i>AP European History Learning Objectives:</i></p> <p>SP-1, SP-2, SP-3, SP-7, SP-11, SP-13</p>	Transfer	
	<p>Develop their skills as a historian by applying the <i>Historical Thinking Skills</i> of <i>chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument</i>, and by <i>synthesizing</i> these skills to the current and previous units in the development of new understandings of the past and present.</p>	
	Meaning Making	
	<p>ESSENTIAL UNDERSTANDINGS</p> <p><i>See College Board, AP European History: Course & Exam Description - Key Concepts</i></p> <p><i>1.2.III, 2.1.I, 2.1.II, 2.1.III, 2.3.V</i></p>	<p>ESSENTIAL QUESTIONS</p> <p><i>~How did absolutism develop in Europe during the 17th century, and how was it different than the new monarchies?</i></p> <p><i>~What were the common features of the absolute monarchies in the 17th and early 18th centuries?</i></p> <p><i>~What were the similarities and differences between absolutism in different regions?</i></p> <p><i>~Why did a constitutional form of government develop in England, while a republic system develop in the Netherlands and how were they different from the absolute monarchies?</i></p>
	Acquisition	
<p><i>Students will know the meaning & significance of:</i></p> <p>[use list of key terms from unit outlines]</p> <p>FRANCE</p> <p>Fronde, Louis XIV, Relations with nobility, Versailles, Edict of Nantes, Mercantilism, Wars of Louis XIV</p> <p>ENGLAND</p> <p>James I, Charles I, Power of the Purse, Puritans, Scottish invasion, English Civil War, Thomas Hobbes, John Locke, Oliver Cromwell, Commonwealth, Glorious Revolution & Bill of Rights</p> <p>FORMS OF ABSOLUTISM:</p> <p>Russia, Prussia, Austria, Ottoman Empire, Spain</p> <p>ALTERNATE FORMS OF GOVERNMENT</p>	<p><i>Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.</i></p> <p>~Historical Causation</p> <p>~Patterns of Continuity & Change Over Time</p> <p>~Periodization</p> <p>~Comparison & Contextualization</p> <p>~Crafting Historical Arguments from Historical Evidence</p> <p>~Historical Interpretation & Synthesis</p>	

	Poland, Dutch Republics Baroque Art and Culture- Geographic differences <i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i>	
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In this unit on Absolutism and Constitutionalism, students will learn why and how Absolutist governments emerge and what challenges do they face in their attempts to create states with “One law, One King and One Faith”? They will also understand the differences between a constitutional form of government and one that is absolutist and understand why different forms of government appear in different geographic locations. Lastly they will understand the political, social, artistic and economic changes that come to Europe as a contrast to the previous period of the Renaissance and Reformation.

Stage 2 - Evidence

Learning Goals Measured- <i>AP European History</i> Learning Objectives: SP-3 and DBQ Skill	Success Criteria: see College Board Rubric for Long Essay Question or Document-Based Question
	Sample Assessment: Document-Based Question on Religious Practices of the Monarchs: Analyze the arguments and practices of religious toleration from the 16th to the 18th Century.

Stage 3 – Learning Plan

Learning Goals Addressed- <i>AP European History</i> Learning Objectives: SP-2, SP-3	Sample Assignment: Students complete a SPRITE chart while watching a video that summarizes the life and achievements of Peter the Great in Russia. After viewing the video, we have a class discussion in which we review key events during Peter’s reign and we have an informal debate on whether or not his policies were beneficial to the Russian people and compare and contrast them to those of Louis XIV of France. We conclude class with students writing a practice extended analysis statement on a quote from Peter the Great to practice for the unit DBQ.
	Differentiated Approaches: <ul style="list-style-type: none"> ● The video is stopped periodically at key points and students are asked to think/pair-share on information that have gathered for their charts and to see if there are clarifying questions. ● The big ideas of the video are debriefed as a whole at the end ● The practice EA assignment is collected and feedback and a sample of an acceptable response is provided when returned the following day.

Stage 1 Desired Results

Unit Four: *The Enlightenment*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
 INT-3, INT-6, PP-1, PP-2, PP-7, OS-2, OS-3, OS-4, OS-7, OS-8, OS-9, OS-10, SP-11, SP-13, IS-4, IS-7, IS-9

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts

2.1.III, 2.2.I, 2.2.III, 2.3.I, 2.3.II, 2.3.III, 2.4.IV, 2.4.VI, 2.4.I, 2.4.II, 2.4.III

ESSENTIAL QUESTIONS

~What are the general characteristics of the Enlightenment, and how did this period impact intellectual thought in the 18th century?

~Who were the most important enlightened despots of this period, and to what degree did they successfully implement enlightened policies in their countries?

~Why did new political rivalries develop between the great powers of Europe during the 18th century?

~How did Europe change socially, economically, and culturally during the 18th century?

Acquisition

Students will know the meaning & significance of:

Adam Smith
 Benedict Spinoza
 Bernard de Fontenelle
 Blaise Pascal
 Catherine the Great of Russia
 Cesare Beccaria
 Consumer Revolution
 David Hume
deists
 Denis Diderot

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
 ~Patterns of Continuity &
 ~Change Over Time
 ~Periodization
 ~Comparison &

	<p>Diplomatic Revolution Edward Gibbon Empress Maria Theresa Francis Bacon Frederick II of Prussia Gotthold Lessing Hugo Grotius Immanuel Kant Isaac Newton Jean Bodin JJ Rousseau John Locke John Wesley Joseph II of Austria <i>laissez-faire</i> Louis XV of France Marie-Therese Geoffrin Marquis de Condorcet Mary Wollstonecraft Montesquieu Partition(s) of Poland Paul D'Holbach <i>philosophe</i> Pierre Bayle Pugachev's Rebellion Rene Descartes Seven Years' War <i>social contract</i> Thomas Hobbes Voltaire War of Austrian Succession William Harvey</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	<p>Contextualization ~Crafting Historical Arguments from Historical Evidence ~Historical Interpretation & Synthesis</p>
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In this unit on the Enlightenment, students will learn about the general characteristics of the 'Age of Ideas,' and the impact this period had on intellectual thought in the 18th century. This includes a consideration of the most important enlightened despots of this period, and the extent to which they successfully implement enlightened policies in their countries. This unit also considers the development of new political rivalries between the great powers of Europe during the 18th century and the broad social, economic, and cultural changes that occurred during the 18th century.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> OS-7, OS-9, SP-2, SP-4, SP-7, SP-11</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question</p>
	<p>Sample Assessment:</p> <p>Long Essay Question: Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.</p>

	<p>Historical Thinking Skills: Crafting Historical Arguments from Historical Evidence; Historical Interpretation & Synthesis</p>
<p>Stage 3 – Learning Plan</p>	
<p>Learning Goals Addressed - <i>AP European History</i> <i>Learning Objectives:</i> OS-2, OS-4, OS-7, OS-9, OS-10, SP-1, SP-4, SP-7, SP-11, IS-9</p>	<p>Sample Assignment:</p> <p>Enlightenment Salon- Students work on a multi-day project that simulates an 18th-century salon. Each student takes on and researches the role of someone significant to the era using both primary and secondary sources. Students write a summary analyzing their characters’ beliefs and include a bibliography. During the Salon, students debate each other from the position of their characters’ specific ideas regarding such Enlightenment preoccupations as: the best form of government; the best form of economy; human nature; the role of women in society; slavery; the appropriate place for religion in society.</p> <p>Differentiated Approaches:</p> <ul style="list-style-type: none"> ● Appropriate assignment of Salon character ● Scaffolded readings on assigned Salon Character ● Provide models & templates of summary document

Stage 1 Desired Results

Unit Five: *18th Century Life and Society*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
PP-2,PP-3, PP-6, IS-1, IS-2,IS-4

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument, and by synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts (IS-1&2) 1.5II,1.5.IV, 1.5V, (IS-4) 1.5IV, 2.4II, 2.4III, 3.2III

ESSENTIAL QUESTIONS

Explain the characteristics, practices and beliefs of traditional communities in pre-industrial Europe and explain how those characteristics, practices and beliefs change with the Enlightenment and the early Industrial Period.

Acquisition

Students will know the meaning & significance of:

Cottage Industry/Putting Out System/Agricultural Revolution
Community Controls
Diets of the Rich and Poor
18th Century Population Growth
Marriage Patterns- Pre and Post 18th century
18th Century Child-Rearing
Sunday Schools/Orphanages
Protestant Revivalism
18th Century Change in Social Hierarchy and classes

(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
~Patterns of Continuity &
~Change Over Time
~Periodization
~Comparison &
Contextualization
~Crafting Historical Arguments from Historical Evidence
~Historical Interpretation &
Synthesis

In this unit on 18th Century Life and Social Change students will learn about how everyday life and social patterns change during the course of the 18th Century. Students will examine pre-Enlightenment and pre-Industrial life in areas such as marriage, community connections, entertainment, life and work and population growth and study how both the Enlightenment and the early Industrial Period changed the traditional patterns and practices of European life.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> IS-2</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question or Document-Based Question</p>
	<p>Sample Assessment (e.g. Performance tasks, anchor of student work, common assessment etc.)</p> <p>Document Based Short Answer Questions: Students will demonstrate understanding by using a series of documents that discuss the social change of the 18th century (marriage patterns, childrearing, etc.) and use those documents to not only explain the change but link the change to their historical causation- The Agricultural Revolution and the Enlightenment (previous unit of study)</p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed- <i>AP European History</i> <i>Learning Objectives:</i> IS-1, IS-2</p>	<p>Sample Assignment: Students will divide into small groups and examine primary source materials focused on one of 4 areas: Children and Marriage, Entertainment and Leisure, Social Classes and the Poor and Work and Food. The primary source materials for each of these groups provide the students with specific information about the topic pre 18th century and how the topic changes with the advent of the Enlightenment and the early IR. Students will note take by answering provided questions that get them to see patterns of change and continuity within in their topic. As they finish one topic they move to another folder of primary sources on another topic and the class as a whole de-briefs the information to see general patterns and trends.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> ● Heterogeneous groups built by the teacher ● Each group is responsible for sharing out one particular question/piece of information from each topic with the class and they are informed of which question ahead of time. ● With the small groups, the teacher has the ability to work with each group individually to allow for clarifying questions as the students work with the documents ● Prior to the start of the activity, the class as a whole brainstorms with a pair-share what changes they might see to social patterns and daily life as a result of the Enlightenment and early IR to help focus the topic and questions for the students

Stage 1 Desired Results

Unit Six: *The Industrial Revolution*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
 PP-1, PP-3, PP-4, PP-6, PP-7, PP-14, OS-12, SP-4, SP-5, IS-2, IS-3, IS-5

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts
 2.4.IV, 3.1.I, 3.1.II, 3.2.I, 3.2.II, 3.2.III, 3.2.V, 3.3.I, 3.4.I, 3.6.I

ESSENTIAL QUESTIONS

Why did the Industrial Revolution begin in Great Britain, and how was it different from industrialization on the continent?
 How did both the Industrial lead to changes in the social structure of Europe?
 What were the characteristics of the Romantic period, and how did they relate to the changes during this time?

Acquisition

Students will know the meaning & significance of:

Agricultural Revolution
 Technological Advancements
 Textile Industry
 Thomas Malthus
 David Ricardo
 Adam Smith
 Steam Engine
 Why was England first?
 Railroads and Coal Mines
 Industrialization on the Continent
Impact of Industry on Labor and Reforms
 Mines Act 1842
 Robert Owen
 Labor/Factory Act 1833

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
 ~Patterns of Continuity & Change Over Time
 ~Periodization
 ~Comparison & Contextualization
 ~Crafting Historical Arguments from Historical Evidence

	Edwin Chadwick Friedrich Engels/Karl Marx Poor Laws Crystal Palace Jobs by Gender Child Labor Combination Acts 1799 Luddites Socialism Flora Tristan Charles Fourier Social and Cultural Change PJ Proudhon Chartism Charles Dickens Honore Balzac Charlotte Bronte George Sand Domestication Gender Roles Labor/Class paradigm- Social Classes Romanticism <i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i>	~Historical Interpretation & Synthesis
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In this unit on the Industrial Revolution, students will focus on three main areas of the period. Initially, students will examine the causes of the Industrial Revolution in Great Britain and compare that IR to that of Continental Europe. Students will also examine the impact of the Industrial Revolution on consumerism, urbanization and social classes. Lastly, students will examine various reforms, movements and legislation that attempted to correct many of the problems that arose as a result of industrialization.

Stage 2 - Evidence

Learning Goals Measured-
AP European History
Learning Objectives:
 PP-3, PP-14

Success Criteria: see [College Board Rubric](#) for Long Essay Question or Document-Based Question

Sample Assessment:
 Document-Based Question on Manchester England and the Industrial Revolution

Stage 3 – Learning Plan

Learning Goals Addressed-
AP European History
Learning Objectives:

Sample Assignment:
 In groups students are provided a series of problems or issues that arise from the growth of the Industrial Revolution and a series of reformers and proposed reforms. The task is to understand the

PP-6, PP-14	problems that arise from the IR and connect the problem to a possible reform. Students will take notes on a provided organizer grid.
	Differentiated Approaches: <ul style="list-style-type: none">● Students divided into heterogeneous small groups of 3● The information is provided through google slides so students can access information later for review● The class and teacher model one problem and one possible reform as a model for the type of information they should be pulling from the documents.

Stage 1 Desired Results

Unit Seven: *The French Revolution*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
 INT-10, PP-9, OS-3, OS-4,
 SP-3, SP-4, SP-7, SP-11, SP-16, SP-17

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts
 2.1.IV, 2.1.V, 2.2.I, 2.3.I, 2.3.IV, 2.3.VI

ESSENTIAL QUESTIONS

~What were the immediate and underlying causes of the French Revolution?
 ~What were the new goals and ideologies of the different political groups during the French revolutionary era?
 ~To what degree should Napoleon be considered a benevolent despot?

Acquisition

Students will know the meaning & significance of:

Battle of Austerlitz
 Battle of the Nations
 Battle of Waterloo
 Civil Code of 1804
 Comm. on Public Safety
 Concordat of 1801
 Congress of Vienna
 Conservatism
 Continental System
 De-Christianization
 Dec. Rights of Man
 Directory
 Estates General
 Fouché
Grande Armée
 Great Fear
 Jacobin Club
 July Monarchy

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
 ~Patterns of Continuity & Change Over Time
 ~Periodization
 ~Comparison & Contextualization
 ~Crafting Historical Arguments from Historical Evidence
 ~Historical Interpretation & Synthesis

	Legislative Assembly Methodism Metternich National Assembly National Convention Reign of Terror Restoration Robespierre Sans-Culottes Sieyès Tennis Court Oath Thermidorian Reaction Three Estates <i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i>	
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In this unit on the French Revolution, students will learn about the immediate and underlying political, social and economic causes of the French Revolution. Students will explore the extent to which the revolution created political, social & economic change and the extent to which the French Revolution can be considered a success. Study of the French Revolution will include a consideration of the role of ideology and philosophy in shaping the actions of different political groups during the French revolutionary era. Finally, this unit concludes with an evaluation of Napoleon’s reign-- as a product or result of the Revolution, as an Enlightened Hero or an Absolute Monarch.

Stage 2 - Evidence

Learning Goals Measured- <i>AP European History</i> Learning Objectives: PP-10, OS-7, OS-9, SP-3, SP-4, SP-7, SP-9, SP-11	Success Criteria: see College Board Rubric for Document-Based Question
	Sample Assessment: Document-Based Question <i>Using information from the documents and your knowledge of European history, discuss the political, economic and social causes of the French Revolution.</i> Historical Thinking Skill: Historical Causation

Stage 3 – Learning Plan

Learning Goals Addressed- <i>AP European History</i>	Sample Assignment: Primary Sources Jigsaw Activity Students are assigned 1 of 4 primary sources from readings from the period from 1789 to 1793. After they independently read &
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Learning Objectives:

annotate the document, students work in groups with the students who were assigned the same document to analyze the goals &/or ideologies of the French Revolution contained in that document. Then students form new groups in which each member has read a different document; they take turns summarizing and explaining the importance of their sources and what the different groups were hoping for during that time.

Differentiated Approaches:

- Heterogeneous group of students
- Scaffolded reading: work bank, guiding questions, chunked text
- Provide graphic organizer for document analysis

Stage 1 Desired Results

Unit Eight: 19th Century ISMS and Ideologies- 1815-1848

<p>ESTABLISHED LEARNING GOALS</p> <p><i>AP European History Learning Objectives:</i></p> <p>PP-6, PP-8, PP-14, PP-15, OS-4, OS-12, OS-13, SP-4 SP-5, SP-7, SP-9, SP-13, SP-14, SP-17, SP-18, IS-3, IS-4, IS-5, IS-6, IS-7, IS-9, IS-10</p>	Transfer	
	<p>Develop their skills as a historian by applying the <i>Historical Thinking Skills</i> of <i>chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument</i>, and by <i>synthesizing</i> these skills to the current and previous units in the development of new understandings of the past and present.</p>	
	Meaning Making	
	<p>ESSENTIAL UNDERSTANDINGS</p> <p>See College Board, AP European History: Course & Exam Description - Key Concepts</p> <p>2.4.IV, 3.1.III, 3.2.I, 3.2.II, 3.2.III, 3.2.IV, 3.2.V, 3.3.I, 3.3.II, 3.3.III, 3.4.II, 3.4.III, 3.5.I, 3.5.II, 3.5.III, 3.6.II, 3.6.III</p>	<p>ESSENTIAL QUESTIONS</p> <p>~How are the new “isms” of the 18th and 19th Century a reaction to the changes brought by The Industrial Revolution and Industrial Revolution?</p> <p>~How did the differing ideologies of conservatism, liberalism, and socialism reflect sharp divisions in society? How do these divisions cause revolution?</p> <p>~How and why does nationalism become an important ideology during this time and how do nationalistic feelings result in revolution?</p>
	Acquisition	
<p><i>Students will know the meaning & significance of:</i></p> <p>Ideologies</p> <p>Liberalism, Conservatism, Romanticism, Utopian Socialism Socialism, Marxism, Radicalism Realism, Nationalism, Communism, Chartism</p> <p>Revolutions/Political Changes Congress of Vienna, Belgium 1830, Greek Independence, Latin America, Italian Uprisings, Peterloo Massacre/ Six Acts,</p>	<p><i>Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.</i></p> <p>~Historical Causation</p> <p>~Patterns of Continuity & Change Over Time</p> <p>~Periodization</p> <p>~Comparison &</p>	

	<p>British Reform, 19th C. Irish Famine, Corn Laws, French Rev 1830, Revolutions of 1848, Decembrist Revolt</p> <p>Leaders/Thinkers/Writers Klemens von Metternich, Louis XVIII, Charles X, Guiseppe Mazzini, Sir Robert Peel, Simon Bolivar, Napoleon III, Frederick William, Charles Darwin, Beethoven, Daniel O’Connell, Robert Owen, St. Simon, Charles Fourier, Karl Marx, Freidrich Engels, Charles Dickens, Lord Byron</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	<p>Contextualization</p> <p>~Crafting Historical Arguments from Historical Evidence</p> <p>~Historical Interpretation & Synthesis</p>
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In this unit on new ideologies, students will learn about how new ideologies come to play in Europe following the Industrial Revolution and the French Revolution. Students will understand the origins of ideologies such as socialism, nationalism and conservatism and how they were reactions to historical events. Students will also understand how these new ideologies clash and create the revolutions of 1848.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> PP-10, PP-15, OS-12, SP-7</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question or Document-Based Question</p> <hr/> <p>Sample Assessment Select One:</p> <ol style="list-style-type: none"> 1. Discuss and analyze the origins and ideals of liberalism and compare and contrast liberalism with the origins and ideals of either socialism or conservatism. Use specific examples in your answer. 2. The Congress of Vienna established conservatism as the prevailing political belief in 1815. Discuss and analyze the various ways that the ideals of the Congress of Vienna were challenged and the response of the powers of the Congress of Vienna to those challenges between 1815 and 1830. Use at least two specific examples. 3. Using two specific examples discuss the goals and achievements of those that supported the idea of Nationalism in 19th Century Europe.
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Stage 3 – Learning Plan

<p>Learning Goals Addressed-</p>	<p>Sample Assignment: Students will be given a series of statements and events and will be asked to place them on a political spectrum.</p>
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<p><i>AP European History</i> <i>Learning Objectives:</i> PP-10, PP-15, OS-12, SP-7</p>	<p>Students will need to distinguish the differences between conservatism, liberalism, socialism, romanticism, nationalism and radicalism so that they can connect the events or statements to the particular ideology. Students will complete a note-taker/organizer and be asked to place one of the events/statements on the class spectrum that will be drawn on the whiteboard.</p>
	<p>Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).</p> <ul style="list-style-type: none"> ● Students will work in heterogeneous pairs ● A sample event will be placed by the whole class prior to beginning the pair work ● Individual students will be able to check for correctness with the teacher and their partner before placing their event/statement on the board in front of the class ● The events/statements will be shared via google docs so that students will have the ability to review for clarification if needed.

Stage 1 Desired Results

Unit Nine: *Nationalism*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
 PP-3, PP-10, PP-13, PP-14, OS-8, OS-12, SP-4, SP-7, SP-14, SP-17, SP-18, IS-5, IS-6, IS-9, IS-10

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts 3.3.I, 3.3.II, 3.3.III, 3.4.II, 3.4.III

ESSENTIAL QUESTIONS

~How and why do nation states rise to power in the second half of the 19th century?
 ~How does their emergence change the politics, society and culture of Europe?
 ~How do existing states make necessary reforms?
 ~What is the role and function of Realpolitik?
 ~How is Nationalism a force that might both bring a nation together and divide people within that nation?

Acquisition

Students will know the meaning & significance of:

- Alexander II
- Alexander III
- Anarchism
- Anti-Semitism
- Baron Haussmann
- Count Cavour
- Crimean War
- Dual Monarchy
- Duma
- Giuseppe Garibaldi

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

- ~Historical Causation
- ~Patterns of Continuity & Change Over Time
- ~Periodization
- ~Comparison &

	Giuseppe Mazzini King Victor Emmanuel Kaiser Wilhelm Kulturkampf Magyars Napoleon III Nicholas II Otto Von Bismarck Paris Commune Realpolitik Revolution of 1905 Sebastopol Sergei Witte Social Darwinism Treaty of Villa-Franca Zemestvo Zionism Zollverein <i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i>	Contextualization ~Crafting Historical Arguments from Historical Evidence ~Historical Interpretation & Synthesis
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In this unit on Nationalism and Unification, students will learn about how and why new nation states (Germany & Italy) emerge and rise to power in the second half of the 19th century. Students will consider how their emergence changes the politics, society and culture of Europe as it approaches the end of the nineteenth century. Further, this unit considers how both new and existing states approach social reform as a mean of consolidation national identity and civil peace. Specific attention will be given to the role of *realpolitik* and nationalism during this time period as it helps to understand unification, war, anti-Semitism and Zionism.

Stage 2 - Evidence

Learning Goals Measured-
AP European History
Learning Objectives:
SP-4, SP-7, SP-14, SP-17,
SP-18

Success Criteria: see [College Board Rubric](#) for Long Essay Question

Document Based Question

Discuss and analyze the ways in which Otto Von Bismarck was both a traditional conservative and a new style 19th Century conservative.

Stage 3 – Learning Plan

Learning Goals Addressed-
AP European History
Learning Objectives:
SP-4

Close reading & Reflective writing:

Students read Benedict Anderson’s discussion of ‘imagined communities’ and apply this concept to the articulation of Italian and German national identity by Garibaldi, Mazzini & Fichte. Students discuss the prompt below in pairs before writing a one

page response.

How does Anderson's notion of the nation as an "imagined community" help us to the emergence of a unified Germany and Italy? Be sure to refer to Anderson, Garibaldi, Mazzini & Fichte in your response.

Differentiated Approaches:

- Chunked reading
- Shorter, excerpted reading
- Provide guiding questions to reading
- Apply Anderson's *imagined communities* to 1 of 3 thinkers

Stage 1 Desired Results

Unit Ten: *Imperialism and The Modern Age*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
[list of abbreviations from pacing guide at top of each module]

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument, and by synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts
INT-2, INT-3, INT-4, INT-6, INT-7, INT-9, INT-10, INT-11, PP-4, PP-6, PP-8, PP-14, PP-15, OS-4, OS-8, OS-12, OS-13, SP-4, SP-5, SP-7, SP-9, SP-12, SP-13, SP-14, SP-17, SP-18, IS-3, IS-4, IS-5, IS-6, IS-7, IS-9, IS-10

ESSENTIAL QUESTIONS

~What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses?
~How and in what ways was “Modern Europe” different than the previous periods?
~Why was Europe able to dominate the world during the age of imperialism?
~How did that impact both Europe and the people who were colonized?

Acquisition

Students will know the meaning & significance of:

- Imperialism
- The Suez Canal
- Congress of Berlin
- Social Darwinism
- White Man’s Burden
- Motives for Imperialism
- East India Company
- Cecil Rhodes
- Sepoy Rebellion
- Opium War
- Boxer Rebellion

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

- ~Historical Causation
- ~Patterns of Continuity & Change Over Time
- ~Periodization
- ~Comparison & Contextualization

	<p>Boer War (South Africa) German Imperialism French Imperialism Belgian Imperialism (King Leopold) Italian Imperialism Japanese Imperialism Young Turks Modern Europe Joseph Lister Industrial Science New Social Classes Changes in Population Rate Woman as Homemaker Changes in Birth Rate Reforming Marriage New Woman Sexual Identity Sigmund Freud Darwin/Social Darwinism Friedrich Nietzsche Albert Einstein Max Planck Marie Curie Modern Art/Music Suffragettes</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	<p>~Crafting Historical Arguments from Historical Evidence ~Historical Interpretation & Synthesis</p>
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In this unit on Imperialism and Modern Europe, students will learn about the advent of new ways of defining the Modern Age as a result of the Age of Nationalism, Imperialism and the Second Industrial Revolution and the ways in which the modern age was different than the previous periods. Key to this learning is understanding the motives and actions that encompass the Age of Imperialism. Students will gain an understanding of how, why and where Europeans went to conquer new lands and the impact of that contact on both European society and the indigenous populations.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History Learning Objectives:</i> IS-7, INT-7</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question or Document-Based Question</p>
	<p>Sample Assessment DBQ 2016 on Imperialism “Analyze how European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760’s to the 1910’s”</p>

Stage 3 – Learning Plan

Learning Goals
Addressed-
AP European History
Learning Objectives:
OS-8

Sample Assignment: Group or practice DBQ: *Evaluate the causes of and the extent to which European culture emphasized the emotional, irrational and subjective between 1869 and 1914.*

Students will be provided a set of documents and asked to complete the following questions:

For each of the following documents, please address the following:

1. Summarize or explain the idea(s) within each document
2. How do the ideas within the documents align with the prompt?
How are the ideas irrational or emotional?
3. Select 3 documents and explain the historical context that would help explain the ideas within the documents
4. Select 2 documents and summarize the author’s point of view
5. The thesis asks the writer to address the extent to which
...What is one piece of historical evidence that you can provide that would provide a contradiction to the information in the documents (or the idea of the question)?

Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).

- Students will work in heterogeneous groups
- Students will be given quiet time to read and think as they work with the documents individually before they begin their group work.
- One document will be analyzed by a whole class discussion before students begin group work to model the level of expected analysis
- Sample answers to question #4 will be provided

Stage 1 Desired Results

Unit Eleven: *World War One*

ESTABLISHED LEARNING GOALS

AP European History

Learning Objectives:

INT-9, PP-8, PP-10, PP-16,
OS-4, SP-5, SP-6, SP-8, SP-
13, SP-14, SP-17, SP-18, IS-
6, IS-8, IS-9

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts

4.1.I, 4.1.II, 4.2.I, 4.3.I, 4.3.IV,
4.4.I, 4.4.II

ESSENTIAL QUESTIONS

~What were the causes, actions, and results of the First World War?

~What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin?

~What is the lasting legacy of World War I and the Versailles Treaty?

Acquisition

Students will know the meaning & significance of:

Aleksandr Kerensky
Alliance System
Balkan Wars
Black Hand
Bolsheviks
Dawes Plan
Eastern Front
Fourteen Points
Franz Ferdinand
Georges Clémenceau
German Social Democratic Party
Imperialism
League of Nations
Leon Trotsky
Lloyd George
Militarism
Mitteleuropa
Moroccan Crisis
Nicholas II

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
~Patterns of Continuity & Change Over Time

~Periodization
~Comparison & Contextualization
~Crafting Historical Arguments from Historical Evidence
~Historical Interpretation & Synthesis

	<p>Paris Peace Conference Provisional Government Red Army Ruhr basin Schlieffen Plan soviets Spartacists Treaty of Brest-Litovsk Trenches Vittorio Orlando Vladimir Lenin Weimar Republic Western Front White Army Woodrow Wilson</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	
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In this unit on World War One and the Russian Revolution, students will learn about the causes, actions, and results of the First World War, with particular focus on the role of militarism, alliance systems, imperialism and nationalism. This unit includes a consideration of the short and long term causes of the 1917 Russian Revolutions and the ensuing civil war. Finally, this unit involves a consideration of the lasting legacy of World War I and the Versailles Treaty.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> PP-8, PP-10, SP-5, SP-6, SP-7, SP-9</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question</p> <p>Long Essay Question and Discussion: Students will participate in a class discussion on the following topic: Compare and contrast the crises and causes that precipitated the French Revolution in 1789 and the February and October Revolutions in Russia in 1917. At the conclusion of the discussion, students will construct a written response to the same prompt.</p>
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Stage 3 – Learning Plan

<p>Learning Goals Addressed- <i>AP European History</i> <i>Learning Objectives:</i> INT-9, PP-8, PP-10, PP-16, OS-4, SP-5, SP-6, SP-8, SP-13, SP-14, SP-17, SP-18, IS-6, IS-8, IS-9</p>	<p>Class Debate: Students are assigned to represent 1 of 10 countries involved in World War One and prepare to engage in an informed debate regarding two questions: <i>Who should carry the blame for causing &/or escalating World War I?</i> <i>AND Based on the causes for the war, is there a way to design a peace treaty to maintain peace and stability in Europe and support self-determination for nations desiring independence?</i></p>
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	<p>Differentiated Approaches:</p> <ul style="list-style-type: none">● Heterogeneous grouping● Selective assignment of students to particular countries● Scaffolded reading with guiding questions● Graphic organizer for research● Guiding questions for debate● Pre-assigned roles/statements for debate
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Stage 1 Desired Results

Unit Twelve: *The Inter-War Years*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:
 PP-8, PP-11, PP-14, PP-16, OS-4, OS-9, OS-12, OS-13, SP-6, SP-14, SP-17, SP-18, IS-8,

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts
 4.2.III, 4.2.III, 4.2.IV, 3.4.II, 4.2.I, 4.2.III, 4.2.II, 4.3.I, 4.2.II, 4.1.III, 4.1.II,

ESSENTIAL QUESTIONS

~How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?
 ~What were the political, social and economic policies of the totalitarian governments?
 ~How did Western European democracies withstand the challenges of this age?

Acquisition

Students will know the meaning & significance of:

Rise of Fascism: Italy
 Fascism
 March on Rome
 Black Shirts
 Lateran Accords
Rise of Fascism: Germany
 Weimar Government
 Social Democrats
 Occupation of the Ruhr
 Hyperinflation
 Adolf Hitler
 NAZI Party/National Socialism
 1932 Elections
 Enabling Act
 Nuremberg Laws
 Ignoring the Versailles Treaty
Rise of Fascism: Spain
 Francisco Franco

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
 ~Patterns of Continuity & Change Over Time
 ~Periodization
 ~Comparison & Contextualization
 ~Crafting Historical Arguments from Historical Evidence
 ~Historical Interpretation & Synthesis

	<p>The Popular Front Republicans/Nationalists Role of Germany/Italy/Russia Guernica Stalinism: Russia Lenin and Marxism 5 Year Plan vs NEP Purges/ Kulaks Russian Civil War Great Depression Stock Market Crash (US) Impact on national economies The Social Implications of The Depression Rise of Socialists British Response French- Popular Front US Response Scandinavian Response Welfare State Social/Cultural/Artistic Movements in the Inter-War Years</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	
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In this unit on the Inter-War Years, students will learn about the connection between the post war anxiety and economic depression and the rise of totalitarian governments. Students will understand that tremendous human cost of WWI created an environment of anxiety and the economic depression of the 1930's exacerbated that anxiety and how that anxiety altered society and cultural patterns. In response to the anxiety and economic downturn, Europeans looked to strong Totalitarian leaders in countries such as Italy, Russia, Spain and Germany and students will study the policies and path to power of those leaders. Students will also understand how, in contrast, democracies of western and northern Europe (and the US) responded to the anxiety and economic depression with policies that avoided dictatorships and totalitarianism.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> SP-6, OS-12</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question, Short Answer Question or Document-Based Question</p>
	<p>Sample Assessment: SAQ "... [The] German National Socialists, and many of their lesser imitators across Europe, espoused the politics of faith, and placed...the swastika, on nationalistic altars that were already part built, and appropriated much of the language of patriotism for their own strange purposes." Michael Burleigh, British historian, <i>The Third Reich: A New History</i>, 2000</p>

	<p>Question: Using the excerpt above, answer parts a, b, and c.</p> <p>a) Briefly explain ONE outcome of World War I that led to the events referenced in the excerpt. (2 Points)</p> <p>b) Briefly explain ONE example from Nazi-controlled Germany from 1931-1945 that is reflected in the excerpt. (1 point)</p> <p>c) Choose ONE non-German European leader from the period 1918-1945 and give ONE example of how that leader used the kinds of tactics Burleigh refers to in this excerpt. (2 Points)</p>
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Stage 3 – Learning Plan

<p>Learning Goals Addressed- <i>AP European History</i> <i>Learning Objectives:</i> OS-12, SP-6</p>	<p>Sample Assignment: Social and Cultural Policies of The Totalitarian Dictators: Via google slides, students receive a set of 30+ documents/images/quotes that will focus on the social and cultural policies of Stalin, Hitler, Mussolini and Franco and students will be asked to do the following and they will be provided with a note taking organizer.</p> <ul style="list-style-type: none"> • Individually examine the images and documents • In small groups....for discussion purposes <ul style="list-style-type: none"> • Create categories for the policies that you see • Summarize and explain the focus of the category and explain the policy • For each category, consider the overall goal of the policy- how does it support the creation of a “Totalitarian State”? • How and in what ways does the government target certain groups and or practices? • What policies and or programs do you find the most interesting? Why • Whole class de-brief at the conclusion to look for patterns and trends between the dictatorships
	<p>Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).</p> <ul style="list-style-type: none"> • Heterogeneous groupings • Students will have quiet time initially to reflect on the documents and make note of any questions they have before they begin their group work. • The teacher has the ability to work with and check in with each group to spot check their understanding of the questions and the information. • Students selected “cold” or randomly to share one thing that they learned from the documents

Stage 1 Desired Results

Unit Thirteen: *World War Two & Onset of Cold War*

ESTABLISHED LEARNING GOALS

AP European History Learning Objectives:

INT-8, INT-9, INT-11, PP-12, SP-5, SP-6, SP-8, SP-9, SP-10, SP-13, SP-14, SP-17, IS-6, IS-8, IS-9, IS-10

SP-6, SP-8, SP-14, SP-17, IS-8

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam Description](#) - Key Concepts
4.1.III, 4.1.IV, 4.1.VII, 4.2.IV, 4.4.I, 4.4.II

ESSENTIAL QUESTIONS

~How did the Age of Anxiety & the Rise of Totalitarianism bring about WWII?
~How & in what ways was WWII a total war & how did it also become a war against civilians?
~How & in what ways was the era of the Cold War similar & different on each side of the Iron Curtain?
~How were everyday life, society & culture a part of the Cold War?
~What were the causes & results of the de-colonization process following the end of WWII?

Acquisition

Students will know the meaning & significance of:

Appeasement
Battle of Stalingrad
Berlin Wall
Blitzkrieg
Charles De Gaulle
COMECON
D-Day
De-Colonization
DeNazification
Hiroshima and Nagasaki
Hungarian Uprisings 1956
Invasion of Poland
Iron Curtain
Josip Tito

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
~Patterns of Continuity & Change Over Time
~Periodization
~Comparison & Contextualization
~Crafting Historical Arguments

	<p>Maginot Line Marshall Plan NATO Nazi- Soviet Non-Aggression Pact Neville Chamberlin Nikita Khrushchev Pearl Harbor Potsdam Conference Sudetenland Suez Canal Crises 1956 Tehran Conference Truman Doctrine United Nations Warsaw Pact Vichy France Yalta Conference</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	<p>from Historical Evidence ~Historical Interpretation & Synthesis</p>
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In this unit on World War Two, students will learn about how the *Age of Anxiety* & the rise of totalitarianism brought about WWII. Students will consider how & in what ways WWII was a total war & as well as how it also become a war against civilians. Students will explore how the war ended and consequently how the *Iron Curtain* and Cold War emerged out of the Allied victory. A consideration of the immediate postwar period will be preoccupied with how & in what ways the era of the Cold War was similar & different on each side of the Iron Curtain. Finally, this unit considers the causes & results of the decolonization process that followed the end of WWII.

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> INT-9, INT-11, SP-9, SP-14, SP-17, IS-7, IS-10</p>	<p>Success Criteria: see College Board Rubric for Long Essay Question</p>
	<p>Long Essay Question: <i>Analyze various factors (both in Europe & in its colonies) that contributed to the process of decolonization in the period 1914 to 1975.</i></p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed- <i>AP European History</i> <i>Learning Objectives:</i> SP-6, SP-8, SP-14, SP-17,</p>	<p>Close Reading of Secondary Source: Students read & annotate Chapter 4 of Timothy Snyder’s <i>Bloodlands</i>, which focuses on the consequences of the Molotov-Ribbentrop agreement for eastern Europe. Students discuss the reading in pairs before engaging in a whole class discussion seminar regarding Snyder’s argument.</p>
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IS-8

Differentiated Approaches:

- Mixed ability pairings
- Guiding questions for reading
- Graphic organizer for reading
- Word Bank
- Reduced reading assignment

Stage 1 Desired Results

Unit Fourteen: *The Cold War & Its Collapse*

ESTABLISHED LEARNING GOALS

AP European History

Learning Objectives:

INT-2, INT-6, INT-7, INT-8,
INT-11, PP-1, PP-4, PP-5,
PP-12, PP-15, OS-4, OS-13,
SP-1, SP-5, SP-9, SP-10, SP-
12, SP-13, SP-14, SP-17,
SP-19, IS-6, IS-7, IS-8, IS-9,
IS-10

Transfer

Develop their skills as a historian by applying the *Historical Thinking Skills* of *chronological reasoning, comparison, contextualization, the effective use of evidence to craft a historical argument*, and by *synthesizing* these skills to the current and previous units in the development of new understandings of the past and present.

Meaning Making

ESSENTIAL UNDERSTANDINGS

See College Board, [AP European History: Course & Exam](#)

[Description](#) - Key Concepts

4.1.IV, 4.1.V, 4.1.VI, 4.2.IV, 4.2.V,
4.3.II, 4.3.III, 4.3.IV, 4.4.I, 4.4.II,
4.4.III

ESSENTIAL QUESTIONS

~What were the major events in the development of the Cold War?

~How were everyday life, society and culture a part of the Cold War?

~How and why did the balance of world power change in the 1980's?
~Did nationalism and the strength of the nation state rise or decline in the 21st Century?

~ How was the end of the Cold War brought about by a "people's revolution"?

To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?

Acquisition

Students will know the meaning & significance of:

Alexander Dubcek
Boris Pasternak
Boris Yeltsin
Charles De Gaulle
Common Market
De-Colonization
EEC
European Union

Students will be skilled at applying the below Historical Thinking Skills to their understanding of this Unit.

~Historical Causation
~Patterns of Continuity & Change Over Time
~Periodization

	<p>Existentialism Glasnost Iron Curtain Lech Walesa Maastricht Treaty Margaret Thatcher Mikhail Brezhnev Mikhail Gorbachev NATO Nicolae Ceausescu Nikita Khrushchev Northern Ireland Nuclear Build Up OPEC Paris Protests Perestroika Prague Spring Simone de Beauvoir Slobodan Milosevic Solidarity Stagflation Vaclav Havel Vladimir Putin Welfare State Willy Brandt</p> <p><i>(Teachers have flexibility to pick & choose from above key terms to use as evidence to apply to the Historical Thinking Skills in Unit activities & assessments)</i></p>	<p>~Comparison & Contextualization ~Crafting Historical Arguments from Historical Evidence ~Historical Interpretation & Synthesis</p>
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In this unit on the Cold War & its collapse, students will learn about the major events in the development of the Cold War, as well as the nature of everyday life, society and culture in both Eastern and Western Europe during the Cold War. This unit considers how and why the balance of world power changed in the 1980's and the extent to which, in light of the European Union, nationalism and the strength of the nation state rose or declined in the second half of the 21st and early 20th centuries. Finally, this unit considers how the end of the Cold War was brought about by a "people's revolution."

Stage 2 - Evidence

<p>Learning Goals Measured- <i>AP European History</i> <i>Learning Objectives:</i> PP-15, SP-9, SP-12, IS-7</p>	<p>Success Criteria: see College Board Rubric for Document-Based Question</p>
	<p>Document-Based Question: <i>Analyze the factors that contributed to the emergence of a workers' opposition movement in communist Poland in the period 1956–1981.</i></p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed- <i>AP European History</i> <i>Learning Objectives:</i> PP-12, PP-15, SP-9, SP-19</p>	<p>Close Reading & Discussion: Students read & annotate two pieces by Gorbachev: 1) an excerpt from his book <i>Perestroika</i> & 2) a 1989 (post-Soviet Union) interview. After individually reading the two pieces, in pairs student discuss and identify the main points of each piece and how they help to understand the role of the Soviet Union & its collapse in the end of the Cold War. After a whole class discussion, students write a one-page reflection on the end of the Cold War.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> ● Mixed ability pairings ● Guiding questions for reading ● Graphic organizer for reading ● Word Bank ● Reduced reading assignment ● Shortened writing assignment

Instructional Materials:

<p>Suggested textbook(s), materials, equipment and resources</p> <ul style="list-style-type: none"> ● Include: title, author, publisher, edition, website if applicable, note primary or supplementary material ● Please indicate if the books and materials have been previously approved by the board ● If the books and materials have not been board approved, please complete a book approval form as well and submit to the board with the new Course of Study. ● *English courses must have any suggested books approved by the department prior to sending the CoS to the board for approval 	<p>Primary Resource <i>A History of Western Society</i> 11th edition for AP European History, McKay, Cronston, Weisner-Hanks and Perry. Bedford St. Martin's - Approved Text</p> <p>Supplemental Resources <i>Sources of The Making of the West- Peoples and Cultures</i> Volume I and II (Primary Source Collection) - Approved Text</p> <p>Internet History Sourcebooks Project: Fordham University- collection of primary sources http://legacy.fordham.edu/halsall/index.asp</p>
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