

AP European Summer Work 2017-18

1. Watch, Respond, questions and be prepared to discuss, The Dark Ages (See attached Website) or you can buy a used DVD at a number of websites and local stores.

2. For the DBQ, I would like you to so the following aspects of the essay:

A. **THESIS:** Your essay should have a clear thesis that responds to all parts of the question and is based on the documents.

B. **MAJORITY OF DOCUMENTS:** Correct interpretation of a majority of the documents and use of these documents to support the argument in the thesis.

C. **GROUPING:** Your analysis will be revealed by grouping the documents in at least THREE different ways that relate to the question. Each group will consist of at least two documents that you will discuss within a single paragraph. When you go on to a new group, make sure you start a new paragraph by indenting or skipping a line. You may use a document more than once for grouping if you like.

D. **POINT OF VIEW:** Another skill you must demonstrate is an assessment of the bias or **point of view (POV)** represented in the documents; in other words, why is this specific author making this particular statement? Here you should consider the following: in what way(s) does the class, nationality, gender, official position, ideology, or other characteristic of the author influence his or her thinking on the topic at hand? How does the type of document (e.g., public speech, private letter or diary, government report) affect its purpose and content? You need to give at least **THREE** good examples of **POV** in your DBQ essay.

DO NOT WRITE AN ESSAY

Theses pieces for the DBQ and they are right out of the College Board website

3. Read through the College Board section for AP European History
4. Spend some time going over the class syllabus
5. Enjoy the summer

Dark Ages Documentary: [The Dark Ages \(Full Documentary\) - YouTube](https://www.youtube.com/watch?v=ISvfiQkC49s)
<https://www.youtube.com/watch?v=ISvfiQkC49s>

College Board: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf>

Dark Ages: The Fall of Civilization and the Rise of a New World Order

- 1) What were the 'Dark Ages'?
- 2) How are the Visigoths described?
- 3) Where are the Visigoths from?
- 4) What were the effects of the fall of Rome (Western Rome)?
- 5) Who was Alaric?
- 6) Why does Alaric stop fighting **for** the Romans?
- 7) What motivates the Visigoths?
- 8) How does Alaric defeat the Romans in 408 C.E.?
- 9) How hungry are the Romans?
- 10) What does the following statement mean- "The mother of the world has been killed"
- 11) What happens after Alaric's death?
- 12) What happens to the Roman Empire (Western)?
- 13) What does it mean that Europe got 'smaller'?
- 14) What happened to the great Roman structures?
- 15) What was life like during the Dark Ages?
- 16) How does this time period form modern Europe?
- 17) Who was the new ruler of the Byzantine Empire (Eastern Roman Empire)?
- 18) What happens to Clovis on Christmas day, 496 C.E. and why was this an important event?
- 19) What happened to the security status of Western Europe?
- 20) What were the effects?

- 21) What was the common thread, which existed through out Europe?
- 22) What did it offer those in Western Europe?
- 23) What effect does the conversion of Clovis have on the manner in which he conducts/rationalizes warfare?
- 24) How does Clovis 'recruit' new soldiers?
- 25) How did Clovis pass on the rule of the Frankish Kingdom?
- 26) What is the 'Ordeal' and what is it suppose to accomplish?
- 27) What is Clovis' legacy?
- 28) Describe life in the Eastern Roman Empire
- 29) What is Justinian's plan?
- 30) What role did Theodora play in restoring Justinian's power?
- 31) What was Justinian's major building project and why was this important?
- 32) By 542, how much land did Justinian have under his control?
- 33) What was the invisible killer?
- 34) How many people did it kill?
- 35) Describe the symptoms.
- 36) What was the cure?
- 37) How did the disease spread?
- 38) Where did it come from?
- 39) What were the long-term effects on those who survived?
- 40) What happened to Constantinople and it's citizens?
- 41) How many people died and over how long a time period (Constantinople)?
- 42) Does the plague go away and what happened to the towns?

- 43) Why does the Byzantine Empire fall?
- 44) What happens to the economy (all of Europe)?
- 45) What happens to communication (all of Europe)?
- 46) What happens to the population (all of Europe)?
- 47) What were the work patterns like during this time period?
- 48) What was in short supply (all of Europe)?
- 49) What was common (all of Europe)?
- 50) Why were the monasteries so important during this time period?
- 51) What made the monks special?
- 52) What happened to literacy?
- 53) Who was St. Benedict and why was he an important figure during the Dark Ages?
- 54) What was the 'Rule of St. Benedict'?
- 55) Why did people join a monastery/convent?
- 56) Why did some try to escape?
- 57) What were the goals of the Moors?
- 58) Why did the Moors see Europe as an 'easy target'?
- 59) How successful were the Moors in Southern France?
- 60) Who was Charles 'The Hammer' Martel?
- 61) Who were Martel's troops and what was the problem he faced in recruitment and raising funds for an army?
- 62) What is excommunication?
- 63) What happened on the 7th day at Tours?

- 64) How does Martel win the battle?
- 65) Why was he called the defender of Christianity?
- 66) Why is Charlemagne considered the greatest king of the Dark Ages?
- 67) What was the extent of Charlemagne's empire?
- 68) How does Charlemagne's empire differ from that of the Roman Empire?
- 69) How did Charlemagne's empire run after his death?
- 70) What was Charlemagne's goal when conducting warfare?
- 71) How did Charlemagne organize/manage his empire?
- 72) What was Charlemagne's vision of /as a king/ruler?
- 73) What were Charlemagne's views on education?
- 74) What happens on Christmas day 800 C.E.?
- 75) Who were the Vikings?
- 76) Where did they come from?
- 77) What made them so powerful?
- 78) What motivated the Vikings?
- 79) What made them so good at warfare?
- 80) Why are the Vikings considered a set back to progress in Western Europe?
- 81) What was the extent of plundering done by the Vikings?
- 82) Why did the Vikings consider Britain an 'easy target'?
- 83) Why do you think the Vikings are so barbaric?
- 84) Who was Alfred the Great?
- 85) How does he defend Britain against the Vikings?
- 86) Why was this tactic successful?

- 87)What was Alfred's greatest achievement?
- 88)What was the role of knights in the Dark Ages?
- 89)What were their tactics?
- 90)Why were the knights so skilled at warfare?
- 91)How/why did the Church intervene in the affairs of the knights?
- 92)What were their tactics (Church)?
- 93)What was the goal of the Church?
- 94)What was the new cause (For knights, kings and the Church)?
- 95)Who was Urban II and what did he begin?
- 96)What was his justification?
- 97)What did the Crusaders come back with from the Middle East?
- 98)How do the Crusades change Europe?
- 99)Why was there a growth in population through out Europe?
- 100) What was happening in Europe during the 12th and 13th century?

Effects of the Reformation DBQ

Directions: The following question is based on the accompanying Documents 1-12. The documents have been edited for the purpose of this exercise. Your teacher may provide additional instructions and advice to use when answering the question below.

Prompt: Analyze the various effects of the Protestant Reformation on the people of Europe.

Historical Background: The Ninety-Five Theses were published in 1517 ushering in the era of the Protestant Reformation. Western European religious unity was shattered and several new Christian religions were formed.

Document 1

Source: Martin Luther, response at the Diet of Worms, 1521

Unless I am refuted by scripture and plain reason, I do not accept the authority of Popes and councils for they have contradicted each other. My conscience is captive to the word of God. I cannot and will not recant anything, for to go against conscience is neither right nor safe.

Document 2

Source: Charles V, Holy Roman Emperor, response at the Diet of Worms, 1521

I am determined to stake on this cause my kingdoms, my friends, my blood and my body, my life and my soul. A single monk who goes counter to all Christianity for a thousand years must be wrong. I am determined to proceed against him as a notorious heretic.

Document 3

Source: Martin Luther, response to the German Peasant Rebellions, 1524

I had no occasion to condemn the peasants, because they promised to yield to law and better instruction, as Christ also demands. But before I can turn around, they go out and appeal to force, in spite of their promises, and rob and pillage and act like mad dogs. From this it is quite apparent what they put forth under the name of the gospel in the "Twelve Articles"* was all vain pretense.

*Twelve Articles were a list of peasant demands

Document 4

Source: Thomas Müntzer, radical reformer, preacher, and theologian, *A Highly Provoked Defense and Answer to the Spiritless, Soft-living Flesh at Wittenberg who has Most Lamentably Befouled Pitiable Christianity in a Perverted Way by His Theft of Holy Scripture**, 1524.

Does he not realize that men whose every moment is consumed in earning a living have no time to read the word of God? The princes bleed the people and count as their own the fish in the streams, the birds in the air, and the grass in the fields. Dr. Martin Liar says amen to all of this.

*referring to the doctrine of Martin Luther

Document 5

Source: Martin Luther, *Sermon on Keeping Children in School*, 1530

Therefore let everyone be on his guard who can. Let the government, when it sees a promising boy, have him kept in school; if the father is poor, let it help him with church property. Let the rich make their wills with this work in view, as some have done who have endowed stipends; that is the right way to bequeath your money to the church.

Document 6

Source: Catholic Interrogation of Elizabeth Dirks, Protestant Dissenter Official, *What do you think of our mass?* (Elizabeth Dirks was an Anabaptist deaconess, who was tortured and eventually drowned in 1549 at the orders of the authorities in the town of Leeuwarden).

Elizabeth: My Lord, I have no faith in your mass but only in that which is the word of God.

Official: What do you think of the Holy Sacrament?

Elizabeth: I have never in my life read in Scripture about a Holy Sacrament, but only of the Supper of the Lord.

Official: Shut your mouth; you speak with a haughty tongue.

Elizabeth: No, my Lord, I speak with a free tongue.

Official: Do priests have the power to forgive sins?

Elizabeth: No, my Lord, how should I believe that? I say that Christ is the only priest through whom sins are forgiven.

Official: So far we have treated you gently. Since you won't confess, we will put you to torture. Take hold of her.

Document 7

Source: Ignatius of Loyola, founder of the Catholic Society of Jesus (The Jesuits), referring to the founding of the Collegio Romano, the first Jesuit university, 1551.

Each one should strive to make progress in learning and in helping others, studying and teaching what is assigned him by the rector. Care must be taken that the lessons are accommodated to the students and that the latter get a thorough grounding in grammar along with training in composition, with careful corrections by the masters. They should engage in discussions and debates.

Document 8

Source: Sebastian Castellio, 16th century humanist, 1554.

To kill a heretic is not to crush a doctrine. It is to kill a man.

Document 9

Source: Wurttemberg City Council, 1559.

At least twice a year, once in spring and again on the approach of winter, each pastor shall make in his sermons serious admonition to his parishioners that they must be diligent in sending their children to school. And let him stress the great benefit bound to come from this, schools being necessary not only for learning the liberal arts, but also the fear of God, virtue, and discipline. Where the young are neglected and kept out of school, permanent harm, both eternal and temporal, must result, as children grow up without fear and knowledge of God, without discipline, like the dumb beasts of the field, learning nothing about what is needed for their salvation, nor what is useful to them and their neighbors in worldly life.

Document 10

Source: Theodore Beza, Calvinist preacher and successor to John Calvin as spiritual leader of the town of Geneva—magistrate, *Rights of Magistrates Over Their Subjects*, 1574

Therefore, to express all these things in a few words: in each assembly or Republic of the Christian Church, Magistrates are constituted as representatives of God, to serve as examples to the faithful in the declaring of glory and praise to God.

Document 11

Source: Michel de Montaigne, French author associated with modern skepticism during the French wars of religion, 1580.

Our faith does wonders when it encourages our leaning toward hatred, cruelty, ambition, avarice, slander, rebellion. Against that inclination, and toward goodness, kindness, moderation it neither walks nor flies, except by a miracle, when some rare nature appears. Our religion is supposed to destroy vices; in fact, it covers them, fosters them, and provokes them.

Document 12

Source: John Milton, English author and poet who lived through the Puritan Revolution, 1644.

A wise man can gather gold out of the drossest* volume, and a fool will be a fool with the best book. Where there is much desire to learn, there will be much arguing many opinions. What some lament, we should rejoice at.

*material left from smelting metal

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**AP EUROPEAN HISTORY
COURSE SYLLABUS
2017 - 2018**

Welcome to AP European History. The study of European History Since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

The course is divided into two semesters, the *Renaissance* through the *French Revolution* and the *Industrial Revolution* to the present. The areas of concentration include historical, political and economic history coupled with the study of cultural and intellectual institutions. These areas will be studied from a variety of perspectives with the hope of providing a balanced view of history.

This course is taught at the college level. The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. Thus, the student will be required frequently to analyze, synthesize, and evaluate primary and secondary historical sources in addition to memorizing, comprehending, and applying facts.

Textbook:

A History of Western Society Since 1300 (10th edition) McKay. Bedford St. Martins. Each student will receive a textbook that can remain at home for homework

Supplemental Readings:

Sources of Western Society Since 1300 (Second Edition) Bedford/St. Martin 2011.

The Prince, Niccolo Machiavelli

The European Miracle, E.L. Jones

Utopia, Thomas More

Course Grading

Assessments	40%
Essays	30%
Homework	20%
Class Participation	10%

1. Homework assignments are designed to reinforce material covered in class or to prepare for the next day's work. Written assignments will be collected or checked off for a grade.
2. Essays are a critical part of this course and require students to master skills such as, but not limited to: document analysis, comparative analysis, and change-over-time analysis, organizing material which supports, the most important part of writing, the **thesis**. Practicing these skills leads to success on the AP exam while improving writing skills in all subject areas. Short projects such as presentations and research essays are part of this category.
3. Assessments will be given throughout each unit and be in the form of multiple-choice questions designed to assess students' mastery of the materials in each unit
4. **All students in AP European History must maintain a three-ring notebook.** Students must have a section for notes, Assessments, handouts, maps, homework and essays.
5. Class participation is a necessary part of AP World History. Students are expected to participate in all class discussions, seminars, and debates. Off-task behaviors such as, doing work for another and, or using a cell phone at anytime will impact your grade.

Classroom Policies, Procedures and Expectations

A. Materials: All students are expected to bring, a pen, notebook, and binder to class each time unless otherwise advised. Students will generally need the following supplies for class:

1. Three-ring binder
2. Filler paper
3. Black or blue pen
4. Lead pen or pencil
5. Colored pencils

B. Assignments

1. Homework is due in the class at the beginning of class. If a student misses a class because they were late to school or dismissed early, then they are responsible to hand in their assignment that same day.
2. Students that were excused absent for a class may turn in the assignment that was due as well as the assignment they missed (by being absent) the next time the class meets. Students are responsible for getting notes and assignments.
3. Any assignment not turned in on time may be turned in by the end of the next calendar school day for partial credit (50% deduction). Write "Late" at the top of the assignment.

Remember that homework is not just checked for “completion” so a late assignment might earn less than 50% if incomplete or lacking in quality of work.

4. All assignments must include the following: Your name, date, and class on the upper right hand side and the title of the assignment on the first line in the center of your paper.
5. In class essays are handwritten in blue or black ink only. Essays assigned for homework will be typed unless otherwise directed. Keep in mind that you will be writing your essays and responses to your short answers during the AP Exam, so your handwriting needs to be legible!

C. Assessments

1. Based on the AP format
1. Write in blue or black ink only.
2. Students are responsible for making up missed tests as soon as possible-interpretation-within a day or two of your return. This is for your benefit.

D. Class Expectations

1. Be Prepared
2. Be seated before class begins.
3. Respect yourself and others
4. No food or drink in class.

F. Academic Honesty

1. All students are expected to abide by the Goffstown mission statement and policy on academic honesty. Academic dishonesty, plagiarism, and their consequences are found in the student handbook.

G. Extra Help

1. Students may schedule a time to meet individually to discuss assignments, evaluations or progress. This is your responsibility!

Ten Tips for Success in AP Euro:

1) I love talking to students. I am here to help. Do not hesitate to contact me if you are having trouble in class.

2) Be self-motivated. One of the features of a college level course is that students assume a greater level of responsibility for their academic achievement.

3) Greater emphasis is placed on test performance. Develop good study habits and allow plenty of time to get yourself ready for tests.

4) Form study groups. Get together with classmates to help each other review.

5) Improve your note-taking skills. We will be taking notes from lectures as well as from reading. We will talk about note-taking techniques in class.

6) Get organized. Keep your binder in order so that the notes you take will help you prepare for the AP test in May.

- 7) Attend class every block. We will be doing something each day to help you succeed on the AP Euro test.
- 8) Read every day. Don't put off all the reading until a couple days before a Test/Chapter Assignment is due.
- 9) No cell phone-I have no assignments that require a cell phone. They are a distraction to you and others in the class.
- 10) Stay positive. It may take you a couple weeks to adjust to the pace of the course. Work hard, challenge yourself, and ask if you need help. I am here to help you do well in class.

Topic Outline

The outlined themes that follow indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the exam will often call for students to inter-relate categories or to trace developments in a particular category through several chronological periods. For this reason, students and teachers need to address periodization in European history and to relate periodization, as appropriate, to the following themes.

Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication, and the diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence

- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- The growth and changing forms of nationalism
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

Social and Economic History

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets, and private and state roles in economic activity

DESCRIPTIVE OVERVIEW

AP European History is a challenging college-level course that is structured around the investigation of five course themes and nineteen key concepts in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master nine historical thinking skills. Every unit will have an activity or assignment requiring students to analyze primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, every unit will require students to analyze secondary sources, which will emphasize how historians differ and analyze

various “essential themes “that drive this course. Historiography is the history of history. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay questions.

KEY THEMATIC LEARNING OBJECTIVES & HISTORICAL THINKING SKILLS:

I. Thematic Learning Objectives:

- Interaction of Europe & the World (INT)
- Poverty & Prosperity (PP)
- Objective Knowledge and Subjective Vision (OS)
- States and Institutions of Power (SP)
- Individual and Society (IS)

II. Historical Thinking Skills

- A. Chronological Reasoning
 - 1. Historical Causation
 - 2. Patterns of continuity & Change Over Time
 - 3. Periodization
- B. Comparison & Contextualization
 - 4. Comparison
 - 5. Contextualization
- C. Crafting Historical Arguments from Historical Evidence
 - 6. Historical argumentation
 - 7. Appropriate Use of Relevant Historical Evidence
- D. Historical Interpretation & Synthesis
 - 8. Interpretation
 - 9. Synthesis Testing

TESTING:

To assess your knowledge of each part of each unit in AP European History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions.

CONTENT/TOPIC OUTLINE

UNIT ONE: 1450-1648

ESSENTIAL QUESTIONS: (focus of essay questions)

- 1. To what extent was the Renaissance a break with its medieval past? (Continuity & Change)*
- 2. How did the commercial revolution of the 1400s affect the development of Europe? (PP1, INT6, OS SP1, IS2)(Causation)*

3. *How do you account for the decline and collapse of the Spanish economy while the Dutch and English economies prospered? (PP1, INT2, OS2, SP2.IS2) (Comparison)*
4. *What are the major factors accounting for the subordination of women in western culture? (OS4, SP1)*
5. *Why Was Luther Successful? (Causation)*
6. *To What Extent was Luther a Revolutionary and a Conservative? (Periodization)*
7. *Assess the Impact of Calvinism and the Development of democracy and Capitalism (causation & historical argumentation)*
8. *How was the Treaty of Westphalia a turning point in European History? (Periodization)*
9. *Compare & Contrast the War of religion in 16th Century France & 17th Century Germany*

UNIT ONE: PART I. The Renaissance: (Kagan, chapt. 100

I. Activities/Assignments:

Primary Sources: Accepts and discussion questions on the following:

On the Liberal Arts by Peter Paul Vergerio

The City of Ladies by Christine de Pizan

The Prince by Niccolo Machiavelli

The Book of the Courtier by Balderras Castiglione

Secondary Sources:

The Civilization of the Renaissance by Jacob Burckhardt

The Myth of the renaissance by Peter Burke

Art Activity: “How to Read a Painting” by Jim Kirkcaldy

Slide Presentation: Student Identify and Explain Major characteristics & differences between Italian and Northern Renaissance Art

Activities:

a. How to read a document - APPARTS

c. How to attack a DBQ and work on thesis writing

d. DBQ/Synthesis Skills – Appropriate Use of Relevant Historical Evidence and Synthesis

e. How to write the short answer questions

Student Centered Activity:

Stations Activity: evaluating Renaissance Art

Short answer: Machiavelli Quote

Short Answer: Comparison of Medieval (Duccio, 1300) and Renaissance Madonna and Child (Correggio, 1516) paintings

Think-Pair-Share: Why was Luther Successful?

Group Chart Activity: Compare contrast Wars of religion in France and Germanys

II. Renaissance Outline

A. How did commercial Revolution of the 1400s affect the Development of Europe?

B. The Emergence of the Italian City States”

C. The New Monarchies in Northern Europe: How did they consolidate Power in the

1500s?

1. Tudor England

2. Valois Dynasty in France

3. Ferdinand and Isabella in Spain
4. Holy Roman Empire
- D. Renaissance Humanism: To what extent was Humanism strength and a threat to the
 1. Catholic Church Humanism?
 2. Humanism & Renaissance Art
- E. Italy's "Time of Troubles" (SP)
 1. Realpolitik in European diplomacy
 2. Analysis & Significance of Machiavelli's The Prince
- F. The Renaissance Papacy (SP, OS)
 1. A series of crises:
 - a. Babylonian Captivity
 - b. Great Schism
 - c. Counselor Movement
 2. The Pope as Renaissance Despot
 3. The Pope as Humanist
 4. Papal Abuse: The Borgias

UNIT ONE: PART 2: Overseas Discoveries, Econ. Change (INT) (Kagan, chapt. 10)

Essential Questions

1. *Analyze the various reasons for 15th and 16th century colonization (INT)*
2. *Examine competing views for the western conquest of America and comparison between Spanish, French, and English colonization (comparison)*
3. *The Columbian Exchange—how did the exchange create economic opportunities for the Europeans and how did it lead to the subjugation and destruction of indigenous peoples, particularly in the Americas? (INT, PP)*

UNIT ONE: PART 3: The Protestant Reformation: Progressive & Modern? (OS, SP, IS) (Kagan, chapt. 11)

I. Activities/Assignments:

Primary Source Activity: excerpts and discussion questions on the following:

Sermon: *Indulgences* (excerpt) by Johann Tetzel
Justification by Faith (excerpt) by Martin Luther
Condemnation of the Peasant Revolt (excerpt) by Martin Luther
Institutes of the Christian Religion by John Calvin
Constitution of the Society of Jesus (excerpt) approved by the Pope Paul

III

Secondary Source Activity (historical argumentation)
The Protestant Ethic and the Spirit of Capitalism (excerpt by Max Weber)
Political interpretation of the Reformation by G.R. Elton
 Short Answer: Compare differences between a Protestant and a Catholic religious piece of art and how they reflect their respective religious values (causation & contextualization)

Art Activity: Lecture/discussion of Mannerism

II: Outline: Protestant Reformation

- A. Martin Luther: Conservative or Radical?
 - 1. Why was Luther successful?
 - 2. Luther's belief system: political, economic, and social
- B. The varieties of Protestantism and their impact on European society
 - 1. Anglicanism
 - 2. Calvinism
 - 3. Anabaptists
- C. How Significant was the Protestant Reformation in the development of capitalism and democracy in Western Europe? Opposing viewpoints: G.R. Elton vs. Max Weber and Edward Landis
- D. Reformation impact on:
 - 1. Intellectual freedom
 - 2. Catholicism
 - 3. Literacy
 - 4. Colonization
 - 5. Nationalism
 - 6. Women
- E. The Catholic Counter Reformation
 - 1. Significance of Jesuits
 - 2. Council of Trent
 - 3. Signif. of Baroque Art in Catholic Counter Reformation

UNIT ONE: PART 4 Women, Children & Family in 16th Century Europe

What are the major factors accounting for the subordination of women in western culture?
(IS, OS, SP)

I. Assignments & Activities:

“Women in the Reformation,” Boxer and Quatert

The Witch Hunt

The chess queen

“Women, Children & Family”, from *Men & Women from the Renaissance*

“Margaret Auguoleme” from *Men & Women from the Renaissance* from

DBQ: Women in Science during the 17th century ((disparate evidence))

II. Outline: “Querelles des Femmes” (“The Debate Over Women”) (historical evidence)

- A. Biological and Anthropological Factors
- B. Greek and Roman Tradition
- C. Hebraic Tradition
- D. Celtic/German Tradition
- E. Christian Tradition
- F. Legacy of Renaissance and Reformation

UNIT ONE PART 5. The Rise and fall of Nations: The 1500s (SP, PP) (Kagan, chapt. 12)

1. *Are there recurring patterns in the rise and decline in world powers?* (Synthesis)
2. *How does art reflect the political, social, and cultural characteristics of a people and nation?* (OS, PP, IS, SP)
3. *Universalism vs. Raison d'etat: Is there room for moral principles in foreign affairs?*
4. *How do you account for the decline and collapse of the Spanish economy while the Dutch and English economies prospered?* (PP, INT, SP) (comparison)

I. Activities & Assignments

1. Compare/contrast graphic organizer: Reasons for the decline of the Spanish economy during the 15 & 16th centuries while the Dutch and English economies prospered during the 16th and 17th centuries (PP, INT, SP) (comparison)
2. Compare /contrast graphic organizer chart: Compare and contrast the origins, characteristics, and result of the French and German religious wars of the 16th & 17th centuries SP, PP) (comparison)
3. Student Jigsaw tracing the economic and social changes of the early modern period with emphasis on the tension between the growth of capitalism and the changing characteristics of eastern and western Europe – Patterns of Continuity and Change over Time (PP) (change over time)
4. Think- Pair -Share: To what extent was the Treaty of Westphalia a *turning point* in European History?

II. Outline: 16th Century Diplomacy

1. Habsburg Spain: Strengths and Weaknesses: pol/mil econ/soc. cult. /intell.
 2. Philip II's Foreign Policy
 3. The Price Revolution (pp)
- B. The Dutch Republic (SP, PP, INT)
1. Dutch Art (OS)
 2. Embarrassment of Riches: The Dutch Overseas Empire
- C. Elizabeth I of England: Order – Harmony – Nationalism (PP, SP, INT)
- D. The Religious Wars in France (SP)
- E. The Thirty Year War and the Treaty of Westphalia (SP)

UNIT TWO 1648-1815

UNIT TWO: PART 1: Royal Absolutism: Essential Questions (Kagan, chapt. 13)

1. *Access the reasons for the failure of royal absolutism in England and its success in France?* (causation)
2. *Does history really repeat itself? Where do you draw the line between patterns and the “human element”* (patterns of continuity & change over time)
3. *Was royal absolutism the best form of government for the 17th Century?* (SP)

I. Activities & assignment

Primary Documents:

True Law of Free Monarchies by James I
The Supremacy of Law by Edward Coke
The Rights of the House of Commons, 1604
Petition of Right, 1628
Bill of Rights 1688
Toleration Act, 1689
Act of Settlement, 1701
Politics Drawn from the Very Words of Scripture by Bishop Bossuet
Louis XIV's Letters to His Heirs

Secondary sources:

Tracts on Liberty in the Puritan Revolution by William Haller
The English Revolution by Christopher Hill
The Past and the Present by Lawrence Stone
Science and rationalism in the government of Louis XIV by James E. King
The despotism of Louis XIV by Charles Guignbert

Student-Centered activity

Debate: “In Defense of Charles I (diverse historical interpretation)
Historical debate: Was Cromwell guilty of war crimes in Ireland?
Historians Tom Reilly and Simon Shama challenge Jason McElligott & Michael O’Shichru (diverse historical interpretation & synthesis testing & analysis of docs. diverse hist. interp.)
Analysis of songs dealing with Civil War & Commonwealth Period
Jigsaw activity: Apply Crane Britton’s *Anatomy of Revolution* theory to the English Revolution: (Patterns, comparisons)
Think-Pair-share charts: Why did royal absolutism fail in Stuart England but was successful in Bourbon France? (Compare/contrast) (PP, OS, SP)
Art activity: *Lecture /Discussion of Baroque Art* (OS, IS)
Short Answer: What is Mercantilism? (Colbert quote) (PP, SP)

II. Outline: Royal Absolutism in 17th Century England & France

A. Parliament vs. Crown in England

1. Stuart England
2. Civil War and Commonwealth

3. Restoration and Glorious Revolution
4. Anatomy of Revolution: Craine Brinton's Theory of Rev.
- B. French Absolutism Triumphs Analysis Bourbon France
 1. Henry IV
 2. Raison d'etat of Cardinal Richelieu
 3. The Absolutism of Louis XIV: pol/mil econ/sock cult/intell
 4. Mercantilism
 5. The Wars of Louis XIV

UNIT TWO: PART 2: The Age of Genius: (Kagan, chapt. 14 & 15 & 16)

1. *In what ways did science & technology most affect Western Society?* (OS, PP, INT)
2. *Was science & technology the most important factor in Western Europe's drive towards world dominance?* (INT, SP, PP)

I. Activities & Assignment

Primary Sources:

excerpts from Locke's *Two Treatises on Government*, Hobbes' *Leviathan*, Frederick the Great's *Antimachiavel*,

Student centered activities:

Socratic Seminar: The Political Philosophers on Government, Rights, and the Nature of Man; Hobbes vs. Locke (synthesis, comparison, and contextualization)

Visual Interpretation: "allegorical presentation of astronomy", 1627 (contextualization, continuity & change)

Short Answer: Hobbes Quote ("Anarchy is worst than tyranny" (contextualization)

II. Outline: Age of genius (1600s)

A. The Scientific Revolution: Know the significant impacts of the following:

1. Plato, Aristotle, and Ptolemy
2. Scientific Method of Bacon and Descartes
3. Copernicus
4. Brahe
5. Kepler
6. Bruno
7. Galileo
8. Newton

B. How did the Age of Genius affect the following?

3. View of God
4. View of Nature
5. View of Man
6. View of Politics (Hobbes & Locke)

UNIT TWO PART 3: The Enlightenment: (Kagan, chapt. 17)

The Age of Reason? Was the Enlightenment a truly positive factor in advancing the cause of humanity? (OS, IS)

I. Activities & assignments

Primary sources- prep for role-play: Enlightenment plus note card in-class essays based on following writers:

Newton
Locke
Voltaire
Montesquieu
Adam Smith
Beccaria
David Hume
Frederick II (Essay on forms of Govt.)
Mary Wollstonecraft
Rousseau

Declaration of Independence

Secondary Sources (historical argumentation)

The Origin of Totalitarian democracy by J.L. Talmon

The Unity of the French Enlightenment by Peter Gay

Student centered Activity

Role-play Parisian salon on various issues (periodization)

Small groups: compare sets of four paintings from Renaissance – Baroque and report out differences and reasons for the transitions (continuity & change)

II. Outline on Enlightenment

A. Characteristics

7. View of God
8. View of Nature
9. View of Man
10. View of Politics

B. The impact of Enlightenment on western society

C. 17th Century Painting: Baroque

D, “Women of the Salon”: The Impact of the Enlightenment on Women (IS)

UNIT TWO, PART 4: The 18TH Century; An Enlightened Age? (Kagan, chapt. 16)

1. *Why the West? What factors most likely account for the West gaining global ascendancy by the end of the century? (INT, PP, SP)*
2. *The development of Prussian Militarism and its Impact on the {Prussian state (periodization)*
3. *Analysis of the “Enlightened Despots: How Enlightened?*
4. *What were the major characteristics of warfare during the century? Were wars more “civilized” than they are now?*
5. *Was the Treaty of Utrecht a **Turning Point** in European Diplomacy?*

I. Activities and Assignments

Short Answer & seminar in class: Legacy of Frederick II & impact of Prussian militarism in World War II. Flip classroom: Students watch and take notes on documentary on Frederick II at home:

(<https://www.youtube.com/watch?v=iqv2LzJXom4>) followed by

Class read oath t (short answer) that German soldiers took to Adolf Hitler in the 1930s (insight synthesis)

Chart activity: Comparing the Enlightened Depots (comparison)

II. Outline: 18th Century Global Economy and Global Wars

- A. The 18th Century Global Economy: Students show the interaction of the following and how each played a role in the beginning of an industrial revolution by end of 18th century
 - 1. Cause of a population explosion
 - 2. Causes and impact of the 17th-18th century agricultural revolution
 - 3. Development of a commercial revolution in northwest Europe
 - 4. The interaction of Europe with Asia, America, and Africa
 - 5. A study of Mercantilism
- B. The Rise of Brandenburg Prussia: The Destruction of Poland:
- C. *Peter the Great of Russia: enlightened or traditional despot?*
- D. Enlightened Despotism: Do they deserve the title?
 - 1. Frederick II of Prussia
 - 2. Maria Theresa of Austria
 - 3. Joseph II of Austria
 - 4. Catherine II of Russia
- E. Balance of Power: The Wars of the 18th Century

UNIT TWO: PART 5 The French Revolution & the Napoleonic Empire

(Kagan, chapt. 18 & 19)

- 1. *What are the major term causes of the French Revolution*
- 2. *Why did the Revolution not stop in 1791? 1795? 1799?*
- 3. *Napoleon as Enlightened Despot?*
- 4. *Analyze the major reasons for the fall of the Napoleonic Empire: Are there lessons to be learned for future hegemonic powers? (insight synthesis)*
- 5. *The Congress of Vienna: results & legacy. Is it a model for statesmen today?*
- 6. *How significant was the Impact of the French Revolution and Napoleon on world history? (INT)*
- 7. *The Congress of Vienna as a **Turning Point** in European History (periodization)*

I. Activities & Assignments

Primary Sources:

Cahiers of the Third Estate
What is the Third Estate? By Emmanuel Sieyès
The Declaration of the Rights of Man and Citizen
Declaration of the Independence
Declaration of the Rights of Women by Olympe de Gouges
Reflections the Revolution in France by Edmund Burke

Secondary sources:

Coming of the French Revolution by Georges Lefebvre
The Revolution of the Notables by Donald Sutherland
An Evaluation of the French Revolution by William Doyle
France under Napoleon: enlightened depot by Louis Bergeron
Napoleon Bonaparte and the Legacy of the French Revolution by Martyn Lyons

Student activities

Socratic seminar: Was Napoleon an Enlightened Despot? (diverse hist. interp.)

DBQ: The Use of Terror during the French Revolution

Short answer: Causes & impact of the French Revolution

Think /Pair/ Share: Reasons for the fall of Napoleon

Visual Activity: *Napoleon Crossing the Alps* by Jacques Louis David & Bonaparte *Visiting the Plague Victims at Jaffe* by Antoine Gros

II. Outline of French revolution & Napoleonic Empire

A. Causes of Fr. Revolution

B. 1st Stage: the Moderates & constitution of 1791

C. 2nd stage: the Radicals

D. 3rd Stage: “Thermion” & the Directory

E. The Napoleonic Empire: Rise & Fall

1. Enlightened (discussed through Socratic seminar)

2. Zenith of Napoleon’s Empire 1800-1807

3. Reasons for Napoleon’s Fall: 1807-1815

F. The Congress of Vienna as a Turning Point in European History

UNIT THREE: 1815-1914

UNIT THREE: 1815 -1914

1. *Romanticism: To what extent did Romanticism spark conservatism as well as revolution? (OS, SP)*
2. *Metternich and the Concert of Europe: Was Metternich driven by pragmatism or principle?*
3. *The common core of liberalism: ” The proper end of government is to promote the liberty and well- being of individuals”. How has this statement generated controversy among liberals since the 19th century? (OS, SP)*
4. *What role does morality and character play in the construction of a fair and just society? How would the following philosophers answer this question?*
5. *Factors causing the spread of democracy in France and Britain during the 19th century?*
6. *What factors account for the rise of a welfare state in Britain (the home of Adam Smith’s laissez-faire capitalism!) by 1914?*
7. *Why was Britain the first great industrial power? Are the same factors necessary for all nations facing development?*
8. *How did Industrialization change Europe? (mil/pol. econ./soc. cut/intell.)*
9. *The Challenge of Marxism & the Rise of Western Social Democracy: A More Just Society?*
9. *Modernism: How do scientific and philosophical ideas often become distorted to justify society’s goals and values?*
10. *Nationalism & Imperialism: Receipt for Disaster*
11. *To what extent was the 1848 Revolutions a **turning point** in European History? (Period.)*

UNIT THREE: PART 1: The Romantic Movement: (Kagan, chapt. 19)

1. *To what extent was the Romantic Movement Conservative? Revolutionary? (OS)*

I. Activities and Assignments

Primary Sources

Poems of Shelly, Keats and Coleridge

Art presentation on Romantic Art?

Visual Activity; what makes a Great Pointing? *Liberty Leading the People*
by Delacroix vs, *Rue Transnonain* by Daumier (contextualization)

II. Outline

A. Compare and contrast the Romantic and Enlightened Movement s views on:

1. View of God
2. View of Nature
- 3 View of Man
4. View of Politics
4. The Arts

UNIT THREE: Part 2: The Age of Metternich (Kagan, chapt. 20 & 21)

I. Activities & Assignments:

Primary Sources:

Secret Memo to Tsar Alexander I (1820): Conservative Principles

Carlsbad Decrees (1819)

Principle's of Morals & Legislation (1789) by Jeremy Bentham

The Economist (1851) excerpts from two articles on Liberalism

Secondary sources

The European Revolutions, 1848-1851 by Jonathan Sperber

The Revolutions of 1848 by John Weiss

Student Activities:

Chart Activity: Revolutions of 1820s & 30s: (Causes, goals, role of outside powers, outcome)

Revised DBQ: Germany and the 1848 Revolution (disparate evidence)

Panel discussion: Compare and contrast the 1848 Revolutions with the fall of Communism in 1989 and the Arab Spring of 2010 (contextualization & insight synthesis)

II. Outline *Metternich and the Concert of Europe: Was Metternich driven by pragmatism or principle?*

A. Political Spectrum: 1820s–1848

B. What patterns or lessons can be learned from the revolutions of the 1820s and 30s?

C. 1848: The legacy of the 1848 Revolutions

UNIT THREE: PART 3: 19th Century Economic Theory and the Industrial Revolution: 1800–1870 (Kagan , chapt. 21)

1. *Why was Britain the first great industrial power? Are the same factors necessary for all nations facing development?*
2. *The common core of liberalism:” The proper end of government is to promote the liberty and well being of individuals”. How has this statement generated controversy among liberals since the 19th century? (OS)*
3. *What role does morality and character play in the construction of a fair and just society? (OS)(disparate evidence, & insight synthesis)*

I. Activities and Assignments

Primary sources

Report on the state of the of the children Employed, (1816 Parliamentary Report)

The Communist Manifesto (1848) by Karl Marx

The Preconditions of Socialism by 1889 Eduard Bernstein,

Secondary sources:

Early Industrial Society: Progress or decline? By Peter Stearns & Herrick Chapman

The Standard of Living during the Industrial Revolution: historical debate between E.J. Hobsbawm and R, M, Hartwell

Student Activity:

Short Answer:

- a. Industrialization and demographic Change: Graph activity comparing two maps showing population density in n England, 1851 and concentration of industry in England, 1851 (Sherman, pp143-144) (contextualization)
- b. Discussion: what is Democratic Socialism in west: show 60 Minutes segment, the happiest People in the World about Denmark; show case modern welfare state. Student create T graph of pros and cons (compare & contrast)
- c. Revised DBQ. Growth of Manchester England (change over time, disparte evidence)

II. Outline on Industrial Revolution

A. Major Impact of Industrial revolution on political, military, social, economic, cultural, & intellectual development of Europe

B. Classical Liberalism and Adam Smith

1. The Dismal Science: Ricardo and Malthus
2. Utilitarianism and Jeremy Bentham
3. John Stuart Mill and Humanitarian Liberalism
4. The Utopian Socialists
5. Karl Marx and Scientific Socialism
 - a. Economic Determinism
 - b. Dialectic Materialism
 - c. Inevitability of Communism
 - d. Surplus value

REVIEW ACTIVITIES: (emphasis change over time, compare & contrast)

“MARCH MADNESS” ACTIVITY: (basketball seeding chart but with “Important personalities from AP European History (major figures get a “bye” in first round. Groups of three face off with figures and they have to base going on in competition with their significance.

Stations activities: Rise & Fall Nations: 1500s-1815: Hapsburg Spain, Dutch Rep. Prussia, Napoleonic Empire

Jigsaw activity: Chronology Century Chart: key personalities, wars, intellectual movements, events, art movements

Speed Dating Activity

Group Presentations: Intellectual Movement Chart: Humanism, Age of genius, Enlightenment & Romanticism: compare the changing views of God, man, science, and politics

UNIT THREE: Part 4: The growth of Democracy and the Welfare State in Western Europe: 1815-1914 (Kagan, chapt. 22)

1. Analyze factors causing the spread of democracy in France and Britain during the 19th century? (change over time) PS, PP, OS)
2. What factors account for the rise of a welfare state in Britain (the home of Adam Smith’s *laissez-faire* capitalism!) by 1914? (PP, OS) (change over time)

I. Activities and assignments:

Primary sources;

Gladstone’s Speech on reform Bill, 1866

Gladstone’s Speech at Blackheath, October 1871

Disraeli Conservative and Liberal Principles Speech, 1872

Joseph chamberlain’s *Radical Programme* Speech, 1884

Secondary sources: two modern views: 19th century Liberalism (diverse hist. interp.)

The Liberal Tradition by A. Bullock & M. Shock

The Liberal Mind by K.R. Minogue

The Drefus Affair: The Trial of the Century by Adam Gopnik

The Rise and Fall of the British Empire from End of Empires by Amy Chua

II. Outline: Great Britain & France

A. Great Britain

1. Years of Violence and Reaction: 1815–1819

2. Reform Movement: 1820–1832

3. Chartist Movement

4. Repeal of the Corn Laws and Rise of Liberalism

5. Gladstone & Disraeli: The Rise of Modern Political Parties

6. Formation of the Labour Party: 1900

7. The Revolution in British Politics: 1911–1914

B. A Divided France Moves Towards Democracy

1. The Second Rep. & Second Empire: Age of Louis Napoleon
2. The Siege of Paris & Paris Commune
3. The Crises threatening the Third Republic
 - a Boulanger Crisis
 - b Panama Crisis
 - c Drefus Affair

UNIT THREE: PART 5: The Unification of Italy and Germany: 1850s -1871

1. *Trace the unification of Italy, 1850s -1871 (periodization)*
2. *Trace the unification of Germany, 1862-1871 (periodization) (SP, PP, INT)*
3. *Assess the role of Bismarck in German and European History debate – diverse historical interp.) (INT, PP, OS, SP)*
4. *Assess the impact of Kaiser Wilhelm II on German and World history (INT, SP,)*

I. Activities and Assignments

Primary Sources:

Visual (cartoon) Garibaldi putting “the boot” on King Victor Emmanuel

Visual (cartoon) Kaiser Wilhelm II replacing “the pilot”
Ems Telegram (original and edited versions)

Secondary Sources: student research their own sources for Socratic debate on Bismarck

Student Activity: Socratic debate: Bismarck’s Legacy: Positive or Negative?
(diverse hist. interp., insight synthesis, disparate synthesis)

II. Outline: Central Europe, 1848-1914)

A. The Risorgimento: Italian Unification (1848–1870)

11. Nationalist Movement to 1859
12. Cavour: A Study in Realpolitik: The War of 1859
13. Garibaldi’s Conquest of Southern Italy
14. Papal State – 1860
15. Rome – 1870
16. Irredentism

Italian Domestic & Foreign Policies: 1870-1914

C. The Rise of a Powerful Germany in Central Europe

D. Bismarck & the Unification of Germany

E. Domestic Policy: 1870-1890

F. Evaluation of the impact of Bismarck on German & European History

G. Evaluate the domestic policies of Kaiser Wilhelm II: 1890-1914

UNIT THREE: PART 6: Eastern Europe: 1848-1848

- 1. Evaluate the major issues causing increasing tension within the Habsburg Empire, 1848-1914*
- 2. The Last Century of the Russian Empire: Could revolution have been averted?*

I. Activities and Assignments:

3/3 AUSTRIA-HUNGARIAN EMPIRE (796-801)

3/4 RUSSIAN EMPIRE (801-804; 840-847 plus “Ra Ra Rasputin”)

II. Outline: Austro-Hungarian and Russian Empires,

A. Austro-Hungary

B. Russian Empire

1. The Russian Revolutionary Tradition: 1825-1914

2. Reaction, Industrialization & Reform: 1825-1914

UNIT THREE: PART 7: Science, Culture & Economics during the Victorian Age

(Kagan, chapt. 23 & 24 25)

- 1. How do scientific and philosophical ideas often become distorted to justify society’s goals and values?*
- 2. Assess the major achievements of Darwin, Nietzsche, Freud and Einstein & explain how society took their ideas out of context-often with dangerous results.*
- 3. How did changes in European life and culture because this new cultural movement labelled “Modernism? How was European Art affected by nonwestern cultures from Africa, Oceania, and Asia? (INT, PP, OS, IS)*
- 4. The Age of European Imperialism: Was the “new imperialism” of the 19th century that different from the imperialism of the 15th –18th centuries? (Insight synthesis)(INT, (PP, OS, SP)*

1. Activities and Assignments;

Primary Sources:

The Origin of Species (excerpt) by Charles Darwin

Social Statistics: Liberalism and Social Darwinism by Herbert Spencer

Collection of Nietzschean quotes from Internet sources

Judaism in Music by Richard Wagner

Foundations of the Nineteenth Century (excerpt) by Houston Stewart Chamberlain (Foundation of 19th Century Racism)

Secondary Sources:

The Day the Universe Changed: Evolution by James Burke

Time Magazine articles on Albert Einstein

Student Activities

a. Group activity based on James Burke’s Evolution DVD; groups take notes and discuss how Darwin’s theories influenced fascism, capitalism, and communism –presentations) (insight synthesis, contextualization)

b. Think-pair –share: Reasons for anti-Semitism throughout European history and its resurgence in the 19th Century (contextualization, insight synthesis)

Art Lecture: A Revolution in Western Art: 1860s-1914

- c. Revised DBQ: Impact of 19th Century Imperialism on Europe (APPARTS, disparte evidence)
- D. Short answers Map activity: imperialism in Africa: (Sherman, pp.173-175)
 - How do these three 1914 maps explain the effects of Imperialism on Africans? (INT, PP, IS, SP)
 - “Divisions among indigenous people”
 - “Political and cultural Divisions”
 - “European control of Africa”
 - What about connections to problems today in Africa? (Insight synthesis, disparte evidence, contextualization, cause /effect)

II. Late 19th Century Intellectual, Social, and Cultural Developments

- A. Charles Darwin
 - 1. Impact of Darwin’s Theories on Society: Social Darwinism
 - a. Racism & Ethnocentrism
 - b. War & Extermination
 - c. Religion
 - d. Impact on Fascism – Capitalism – Communism
- B. Significance of Friedrich Nietzsche on European Culture & Arts
Sigmund Freud & his World
- D. Albert Einstein & his Impact on European Thought
- E, the Late 19th Century Industrial Revolution
 - 1. Demographic Growth
 - 2. Free Trade & European Balance of Payments
 - 3. World Market: Unity – Competition – Insecurity
- F. “Worldly Philosophers”
 - 1. John Hobson’s Theory of Imperialism
 - 2. Significance of Lenin
 - 3. Thorstein Veblen
- G. Revolution in European Art
 - 1. Characteristics of Modern Art
 - 2. Realism – Impressionism – Post-impressionism
 - 3. What factors caused a dramatic shift in the form and function of modern art?
 - 4. Picasso, Braque, and Matisse: Modern rebels
- H. The Emergence of Anti-Semitism in 19th Century Europe
- I. The 19th Century Feminist Movement in Western Europe
 - 1. Victorian Views of Family, Marriage & Sex
 - 2. Discrimination against Women during the Victorian Age
 - 3. The Fight for Suffrage
- J. Age of Imperialism
 - 1. Major Causes
 - 2. the debate: Pro & con
 - 3. Impact of Imperialism on Europe (INT)

PART IV: 1914-RESENT

1. *Was World War I a **Turning Point** in World History (periodization) (INT, PP, OS, SP, IS)?*
2. *The Russian revolution: How did the Bolsheviks manage to come to power and win the civil war, 1917-1925?*
3. *Compare and contrast fascism and Soviet Communism of the 1930 (compare. Contrast)*
4. *Trace and examine the causes for World War II*
5. *The Impact of World War II on World History (INT, PP, OS, SP, IS) (cause & effect)*
6. *The Cold War: Where Does the Blame Lie? (Historical interpret.)*
7. *The Impact of two World Wars on modern art & literature)*
8. *How was eastern and western Europe affected by eh Super powers, 1945-1989? 2015? (disparte evidence, insight synthesis, continuity & change)*
9. *The Economic Union: will it survive? (1957-Present? (disparte evidence, insight synthesis, continuity and change)*
10. *The Present challenge of Immigration in European Society (INT, IS, PP, SP)*
11. *How vulnerable is Europe in our present war against terrorism?*
12. *Russia: traditional Russian Ruler?*
13. *The growing tension between Russia and NATO: Who is to blame? Russia or U.S.*
14. *Analyze the major factors causing the fall of the Soviet Union: 1985-1991. To what extent were they historical? To what extent did personalities play a role? Would the Soviet Union have collapsed without the impact of Gorbachev? Reagan? (hist. interp. Insight synthesis, contextualization, cause /effect) (INT, PP, OS, SP)*

PART IV: Part 1: The Causes and Legacy of World War I (Kagan, chapt. 26)

I: Activities and Assignments:

Primary sources:

The Austrian Red Book. June 29, 1914
Article 231: Treaty of Versailles
The Austrian Ultimatum
Russia reaction to Austria's Ultimatum by Portales, ambassador to Russia
Grey's Response to the Austrian Ultimatum
Serbia's Answer to the Ultimatum

The Case for the Central Powers, by Max Montgelas (spokesman for German Republic at Versailles

Secondary Sources: Who is at fault?

Militant Patriotism by Roland Strongberg
Germany and the Coming of War by Hartmut Pogge von Strandmann
The Revolution in War and Diplomacy by Gordon Craig

Student Activities:

Chart Analysis: Women in Industry in Great Britain, 1914-1918
New DBQ; How did experience of war alter the lives of women during War I and its immediate aftermath? (disparte evidence)
Socratic seminar: Option #1 where does the Blame lie for World War I. (diverse hist. interp.)

Socratic Seminar: option #2: *Analyze the major factors causing the fall of the Soviet Union: 1985-1991. To what extent were they historical? To what extent did personalities play a role? Would the Soviet Union have collapsed without the impact of Gorbachev? Reagan? (hist. interp. Insight synthesis, contextualization, cause /effect) (INT, PP, OS, SP)*

World War I Propaganda Poster Analysis: Which side utilized propaganda the most effectively? What makes effective propaganda? Compare with World War II propaganda (Contextualization, insight evidence. APPARTS)

II. Outline: World War I & its Aftermath

- A. Major long term & immediate causes of World War I – 1878-1914: Who was Responsible? (Periodization)
- B. Impact of World War I on Western Civilization (insight synthesis)
- C. Evaluation of Versailles Treaty: Was it really that bad?
- D. The Russian Revolution: “Dark Horse victory”: What were the critical factors, which enabled the Bolsheviks to seize and maintain power?

UNIT IV; PART 2: The Inter War Years & World War II (Kagan, chapt. 27 & 28)

I. Activities and Assignments:

Primary Sources:

Excerpts from two Nazi films *Jud Suss and The Eternal Jew*

Secondary sources:

Bloodlands: Bewteen Hitler and Stalin, by Timothy Snyder

Working for the Fuhrer by Ian Kershaw

Bill Moyers *20th Century series; World War: The Propaganda Battle:*

Student Activities:

Socratic seminar based Large Dictator Charts: Stalin, Mussolini, and Hitler (compare, /contrast the three dictators pol/mil econ/soc. cult/intel)

II. Outline: Interwar Year & World War II

- A. The Philosophical Basis of 20th Century Fascism
- B The Rise to Power of Benito Mussolini
- C. The Weimar Republic & the Rise of Adolf Hitler
 - 1. *Prioritize the factors causing the Rise of Hitler?*
 - 2. *Hitler: Product of German History?*
- D. *Analyze the Similarities & differences of the 20th Century dictators: Mussolini – Hitler – Stalin. Do the differences outweigh the similarities?*
- E. France & Britain between the Wars
Modern Art between the Wars

World War II

- 1. The Chronological March towards War: 1931-1939
- 2. *Why did the Allies win World War II?*
- 3. Impact of World War II on the postwar world
- 4. Third World Nationalism & the End of European Imperialism

UNIT IV. PART 3: The Cold War: Was it inevitable? Where does the blame lie?
(Kagan, chapt. 29)

I. Activities Assignments:

Primary Sources:

Roosevelt's Letter to Marshall Stalin, April 1, 1945
Winston Churchill's Iron *Curtain* Speech, 1946
Editorial from *Izvestia*, 1947

Secondary Sources:

Origins of the cold War by Arthur Schlesinger Jr.
Excerpts: Truman doctrine and Marshall Plan, 1947
The Cold War a Soviet Perspective by B.N. Oponomaryov
Spheres of Influence: The United States and Europe, 1945-1949 by John
Lewis Gaddis

Student Activity:

Socratic seminar: Were Lies the Blame: the Cold War? (hist. Interp.)

II. Outline: The Superpowers: 1943-1980's

A. Allies to enemies: 1941 – 1945

B. Postwar Issues & Crises

C. The Containment Policy: Eisenhower/Khrushchev/Kennedy Years

D. Détente: Causes – Examples – Impact

F. End of Détente & Renewal of Cold War: 1980's

1. Soviet vs. American Interpretations of Détente

2. Emergence of Mikhail Gorbachev

F. Analyze the major factors causing the fall of the Soviet Union: 1985-1991. To what extent were they historical? To what extent did personalities play a role? Would the Soviet Union have collapsed without the impact of Gorbachev? Reagan?

UNIT FOUR: PART 4: Europe: The Home Front” 1945-Present (Kagan, chapt. 29)

I. Activities an Assignments

Revised DBQ; French policy towards Immigration & Integration with French Culture

Stations activity: Key characteristics of communism in each soviet bloc Nation

Short Answer Question: Causes of Genocide in Balkans (quotes by Milosevic & anti-Serb song by rock band Thompson)

II. Outline: Domestic Trends in Europe:

A. 1945-1990's: *Are there common themes or patterns that affected eastern as well as Western Europe?*

B. Great Britain

C. France

D. Germany

E. Italy

- F. Eastern Europe: 1945-1990s
- G. Soviet Union & Boris Yeltsin's Russia

UNIT IV: Part 5: Intellectual Movements in Europe since World War II

(Kagan, chapt. 30)

- II. Outline: Are there absolute values or is everything relative?
 - A. How did Modernism affect the following?
 1. God
 2. Universe
 3. Man
 4. Politics
 - B. Modern Art after World War II: "Shock of the New"
 - C. Relevant Intellectual Theories
 1. Relativism
 2. Behaviorism
 3. Existentialism: Philosophy of the Nuclear Age
 4. Neo-Orthodoxy of the 50's
 5. New Radicalism of the 60's
 6. Postmodernism and deconstruction
 - D. Feminist Movement Since World War II: A shift in focus

UNIT FOUR: PART 6: Globalism- Terrorism-Multi-Culturalism and Russia...again!

(Kagan, chapt. 30)

I. Activities & Assignments:

Secondary Sources: excerpts: The Return by Daniel Riesman: presents both U.S. and Russian POV on the new "Cold war between U.S. and Russia.

Student research various articles for debate

Student Activity:

Socratic Debate: "The United state is primarily at fault for the current tension with Russia"

Short answer: from sample AP exam: European fear of U.S. cultural dominance

Song analysis:

Amerika by German rock band *Ramstein*

51st American state by *New Model Army* rock band

II. Outline: Europe's Challenges & Achievements

- A. The Modern Welfare State: Pros & Cons: will it survive?
- B. Globalism: A threat or panacea? Hasn't globalism always been with us since the 18th Century? What's different now?
- C. European unification? What does History say?
 1. Can east and west become one?
 2. Could a unified Europe become a super power in the 21st Century?
- D. Putin's Russia
 1. Traditional Russian ruler?

2. Socratic Seminar: New cold War? Who's at Fault?

3. Flip classroom: watch and take notes at home:

A Man Like Putin documentary

<https://www.youtube.com/watch?v=zF-f6aAZ-XM>:

Putin's Way, Frontline, (2016)

<https://www.youtube.com/watch?v=MmTps5SVZko>

FINAL REVIEW OPTIONS: (emphasis on change over time, & compare & contrast)

“March Madness activity: 1815-2015

Stations activities: Rise & Fall Nations: 1500s-1989: Hapsburg Spain, Bourbon France, Dutch Rep. Prussia, Napoleonic Empire, British Empire, Third Reich, Soviet Union

Jigsaw activity: Chronology Century Chart: key personalities, wars, intellectual movements, events, art movements

Speed Dating Activity

Group Presentations: Intellectual Movement Chart: Humanism, Age of genius, Enlightenment & Romanticism: compare the changing views of God, man, science, and politics

Jigsaw: Economic systems: Mercantilism, classical Liberalism, Soviet communism, Social Democracy, Fascism, Keynesian Economics, and Reagan/Thatcher Economics

Western civilization on trial: Your verdict?

“What a piece of work is man, how noble in reason, how infinite in faculty; in form and moving how like an angel, in apprehension, how like a god: a beauty of the world, the paragon of animals!”

William Shakespeare

“Man – a creature made at the end of the week's work when God was tired.”

Mark Twain

FINAL REVIEWS:

TEXTBOOK & SUGGESTED READINGS:

1. *The Western Tradition Since 1450*: (2015) Kagan

2. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present* (2011) By Dennis Sherman

3. *A.P. European History Workbooks*, Jim Kirkcaldy

4. Documentary and various on line sources will be utilized from a variety of sources including the following Internet archives:

Fordham Modern History Sourcebook
Internet Modern History Sourcebook

5. Following books, plus others, will be utilized, discussed, & recommended

A History of Their Own: Women in Europe from Prehistory to the Present by Bonnie S. Anderson & Judith P. Zinsser

From Dawn to Decadence: 500 Years of Western Culture by Jacques Barzun

The Pursuit of Glory: Europe 1648-1815 (2007) by Tim Blanning

The Great Wave by David Hackett Fische

Modernism: The Lure of Heresy (2010) by Peter Gay

The Cave and the Light: Plato versus Aristotle, and the Struggle for the Soul of Western Civilization (2014) by Arthur Herman

King Leopold's Ghosts by Adam Hochschild

The War to End all Wars by Adam Hochschild

The Worldly Philosophers by Robert Heilbroner

The Prospect Before Her: A History of Women in Western Europe, 1500-1800
By Olwen Hufton

What Are You Looking At? The Surprising, Shocking, and Sometimes Strange Story of 150 Years of Modern Art Paperback (2013) by Will Gompertz

The Rise and fall of the Great Powers by Paul Kennedy

Hitler: 1889-1936 Hubris & Hitler: 1936-1945 Nemesis by Ian Kershaw

The Wealth and Poverty of Nations by David Landes

A World Lit Only by Fire by William Manchester

Europe: The Struggle for Supremacy, from 1453 to the Present (2013) by Brendan Simms

