AP® European History

Syllabus 1409897v1

Curriclum Map

McKay - Completed Revision

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Curricular Requirements

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

CR1b The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 1, 2, 3, 6, 7, 8, 9, 11

CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 1, 2, 10, 15, 20

CR2 Each of the course historical periods receives explicit attention.
- See pages 1, 7, 12, 17

CR3 Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- See pages 2, 3, 4, 5, 8, 9, 14, 18

CR4 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation
- See pages 6, 10, 11, 12, 16, 20

CR5 The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation
- See pages 5, 6

CR6 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence
- See pages 2, 4, 7

CR7 The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation
- See pages 1, 13

CR8 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time
- See page 9

CR9 The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization
- See pages 3, 17

CR10 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison
- See pages 4, 6, 8, 9, 11

CR11 The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization
- See pages 8, 19

Curricular Requirements

CR12 The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis
- See pages 3, 20

CR13 The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis
- See page 11

AP European History Course Syllabus

Sources

Textbook:
McKay, Crowston, Wiesner-Hanks, and Perry, *A History of Western Society*, 10th ed. Boston: Houghton Mifflin, 2011 **[CR1a]**

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

Primary Source Readers:
Perry, *Sources of Western Tradition*, *Volume II*, 8th ed. Boston: Houghton Mifflin Company, 2011.

Sherman, *Western Civilization Sources, Images, and Interpretations-Volume I,* 8th ed. Boston: McGraw Hill, 2010.

Sherman, *Western Civilization Sources, Images, and Interpretations-Volume II,* 8th ed. Boston: McGraw Hill, 2010.

Wiesner-Hanks, Evans, Wheeler, and Ruff, *Discovering the Western Past: A Look at the Evidence – Volume II,* 7th ed. Boston: Houghton Mifflin Company, 2014.

Assessments:
Within each unit students will be asked to do a variety of writing assignments. There will also be periodic quizzes over content. The majority of formal assessment will be done at the end of each unit. At that time students will be given a unit test that consists of 20-30 multiple choice-type questions. These multiple-choice questions will be centered around images, graphs, and quotes directly connected to the unit content. They will also have 2 - 4 short-answer questions over each unit, and one long essay or DBQ over each unit.

First Semester

Unit 1: (9 weeks) 1450 – 1648 [CR2]

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

Reading: McKay pages 338-517

Sub-Unit A: Renaissance

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

- Read excerpts from *DeCameron* (p. 145, Sherman vol. 1). **[CR1b]**
- Read Secondary Source: "The Black Death: A Socioeconomic Perspective" by Meiss (p. 153, Sherman vol.1) and "A Psychological Perspective of the Black Death" by William Langer (p. 154, Sherman vol. 1). **[CR1c]**
- Students will create a cause and effect graphic organizer that examines causes and effects of the Black Death, keeping in mind all the sources that have been read. **[CR7]**
- Generate a thesis to address this question: *What were the most significant effects of the Black Death on Medieval Europe?*
    - Historical Thinking Skills: I. 1, II. 5, III. 5-6, IV. 8-9

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

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

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

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

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

- Read Primary Sources 1. "Attack on the Papacy: The Conciliar Movement" (p. 142 in WC) and 2. "Manual of the Inquisitor" (p. 143, Sherman vol. 1).
- Students will assess these documents using APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). **[CR6]**
- Using pre-made events cards, students will create a chronological listing of major events that occurred in the church. They will use those events to create a timeline.
  - Historical Thinking Skills: I. 1, II. 4-5
  - Learning Objective: SP-3 **[CR3]**

[CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Social Unrest: Peasant Uprisings, Ethnic Tensions

- Read Primary Sources: 1. "The Rebellion of 1381" by Sir John Froissart (p. 143, Sherman Vol. 1) and 2. Image - "The Triumph of Death" (pp. 149-150 WC). **[CR1b]** Secondary Source: *The Crisis of the Late Middle Ages* by Francis Oakley (p. 152 WC). **[CR1c]**
- Analyze these sources using APPARTS and secondary source analysis. Based on these sources and the other information from this Sub-Unit, answer the following question with a thesis and essay outline: *Which factors most greatly contributed to the crisis of the Late Middle Ages?*
  - Historical Thinking Skills: I. 1-7

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

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

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

- Read excerpts from *Petrarch* (p. 6, Perry) and *Study of Greek Literature and Humans Educational Program* by Bruni (p. 7, Perry). **[CR1b]**
- Analyze each document using APPARTS.
- This information will be used to have a class discussion that examines the characteristics of humanism as well as the impact these ideas will have on Italy and the rest of Europe.
  - Historical Thinking Skills: I. 1, II. 5, IV. 8
  - Learning Objective: SP-1

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

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

Changing Political Structure: France, England, and Spain
- Students will examine and answer the following question by creating an essay, timeline, or graphic organizer. *What changes were most significant in helping to establish New Monarchies in France, Spain, and England?*
  - Historical Thinking Skills: I. 1-3, II. 5, III. 6-7
  - Learning Objective: SP-2

Intellectual and Cultural Changes: Humanism, Education, Political Thought, Printing Press, Christian Humanism, Art and Artists, and Early Scientific Thinking
- Read excerpts from "The Prince" by Machiavelli (p. 12, Perry). **[CR1b]** Analyze using APPARTS. Conduct small group discussion considering the following questions:
  1. *According to Machiavelli, what is the role of a leader?*
  2. *What are the potential positive and negative impacts that would be created by a ruler embracing these ideas?*
  - Historical Thinking Skills: I. 3, II. 4-5, IV. 8
  - Learning Objective: SP-2 **[CR3]**

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

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Italian v. Northern Renaissance: Political, Economic, Art, and Culture
- Students will create a graphic organizer that examines the similarities and differences between Italian and Northern Renaissance movements using the following categories: political structure, intellectual movements/ artistic movements, social structure, and economy. **[CR9]**
  - Historical Thinking Skills: II. 2, II. 4, II. 5, III. 7
  - Learning Objectives: OS-5, OS-10; SP-1 **[CR3]**

  [CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Sub-Unit B: Reformation and Religious Wars

State of the Church in the 16th Century: Corruption, Ignorance, and Abuse of Power

Origins of the Reformation: Christian Humanism, Martin Luther, Zwingli
- Students will read excerpts from John Tetzel (p. 174, Sherman vol. 1) and excerpts of Luther's writings (p. 20, Perry). Based on these readings, students will generate a list of initial concerns regarding the Catholic Church and the new ideas being proposed by Luther. They will then answer the following questions: **[CR12]**
  1. *How were these new ideas in conflict with the Catholic Church?*

1. *How were these new ideas in conflict with the Holy Roman Empire?*
2. *What characteristics of the Holy Roman Empire made it the most likely location for the reformation to begin successfully?*

- Historical Thinking Skills: I. 1-3, II. 5, III. 6-7, IV. 8-9
- Learning Objective: OS-11

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

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

Impact of the Reformation (Social Unrest, New Ideas):

- Students will read Luther's "Reaction to Peasant Revolts" (p. 176, Sherman). They will also read "What Was the Reformation" by Euan Cameron, "A Political Interpretation of the Reformation" by G.R. Elton (p. 182, Sherman vol.1), "Women in the Reformation" by Marilyn Boxer and Jean H. Quataert (p. 185, Sherman vol. 1). While reading these documents, students will use APPARTS on the primary source and take article notes over the secondary sources. Using those notes, they will have small group discussions to generate a list of important social changes that occurred as a result of the Reformation. **[CR6]**
- Students will then be asked to read "Institutes of the Christian Religion: Predestination" (p. 177 Sherman vol. 1). After reading the document, students will compare and contrast the teachings of Calvin, Luther, and the Catholic Church. **[CR10]**
  - Historical Thinking Skills: I. 1-3, II. 4-5
  - Learning Objective: OS-3 **[CR3]**

  [CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

  [CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Impact (Catholic Reforms):

- Students will re-examine the causes of the Reformation. They will also read "Constitution of the Society of Jesus" (p. 178, Sherman) and "The Way of Perfection" (p. 178, Sherman vol. 1). Using these resources, students will explain how actions taken by the Catholic Church addressed or did not address the initial causes of the Reformation.
  - Historical Thinking Skills: I. 1-2, I. 5, III. 7, IV. 8
  - Learning Objective: OS-3

Impact (Wars of Religion):

- Students will be asked to compare and contrast the causes and impact of the Wars of Religion in France, Spain, and England, both in discussion and in a graphic organizer, and finally, in an essay.
  - Historical Thinking Skills: I. 1, II. 4-5
  - Learning Objectives: SP-2, SP-3, SP-11

Sub-Unit C: Exploration and Conquest

Before Columbus: Trading States, Role of Europe, Role of Ottoman, and Persian Empires
- Students will use their textbooks to make a chart that includes the following information: Who was involved in trade, and what roles did each country, state, or empire involved play in trade at that time?

Causes of Exploration: Economic, Political, Social, and Technology
- Using their textbooks, students will answer the following questions: *What motivated Europeans to explore? What allowed them to explore?*

Empire Building/Life in the Colonies: Spanish, Portuguese, French, and English
- Students will examine a map (p. 194, Sherman vol. 1) showing the areas explored and countries involved. In small groups, they will give explanations for who went where and the impact that these journeys had on the establishment of trade and colonies. They will then generate a timeline showing major explorers and the countries for which they were exploring.

Impact of Exploration and Conquest: Political Impact, Indigenous People, Columbian Exchange, Economic Impact, Changing Attitudes and Beliefs Regarding Race and Culture
- Students will examine the following primary sources: "The Chronicle of the Discovery and Conquest of Guinea" (p. 188, Sherman), "Letter to Lord Sanchez, 1493" (p. 189, Sherman vol.1), "Memoirs: The Aztecs" (p. 190, Sherman vol. 1), "Letter to Charles V: Finance and Politics" (p. 191, Sherman vol. 1), "The Conquest of Mexico as Seen by the Aztecs" (p. 193, Sherman vol. 1). For each source students will use APPARTS. They will also read the following secondary sources: "The Expansion of Europe by Reed" (p. 195, Sherman vol.1), "The Effects of Expansion on the Non-European World" by M.L Bush (p. 196, Sherman vol. 1), and "Red, White and Black: The Peoples of Early America" by Gary Nash (p. 197, Sherman vol. 1). After reading these sources, students will be asked to construct a chart that demonstrates the point of view held by Europeans, Non-Europeans, and modern day historians. They will then be asked to write summaries of those different points of view. **[CR5]**
- **Final Activity:** Students will be asked to complete DBQ 4 in their textbook (p. A-16, McKay).
  - Historical Thinking Skills: I. 1-3, II. 7, IV. 8-9
  - Learning Objectives: INT-1, INT-11 **[CR3]**

  [CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Sub-Unit D: Absolutism and New Thinking

Thirty Years' War: Causes and Outcomes
- Students will generate a list of causes for the Thirty Years' War and then have a small group discussion regarding how the causes changed over the "phases" of the war. They will then examine maps depicting political and religious division, main war zones, and population change during the Thirty Years' War (pp. 207-208, Sherman vol. 1). In addition, students will examine a map of Europe after the Treaty of Westphalia (p. 484, McKay).

- **[CR1b]** Lastly, students will read two secondary sources reflecting on the Thirty Years' War: "A Political Interpretation of the Thirty Years' War" by Hajo Holborn and "A Religious Interpretation of the Thirty Years' War" by Carl J. Friedrich (pp. 208-210, Sherman vol. 1). Using all of this information students will be asked to participate in a Socratic Seminar to address the following question: *What impact did the Thirty Years' War have on Religious and Political Power in Europe?* After the Socratic Seminar, they will be required to write an essay addressing the question. **[CR4][CR5]**
  - Historical Thinking Skills: I. 1-3, II. 7, IV. 8-9
  - Learning Objectives: OS-3; SP-11, SP-13

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

  [CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

  [CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

Development of Absolutism in Western Europe: France, Spain**,** Austria, and Prussia
- In focusing on the development of absolute monarchs, students will be exposed to all the locations in which they are emerging, but will focus primarily on France for deeper analysis. Students will first be asked to think back to the French Wars of Religion and to make a list of the actions taken to end the fighting. They will then be asked to read two primary sources: "Civil War in France" and "Political Will and Testament" (pp. 202-203, Sherman vol.1). Using these resources, students will be asked to examine the threats to the king's power, how those threats were handled, and how the actions changed over time. They will also be asked to consider what outside factors contributed to the rise in power for the monarchy. Students will also be asked to compare and contrast the rise of absolutism in Russia to that in France and the rest of Western Europe. **[CR10]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: SP-11, SP-2

  [CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

Development of Constitutionalism: England and the Dutch Republic
- Students will use their textbooks and Internet research to trace the role of the monarchy in England from Henry VII – James I. They will be asked to pay particular attention to the role of the monarch, the role of parliament, internal conflicts, and external conflicts. They will also be asked to rank the monarchy from best to worst with evidence for their choices.
  - Historical Thinking Skills: I. 1-3, II. 4, III. 7
  - Learning Objectives: SP-2, SP-11

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

New Ways of Thinking: Scientific, Philosophical, and Art – Baroque
- Students will be asked to analyze six primary source documents: "Revolutions of the Heavenly Spheres," "Attack on the Copernican Theory," "The Starry Messenge," "Letter to the Grand Duchess Christina and The Dialogue Concerning Two Chief World Systems – Ptolemaic and Copernican," "Attack of Authority and Advocacy of Experimental Science," and "Discourse on Method" (pp. 32-48, Perry). Each document will be analyzed using

- APPARTS. **[CR6]** Students will then be asked to complete the following tasks in small groups:
  1. Create a timeline for the scientific developments and individuals from 1450-1650.
  2. Discuss the development of ideas over time and the connections between those ideas.
  3. What are the areas of greatest change in thinking and what impact might that have on the future?

  Each group will be required to report back to the whole class for a culminating class discussion.
  - Historical Thinking Skills: I, 1-3, II. 4-5, III. 7, IV. 8-9.
  - Learning Objective: OS-8.

  [CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence
- Students will be asked to find examples of Mannerism art and compare and contrast it to Renaissance art. They will then be asked to research Baroque art. Based on their research and class discussion, students will be asked to write an essay answering the following question: *How is Baroque art a reflection of the Catholic Reformation and a rise in Absolutism?* Students are to use specific examples in their answer.

  Examples may include: Dürer's *The Adoration of the Magi (*Renaissance), Ruben's *The Landing of Marie de' Médici at Marseilles* (Baroque), and El Greco's *Laocoön* (Mannerism). **[CR1b]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 7, IV. 8-9
  - Learning Objective: OS-5

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

Unit 2: (9 weeks) 1648 – 1815 [CR2]

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

Reading: McKay pages 518-551

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

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

- Students will investigate which countries were seeing successful absolute systems of rule, and which were not. To conduct this investigation, they will read the following primary sources: "Austria Over All If She Will: Mercantilism," "A Secret Letter: Monarchical Authority in Prussia," and "Memories: The Aristocracy Undermined in France" (pp. 214-216, Sherman vol. 1). Students will also complete "Case Study 2: Staging Absolutism" (pp. 38-64, Wiesner). Students will respond to the questions in the case study and participate in a class Socratic Seminar that examines the strengths and weaknesses of an absolute system of rule by looking at specific pieces of key evidence from their readings.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: SP-2, SP-3, SP-11

Development of Constitutionalism: England and the Dutch republic

- Students will use their textbooks to review the English Civil War, Cromwell's Commonwealth, The Restoration, and the Glorious Revolution. They will also examine three primary sources: "Leviathan," "The English

- Declaration of Rights," and "Two Treatises on Government" (pp. 22, 26, and 56, Perry). Using this information, students will make a brief timeline of the changing role of monarchy in England. They will also be asked to compare and contrast the ideas of Hobbes and Locke. In a class discussion, students will be asked to connect the ideas of Hobbes and Locke to the scientific approach of thinking about the world as seen in the ideas of Newton, Bacon, and Descartes. Lastly, they will include Hobbes and Locke in their timelines and explain the connection between their ideas and the time in which they lived. **[CR11]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 7, IV. 8-9
  - Learning Objectives: OS-3; OS-9, SP-1, SP-2, SP-3, SP-4, SP-7, SP-11 **[CR3]**
- After reading the description of the structure of the Dutch Republic, students will create a graphic organizer depicting it. They will also be asked to discuss the reason for this structure and its impact on the Dutch in regards to culture, economy, and trade. They will then be asked to discuss the impact this structure had on the Dutch in the Thirty Years' War. **[CR3]**
  - Historical Thinking Skills: I. 1-3
  - Learning Objectives: INT-1 INT-3, INT-6; OS-3; SP-3; IS-2 **[CR3]**

  [CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Absolutism in Eastern Europe: Russia and the Ottoman Empire

- Students will be asked to compare and contrast Peter the Great to Louis XIV in their style of rule as absolute monarchs. **[CR10]**
  - Historical Thinking Skills: I. 1-3

  [CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

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

- Students will be assigned a philosopher to research and understand. They will be given categories of information to research and discover their assigned philosopher's ideas regarding each topic. They will be asked to use their primary source readers, case study book, and outside research to find information. This information will then be used to hold a salon in which students will act as their assigned philosopher in a group discussion with other figures from the Age of Enlightenment.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: OS-4, OS-5, OS-7, OS-8, OS-9, OS-10; SP-1, SP-4, SP-7, SP-11; IS-6, IS-9
- At the end of the activity, students will be asked to write a summary of their assigned philosopher and one other philosopher that they spoke with at the salon.
  - Historical Thinking Skills: I. 1-3
  - Learning Objectives: SP-2, SP-3, SP-11
- Students will conduct their own research to find examples of Rococo art. They will look back to the Baroque information from Unit I and compare and contrast the two styles. **[CR1b]**
  - Historical Thinking Skills: II. 4-5, III. 6-7, IV. 8-9
- Students will then be asked to respond to the following question: *What is the major difference between Baroque*

- *and Rococo art, and how can these changes in artistic expression be explained?* **[CR10]**
  - Historical Thinking Skills: I. 1-3
  - Learning Objective: OS-12

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

  [CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

Enlightened Absolutism: Prussia, Austria, and Russia
- Students will examine three rulers who attempted to be Enlightened Absolutists, and the actions they took. They will then rank them from most enlightened to least. They must offer reasons and evidence for their rankings.
  - Historical Thinking Skills: II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: SP-3, SP-4

Sub-Unit B: Expansion of Europe 1650 – 1800

Agricultural Revolution: Causes and Impact
- Students will create a timeline and a cause and effect chart connecting the major developments within the Agricultural Revolution. They will then be asked to discuss how these events connect with events from Unit 1. **[CR8]**
  - Historical Thinking Skills: I. 1-3, II. 4-5
  - Learning Objectives: PP-2, PP-3, PP-9 **[CR3]**

  [CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

- Students will be asked to read and complete "Case Study 4: A Statistical Analysis of European Rural Life 1600-1800" (pp. 95-115, Wiesner). **[CR1b]** They will then be asked to summarize the changing urban lifestyle using information from their textbook. Lastly, they will be asked to read two primary sources: "The Wealth of Nations" (p. 141, Perry) and "The Complete English Tradesman "(p. 27, Sherman vol. 2). They will then be asked to compare and contrast these new economic ideas to those of mercantilism.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: IS-4, OS-7, PP-4, PP-7 **[CR3]**

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

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Population Changes: Causes and Impact

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

Changing Urban Life: Guilds and Economic Liberalism

Global Economy: Colonial Wars, Trade, Slave Trade, Atlantic World, and Pacific World
- Students will create a timeline of the major colonial wars. The timeline must include brief summaries of the outcomes using their textbook and online research for information.
  - Historical Thinking Skills: I. 1-3
  - Learning Objectives: INT-6, INT-9
- Students will read various primary and secondary sources that reflect opinions regarding slavery in the period. Source: "The Slave Trade" (p. 28, Sherman vol. 2). Articles on Slavery (pp. 88-90, Perry). Secondary source: "Slavery-White, Black, Muslim, Christian" (p. 33, Sherman vol. 2). **[CR1c]** After reading and analyzing the documents, students will be asked to organize the responses into categories and write brief summaries of each category.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: INT-6, INT-7

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

Connecting Ideas: Students will complete *DBQ 6: Toward a New World View* in their textbooks (p. A-25, McKay). **[CR4]**

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

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

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

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

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

Religious Authority: Changes in the Protestant v. Catholic Church and Impact of New Views
- Students will be assigned a topic to research and present that includes the following information: Changes that took place between 1500-1800 in their given category and major events related to those changes, paying particular attention to the agricultural revolution, the Enlightenment, wars, and changing patterns in populations. The topics they will be assigned are as follows:
  1. Changing roles of women
  2. Changing views toward children
  3. Changing family life
  4. Changing economy; moving to a consumer society
  5. Changes in art and literature
  6. Changes in overall quality of living
  7. Changing view of religion and religious institutions **[CR10]**

- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
- Learning Objectives: PP-6, PP-7, PP-13; OS-3, OS-4, OS-11; SP-10; IS-3, IS-4, IS-9

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

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

- Students will complete the DBQ 8 in the textbook "Eighteenth-Century Medical Practices" (p. A-31, McKay). **[CR4]**

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

Sub-Unit D: Revolution in Politics 1789 – 1815

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

- Students will read and analyze the following documents: Primary - "Plight of the French Peasants" and "Grievances of the Third Estate and Bourgeois Disdain for Special Privileges of the Aristocracy" (pp. 100-104, Perry), "The Cahiers: Discontents of the Third Estate" (p. 57, Sherman vol. 2), and secondary source: "The Coming of the French Revolution" (p. 66, Sherman vol. 2). After reading the documents and the information in their textbook, they will be asked to develop a list of the causes of the French Revolution that includes evidence for each of the causes they have included.
  - Historical Thinking Skills: I. 1-3, III. 6-7
  - Learning Objectives: PP-10; OS-4, OS-7, OS-8, OS-9; SP-7, SP-11

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

- Students will complete "Case Study 5: A Day in the French Revolution: July 14, 1789" (pp. 116-141). They will also be asked to read "Revolutionary Legislation: Abolition of the Feudal System," "The Declaration of the Rights of Man and Citizen," "Declaration of the Rights of Women," and "The Declaration of Independence" (pp. 58-61, Sherman vol.2). After reading all of the sources, students will be asked to identify specific ideas for the Enlightenment philosophers that are present in the ideas perpetuated in the first phase of the French Revolution. **[CR13]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: SP-1, SP-11; IS-9

[CR13]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

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

- Students will read and analyze the following documents: "Speech to The National Convention - Feb. 1794: The Terror Justified," "A Soldiers Letter to His Mother: Revolutionary Nationalism Internal Disturbances," and "The Reign of Terror: Charts and Graphs" (pp. 62-66, Sherman vol. 2). **[CR1b]**
- Students will then be asked to complete the AP Central DBQ 2008 Form B.

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

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

- Students will read the following sources in preparation for a Socratic Seminar regarding Napoleon Bonaparte: all the primary and secondary sources in Sherman pp. 72-78, as well as "Napoleon Bonaparte: Leader, General, Tyrant, Reformer" (p. 122, Perry). Using all the information they have collected, students will participate in a class wide Socratic seminar answering the following question: *Was Napoleon a preserver or a destroyer of the ideal of the French Revolution?*
- Students will be asked to write an essay response for homework based on the conversation conducted in class.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: SP-16, SP-17

Romanticism: Literature, Art, and Music

- In class, we will discuss the characteristics of Romanticism, and look at examples in art, literature, and music. Students will then be asked to compare Romantic ideas to Enlightenment ideas. Finally, they will be asked to align themselves on a spectrum of Enlightenment or Romanticism based on their own beliefs. Students will then have to explain why they have placed themselves accordingly. Lastly, students will complete DBQ 11 in McKay p. A-42.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: OS-8, OS-10, OS-12

Second Semester

Unit 3: (9 weeks) 1815 – 1914 [CR2]

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

Reading: McKay pages 654-813

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

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

- By reading in the textbook and "Britain's Industrial Advantages and the Factory System" (p. 129, Perry), students will generate a list of the factors necessary for industrialization to occur. They will use this information to answer the following question in essay form: *Why was Britain the first to industrialize?* **[CR4]**
  - Historical Thinking Skills: I. 1-3, II. 5
  - Learning Objectives: PP-1, PP-3, PP-4
- Students will create industrial towns by playing the *Urban Game.* This is a script that begins in 1700 and traces major changes in an industrializing town through 1850. They will also complete "DBQ 7: Expansion and Changing Life of People" (p. A-28, McKay). With this information, students will make part one of a timeline that will trace changes in Industrialized settings through 1850.

  [CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

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

- Students will read in their texts and examine the chart and graph (pp. 668-669, McKay) showing comparisons of varying areas of Europe and the rest of the world in regards to industrialization. They will use this information to have a discussion regarding who industrialized, why they industrialized versus why not, and what impact that will have in their development. **[CR7]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-4, PP-6, PP-7

  [CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

Sub-Unit B: Ideologies and Upheaval 1815 – 1850

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

- Review Napoleon, his wars, his empire, and his end. Go over the Congress of Vienna: participants, motives, and outcomes. Students will write a brief summary connecting the actions of Napoleon to the actions taken by the Congress of Vienna.
  - Historical Thinking Skills: I. 1-3, II. 5
  - Learning Objectives: SP-14 SP-16, SP-17

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

- Students will be divided into four groups, one group for each ideology. Each group will be given a set of documents related to their topic:
  - Conservatism: "Reflection on the Revolution in France" (p. 151, Perry), "The Odious Ideas of the Philosophes" (p. 152, Perry), "Essay on the Generative Principle of Political Constitution" (p. 153, Perry), and "Karlsbad Decrees" (p. 159, Perry).
  - Liberalism: "Oh Liberty" (p. 155, Perry), "English Liberalism" (p. 100 Sherman vol.2), "Liberalism: Progress and Optimism" (p. 102, Sherman vol. 2), and "The First Chartist Petition: Demands for Change in England" (p. 102, Sherman vol. 2).
  - Nationalism: "The Duties of Man" (p. 114, Perry) and "Militant Nationalism" (p. 115, Perry).
  - Socialism: "Communist Manifesto" (p. 183, Perry).
- Students will be asked to identify the key characteristics of each ideology and the response their assigned ideology would have to a number of political situations. Based on all this information, they will be asked to create a presentation that represents the main ideas associated with their ideology. When all groups have presented, the class will then compare and contrast each ideology's view on the role of government, the role of the individual, views on religion, and make connections to past ideologies, both in regards to similarities and differences.
- The final activity will be to place various responses and actions on a political spectrum that includes all four ideologies.
- After this activity has been completed, students will be asked to do "Case Study 7: Two Programs for Social and Political Change: Liberalism and Socialism" (pp. 178-209, Wiesner).
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-6, PP-8, PP-14; SP-1, SP-4, SP-7, SP-9, SP-12, SP-17; IS-2; OS-4, OS-8, OS-9, OS-10.

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

Revolutions 1848: France, Austria, and Prussia
- After reading in the text and discussing as a class through lecture, students will be asked to list the revolutions as they occurred in chronological order, identify the causes for each revolution, the actions taken by both sides in the revolution, and the outcomes of the revolutions. They will then be asked to look at the difference between the revolutions prior to 1848 and those that took place in 1848.
- They will then respond to the following question: *Who revolted and who reformed? Why?*
  - Historical Thinking Skills: I. 1-3, II. 4-5
  - Learning Objectives: IS-5, IS-8; PP-10, PP-15; SP-4, SP-7, SP-11, SP-17

Romanticism: Literature, Art, and Music
- Students revisit the ideas of Romanticism, connecting them with actions and ideas during this time period.
  - Historical Thinking Skills: I. 1-3, II. 4-5, IV. 9
  - Learning Objectives: OS-8, OS-10, OS-12

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

City Life: Growth of Cities, Public Health, and City Planning
- To investigate the developments of cities in this period, students will read "Case Study 8: Vienna and Paris 1850-1930: The Development of the Modern City" (pp. 210-245, Wiesner).
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-3, PP-4, PP-6, PP-13

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

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

Science and Technology: Science and Industry (R&D), Darwin and Natural Selection, and Social Science
- Students will read a variety of primary sources: "Testimony for the Factory Act 1833: Working Conditions in England, Sybil," "The Two Nations: Mining Towns," "The Conditions of the Working Class in England," "Self Help: The Middle Class Attitudes," "Father Goriot: Money and the Middle Class," "Woman in Her Social and Domestic Character," and "Women and the Working Class" (pp. 82-88, Sherman vol.2*)*. They will also complete "DBQ 10: Women in the Industrial Revolution" and "DBQ 12: Science and Philosophy in the Nineteenth Century" (pp. A37-A41 and A-47-50, McKay). After completing the reading and writing activities, they will be asked to construct a timeline that documents major changes in urban living between 1750-1900. They will also be asked to summarize the changes that took place in social classes, women's roles, family structure, education, and government involvement.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-4, PP-6, PP-7, PP-8, PP-10, PP-13; OS-4, OS-8; IS-5, IS-6, IS-9 **[CR3]**

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Realism: Characteristics and Significance
- Students will conduct research to find writings and works of art that reflect the characteristics of realism. They will then have a class discussion comparing Realism to Romanticism, giving reasons for the change in artistic style.
  - Historical Thinking Skills: I. 1-3, II. 4-5, IV. 9
  - Learning Objectives: OS-10, OS-12

Sub-Unit D: Nationalism 1850 – 1914

France: Second Republic and Louis Napoleon
- Students will read an article that summarizes causes, major events, and outcomes of the Crimean War; *The Crimean War* by Andrew Lambert: http://www.bbc.co.uk/history/british/victorians/crimea_01.shtml. **[CR1c]**
- After reading the article, students will discuss the following:
  1. What caused the Crimean War?
  2. What were the major outcomes of the war?
  3. How does this disrupt the Concert of Europe?
  4. What role might the change in balance of power play in the revolutions that follow?

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

New Nations: Italy and Germany
- Students will create timelines for each of the following:
  1. Changes in the French Government
  2. Italian Unification
  3. German Unification
  4. Russian Revolution
  5. Modernization of the Ottoman Empire
- Students will then complete "DBQ 13: New Forms of Nationalism 1848-1914" (p. A-51, McKay).
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-10; SP-4, SP-7, SP-17

Modernizing Russia: "Great Reforms," Revolution of 1905, Outcomes

Modernizing of Ottoman Empire: Decline, Reform, and Results

Responsive National States: German Empire, French Republic, Great Britain and Ireland, Austro-Hungarian Empire, Jewish Emancipation, and Modern Anti-Semitism
- After reading in their textbooks and reviewing a class lecture, students will construct a chart that examines the issues faced by new nation-states and the way each responded. After completing the charts, students will try to find connections between political ideologies, characteristics of the nation-states, and ways in which they responded. To help better understand the actions and motivations, students will also be asked to read the following

- primary sources: “Poulett Scrope: Eviction” (p. 197, Sherman), “Hermann Alwrdt: The Semitic versus Teutonic Race,” “Edouard Durmont: Jewish France,” “The Kishinev Pogrom,” and “Theodor Herzl: The Jewish State” (pp. 229-235, Perry)
  - Historical Thinking Skills: I. 1-3, II. 4-7
  - Learning Objectives: SP-3, SP-12, SP-17; IS-7, IS-10

Marxism and Socialism: Social Internationalism, Unions, and Revisionism
- Students are to respond to the following question: *How is socialism changing at this time and why?*
  - Historical Thinking Skills: I. 1-3, II. 4-7
  - Learning Objectives: PP-14

Sub-Unit E: The West and The World 1815 – 1914

The Growing World Economy: Global Inequality, Expanding Global Markets

Changing Migration Patterns: European and Asian

Western Imperialism 1880 – 1914: “Old” v. “New” Imperialism, Motivation for Imperialism, Scramble for Africa, and Asia
- As a class, we will discuss “old” imperialism v. “new” imperialism using the textbook and lecture to guide our conversation. Students will then be asked to contemplate the following question: *What brought about these changes?* Students will consider the following factors:
  1. Industrialization
  2. Political ideologies
  3. Intellectual movements

  We will examine the responses in a class-wide Socratic Seminar.
- Students will then be asked to process through a number of resources. They will be asked to use these resources to consider the following questions:
  1. What were the motivations for “New Imperialism?”
  2. What actions did Europeans take to secure their holdings in foreign lands?
  3. What were the justifications for imperialism?
  4. What was the impact of imperialism on Europe?
  5. What was the impact on those they imperialized?

  After processing through the resources, students will take part in a class Socratic Seminar in which they will be asked to respond to these questions using specific evidence from the sources they read. Following the Socratic Seminar, they will be asked to write an essay that reflects their findings in regards to European Imperialism. **[CR4]**

  [CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

Sources: "AP DBQ 2009: European Imperialism in Africa 1880-1914" and "DBQ 14: The West and the World" (p. A-55, McKay), "Case Study 9: Expansion and Public Opinion: Advocates of The 'New Imperialism'" (p. 247, Wiesner), "Does Germany Need Colonies," "The White Man's Burden," "Controlling Africa: The Standard Treaty" (pp. 116-118, Sherman vol. 2), "Cecil Rhodes: Confession of Faith," "The British Empire: Colonial Commerce" and "The White Man's Burden," "Social Darwinism: Imperialism Justified by Nature," and "An Early Critique of Imperialism" (pp. 242-248, Perry), "Cecil Rhodes and Lo Bengula: Imperialism in Practice," "Morel: The Black Man's Burden, ""An Embattled Colonial Officer in East Africa," "Schweitzer: A Concerned Doctor in Africa," "Lytton: Speech to the Calcutta Legislature," and "Gandhi: Passive Resistance" (pp. 256-269, Perry).

- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
- Learning Objectives: INT-1, INT-2, INT-3, INT-4, INT-6, INT-7, INT-9, INT-10, INT-11; SP-5; IS-3, IS-7

Impact and Response to Imperialism: Europe, Asia and Africa

- After reading and a class lecture about the Crystal Palace, students will be asked to discuss the connections between the Crystal Palace, industrialization, nationalism, and imperialism.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7
  - Learning Objectives: PP-3, PP-4; OS-6

Unit 4: (8 weeks) 1914 – Present [CR2]

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

Reading: McKay pages 814-1025

Sub-Unit A: War and Revolution 1914 – 1919

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

- Students will be asked to reflect back and identify specific examples of nationalism, militarism, alliances, and imperialism that created the situation that triggered WW I. They will look at past documents, timelines, and readings to develop these pieces of evidence.
- New War: Students will be asked to analyze a number of resources to gain a better understanding of how warfare changed during WW I and the impact these changes had on the home front, politics, diplomacy, and warfare. "Case Study 11: Total War" (p. 298, Wiesner), "Naomi Loughnan: Gentle Women in the Factories" (p. 311, Perry), "Magda Trott: Opposition to Female Employment" (p. 313, Perry), "Reports from the Front: The Battle for Verdun" (p. 148, Perry), and "DBQ 15: WW I Home Front" (p. A-59, McKay). Using these resources, students will write a summary of the areas of impact that include specific examples from their sources.

Russian Revolution: Causes, Stages, and Outcome

- Students will evaluate the course of events that led to the Russian Revolution, the periods within the revolution, and the outcome. They will be asked to use the information from their textbooks, lecture, and the following primary sources: "Army Intelligence Report: Breakdown of Military Discipline," "N.N. Sukhanov: Trotsky Arouses the People," and "V.I. Lenin: The Call to Power" (pp. 323-326, Perry). After analyzing the documents, they will summarize the information in a format of their choice. **[CR9]**

  [CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

Revolution in Austria-Hungary and Germany: Causes and Outcomes

- **Beyond Europe:** Students will do a mini-research project on the Armenian Genocide that includes its origins, action, evidence, and the multiple perspectives on this issue that are still prevalent today.
- **Peace Problems:** Students will examine several documents from throughout the war that reflect various attempts at diplomacy: "Woodrow Wilson's: The Idealistic View," "Georges Clemenceau: The French Demands for Security and Revenge," and "German Delegation to the Paris Peace Conference: A Peace of Might" (pp. 315-319, Perry). They will also examine a map of Europe before WW I and after the negotiations at Paris and the Versailles Treaty. Lastly, there will be a class discussion regarding the strengths and weaknesses of the Treaty of Versailles.
- **Conclusion:** Students will be asked to create project in the format of their choice that demonstrates the causes of World War I, the major events, and the conclusion, with an analysis of what was left unresolved at the conclusion of the war.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: INT-9, INT-10, INT-11; SP-6, SP-13, SP-14, SP-17, SP-18; IS-3, IS-6, IS-7, IS-8, IS-10 **[CR3]**

  [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Sub-Unit B: Between the Wars 1918 – 1939

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

Mass Culture: Consumer Society, New Technology, and Impact

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

Economic Depression: Causes, Impact, and Responses

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

Between the Wars Project:

- Students will be divided into groups and be assigned one of the following topics: Modern Thought, Mass Culture, Attempts at Political Stability, Economic Depression, and Rise of Totalitarian Dictators. Each group will be required to find primary and secondary sources to reference and discuss in their research. The final product for each group will be a written summary of the topic and a presentation that includes primary and secondary sources. They must also include visuals that help to illustrate their topics. Following the presentations, each group will create a visual representation of the changes, new ideas, and attitudes that mark this time. They can use a number of formats: timeline, poster, PowerPoint, Prezi, etc. We will then conduct a class Socratic Seminar in which students will discuss what events shaped these new ways of thinking. They will be required to use references to specific primary sources as their evidence in the discussion. The conclusion of these activities will be "DBQ 16: Age of Anxiety" (p. A-62, McKay).
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: INT-8; PP-8, PP-10, PP-11, PP-15, PP-16; OS-3, OS-9-13; SP-5, SP-6, SP-8, SP-10, SP-14, SP-17; IS-7, IS-8, IS-9, IS-10

Sub-Unit C: The Cold War

- Students will be assigned one of the following topics: diplomatic actions, technology, political ideologies, social organization, or economic practices. They will then be assigned a time period 1945-1968 or 1968-1989. Each small group will investigate their topic during their given time period. They will then join with all other groups that had their time period to create a presentation for the class. After both periods have been presented, the class will work together to create a timeline that represents the major events in both Eastern and Western Europe from 1945-1989. When the timeline is complete, students will be asked to complete "Case Study 13: Berlin: The Crux of the Cold Way 1945-1990" (pp. 365-401, Wiesner) and "Case Study 14: The Perils' of Prosperity: The Unrest of Youth in the 1960's" (pp. 403-432, Wiesner).
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-5, PP-12, PP-14; OS-4, OS-8; SP-9, SP-10, SP-12, SP-13, SP-17, SP-19; IS-4, IS-6; IS-7; IS-8; IS-9

Origins: Diplomacy, WW II, and Competing Ideologies

- Students will be asked to analyze the major agreements reached at the Yalta and Potsdam Conferences that contributed to the Cold War. They will also be asked to read "Europe in Ruins" (p. 447, Perry) and "The Iron Curtain" (p. 453, Perry). Using these documents, students will participate in a Socratic Seminar discussing the origins of the Cold War.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: INT-8; SP-14, SP-17, SP-19

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

Role of Technology: Competition, Major Developments

Changing Political Ideologies: Eastern Europe and Western Europe

Changing Societies: Eastern Europe and Western Europe

Changing Economies: Eastern Europe and Western Europe

Decolonization: Causes, Effects, and Outcomes

- Students will be asked to reflect on changes that had taken place in regards to colonization from 1914 through the 1970's. They will be asked to consider what caused those changes and what the main reasons for decolonization were in the post World War II world as well as the impact of decolonization. They will then be asked to do a case study regarding these questions as they apply to the creation of the state of Israel. They will be asked to conduct their own research in finding the answers to these questions. They will then be required to create a finished product that demonstrates their understanding of the content. In addition, they will be asked to complete "DBQ 18: Views Regarding Decolonization" (p. A-69, McKay). **[CR11]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: SP-1, SP-3, SP-5, SP-8, SP-9, SP-12, SP-13, SP-17, SP-19; INT-6, INT-7, INT-11; PP-10, PP-12

  [CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

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

- Students will be asked to read the following primary sources: "The Short Century," "It is Over," "After Communism: The Causes of the Collapse," and "Collapse of Communism in Eastern Europe" (pp. 212-215, Sherman vol. 2). **[CR1c]**
- Students will also be asked to do "DBQ 19: Communism in Eastern Europe" (p.A-73, McKay).
- After completing all of these activities students will be asked to write an essay that addressed the factors that led to the collapse of communism in Eastern Europe. **[CR4]**
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: PP-12; SP-12, SP-14, SP-17, SP-19

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

  [CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

Sub-Unit D: Post Cold War World

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

- Students will be asked to identify and research areas of major conflict from 1989 to the present. They will then be asked to connect those existing or recent conflicts to the events we have studied in Unit 4.
  - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
  - Learning Objectives: IS-8; SP-1, SP-3, SP-5, SP-9, SP-12, SP-13, SP-17, SP-19; INT-6, INT-7, INT-8, INT-10, INT-11; PP-10, PP-12; OS-11

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

- Students will focus on the European Union. hey will complete "Case Study 15: Beyond the Nation State: The European Union" (p. 435-462, Wiesner). hey will then be asked to answer the following questions in small group discussion: *What are the costs and benefits of such a situation,* and *what is the current state of the Eurpoean Union?*
  - Historical Thinking Skills: I. 1-3, II. 5, III. 7, IV. 8
  - Learning Objectives: INT-11; SP-17, SP-19; IS-10

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

- Students will be asked to identify the causes of changing populations since the end of the Cold War as well as the impact these changes are generating.
- Historical Thinking Skills: I. 1-2, II. 4-5, IV. 9
- Learning Objectives: PP-4; OS-11; SP-19; IS-7

New Challenges:

- Lastly, students will complete "DBQ 20: Western Europe: Relations with Muslims and Islamic World" (p. A-78, McKay). **[CR4][CR12]**

  [CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

  [CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis