Summit High School
Summit, NJ

12th Grade / AP European History Course of Study (2022)
Length of Course: One Year

28 weeks of active teaching of new material/skills before AP Exam
1-2 weeks of review prior to AP Exam
3 weeks following AP Exam to explore select related topics

Course Description: This full-year course will survey the major trends and patterns of European history. The course will begin with the social, economic, political, and technological changes created by the Renaissance. Students are expected to demonstrate knowledge of basic chronology and of major events and trends from approximately 1450 to the very recent past. Overall, the course will focus on the nations of Western Europe, along with national developments in Prussia, Austria-Hungary, and Russia. The French Revolution, the Revolutions of 1848, and the Russian Revolution will also be areas of emphasis. Influential changes in art, music, philosophy, the family structure, and other areas will also be studied. Students will utilize and analyze information from the text, primary source readings, online resources, and other sources. Students are expected to do a considerable amount of challenging reading in both the major text and supplementary sources.

The curriculum is designed to coordinate with the requirements of the Advanced Placement exam in European history. Students are required to complete a summer reading/writing assignment in order to review and prepare for the opening unit on the Renaissance. In addition, students are required to take the AP exam in the spring. What follows is an extensive list of themes from the College Board that students examine throughout the course and the course of study that outlines the focus of inquiry for each unit.

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Revised August 2022 by Elizabeth Berberich

I. New AP European History Exam Format

The AP European History Exam consists of two sections which will include multiple choice, short answer, document based question and a long essay question. For a more detailed break down of the AP Euro Exam go to the provided link:

https://apcentral.collegeboard.org/courses/ap-european-history/exam

II. Historical Thinking Skills (Course Revision)

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation 2. Patterns of Continuity and Change over Time 3. Periodization
II. Comparison and Contextualization	4. Comparison 5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation and Synthesis	8. Interpretation 9. Synthesis

***Source: College Board**

Skill 1: Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to...

- ➢ Compare causes and/or effects, including between short-term and long-term effects.

- ➢ Analyze and evaluate the interaction of multiple causes and/or effects.
- ➢ Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critique existing interpretations of

cause and effect.

Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to...

- ➢ Analyze and evaluate historical patterns of continuity and change over time.
- ➢ Connect patterns of continuity and change over time to larger historical processes or themes.

Skill 3: Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to divide history into discrete periods. To accomplish this periodization, historians identify turning points, and they recognize that the choice of specific dates accords a higher value to one narrative, region, or group than to another narrative, region, or group. How one defines historical periods depends on what one considers most significant in society — economic, social, religious, or cultural life — so historical thinking involves being aware of how the circumstances and contexts of a historian's work might shape his or her choices about periodization.

Proficient students should be able to...

- ➢ Explain ways that historical events and processes can be organized within blocks of time.
- ➢ Analyze and evaluate competing models of periodization of European history.

Skill 4: Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical

experience.

Proficient students should be able to...

➢ Compare related historical developments and processes across place, time, and/or different societies, or within one society.

➢ Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

Skill 5: Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

Proficient students should be able to...

➢ Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.

➢ Explain and evaluate ways in which a phenomenon, event, or process connects to other similar historical phenomena across time and place.

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in

light of available evidence.

Proficient students should be able to...

➢ Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.

➢ Construct convincing interpretations through analysis of disparate, relevant

historical evidence.

➢ Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), and requires paying attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to ...

➢ Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.

➢ Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

Skill 8: Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and to be aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires

analyzing evidence, reasoning, contexts, and points of view found in both primary and secondary sources.

Proficient students should be able to...

➢ Analyze diverse historical interpretations.

➢ Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

Skill 9: Synthesis

Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

Proficient students should be able to...

- ➢ Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

- ➢ Apply insights about the past to other historical contexts or circumstances, including the present.

III. Thematic Learning Objectives
(Replaces the 3 Traditional Course Themes)

The content learning objectives for the AP European History course and exam are organized under five themes, which are topics of historical inquiry to explore throughout the AP European History course. Each course theme is accompanied by a series of overarching questions. Additional learning objectives referenced can be found in the Course and Exam Description from the College Board.

Theme 1: Interaction of Europe and the World **(INT)**

- ➢ Why have Europeans sought contact and interaction with other parts of the world? **(INT-1 and 2)**

- ➢ What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world? **(INT-3 and 4)**

- ➢ How have encounters between Europe and the world shaped European culture, politics, and society? **(INT-5, 6, 7, and 8)**

- ➢ What impact has contact with Europe had on non-European societies? **(INT-9, 10, and 11)**

Theme 2: Poverty and Prosperity **(PP)**

➢ How has capitalism developed as an economic system? **(PP-1, 2, 3, 4, and 5)**

➢ How has the organization of society changed as a result of or in response to the development and spread of capitalism? **(PP-6, 7, and 8)**

➢ What were the causes and consequences of economic and social inequality? **(PP-9, 10, 11, and 12)**

➢ How did individuals, groups, and the state respond to economic and social inequality? **(PP-13, 14, 15, and 16)**

Theme 3: Objective Knowledge and Subjective Visions **(OS)**

➢ What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge? **(OS-1, 2, 3, and 4)**

➢ How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities? **(OS-5, 6, 7, 8, and 9)**

➢ How and why did Europeans come to value subjective interpretations of reality? **(OS-10, 11, 12, and 13)**

Theme 4: States and Other Institutions of Power **(SP)**

➢ What forms have European governments taken, and how have these changed over time? **(SP-1, 2, 3, 4, 5, and 6)**

➢ In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices? **(SP-7, 8, and 9)**

➢ How did civil institutions develop apart from governments, and what impact have they had upon European states? **(SP-10, 11, and 12)**

➢ How and why did changes in warfare affect diplomacy, the European state system, and the balance of power? **(SP-13 and 14)**

➢ How did the concept of a balance of power emerge, develop, and eventually become institutionalized? **(SP-15, 16, 17, 18, and 19)**

Theme 5: Individual and Society **(IS)**

➢ What forms have family, class, and social groups taken in European history, and how have they changed over time? **(IS-1, 2, 3, 4, and 5)**

➢ How and why have tensions arisen between the individual and society over the

course of European history? **(IS-6, 7, and 8)**

➢ How and why has the status of specific groups within society changed over time? **(IS-9 and 10)**

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IV. Overview of Common Core Implementation in AP European History

The AP European History course requires students to endure rigorous challenges in terms of reading and writing. The course mirrors the Common Core Standards for Literacy and Writing in almost every unit. **Students will practice and develop relevant historical skills in a variety of writing styles including short-answer responses, longer essays (traditional free response essays), as well as document-based questions (DBQ) designed to test a student's ability to work with and understand historical documents.** Rigorous writing opportunities will allow students to address topics that that deal with specific issues related to the European experience (political, social, cultural, economic) with a special emphasis on change over time. Effective answers to essay questions depend in part upon a student's successful demonstration of a clear understanding (and application) of the meanings of important directive words. The following list indicate the way in which material is to be presented:

- *Analyze:* determine various factors or component parts and examine their nature and relationship
  - *Assess/Evaluate:* judge the value or character of something; appraise; weigh the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of
- *Compare:* examine for the purpose of noting similarities and differences
- *Contrast*: examine in order to show dissimilarities or points of difference
- *Describe*: give an account of; tell about; give a word picture of
- *Discuss*: write about; consider or examine by argument or from various points of view; debate; present the different sides of
- *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

By the AP Exam in May, students will be able to exhibit the following skills in writing the essay.

Essay	Students will write an essay that:
DBQ	● Has a relevant thesis and supports that thesis with evidence from the documents ● Uses all of the documents ● Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually. ● Takes into account the sources of the documents and analyzes the authors' points of view ● Identifies and explains the need for at least one additional type of document
Continuity & Change Over Time	● Has a relevant thesis and supports that thesis with appropriate historical evidence ● Addresses all parts of the question ● Uses world historical context to show continuities and changes over time ● Analyzes the process of continuity and change over time
Compare & Contrast	● Has a relevant thesis and supports that thesis with appropriate historical evidence ● Addresses all parts of the question ● Makes direct, relevant comparisons ● Analyzes relevant reasons for similarities and differences
Short Answer	● Focus on a concise response to the question that is asked ● Will consist of multiple parts

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V. Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to

support or reject hypotheses.

- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public. ● Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how the government and the media can influence public opinion.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

VI. Course Outline

Standard 6.2 World History / Global Studies.

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment af ect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Period 1: c. 1450 to c. 1648

Big Ideas: *Course Objectives / Content Statement(s)*
Period 1 features Europe on the brink of modern expansion. Europe transitions from the medieval world into the early modern world. Dramatic economic as well as territorial expansion is about to begin. The Renaissance and Protestant Reformation, and exploration illustrate the importance of changing technology and the impact of global interaction on the development of culture. During the 16th and 17th centuries, many European nations experienced significant changes in political and cultural structures. A dynamic biological exchange occurred after the arrival of the Europeans in the New World. This exchange of plants, animals and disease reshaped the globe.

Topic Outline Period # 1:

Renaissance Europe and The Protestant Reformation (**2 Weeks)**

A. Economic and Political Developments
B. The Italian Renaissance
C. The Northern Renaissance
D. The New Monarchies
E. The Protestant Reformation - Luther, Zwingli, etc.
F. Creation of the Anglican Church
G. Reformation in Scotland, Ireland, and Scandinavia
H. The Catholic and Counter Reformation

European Expansion and Wars of Religion (**2 Weeks)**

A. France 1515-1589
B. Revolt in the Netherlands 1556-1587
C. England's growing power and the Spanish Armada
D. The Thirty Years' War 1618-1648
E. Exploration and the Commercial Revolution
F. Changes in social attitudes, literature, and art.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How did Mankind's outlook on the acquisition of knowledge change over time?	**KEY CONCEPT 1.1** The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on

How do leaders/nation states gain and consolidate power? How can religious differences shape political, social and economic institutions and practices? What happens when different cultures interact on a global scale? How can economic and technological advancements affect political structures, culture, and society over time? **OTHER** How do art, literature, and other cultural forms reflect political and social values?	inquiry and observation of the natural world. **KEY CONCEPT 1.2** The struggle for sovereignty within and among states resulted in varying degrees of political centralization. **KEY CONCEPT 1.3** Religious pluralism challenged the concept of a unified Europe. **KEY CONCEPT 1.4** Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. **KEY CONCEPT 1.5** European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
NJSLS 2020: 6.2.12. GeoSV.1.a, 6.2.12. GeoPP.1.a, 6.2.12. GeoGE.1.b-d, 6.2.12. HistoryCC.1.b-g, 6.2.12.GeoPP.2.a, 6.2.12.EconGE.2.a, 6.2.12.HistoryCC.2.a-c N.J. Stat. § 18A:35-4.36a (DEI) some lessons reference economic diversity, gender, race & ethnicity, and religious tolerance **Common Core Literacy** CCSS.ELA-Literacy.RH.11-12.1,	***Common Core Connections: Infusing Reading and Writing** Dante**,** *The Divine Comedy* Boccaccio, *The Decameron* Petrarch, Various works Pico della Mirandola, *Oration on the Dignity of Man* Castiglione, *The Renaissance Courtier* Machiavelli, *The Prince*

CCSS.ELA-Literacy.RH.11-12.2,	

CCSS.ELA-Literacy.RH.11-12.3, CCSS.ELA-Literacy.RH.11-12.4, CCSS.ELA-Literacy.RH.11-12.5, CCSS.ELA-Literacy.RH.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.8, CCSS.ELA-Literacy.RH.11-12.9, CCSS.ELA-Literacy.RH.11-12.10 **Common Core Writing** CCSS.ELA-Literacy.WHST.11-12.1a,1b,1c,1d,1e, CCSS.ELA-Literacy.WHST.11-12.2a,2b,2c,2d,2e, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.5, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10 **Conceptual Objectives:** See the 2018-2019 College Board AP European History Course and Exam Description Concept Outline (Effective Fall 2017)	Thomas More's *Utopia* Erasmus, *In Praise of Folly* Create a book jacket for a key Renaissance work, including text summary, key quotes, author's background, critiques. Create a Reformation Dinner Party seating chart considering the multitude of views held by key historical figures that would facilitate discussion but also avoid conflict. (examples of figures: Martin Luther, Henry VIII, John Calvin, Pope Paul III etc.) Draft tweets from diverse viewpoints (humanist, prince, woman, peasant, etc.) about Luther's Reformation. (DEI) Cartoon strips illustrating key elements of the causes, events, and impact of the Thirty Years War. Debate if the role of women (differentiate between social classes – peasants, bourgeoisie, nobility) substantially changed during the Renaissance. (DEI) Witch Hunt DBQ (document analysis) (DEI) Attitudes and Responses to European Exploration & Conquest DBQ (document analysis) (DEI) Test using AP style multiple-choice questions. Albert.IO questions Periodic reading check quizzes. **Interdisciplinary Connections** Compare artistic works from the Medieval period to works from the Italian and the Northern Renaissance.

	Select readings from Shakespeare Montaigne's Essays Analysis of Baroque Art Women's Changing Roles Role of religion then/now ***Technology Integration** ***Global Perspective** Read primary sources from explorers such as Pizarro and de las Casas. Compare to the idealized view of the "New World" in Thomas More's Utopia. Use of maps to trace trade routes of key Italian city-states (i.e. Venice) with the Ottoman Empire. Explore influences other than geography (see above) such as competition between city-states, rise of the middle class, and availability of Greco-Roman influences. Reading on African Slave Trade and its impact on European attitudes about race. (DEI)

Standard 6.2 World History / Global Studies.
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment af ect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Period 2: c. 1648 to c. 1815

Big Ideas: *Course Objectives / Content Statement(s)*
Conflict over religion and the general instability of the 16th and 17th centuries brought forth the need for more powerful nation states. This new "stability" took form in the constitutional governments of England and the Netherlands and the development of absolutist governments in France, Russia, and elsewhere. Over time, the evolution of technology

combined with social, economic and political changes would result in revolution, new ideological realities and social change.

Topic Outline Period #2:

Absolutism and Constitutionalism **(3 Weeks)**

A. Absolutism in Western Europe
B. Constitutionalism in England and the Netherlands
C. Absolutism in the East
D. The Ottoman Empire: An Absolutist State?

Scientific Revolution and the Enlightenment **(1.5 Weeks)**

A. The Scientific Revolution (Can be included in Period #1)
B. The Enlightenment
C. Absolute monarchs and the Enlightenment

18th century economic and social changes **(1.5 Weeks)**

A. The Agriculture Revolution
B. Growth of Cottage Industry
C. Mercantilism and World Trade
D. Adam Smith and Economic Liberalism
E. Marriage and the Family
F. Children and Education
G. Food and Medical Practice
H. Religion and Popular Culture

The French Revolution and Napoleon **(2 Weeks)**

A. Liberalism and the U.S. Revolution
B. The Ancien Regime and Causes of the French Revolution
C. The Early Stages of the Revolution
D. Republican France, the Terror, and International War
E. The Napoleonic Era 1799-1815

The Industrial Revolution **(Can be included in Period #3) (3 Weeks)**

A. The Industrial Revolution in Britain
B. Industrialization in Continental Europe
C. The Early Stages of the Revolution Relations between Capital and Labor

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of*	**Enduring Understandings** *What will students understand about the big ideas?*

learning?	
Why do cultures/nations develop different types of political systems? How	**KEY CONCEPT 2.1**

can these differences impact the relationship among states and between states and their subjects? How can economic growth in one area of the world have a global impact? How can the spread of new ideas impact the political, cultural, social and ethical landscape of a people or region? How can demographic, environmental and technological changes shape the experiences of everyday life?	Different models of political sovereignty affected the relationship among states and between states and individuals. **KEY CONCEPT 2.2** The expansion of European commerce accelerated the growth of a worldwide economic network. **KEY CONCEPT 2.3** The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture. **KEY CONCEPT 2.4** The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

NJSLS 2020: 6.2.12.CivicsPR.2.b, 6.2.12.HistoryUP.2.a, 6.2.12.CivicsPI.3.a, 6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a, 6.2.12.EconGI.3.a, 6.2.12.EconET.3.a, 6.2.12.HistoryCC.3.b N.J. Stat. § 18A:35-4.36a (DEI) some lessons reference economic diversity, gender, race & ethnicity, and religious tolerance **Common Core Literacy** CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.2, CCSS.ELA-Literacy.RH.11-12.3, CCSS.ELA-Literacy.RH.11-12.4,	***Common Core Connections: Infusing Reading and Writing** Henry IV, *The Edict of Nantes* Cardinal Richelieu, *The Political Testament* Thomas Hobbes, Leviathan James I, *True Law of Free Monarchies and A Speech to Parliament* Conrad Russell, *The Causes of the English Civil War* Nicolaus Copernicus, *On the Revolutions of the Heavenly Spheres* Cardinal Bellarmine, *Attack on the*

CCSS.ELA-Literacy.RH.11-12.5, CCSS.ELA-Literacy.RH.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.8, CCSS.ELA-Literacy.RH.11-12.9, CCSS.ELA-Literacy.RH.11-12.10 **Common Core Writing** CCSS.ELA-Literacy.WHST.11-12.1a,1b,1c,1d,1e, CCSS.ELA-Literacy.WHST.11-12.2a,2b,2c,2d,2e, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.5, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10 **Conceptual Objectives:** See the 2018-2019 College Board AP European History Course and Exam Description Concept Outline (Effective Fall 2017)	*Copernican Theory* Galileo Galilei, *The Starry Messenger , Letter to the Grand Duchess Christina* Francis Bacon, Refutation of Philosophies William Harvey, *The Motion of Heat and Blood in Animals* René Descartes*, Discourse on Method* Isaac Newton, *Principia Mathematica* John Locke, *The Second Treatise Concerning Government* Immanuel Kant, *What Is Enlightenment?* Voltaire, *Candide* Jean Jacques Rousseau, *The Social Contract, Émile* Montesquieu, *Spirit of the Laws* Abbé de Sieyès, *What Is the Third Estate? The Declaration of the Rights of Man* (1789) Olympe de Gouges, *The Declaration of the Rights of Woman* Edmund Burke, *Reflections on the Revolution in France* Create "Larger than Life Monarchs" (life sized drawings) dressed with various characteristics including crown (crowning achievement) and shoes (legacy or impact). Have students present their absolute monarchs in a museum walk format. Play "Choose your own adventure" style game as Charles I. Taking part in a "Salon" students will take on the identity of a major philosophical indvidual and in class remain in "character" while answering/discussing major trends in European histroy (role of government, role of women, type of education etc.) (DEI) Create a "Multiple Perspective Meme" to show different reactions to French Revolution events (eg. "What the bourgeoisie

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	thinks I do" or "What the peasants think I do.) (DEI) Evaluate Napoleon by grading him on a "Domestic Report Card." Taking part in a Congress of Vienna simulation where students will represent an assigned country and then as a class try to prevent future conflict in European society based on what their country is looking for. Write 5 diary entries from the point of view of an ordinary 18th century European person exploring marriage & family, children & education, food & consumption, and religion & popular culture. (DEI) Dutch Republic DBQ Women in Science DBQ (DEI) Use of Enlightenment Ideas during French Revolution DBQ Test using AP style multiple-choice questions. Albert.IO questions Periodic reading check quizzes. ***Interdisciplinary Connections** Read excerpts/analyze examples of art from French Classicism Analyze the scientific/physics contributions of select 18th century scientists- relate scientific discovery to historical/societal importance. Analyze the scientific basis for agricultural revolution (Biology). Analyze demographics Evaluate cottage/mercantilist sys.(Econ) Adam Smith (Econ).

	***Technology Integration** ***Global Connections** Analyze role of the "New World" in mercantilist system. Analyze effect of French Revolution on the "New World" specifically Haiti and Haitian revolutionary Touissaint L'Ouverture. (Amista)

Standard 6.2 World History / Global Studies.

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment af ect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Period 3: c. 1815 to c. 1914

Big Ideas: *Course Objectives / Content Statement(s)*
New ideological and technological realities would shape the "long 19th century". As industrialization spread so did its problems. Liberalism, Nationalism and Conservatism would shape the landscape through 1914. Political and economic competition, the demand for natural resources and population growth would drive European powers to expand their overseas empires beyond the trading posts of the age of exploration. Europe would come to dominate the globe. This unprecedented political and industrial expansion would not be without its consequences.

Topic Outline Period # 3:

The Industrial Revolution **(Can be included in Period #2) (3 Weeks)**

A. The Industrial Revolution in Britain
B. Industrialization in Continental Europe
C. The Early Stages of the Revolution Relations between Capital and Labor

1815-1848: The Post Napoleonic World **(2.5 Weeks)**

A. The Congress of Vienna
B. Radical Ideas and Early Socialism
C. Romanticism
D. Reform and Revolution
E. The Revolutions of 1848

Life in Urban Europe During the Nineteenth Century **(1 Week)**

A. Urban Living
B. The Emergence of Urban Social Class: The Rich and the Poor

C. The Changing Family
D. 19th Century Science and Thought

1848-1914: Nationalism in France, Italy, Germany, et al. **(2.5 Weeks)**
A. Napoleon III and the Second Empire
B. The Unification of Italy
C. The Unification of Germany
D. The Modernization of Russia
E. The Responsive National State 1871-1914
F. Marxism and the Socialist Movement

European Imperialism **(1 Week)**
A. Industrialization and the World Economy
B. Migration from Europe
C. Imperialism in Africa and Asia
D. Responses to Western Imperialism

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

What role can government play in economic and technological innovations?	**KEY CONCEPT 3.1** The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
How can the transformation of societies towards industrialization impact the everyday lives of people?	**KEY CONCEPT 3.2** The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.
What are some responses to the problems of industrialization?	**KEY CONCEPT 3.3** The problems of industrialization provoked a range of ideological, governmental, and collective responses. **KEY CONCEPT 3.4**

How can ideological changes, nationalism and revolution impact international stability? What motivates nations to expand/conquer other nations? What are the consequences of imperial activities? To what extent can industrial/technological changes impact an individual's relationship to society?	European states struggled to maintain international stability in an age of nationalism and revolutions. **KEY CONCEPT 3.5** A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. **KEY CONCEPT 3.6** European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
NJSLS 2020: 6.2.12.CivicsDP.3.b, 6.2.12.EconET.3.b, 6.2.12.GeoGI.3.a, 6.2.12.EconGI.3b-c, 6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c, 6.2.12.CivicsPI.4.a N.J. Stat. § 18A:35-4.36a (DEI) some lessons reference economic diversity, gender, race & ethnicity, and religious tolerance **Common Core Literacy** CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.2, CCSS.ELA-Literacy.RH.11-12.3, CCSS.ELA-Literacy.RH.11-12.4, CCSS.ELA-Literacy.RH.11-12.5, CCSS.ELA-Literacy.RH.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.8, CCSS.ELA-Literacy.RH.11-12.9, CCSS.ELA-Literacy.RH.11-12.10 **Common Core Writing** CCSS.ELA-Literacy.WHST.11-	***Common Core Connections: Infusing Reading and Writing** Thomas R. Malthus, *On the Principle of Population* Karlsbad Decrees J. S. Mill, *On Liberty* Pierre Proudhon, *What Is Property, The Great Charter* Karl Marx and Friedrich Engels, *The Communist Manifesto* Giuseppe Mazzini, *Young Italy* Alexis de Tocqueville, *Recollections* Carl Schurz, *Reminiscences* Sir Edwin Chadwick, *Inquiry into the Condition of the Poor* Charles Darwin, *The Descent of Man* Sigmund Freud, *The Interpretation of*

12.1a,1b,1c,1d,1e, CCSS.ELA-Literacy.WHST.11-12.2a,2b,2c,2d,2e, CCSS.ELA-Literacy.WHST.11-12.4,	

CCSS.ELA-Literacy.WHST.11-12.5, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10 **Conceptual Objectives:** See the 2018-2019 College Board AP European History Course and Exam Description Concept Outline (Effective Fall 2017)	*Dreams* Karl Marx and Friedrich Engels, *The Communist Manifesto* Giuseppe Mazzini, *Young Italy* Alexis de Tocqueville, *Recollections* Carl Schurz, *Reminiscences* Create a "Shark Tank" style pitch for an Industrial Revolution Era invention. Create a campaign to have your -ISM (conservatism, liberalism, nationalism, utopian socialism, Marxian socialism) voted best 19th century ideology by the class. Campaign includes a presentation, advertisement, "schmoozing" period, guest speakers, giveaways, etc. (DEI) Make a list of class rules/norms/procedures based on each -ISM. (What would a conservative class look like? A utopian socialist class?) Implement the -ISM for a partial period. (DEI) Create a historical postcard that reflects one of the major events from the unification of Italy and Germany and identify the historical significance of the event as if you had witnessed it firsthand. Evaluate the successes and limitations of the various revolutions of 1848. Manchester and the Industrial Revolution DBQ Attitudes Towards the Poor DBQ (DEI) Motives for Imperialism DBQ. Then compare to the motives of exploration/colonization (DEI) Test using AP style multiple-choice questions. Albert.IO questions

	Periodic reading check quizzes. ***Interdisciplinary Connections** Read excerpts from *Tale of Two Cities*. Evaluate novel's "accuracy" and effectiveness as historical fiction. Contrast realism and romanticism in art, literature, and music. Selection from "Immortal Beloved" combining Romantic music and imagery. ***Technology Integration** ***Global Connections** Analyze impact of European imperialism in Africa and Asia. (DEI) Explore native responses to European imperialism in Africa and Asia. (DEI)

Standard 6.2 World History / Global Studies.

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment af ect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Period 4: c. 1914 to Present

Big Ideas: *Course Objectives / Content Statement(s)*
The great technological accomplishments of mankind brought humanity to the brink of global catastrophe. Europe would see its self ripped apart by two global conflicts and spend the balance of the twentieth and twenty first centuries trying to put the pieces back together. This era is not without signs of hope or progress. The technological, economic, and humanitarian accomplishments of the late twentieth and twenty-first centuries has improved the quality of life for billions of people and brought global-connectivity to unprecedented levels.

Topic Outline Period # 4:

World War I and the Russian Revolution **(1.5 Weeks)**
A. Causes of World War I

B. Battles and the Home Front
C. The Treaty of Versailles
D. The Russian Revolution

The Age of Anxiety **(1 Week)**
A. Changes in Philosophy and Science
B. Cultural Impact of World War I
C. Attempts to Create Peace
D. The Great Depression

The Rise of the Dictators and World War II **(2 Weeks)**
A. Stalin's Soviet Union
B. Mussolini and Hitler
C. Holocaust
D. World War II

Recovery and Conflict 1945-1968 **(2 Weeks)**
A. The Cold War Begins
B. Western Europe Rebuilds
C. Decolonization
D. The U.S.S.R. and Eastern Europe
E. "Big" Science
F. Social Reform and the Counter-Culture

Recent Past 1968-Present **(2 Weeks)**
A. Communism on the Decline
B. Western Europe Rebuilds
C. The Challenges of Reunification
D. 21st Century Challenges
E. The West and the Islamic World
F. The Future in Perspective

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

How can global conflict and ideological differences lead to conflict as well as unity?	**KEY CONCEPT 4.1** Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.

How do different ideologies attempt to solve major problems and promote order? How do these systems differ on the relationship between the individual and the state? How can near-cataclysmic events shape humanity's perception of the universe and its place within it? To what extent do differences in ideology, economic swings, and social changes differ from place to place in the modern world?	**KEY CONCEPT 4.2** The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism. **KEY CONCEPT 4.3** During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. **KEY CONCEPT 4.4** Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

NJSLS 2020: 6.2.12.CivicsHR.4.a, 6.2.12.CivicsPI.4.b, 6.2.12.GeoSP.4.a-b, 6.2.12.GeoGI.4.a, 6.2.12.EconEM.4.a, 6.2.12.HistoryCC.4.a-h, 6.2.12.HistoryUP.4.a-c, 6.2.12.HistoryCA.4.a-c, 6.2.12.HistoryCC.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.EconET.5.a, 6.2.12.HistoryCC.5.a, 6.2.12.HistoryCC.5.e, • 6.2.12.HistoryCC.5.g, 6.2.12.CivicsHR.6.a, 6.2.12.EconGE.6.a-b, 6.2.12.HistoryCC.6.a N.J. Stat. § 18A:35-4.36a (DEI) some lessons reference economic diversity, gender, race & ethnicity, and religious tolerance	***Common Core Connections: Infusing Reading and Writing** *Charter of the United Nations* Winston Churchill, *The Iron Curtain* George Kennan*, Containing the Soviet Union* Nikita Khrushchev, *Khrushchev's Secret Speech* Simone de Beauvoir, The Second Sex Vaclav Havel, Living in Truth Lech Walesa, A Way of Hope Mikhail Gorbachev, Perestroika Francis Fukuyama, The End of History? *Treaty establishing a Constitution for Europe*

Common Core Literacy CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.2, CCSS.ELA-Literacy.RH.11-12.3, CCSS.ELA-Literacy.RH.11-12.4, CCSS.ELA-Literacy.RH.11-12.5, CCSS.ELA-Literacy.RH.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.8, CCSS.ELA-Literacy.RH.11-12.9, CCSS.ELA-Literacy.RH.11-12.10 **Common Core Writing** CCSS.ELA-Literacy.WHST.11-12.1a,1b,1c,1d,1e, CCSS.ELA-Literacy.WHST.11-12.2a,2b,2c,2d,2e, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.5, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10 **Conceptual Objectives:** See the 2018-2019 College Board AP European History Course and Exam Description Concept Outline (Effective Fall 2017)	Reading from *The Economist* on the European Union. Readings from the BBC on the former Yugoslavia. Create a recipe that breakdowns/reflects the various stages of the Russian Revolution and depicts it in a recipe form. (300 degrees Romanov to reflect Romanov dynasty rule). Create a speed dating "profile" and go on speed dates with key interwar cultural figures. (DEI) Evaluate the role of historical antisemitism coupled with 20th century developments to explain the subordination, dehumanization, and genocide of Jewish Europeans. How can Europe and the world prevent a resurgence of these views and circumstances? (Holocaust) Research the response/knowledge various countries had towards the Holocaust before and during World War II (Great Britain, United States, France, Italy). What contributed to an immediate or delayed response by these nations? (Holocaust) Have a simulated EU meeting to consider the question of Turkey's ascension to the European Union. The development of the European Union from 1945 to 1989 DBQ. FRQ Evaluate changes in Soviet foreign and domestic policy from 1945 to 1982. FRQ from 2005 Analyze the factors responsible for decolonization since the Second World War. (DEI)

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	DBQ from 2009 Analyze the causes of and responses to the 1968 crisis in France. Test using AP style multiple-choice questions. Albert.IO questions Periodic reading check quizzes. **Interdisciplinary Connections** Analyze European films that demonstrate themes/issues from unit ***Technology Integration** Annotate Age of Anxiety art (using Thinglink) and create classroom exhibit. Create slideshow presentations on the Revolution of 1989. Create an "iMovie" music video continuing Billy Joel's "We Didn't Start the Fire" for post-Cold War European History. ***Global Connections** Examine current issues related to unification/fragmentation. EU, Turkey, China, India. (DEI) Examine current issues related to success/failures of former Soviet satellites and states- i.e. Poland. Identify regional unrest in places such former Yugoslavia, Chechnya, etc. Examine success/failures of newly created(post WWII) nations in Africa and Asia. Place particular importance on the Arab-Israeli Conflict.

Unit: All Units- where appropriate or applicable.

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6.3 Active Citizenship in the 21st-Century.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

Good citizenship skills in the 21st century require more than just a rudimentary knowledge of world affairs. Fostering positive 21st century citizenship skills depends on active participation, problem solving, and a willingness to see oneself as living in a global culture as well as a local or national culture.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. What does it mean to be a global citizen? 2. How can ordinary people make a difference? 3. What issues impact people in different parts of the world? 4. How do people live in other parts of the world?	Students will understand that… 1. Being a global citizen means acknowledging ones role and responsibility in making the world a better place. 2. Active participation in local, national, and international affairs can lead to a better world. 3. In the 21st century competition for natural resources, scarcity of clean drinking water, climate change, and ethic conflicts will be amongst the many issues needing solutions. 4. The world is as diverse economically as it is culturally. Different economic systems and standards of living exist. Inequality is prevalent throughout the globe. 5. Individuals hold the power to improve living conditions and find solutions to the worlds problems. Every little bit of effort counts!!!
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Cumulative Progress Indicators)	

Students will:	Instructional Focus: - Current event discussions - Deliberating in Democracy program. - Global Education and Activities Sample Assessments: - Class discussions and deliberations - Analysis of how other nations view events differently through website comparison - Current Events literacy quiz - Team building exercises. Test using AP style multiple-choice questions. Albert.IO questions Periodic reading check quizzes. Instructional Strategies: **Interdisciplinary Connections** - Analysis of international literature and media sources to gain differing perspectives on major issues. **Technology Integration** - Use of the Deliberating in Democracy website to learn about important issues. - Use of the internet in order to tune in to various points of view (Appropriate points of view) **Global Perspectives** - Evaluating the differences between media coverage of events in different nations. - Recognizing the role some governments play in the censorship or news and events.

VII. Texts and Supplementary Resources:

McKay, John P.; Hill, Bennett D.; and Buckler, John. A History of Western _ Society. AP Edition. Boston: Houghton Miflin Company, 2008. 9th edition.

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Primary sources from http://www.fordham.edu/halsall/

History Alive: Europe's Transition to the Modern World Activity on art

Supplementary Books:

Kishlansky, Mark.; Geary, Patrick; and O'Brien, Patricia. Civilization in the West ,Since 1300. 5th Edition. Copyright 2003

Adams, Laura Schneider. A History of Western Art. 3rd Edition. Copyright 2001.

Golden, Richard M. Social History of Western Civilization. New York: St. Martin's Press, 1998.
- Volume I: Readings from the Ancient World to the Seventeenth Century. -
Volume II: Readings from the Seventeenth Century to the Present.

Reilly, Kevin. Readings in World Civilizations. Volume 2: The Development of the Modern World. New York: St. Martin's Press, 1988.

Perry, Marvin et al. editors. Sources of the Western Tradition. Boston: Houghton Mifflin Company, 1987.
- Volume I: From Ancient Times to the Enlightenment.
- Volume II: From the Scientific Revolution to Present .

Sherman, Dennis. The Western Experience: Volume II Since 1600 - Study Guide and Readings. New York: Alfred A. Knopf, Inc. 1987.

Tierney, Brian; Kagan, Donald and Williams, L. Pearce. Great Issues in Western Civilization: Since 1500 through the Cold War. New York: McGraw-Hill Inc., 1992.

Examples of Suggested Video Sources

Europe In Transition: Renaissance, Reformation, and European Expansion

Leonardo Da Vinci: A&E Biography DVD
The Medici PBS Empires Series DVD
The Black Death : A&E DVD
The Renaissance: Just The Facts DVD
Martin Luther: PBS DVD
Guns, Germs, and Steel Episode 2 Conquest: National Geographic DVD

Absolutism and the Age of Reason

Cromwell DVD
*Russian Land of the Tsars****: DVD***

The Age of Revolutions

The French Revolution: History Channel DVD
Mill Times: PBS VHS
*Engineering an Empire: Napoleons Steel Empir*e: History Channel DVD
Napoleon Bonaparte: A&E Biography VHS

Frankenstein DVD

The Age of Modern Turmoil: Imperialism through WWII

Horror in the Congo

Stalin Man of Steel: History Channel DVD
Hitler and Stalin: History Channel DVD
Hitler: Portrait of a Tyrant: HBO Warlords Series VHS
Enemy at the Gates: DVD

Modern Europe: The Cold War and its Consequences 1945- Present
Various segments from *The Century with Peter Jennings VHS*
Various segments from The '80s with Peter Jennings VHS