

# AP European History

## COURSE DESCRIPTION

The study of European history from 1450 to the present. The course will introduce students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This course challenges students to read critically, weigh evidence and interpret problems presented by historians. Through assessment and critical analysis of historical documents and interpretations of them, students learn to analyze data, form conclusions, and present well-reasoned, persuasive arguments in written form. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Enroll in this course because you wish to be challenged and you wish to learn. The grade you work for, you will earn - both in this course and on the AP exam.

## PREREQUISITES

- ✓ At least a B in most recent social studies course and good writing skills.

## COURSE MATERIALS [CR1a]

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

### Primary Text:

Title: The Western Heritage (since 1300- AP Edition)  
Author(s): Kagan, Ozment, Turner, Frank  
Publisher: Pearson  
Year published: 2014  
ISBN# 978-0-13-311475-1

### Required Texts

Title: Classics of Western Thought – The Modern World, Vol. III (4<sup>th</sup> edition)  
Author(s): Knoebel  
Publisher: Wadsworth  
Year published: 1998  
ISBN 0155076841

Title: The Other Side of Western Civilization – Readings in Everyday Life, Vol. II (3<sup>rd</sup> edition)  
Author(s): Stearns  
Publisher: Harcourt College Publishers  
Year published: 1984  
ISBN 0155676520

## **CONTENT STANDARDS**

This Advanced Placement European History course is written to the content standards outlined by the College Board's [AP European History Course Requirements](#).

This course will cover 13 Curricular Requirements (CR's) to ensure that students will be prepared to take the AP exam.

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

CR1b. The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

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

CR2. Each of the course historical periods receives explicit attention.

CR3. Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

CR4. Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

CR5. Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context – Analyzing Primary Sources.

CR6. Students are provided opportunities to analyze and evaluate diverse historical interpretations – Analyzing Secondary Sources.

CR7. Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

CR8. Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

CR9. Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation.

CR10. Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant – Continuity and Change Over Time.

CR11. Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

CR12. Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

## **LEARNING OUTCOMES**

The course will divide the material into four sections which we will cover over two semesters.

1. 1450-1648
2. 1648-1815
3. 1815-1914
4. 1914-Present

Throughout the course, students will be provided instruction and feedback on writing assignments, document based essays, and free response essays both before and after the revision of their work.

### **The course will explore six major themes:**

1. Interaction of Europe and the World (INT)
2. Poverty and Prosperity (PP)
3. Objective Knowledge and Subjective Visions (OS)
4. States and Other Institutions of Power (SP)
5. Individual and Society (IS)
6. National and European Identity (NI)

### **The course will also develop six history skills and practices:**

1. Analyzing Primary and Secondary Sources:

Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from primary and secondary sources. Diverse primary sources could include written documents, works of art, archaeological artifacts, oral traditions, and others. Conclusions are then drawn about their relevance to different historical issues. A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.

2. Contextualization:

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

3. Comparison:

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event. It also 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.

4. Causation:

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.  
Crafting Historical Arguments from Historical Evidence

5. 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. Historical Interpretation and Synthesis

6. Argument Development:

Historical thinking involves the ability to create an argument and support it using relevant historical evidence.

### **COURSE METHODOLOGY**

This is an inquiry-based course where you will discover and utilize knowledge of European history via the textbook, primary and secondary sources, videos, and other readings, along with websites, and discussions with other students and the instructor. Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, short essays, long format essays, timed writings, DBQ (Document Based Questions), compare/contrast of primary and secondary documents, and a final exam.

## **Semester One:**

**Note: Units 1-3 in AP European History A will cover the time period of 1450-1648  
Units 4-8 in AP European History A will cover the time period of 1648-1815**

### **UNIT I: THE RENAISSANCE** [CR2]

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

#### **Unit Topics:**

- Meaning and Characteristics of the Italian Renaissance
- The Making of Renaissance Society
- The Italian States in the Renaissance
- The Intellectual Renaissance in Italy
- The Artistic Renaissance
- The European State in the Renaissance
- The Church in the Renaissance

#### **Excerpted Resources**

##### **Primary Source Readings** [CR1b]

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

- “The Florentine Chronicle” by Marchione di Coppo Stefani
- “Ordinances for Sanitation in a Time of Morality” by the City of Pistoia
- “Dialogue Concerning the Two Chief World Systems” by Galileo Galilei
- “The New Scientific Method” by Francis Bacon
- “Discourse on Method” by René Descartes

##### **Map**

- “Map of Renaissance Europe in 1453”
- “Map of Italy”

##### **Works of Art:**

- “The School of Athens” by Raffaello Sanzio (Raphael) (1509), “The Money Lender and His Wife” by Quentin Massys (1514), “Vitruvian Man” by Leonardo da Vinci (1492), “Erasmus” by Albrecht Durer (1526), “Landscape with the Flight into Egypt” by Pieter Bruegel, The Elder (1563)

##### **Secondary Source Readings** [CR1c]

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

- “Premodern People 1550-1750” by Peter Stearns
- “The Peasantry: Material Life and Rational Controls” by Keith Wrightson and David Levine
- “Popular Religion in Preindustrial Society” by Natalie Zemon Davis
- “Witchcraft and Social Tensions in Europe” by Edward Bever
- Kagan text: pages 37-42; 46-56; 59-86

#### **Writing Assignments** [CR3]

- **Art in the Middle Ages** [CR5] After viewing each work of art and reading the attending comments, summarize the main idea of each and explain how the picture relates to Renaissance life and thought. You should submit a well-developed paragraph for each piece of art.
- **The Role of Man in Renaissance Society** [CR8] Write a well-developed essay about the role of man in Renaissance society and a conclusion that demonstrates the significance of the Renaissance in the development of Western Civilization.
- **Plague and Public Health in Renaissance Europe** [CR7] Recognize and explain how the primary documents describe how the Renaissance cities of Florence and Pistoia dealt with bubonic plague. Compare and contrast each city’s approach to the plague.

- ✓ **Renaissance Politics** [CR9] Discuss the political development of Italy during the Renaissance. What new political practices (statecraft) did the Italians contribute to Europe? How are these new political practices reflected in the work of Machiavelli?
- ✓ **Italian Renaissance Humanism** [CR 12] What does the word humanism mean? Who were the humanists? What were their goals? Did they achieve them?
- ✓ **Free Response Question (FRQ): Society and Culture in the Renaissance** [C11]

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR5] Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context – Analyzing Primary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR9] Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### **Class Discussion / Roundtables**

1. **The Renaissance Papacy** [CR4] [INT-3] [SP-2] Describe the Renaissance papacy by discussing its major figures, their lives, and their accomplishments. How did the various Renaissance popes handle the balance between their roles as spiritual and political leader? What trends emerged over time in the style of papal government? Had you been a contemporary scholar, what remedies would you have prescribed for the problems of the Church under their leadership?
2. **The Medici – Villains or Heroes?** [CR4] [INT-1] [SP-1] The Medici have been hailed as both the great heroes of the Renaissance, as well as great villains. Do some research and then explain the reasoning behind each view. Which is more compelling? Fully support/defend your position.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT II: THE AGE OF REFORMATION** [CR2]

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

#### **Unit Topics:**

- ✓ Prelude to Reformation: The Northern Renaissance
- ✓ Prelude to Reformation: Church and Religion on the Eve of the Reformation
- ✓ Martin Luther and the Reformation in Germany
- ✓ Germany and the Reformation: Religion and Politics
- ✓ The Spread of the Protestant Reformation
- ✓ The Social Impact of the Protestant Reformation
- ✓ The Catholic Reformation

### **Excerpted Resources**

### Primary Source Readings [CR1b]

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

- “Leviathan” by Thomas Hobbes
- “Thoughts” by Blaise Pascal
- “An Essay Concerning Human Understanding” by John Locke
- “95 Theses” by Martin Luther

### Map

- “Catholics and Protestants in Europe by 1560”

### Works of Art/Images:

- “Gestes et faits des anciens” by Henri Romain
- “Passio Domini Nostri Jesu” by Albrecht Dürer
- “On the Babylonian Captivity of the Church” by Martin Luther

### Secondary Source Readings [CR1c]

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

- “Religion and the Decline of Magic” by Keith Thomas
- “The World We Have Lost” by Peter Laslett
- “Premodern Families” by David Hunt
- Kagan Text pages 96-149

### Writing Assignments [CR 3]

- **The Protestant Revolt** [CR8] After completing a timeline on each event from the Protestant Reformation you should write a well-developed paragraph for each summarizing the event itself while providing the rationale for the actions of each participant involved, as well as the overall impact of the event on European history.
- **Politics and Lutheranism** [CR7] What role did politics play in the establishment of Lutheranism? Use examples from Germany and Scandinavia.
- **Document Based Question Practice** [CR1b, CR11] [OS-2]: Question: Analyze the causes of and the responses to the peasants’ revolts in the German states, 1524–1526.  
Historical Background: In late 1524, peasants, craftsmen, and poor soldiers formed bands and pillaged throughout a large area of the Holy Roman Empire. During the revolt, some of the rebel bands authored statements of grievances called Articles. Although most bands did not coordinate their activities, several groups met in Memmingen, Swabia, during March 1525 at a gathering known as the Peasant Parliament. After a series of battles, the authorities managed to suppress the revolts. More than 100,000 rebels and others were killed.

### Class Discussion / Roundtables

1. **Luther – Revolutionary or Conservative?** [CR 4] [OS-1] [IS-4] “Luther was both a revolutionary and a conservative.” Evaluate this statement with respect to Luther’s responses to the political and social questions of his day.
2. **Wars of Religion** [CR 4] [OS-2] [SP-9] Why were the various wars of religion across the continent of Europe so bloody? Why did the participants emphasize their differences and fight so hard to suppress opposition? Support your discussion fully.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.



### **UNIT III: VOYAGES OF DISCOVERY / NEW EMPIRES IN THE WEST AND EAST** [CR2]

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

#### **Unit Topics:**

- ✓ An Age of Discovery and Expansion
- ✓ Politics and the Wars of Religion in the Sixteenth Century
- ✓ Economic and Social Crises
- ✓ Seventeenth-Century Crises: War and Rebellions
- ✓ The Witchcraft Craze
- ✓ Culture in a Turbulent World

#### **Excerpted Resources**

##### **Primary Source Readings** [CR1b]

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

- ✓ “Candide” by Voltaire
- ✓ “Essay on Man” by Alexander Pope
- ✓ “Of Civil Government” by John Locke
- ✓ “First Letter from the New World” by Christopher Columbus

##### **Table / Timelines**

- ✓ “Chronology of the Thirty Years’ War”
- ✓ “Discoveries and Possessions in the Fifteenth and Sixteenth Centuries”

##### **Map**

- ✓ “Map of Europe after the Peace of Westphalia in 1648”
- ✓ “Global Trade Patterns of the European States in the Eighteenth Century”

##### **Works of Art/Images:**

- ✓ “Portrait of Ferdinand II” by Joseph Heintz
- ✓ “Cardinal Richelieu” by Philippe de Champaigne

##### **Secondary Source Readings** [CR1c]

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

- ✓ “Popular Recreations in English Society” by Robert Malcolmson
- ✓ “Early Industrialization 1750-1850” by Peter Stearns
- ✓ “A New Definition of Home Sweet Home” by Carole Shammas
- ✓ Kagan Text pages 86-94; 150-165; 227-232

#### **Writing Assignments** [CR 3]

- ✓ **Witchcraft** [CR11] Do some research on witchcraft during the 15th and 16th century. Choose a particular aspect of such phenomena as demonology, Catharism, the Inquisition, or Antinomianism. Summarize your findings in a well-developed essay. Be sure to cite your sources.
- ✓ **The Thirty Year’s War: Last Religious War or First Modern War?** [CR8] In a well-developed paragraph, discuss why some historians have labeled the Thirty Years' War as the "last of the religious wars," while others have called it the "first modern war?" Which do you believe is the more accurate assessment? Why?
- ✓ **Document Based Question (DBQ)** [CR5] [CR12] Using the selection of primary source documents provided, identify and analyze at least three major reasons for the persecution of individuals as witches in Europe from the late fifteenth through the seventeenth centuries. In constructing your answer, use the documents in a historical context and draw conclusions from them. Construct a coherent essay that integrates the analysis of documents into a treatment of the topic.
  - ✓ Testimony of a licensed midwife at Dillingen, Germany, burned 1587



- The canon Linden, eyewitness to persecutions in Trier, Germany, 1592
- Thomas Ady, describing the feelings of an English householder, circa 1650
- Report of Churchwardens in Gloucestershire, England, 1563
- "The Witch of Edmonton," a poem written in 1621
- Roger North, brother of the Chief Justice in Exeter, England in 1682
- Letter of Johannes Junius, the mayor of Bamberg, Germany, to his daughter, 1628
- Kramer and Sprenger, The Hammer of Witches, a handbook used by the Inquisition, written in 1484 by two Dominican monks
- Pope Innocent VIII, "The Witch Bull," 1484
- Martin Luther, preaching in 1522
- From the diary of a young Protestant boy, late sixteenth century,
- E. Rogers, Some Account of the Life and Opinion of a Fifth-Monarchy Man, 1867.
- W. Fullbecke, A Parallele or Conference of the Civil Law, the Canon Law, and the Common Law. 1618

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[CR5] Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context – Analyzing Primary Sources.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### **Class Discussion / Roundtables**

1. **European Exploration** [CR4] [INT-4] [NI-4] Explain how economic, political and religious factors promoted European explorations in the sixteenth and seventeenth centuries. What types of technology made the new expeditions of exploration possible?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT IV: EUROPEAN STATE CONSOLIDATION IN THE 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES** [CR2]

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

#### **Unit Topics:**

- The Theory of Absolutism
- Absolutism in Western Europe
- Absolutism in Central, Eastern and Northern Europe
- Limited Monarchy and Republics
- Economic Trends: Mercantilism and European Colonies in the Seventeenth Century
- The World of Seventeenth-Century Culture

#### **Excerpted Resources**

##### **Primary Source Readings** [CR1b]

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

- "The Magna Carta"
- "On the Origin of Inequality Among Men" by Jean Jacques Rousseau
- "On Education" by Jean Jacques Rousseau
- "On Crimes and Punishments" by Cesare Beccaria

### Table / Timelines

- “The Growth of Brandenburg-Prussia”
- “The Growth of the Austrian Empire”
- “Russia: From Principality to Nation-State”
- “The Ottoman Empire”

### Map

- “The Thirty Years War”

### Works of Art/Images:

- “Portrait of Louis XIV” by Hyacinthe Rigaud
- “Portrait of Cardinal Mazarin” by Louis Bouchart
- “Charles I at the Hunt” by Anthony Van Dyck
- John of England signs the Magna Carta
- The Palace of Versailles

### Secondary Source Readings [CR1c]

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

- “The Rise of Romantic Love” by Jean-Louis Flandrin
- A Sexual Revolution? A Dispute
- “The Argument for Revolution” by Edward Shorter
- “The Argument against Revolution” by Louise A. Tilly, Joan W. Scott and Miriam Cohen
- Kagan Text pages 167-199; 233; 342-343

### Writing Assignments [CR 3]

- **The Emergence of the Modern State** [CR6] [CR7]

Part A: Research the governments of 18th Century Poland and those of Louis XIV and Peter the Great.

Then, answer the following questions. Devote a paragraph to each.

1. What policies of Louis XIV, Peter the Great and Frederick the Great designed to strengthen the central government?
2. Compare and contrast the methods Louis XIV, Peter the Great and Frederick the Great used to maintain absolute monarchy.
3. Which ruler provided the greatest benefit for his nation? Explain your answer.
4. What was the greatest weakness of the government of 18th Century Poland? Support your answer.

Part B: Create a detailed chart which compares the type of government, economic situation, social and religious structures and geographic size of each country in the 18th century.

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[CR6] Students are provided opportunities to analyze and evaluate diverse historical interpretations – Analyzing Secondary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

### ·**Scrambled Sentences** [CR4, CR7] [OS-4, SP-1]

Part I: Listed below in scrambled order are the thesis, plan of attack, four paragraph topic sentences, and a topic sentence for the conclusion of an essay on the modern state. Put them in the correct order for an outline of such an essay.

The 17th century France of Louis XIV fused all the necessary organs of governance under absolute royal rule.  
Frederick the Great and the Hohenzollerns manipulated the machinery of government to serve the army and forge

the Kingdom of Prussia.

Therefore, while a variety of European countries existed, the truly modern states came to recognize that one government, one law, and one army were the keys to survival.

Successful modern states developed a monopoly over the lawmaking process, the armed forces, and the bureaucracy to meet the needs of the state.

Peter the Great's Russian empire rested on the marriage of autocracy and the nobility.

The enormously diverse Kingdom of Poland remained an anachronism in the modern world.

Unlike the kings of Poland, the monarchs of France, Russian, and Prussia developed these features of the modern state.

Part II: Then, use these sentences to complete the essay, giving detailed information from your textbook / any outside sources you wish to use. Be sure to cite all sources using MLA format.

### **Class Discussion / Roundtables**

1. **Peter Romanov vs. Louis XIV** [CR4] [SP-2] [NI-1] Describe Peter Romanov's role in the emergence of modern Russia.
2. **Dutch Commercialism** [CR4] [PP-1] [INT-6] Explain what made the Dutch so commercially successful in the seventeenth century. Why did so few other nations find such success? Give examples

### **UNIT V: NEW DIRECTIONS IN THOUGHT AND CULTURE IN THE 16<sup>TH</sup> AND 17<sup>TH</sup> CENTURIES** [CR2]

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

#### **Unit Topics:**

- ✓ Background to the Scientific Revolution / The Scientific Method
- ✓ Toward a New Heaven: A Revolution in Astronomy
- ✓ Advances in Medicine
- ✓ Women in the Origins of Modern Science
- ✓ Toward a New Earth: Descartes, Rationalism and a New View of Humankind
- ✓ Science and Religion in the Seventeenth Century
- ✓ The Spread of Scientific Knowledge

#### **Excerpted Resources**

##### **Primary Source Readings** [CR1b]

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

- ✓ "The Wealth of Nations" by Adam Smith
- ✓ "The Progress of the Human Mind" by Antoine Nicolas de Condorcet
- ✓ "Reflections on the Revolution in France" by Edmund Burke

##### **Table / Timelines**

- ✓ "The Scientific Revolution" – a Table
- ✓ "Timeline of the Scientific Revolution"

##### **Works of Art/Images:**

- ✓ Images of Ptolemy, Francis Bacon, Galileo, Louis XIV visiting the Academy of Sciences
- ✓ "Nicolaus Copernicus" by unknown artist
- ✓ "Margaret Cavendish, Duchess of Newcastle" by Peter Lelys

##### **Secondary Source Readings** [CR1c]

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

- ✓ "A New World of Children" by J.H. Plumb
- ✓ "The Rise of Modern Medicine" by Pierre Goubert
- ✓ "The Insane in Modern Society" by Andrew Scull
- ✓ Kagan Text pages 202-227

## **Writing Assignments** [CR 3]

- ✓ **The Scientific Revolution: The Search for Meaning** [CR9] Discuss the key events and discoveries of the Scientific Revolution in a well-developed response. Be sure to compare and contrast the Ptolemaic and Copernican concepts of astronomy, discuss the Christian vision of the world based on Genesis, and describe the factors which limited the immediate impact of the new science on the masses. You should also explain the importance of the scientific method, Galileo's mechanistic concept of the universe and how Newton summarized the achievements of the Scientific Revolution.
- ✓ **Newtonian World-Machine** [CR8] In a well-developed response, describe what is meant by the Newtonian world-machine. How did Newton arrive at this conception? What are the broader social, political, and cultural implications of viewing the entire universe as a machine?
- ✓ **Document Based Question (DBQ)** [CR5] [CR10] [CR11] Using the selection of primary source documents provided, analyze continuities and changes in methods of child rearing among the English upper classes from the sixteenth through the eighteenth centuries. How did adult views of children shape adult practices toward their children? **Be sure to discuss the intended audience and author's purpose of the primary documents.**

## **DBQ Sources**

- ✓ Robert Cleaver, A Calvinist minister writing in Godly Form of Household Government, 1598
- ✓ John Earle, an Anglican minister writing in Microcosmographie, 1628
- ✓ Letter of an Anglican rector to the Verney family, 1721
- ✓ Elizabeth Clinton, The Countess of Lincoln's Nursery, 1622
- ✓ Letter from Lady Duncannon to Georgiana, Lady Spencer, may 6, 1786
- ✓ Thomas Gisborne, author of a popular handbook entitled An Enquiry into the Duties of the Female Sex, 1799
- ✓ Robert Cleaver, Godly Form of Household Government, 1598
- ✓ William Buchan, M.D., Domestic Medicine; or the Family Physician, 1772
- ✓ Account by Lady Jane Grey of her childhood experiences in the 1530's, later related to her tutor Roger Ascham
- ✓ Bartholemew Batty, The Christian Man's Closet, 1581
- ✓ Sir George Savile, first Marquis of Halifax, The Lady's New-Years Gift; or Advice to a Daughter, 1887
- ✓ Notes by Lady Louisa Stuart on George Selwyn and His Contemporaries, 1760
- ✓ Letter of Sir Philip Francis to his son's tutor, February 17, 1774

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[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR9] Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation

[CR10] Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant – Continuity and Change Over Time.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

## **Class Discussion / Roundtables**

1. **Renaissance to Revolution** [CR4] [OS-1] [SP-2] How did the spirit of the Renaissance contribute

to the beginnings of the Scientific Revolution? Also - How did the Scientific Revolution affect religious thought? How did religious thought affect the Revolution?

2. **Scientific Revolution – Revolutionary?** [CR4] [OS-5] [IS-1] Was the Scientific Revolution truly revolutionary? What aspects of the medieval period were overturned during the sixteenth and seventeenth century?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

## **UNIT VI: THE 18<sup>TH</sup> CENTURY: AN AGE OF ENLIGHTENMENT** [CR2]

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

### **Unit Topics:**

- The Enlightenment
- Culture and Society in an Age of Enlightenment
- Religion and the Churches

### **Excerpted Resources**

#### **Primary Source Readings** [CR1b]

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

- “Faust” by Johann Wolfgang von Goethe
- Romantic Poetry by William Wordsworth, John Keats, Heinrich Heine and Walt Whitman

#### **Works of Art/Images:**

- Images of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, Mary Astell, Mary Wollstonecraft, & Anne Louise Germaine de Stael

#### **Secondary Source Readings** [CR1c]

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

- “The Middle Class in France” by Theodore Zeldin
- “The Changing Nature of Protest” by Charles, Louise, and Richard Tilly
- Kagan Text pages 311-350

### **Writing Assignments** [CR 3]

- **The Enlightenment: The Best of All Possible Worlds** [CR 7] Create a chart which compares the Old Order of France with the New Order proposed by 18th century enlightened thinkers (Philosophes). Be sure to contrast the main ideas of the Old Order with the New Order criticisms proposed by the Philosophes.

**Hobbes and Locke** [CR6] [CR11] After reading the articles by Llyod/Sreedhar and Uzgalis, discuss the different philosophies of Thomas Hobbes and John Locke. Which analysis do you agree with more? Lloyd and Sreedhar’s or Uzgalis?

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR6] Students are provided opportunities to analyze and evaluate diverse historical interpretations – Analyzing Secondary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

- ✓ **Feminist Ideas: Then and Now** [CR10] [CR12] Do some research on present-day feminists and the concept of feminism. What observations about women made by Mary Wollstonecraft in 1792 do you find being stressed by feminists today, two centuries later? Be sure to cite your sources.

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR10] Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant – Continuity and Change Over Time.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### **Class Discussion / Roundtables**

1. **A Better Approach to Live** [CR4] [OS-6] [IS-4] Rationalism, skepticism, and romanticism were the three primary philosophical schools of thought during the Enlightenment. Choose one and explain why you feel it's a better approach to life than the others.
2. **Still Enlightened?** [CR4] [SP-4] [NI-1] What evidence is there that the ideas of the Enlightenment continue to be influential in modern times? Provide specific examples and support your position.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT VII: 18<sup>TH</sup> CEN. EUROPEAN STATES. INTERNATIONAL WARS. AND SOCIAL CHANGE** [CR2]

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

#### **Unit Topics:**

- ✓ The European States
- ✓ Wars and Diplomacy
- ✓ Economic Expansion and Social Change
- ✓ The Social Order of the Eighteenth Century

#### **Excerpted Resources**

##### **Primary Source Readings** [CR1b]

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

- ✓ “Democracy in America” by Alexis de Tocqueville
- ✓ “Walden” and “Civil Disobedience” by Henry David Thoreau

##### **Map**

- ✓ “Europe in 1763”

##### **Works of Art/Images:**

- ✓ “Portrait of Catherine the Great” by Alexander Roslin
- ✓ “Louis XV as a Child” by Hyacinthe Rigaud
- ✓ Images of Louis XVI, Frederick II, Joseph II

##### **Secondary Source Readings** [CR1c]

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

- ✓ “Mature Industrial Society” by Peter Stearns
- ✓ “Middle Class Women” by Patricia Branca



- ✓ “Crime and Modern Society” by Vincent McHale and Eric A. Johnson
- ✓ Kagan Text pages 236-271; 272-301

### Writing Assignments [CR 3]

- ✓ **The Aristocracy Plays at War** [CR 8] [CR9] Create a chart which details the dates, causes, major battles, treaties, and significance of the following major wars: War of the League of Augsburg, War of the Spanish Succession, War of Austrian Succession, Seven Years’ War, and the French and Indian War.
- ✓ **“Enlightened” Despotism?** [CR 7] In a few paragraphs, define the term “Enlightened Despotism” and give three examples of enlightened despots of the eighteenth century, show why they were given the title and indicate how “enlightened” each one was.

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR9] Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation.

### Class Discussion / Roundtables

1. **Remedying Poverty** [CR4] [CR 11] [PP-4] [IS-1] How did thinking people of the eighteenth century explain the poverty of their age, and what remedies did they suggest? How effective were their remedies? Also, please discuss what would you have suggested and why would your proposition have been successful. Be specific.
2. **You’re the Advisor (to Joseph II or Catherine the Great)** [CR4] [CR12] [PP-5] [SP-2] Imagine that you are a philosophe serving Joseph II or Catherine the Great. What advice would you give him or her on the best way to rule Austria or Russia? Why?
3. **Economy of the Eighteenth Century** [CR4] [INT-5] [PP-1] Was the economy of the eighteenth century truly “global” in the contemporary sense? Explain why you think it was or was not a globalized system. Be sure to discuss the global exchange of products and the impact of this exchange on the Old and New Worlds.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### UNIT VIII: THE FRENCH REVOLUTION [CR2]

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

#### **Unit Topics:**

- ✓ The Beginnings of the Revolutionary Era: The American Revolution
- ✓ Background to the French Revolution



- The French Revolution
- The Age of Napoleon

### **Excerpted Resources**

#### **Primary Source Readings [CR1b]**

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

- “Declaration of the Rights of Man and Citizen” by the French National Assembly
- “On Liberty and Utilitarianism” by John Stuart Mill
- “Reason in History” by Georg Wilhelm Friedrich Hegel

#### **Timeline**

- “North America: 1700-1803”

#### **Map**

- “French Conquests During the Revolutionary Wars”

#### **Works of Art/Images:**

- “Equestrian Portrait of Napoleon” by Joseph Chabod
- Images of Robespierre and the beheading of Louis XVI

#### **Secondary Source Readings [CR1c]**

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

- “New Leisure: Sports” by William J. Baker
- “Modern Leisure: Middle-class Style” by Peter Bailey
- “Popular Education: Peasants into Frenchmen” by Eugen Weber
- Kagan Text pages 353-390; 392-413

### **Writing Assignments [CR 3]**

What Happened When? [CR 3, CR 7] [PP – 4, SP-2, IS-3, N1-1]

Place the following events in the correct chronological order. Then, describe the progression of the French Revolution in at least 3 detailed paragraphs. You should explain how each event of the French Revolution led to the following event in your response.

- Declaration of the Rights of Man
- Brunswick Manifesto
- National conscription
- Concordat of 1801
- White Terror
- Reign of Terror
- Tennis Court Oath
- Mirabeau’s constitutional monarchy
- Night of August 4
- Tricolor
- Metric System
- Committee of Public Safety
- Civil Constitution of the Clergy
- Fall of the Bastille
- Code Napoleon
- Thermidorean Reaction
- “Marseillaise”
- Abolition of the monarchy

- Napoleon crowned Emperor
  - Consulate
- ✓ **Revolutionary Ideology** [CR 12] In a well-developed essay, define and describe the significance of each of the following terms in your own words: Liberty, Equality, Fraternity.
- ✓ **Free Response Question (FRQ)** [CR 8] [CR11] **Napoleon, Robespierre, and the French Revolution**
- [CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- [CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.
- [CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.
- [CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### **Class Discussion / Roundtables**

1. **It Takes a Revolution** [CR4] [PP-5] [SP-3] Part I: To what extent was the French nobility responsible for the crisis that destroyed the ancient régime? Make an argument as to which governmental arrangement—monarchical rule, the National Assembly’s constitutional monarchy, the National Convention’s republic, or the Directory—was best suited to revolutionary France.
2. **Liberty, Equality or Fraternity: Which is most important?** [CR4] [IS-5] [NI-2] Of the three terms you were asked to define (in your own words!), which do you feel is the most important? Liberty, equality or fraternity? Post your paragraph for that term and then explain why you feel it is more important than the other two.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

## **SEMESTER 2**

**Note: Units 1-4 for Semester 2 will cover the time period of 1815-1914**

**Units 4-8 for Semester 2 will cover the time period of 1914-Present**

### **UNIT I: THE INDUSTRIAL REVOLUTION - ECONOMIC ADVANCES & SOCIAL UNREST**

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

#### **Unit Topics:**

- ✓ Industrial Revolution in Great Britain
- ✓ The Spread of Industrialization
- ✓ The Social Impact of the Industrial Revolution

#### **Excerpted Resources**

##### **Primary Source Readings** [CR1b]

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

- ✓ “The Origins of Species” and “The Descent of Man” by Charles Darwin
- ✓ “The Communist Manifesto” by Karl Marx and Friedrich Engels

- ✓ “Anarchism” by Michael Bakunin

### Map

- ✓ “The Industrialization of Europe by 1850”

### Works of Art:

- ✓ Images of factory workers and factories

### Secondary Source Readings [CR1c]

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

- ✓ “British Construction Workers” by Richard Price
- ✓ “Rubber and Cable Workers in Bezons, France” by Lenard R. Berlanstein
- ✓ “Youth and History” by John R. Gillis
- ✓ Kagan text: pages 462- 497; 253-268

### Writing Assignments [CR3]

- ✓ **The Industrial Revolution: England’s Advantage** [CR9] In a well –developed response, please discuss the political, economic, geographic, and any other special factors that supported the Industrial Revolution in England.
- ✓ **Industrial Lifestyles: Middle Class vs. Workers** [CR8] [CR10] Describe the lifestyle of the new industrial middle class. Compare it to that of the industrial workers. What were the results of the widening economic gap of the nineteenth century? Then, discuss the social impact (the effect on daily life) of the Industrial Revolution. Be sure to show how we are still today living with its social consequences.
- ✓ **Free Response Question (FRQ): The Industrial Revolution** [CR11]

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR9] Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation.

[CR10] Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant – Continuity and Change Over Time.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

### Class Discussion / Roundtables

1. **Industrial Revolution & Imperialism** [CR4] [INT-3] [SP-1] How did the Industrial Revolution contribute to 19th-century imperialism? How did imperialism affect the Industrial Revolution? Support your discussion with evidence.
2. **Why the Industrial Revolution?** [CR4] [PP-3] [IS-1] Why is it important to study the Industrial Revolution? What do we learn about today’s society from the study of the Industrial Revolution?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

## **UNIT II: THE CONSERVATIVE ORDER, CHALLENGES OF REFORM & THE ROMANTIC MOVEMENT**

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

### Unit Topics:

- ✓ The Conservative Order (1815-1830)
- ✓ The Ideologies of Change
- ✓ Revolution and Reform (1830-1850)
- ✓ The Emergence of an Ordered Society

- ✓ Culture in an Age of Reaction and Revolution: The Mood of Romanticism

### **Excerpted Resources**

#### **Primary Source Readings [CR1b]**

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

- ✓ “Concerning New Things” by Pope Leo XIII
- ✓ “The Brothers Karamazov: The Grand Inquisitor” by Fyodor Dostoevsky
- ✓ “The Genealogy of Morals” by Friedrich Nietzsche

#### **Map**

- ✓ “Europe in 1815”

#### **Secondary Source Readings [CR1c]**

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

- ✓ Part 4 – The Twentieth Century: 1918-Present
- ✓ Nazism and the Lower Middle Class by Heinrich A. Winkler
- ✓ “Modern Politics: The French Communists” by Annie Kriegel
- ✓ Kagan text: pages 414-426; 428-460; 488-489

### **Writing Assignments [CR3]**

- ✓ **What is Romanticism?** [CR6] [CR 7] In a couple of well-developed paragraphs, define Romanticism. Discuss its characteristics, its major representatives, the various fields of the arts it affected, and what its lasting achievements were.

[CR6] Students are provided opportunities to analyze and evaluate diverse historical interpretations – Analyzing Secondary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

- ✓ **The Emerging Political System** [CR 3] [SP-4; IS-3]

During the course of the French Revolution, the interplay of opposing forces resulted in the emergence of political groupings, which, for convenience, were labeled republican, liberal, and conservative. At this time, liberals (leftists) favored change to emancipate the individual from class or governmental restraints. Republicans (extreme leftists) favored more radical changes, while conservatives (rightists) tended to favor a return to pre-revolutionary conditions.

Complete the chart below by correctly categorizing the listed terms as political, economic, social, or religious and republican, liberal or conservative for the period 1815-1848.

### **Class Discussion / Roundtables**

- ✓ **Effectiveness of Congress of Vienna - Discuss the Congress of Vienna** [CR4] [SP-9] [SP-10] What did the Congress of Vienna try to accomplish in Europe? How well did it succeed in achieving its goals?
- ✓ **Ideology of Conservatism** [CR4] [SP-5] [PP-5] Explain the ideology of nineteenth-century Conservatism, and discuss how it both dominated and provoked reaction during the period from 1815 to 1848. Be specific and support your discussion with evidence.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT III: THE AGE OF NATION-STATES**

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

#### **Unit Topics:**

- The France of Napoleon III
- National Unification: Italy and Germany
- Nation building and Reform: The National State in Mid-Century
- Industrialization and the Marxist Response
- Science and Culture in an Age of Realism

### Excerpted Resources

#### **Primary Source Readings [CR1b]**

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

- “Hedda Gabler” by Henrik Ibsen
- “My Views” by Albert Einstein”
- “Emancipation Proclamation” by Abraham Lincoln
- “Emancipation Edict” by Alexander II

#### **Works of Art:**

- Images of Napoleon III, Tsar Alexander II, King William I of Prussia, and Otto von Bismarck

#### **Secondary Source Readings [CR1c]**

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

- “Changes in the Situation of Modern Women” by Hilary Land
- “Modern Families” by Ferdynand Zweig
- Kagan text: pages 509-539; 541-579

### Writing Assignments [CR3]

- **Emancipation Proclamation vs. Emancipation Edict [CR7]** Compare the forcible unification of the United States via Union victory in the American Civil War with the unification of the German Empire. Compare Abraham Lincoln's Emancipation Proclamation with Alexander II's Emancipation Edict.
- **From Smith to Marx: In Search of an Economic View of the World [CR6]** Describe the philosophies of Adam Smith, David Ricardo, Robert Owen, Luis Blanc, and Karl Marx. What changes prompted their ideas and who influenced their thinking the most?
- **Document Based Question (DBQ): Nineteenth Century Attitudes Towards Work [CR5] [CR11]:** The following documents are drawn from England, France, Belgium and Germany during the first century of industrialization (1801-1910), when most workers and employers had at most only a generation or two of experience with the organization and technology of factory industry. The documents suggest, then, the attitudes toward work produced by contact with the early stage of industrialization. **Writing Prompt: Compare middle-class and working-class attitudes towards work and its effect on the worker in nineteenth century Western Europe. Did any attitudes cross social class lines?** Analyze the purpose and historical context of the primary documents.
  - Isaac Watts, Divine and Moral Songs for Children, 1869
  - James P. Kay, The Moral and Physical Conditions of the Working Classes Employed in the Cotton Manufacture in Manchester, 1832.
  - Andrew Ure, Philosophy of Manufacturers, 1835.
  - Archives Nationales de France, F124705, "Report of Barrois," 1837.
  - Gerhard Aldelmann, Quellensammlung zur Geschichte der Sozialen Betriebsverfassung: Rusrindustrie (Collected Sources on the History of the Social Management-Worker Agreements in Industry in the Ruhr Area). Reprinted Bonn 1965.
  - Walter Scott, Familiar Letters, 1894
  - Black Dwarf, 1818
  - John Fielden, The Curse of the Factory System, 1836

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR5] Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context – Analyzing Primary Sources.

[CR6] Students are provided opportunities to analyze and evaluate diverse historical interpretations – Analyzing Secondary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

### **Class Discussion / Roundtables**

#### • **The Emergence of Feminism** [CR4] [SP-4] [IS-2]

How and why did the feminist movement come about? In what ways was it a product of its times?

What were the various roles of women in the new social structure? Did women live better or worse lives than in previous times? Support your position with specific examples.

#### • **Unification Comparison: Italy and Germany** [CR4] [SP-9] [NI-1] What were some of the main differences between the processes of unification undertaken in Italy and Germany? What were some of the similarities? Is there one unifying theory or concept that was necessary to both processes?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT IV: THE BIRTH OF MODERN EUROPEAN THOUGHT & THE AGE OF WESTERN IMPERIALISM**

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

#### **Unit Topics:**

- The Growth of Industrial Prosperity
- The Emergence of Mass Society
- The National State
- Toward the Modern Consciousness: Intellectual and Cultural Developments
- Politics: New Directions and New Uncertainties
- The New Imperialism
- International Rivalry and the Coming of War

### **Excerpted Resources**

#### **Primary Source Readings** [CR1b]

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

- “Why War?” by Sigmund Freud
- “Approaching the Unconscious” by Carl G. Jung

#### **Map**

- “Global Imperialism in 1900”

#### **Secondary Source Readings** [CR1c]

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

- “The Family Besieged” by Christopher Lasch
- “Work and Play” by John Ardagh
- “The Twentieth Century Way of Death” by Philippe Aries

- Kagan text: pages 580-612 and 614-656

### **Writing Assignments** [CR3]

- **The New Imperialism** [CR12] In a well-developed essay, describe the "new imperialism" of the late nineteenth century. How was it different from the earlier European imperialism? What were its causes and results? How did Europe's Asian and African empires differ?
- **The Dawn of a New Century - Changes in Late 19th / Early 20th Century Europe** [CR 3] [IS-4, SP-1] Answer the questions below in at least one well developed paragraph per response:
  1. Draw conclusions about the general political trends evident in the nations of Western Europe in the last decades of the nineteenth century. Then, explain how these trends differed from the policies pursued in Germany, Austria-Hungary, and Russia.
  2. Trace the developments in science, intellectual affairs and the arts in the late nineteenth and early twentieth centuries. How did these developments "open the way to a modern consciousness" and compare how this consciousness differed with earlier world views.
  3. Describe the difficulties that women, Jews, and the working classes faced in the late nineteenth and early twentieth centuries. Then, explain how successful they were in reaching their goals.
  4. Explain the Bismarckian System of alliances and describe how successful it was in keeping the peace.
  5. Trace the expansion of voting rights in Great Britain. Be sure to include the Reform Bill of 1832 and the Second Reform Act in your response.

### **Class Discussion / Roundtables**

- **Scientific Discovery - More Practical?**  
What did the second age of scientific discovery add to human knowledge? In your opinion, was it more "practical" than the earlier age? Explain. Support your position with evidence.
- **Social Darwinism vs. Charles Darwin's Theory of Natural Selection** [CR4] [IS-4] [NI-4] Relate the concept of Social Darwinism with Charles Darwin's theory of natural selection. Does the concept of Social Darwinism adhere to the principles of Darwin's theory? Why or why not? How did Social Darwinism give direction and legitimacy to a new wave of racism?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT V: ALLIANCES, WAR, AND A TROUBLED PEACE**

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

#### **Unit Topics:**

- The Road to World War I
- The War
- War and Revolution
- The Peace Settlement

### **Excerpted Resources**

#### **Primary Source Readings** [CR1b]

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

- "Imperialism and State and Revolution" by V.I. Lenin
- "My Struggle" by Adolph Hitler

#### **Tables / Charts**

- "Table of WWI Casualties"



- ✓ “WWI Weapons of War Chart”

### Works of Art:

- ✓ Images of Franz Ferdinand and Family, Woodrow Wilson, Vladimir Lenin, weapons of war

### Secondary Source Readings [CR1c]

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

- ✓ “The Nature of Modern People” by Peter Stearns
- ✓ “The Vanishing Peasant” by Henri Mendras
- ✓ Kagan text: pages 663-702

### Writing Assignments [CR3]

- ✓ **During and After World War I** [CR8] [CR9] What were the conditions, factors, and events that led directly and indirectly to the outbreak of World War I? Chart the development of the Great War in each of its two-year periods. Explain why it went on for so long and what finally hastened its end. Describe the Paris Peace Conference and the Treaty of Versailles. Why were they later deemed failures? To what extent did they assure another world war?
- ✓ **Revolutions in Retrospective** [CR7] [CR11] Establish a thesis sentence and outline of your response to the following quote. “Every successful revolution puts on in time the robes of the tyrant it has deposed.” Evaluate this statement with regard to the English Revolution (1640-1660), the French Revolution (1789-1815), and the Russian Revolution (1917-1930).
- ✓ **Free Response Question (FRQ): The Industrial Revolution** [CR5] [CR12] Between 1861 and 1865, the Russian monarchy emancipated the Russian peasantry. Under the terms of the emancipation, land was granted to the peasant communes, which then distributed the land among the families of the commune. For the period 1861 to 1914, analyze how various Russians perceived the condition of the Russian peasantry and explain how they proposed to change that condition. **Analyze the documents for intended audience, purpose, historical context and author’s point of view.**
  - Petition from peasants to Tsar Alexander II, 1863.
  - Gleb Uspensky, revolutionary non-Marxist socialist, journal article, 1879.
  - Peter Kropotkin, Russian anarchist, journal article, 1885.
  - Russian government report on the famine of 1891
  - Katerina Breshkovskaia, Socialist Revolutionary party, memoirs of her revolutionary work between 1896 and 1903, published in 1931
  - Anton Chekhov, physician, playwright, and short story writer, "Peasants," short story, 1897
  - Serge Witte, Minister of Finance (1892-1903), private letter to Tsar Nicholas II, 1898.
  - Police Report 4894 to the Ministry of the Interior, 1898
  - Sakhno, peasant representative to the Duma (the Russian parliament), speech, 1906.
  - Peasant petition from Stavropol province to the Duma, signed by 41 literate peasants, with the names of 599 illiterate peasants listed, 1906

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR5] Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context – Analyzing Primary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR9] Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation.

[CR11] Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) – Argument Development.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the

argument – Argument Development.

### Class Discussion / Roundtables

- **German Punishment Too Severe?** [CR4] [SP-7] [IS-3] After the war, Germany was punished much more severely than were the remnants of Austria-Hungary. Do you think this was reasonable? In your discussion, consider the roles each country shared in starting and escalating the war. Also consider the roles of Serbia and Russia.
- **Impact of Technology on World War I** [CR4] [INT-2] [SP-9] How did the use of new technologies during World War I influence the war? Which sides benefited the most from which technologies? Did any of them play a role in either lengthening or in shortening the war? Which technologies were the most important?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### UNIT VI: THE INTERWAR YEARS: THE CHALLENGE OF DICTATORS & THE GREAT DEPRESSION

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

#### **Unit Topics:**

- An Uncertain Peace: The Search for Security
- The Democratic States
- The Retreat from Democracy: The Authoritarian and Totalitarian States
- The Expansion of Mass Culture and Mass Leisure
- Cultural and Intellectual Trends in the Interwar Years

### Excerpted Resources

#### **Primary Source Readings** [CR1b]

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

- “Existentialism” by John Paul Sartre
- “A Room of One’s Own” by Virginia Woolf

#### **Works of Art:**

- Images of Stalin, Hitler, and the Great Depression

#### **Secondary Source Readings** [CR1c]

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

- “Modern Man at Play” by Johan Huizinga
- “Modern Man” by Alex Inkeles
- Kagan text: pages 703-738

### Writing Assignments [CR3]

- **The Soviet Union between the Wars** [CR12] In a short essay, address the following writing prompt: What happened in the Soviet Union history between the wars? What role did Stalin play? How does this era help explain Russia’s subsequent history?
- **The French Search for Security: An Elusive Goal?** [CR6] [CR7] Create a chart which identifies the major French foreign policy initiatives in the periods 1918-1930 using your text and other resources. Then, explain the significance of each initiative for France’s defense.

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR6] Students are provided opportunities to analyze and evaluate diverse historical interpretations – Analyzing Secondary Sources.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### **Class Discussion / Roundtables**

- ✓ **Hitler's Rise to Power** [CR4] [IS-5] [NI-3] Which was more important for Adolf Hitler's rise to power: his policy goals or the symbolism of the Nazi Party? Support your position with evidence.
- ✓ **Extremist Political Parties** [CR4] [OS-7] [SP-9] Why were extremist political parties more successful during the inter-war years than they had been before World War One?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### **UNIT VII: WORLD WAR TWO**

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

#### **Unit Topics:**

- ✓ Prelude to War (1933-1939)
- ✓ The Course of World War II
- ✓ The Nazi New Order
- ✓ The Home Front
- ✓ The Aftermath of the War: The Emergence of the Cold War

### **Excerpted Resources**

#### **Primary Source Readings** [CR1b]

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

- ✓ Modern poetry by Robert Frost, John McCrae, Siegfried Sassoon, and Wilfred Owen

#### **Timeline/Chart**

- ✓ "Rise of the Nazi Party Timeline"
- ✓ "Casualties of World War II"

#### **Works of Art:**

- ✓ Images of Franklin D. Roosevelt, Winston Churchill, and Pearl Harbor

#### **Secondary Source Readings** [CR1c]

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

- ✓ "The Horror of Modernization" by R.D. Laing
- ✓ "New Problems for Contemporary Europeans" by Francois Bourricaud
- ✓ "The Deepening of the European Crisis: World War II" by Jackson Spielvogel
- ✓ Kagan text: pages 743-783

### **Writing Assignments** [CR3]

- ✓ **Civilians in the War Effort** [CR7] Compare and contrast the way that Britain, Russia, Germany, and America mobilized their civilian populations for the war effort. What effects did each one's plan have on the outcome of the war?
- ✓ **The State of the Nations: 1933-1939** [CR8] Complete a chart which describes the heroes (cult of

personality), type of governments, economic status, military status, international commitments, social organization, major movements, and general condition of the follow nations: the United States, France, Great Britain, Italy, Germany, the USSR, and Japan.

✓ **Free Response Question (FRQ): Changes in the Twentieth Century** [CR10] [CR12]

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR8] Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred – Contextualization.

[CR10] Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant – Continuity and Change Over Time.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

**Class Discussion / Roundtables**

- ✓ **First Two Years of WW II** [CR4] [INT-5] [SP-9] You are a reporter for a prominent paper in the United States. Tell the story of the first two years of World War II. If you had been reporting from the field in October 1942, what would you have predicted? Why?
- ✓ **The Beginnings of the Cold War** [CR4] [INT-5] [NI-2] Explain how the situation in Europe immediately following the fall of Germany led directly to the Cold War. In your opinion, was the Cold War inevitable? If not, as the United States or the USSR more to blame? Support your position with evidence.

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

**UNIT VIII: THE COLD WAR ERA / PRESENT SOCIAL, CULTURAL, & ECONOMIC CHALLENGES**

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

**Unit Topics:**

- ✓ The Development of the Cold War
- ✓ Recovery and Renewal in Europe
- ✓ The United States and Canada: A New Era
- ✓ The Emergence of a New Society
- ✓ From Cold War to Post-Cold War: Toward a New World Order
- ✓ Toward a New Western Order
- ✓ New Directions and New Problems in Western Society
- ✓ The World of Western Culture
- ✓ Toward Global Civilization

**Excerpted Resources**

**Primary Source Readings** [CR1b]

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

- ✓ “Iron Curtain Speech” by Winston Churchill
- ✓ Modern poetry by Yvan Goll, William Butler Yeats, Louis Untermeyer, and W.H. Auden

**Map**

- ✓ “Map of Cold War Europe”

### **Secondary Source Readings [CR1c]**

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

- “A Disconnected Europe” by Stanley Hoffman
- Kagan text: pages 785-829 and 833-868

### **Writing Assignments [CR3]**

- **The Soviet Bloc from 1945-1970 [CR9]** In a well-developed essay, trace the history of the Soviet Bloc from 1945-1970. To what degree did its rivalry with the West create its policies and shape its development? How did it in turn affect the policies and development of the West?
- **The United Nations and Collective Security [CR7] [CR12]** Write an essay describing the development and organization of the United Nations. Then, using your text and other resources, complete a chart that identifies the role of the UN in the following crises: Korea, Suez 1956, Hungary 1956, Congo, Israel 1967, South Africa, Afghanistan, Iraq 1990, and Iraq 1992.

[CR3] Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR7] Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts – Comparison.

[CR9] Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance – Causation.

[CR12] Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternate evidence could be used to support, qualify, or modify the argument – Argument Development.

### **Class Discussion / Roundtables**

- **Effects of Permissive Society [CR4] [INT-5] [IS-4]** Discuss the causes and effects of the "permissive" society of post-war Europe. In what ways does it still affect Western life today?
- **Increase in Terrorism: Effects on Democracies? [CR4] [SP-7] [NI-2]** Why has the contemporary world seen such an increase in terrorism? What new forms has it taken? What effects will it likely have on the democracies?

[CR4] Students are provided opportunities to apply learning objectives in each of the themes throughout the course.