

## AP EUROPEAN HISTORY SYLLABUS

### Course Overview

AP European History is a challenging college-level course that is structured around the investigation of five course themes and 19 key concepts in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master nine historical thinking skills. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. Besides the short answer questions, you will be writing at least one essay in every unit. You will also have unit multiple-choice tests.

### Readings

Textbook Kagan, Donald, Steven Ozment, and Frank M Turner. *The Western Heritage Since 1300* 11<sup>th</sup> Edition. Pearson Education, Inc. 2016 Revised AP edition

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

### Supplemental Material

Brady, Charles, and Phil Roden. *Document Based Questions in World History*. Evanston: The DBQ Project, 2005. **[CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Caliguire, Augustine, Robert J. Leach, and Lawrence M. Ober. *Advanced Placement European History I, II, III* Center for Learning, 2006

Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History*. 13th ed. United States: Wadsworth Cengage Learning, 2009 **[CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Perry, Marvin. *Sources of the Western Tradition*. Ninth edition . Volume I: From Ancient Times to the Enlightenment. Boston: Wadsworth Cengage Learning, 2014 **[CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Page 2

Perry, Marvin. *Sources of the Western Tradition*. Ninth edition . Volume II: From the Renaissance to the Present. Boston: Wadsworth Cengage Learning, 2014 **[CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Sherman, Dennis. *Western Civilization Sources, Images, and Interpretations*. 3rd vols. Boston: McGraw Hill, 2000 **[CR1b]** **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**  
**[CR1c]**

Smarthistory.org

Smarthistory at Khan Academy offers more than one thousand videos and articles on art from around the world and across time. We are working with more than one hundred art historians and some of the world's most important museums to make Khan Academy the best art history resource anywhere.

**[CR1b]** **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**  
**[CR1c][CR5]**

Smith, Bonnie G. *Changing Lives Women in European History Since 1700*. Lexington, Massachusetts: D.C. Heath and Company, 1989 **[CR1b]** **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past Since 1500*. 3rd ed. Vol. 2. Boston: Houghton Mifflin Company, 1997  
**[CR1b]**—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

### **World History Crash Course John Green You Tube [CR1c][CR5]**

The Renaissance: Was it a Thing? - Crash Course World History #22**[CR9]**

The Columbian Exchange: Crash Course World History #23

The Atlantic Slave Trade: Crash Course World History #24

The Spanish Empire, Silver, & Runaway Inflation: Crash Course World History #25

The Seven Years War: Crash Course World History #26

The French Revolution: Crash Course World History #29

Coal, Steam, and The Industrial Revolution: Crash Course World History #32

Capitalism and Socialism: Crash Course World History #33

Imperialism: Crash Course World History #35

Archdukes, Cynicism, and World War I: Crash Course World History #36

**Page 3**

World War II: Crash Course World History #38

USA vs USSR Fight! The Cold War: Crash Course World History #39

Decolonization and Nationalism Triumphant: Crash Course World History #40

Globalization I - The Upside: Crash Course World History #41

Globalization II - Good or Bad?: Crash Course World History #42 [CR13]  
Great Books film series: *The Prince*, *Galileo's Dialogue*, *An Interpretation of Dreams*,  
*All Quiet on the Western Front* [CR1c]

## **Mankind: The Story of All of Us by the History Channel [CR1c][CR5]**

### ***Survivors***

Cradle of Capitalism -Commerce in Venice, Renaissance  
Gun Game Changer - Johannes Gutenberg invents the printing press  
Dream to Sail West-Christopher Columbus, technology improves firearms  
Reconquest of Spain -Reconquista in Spain drives the Islamic Moors back to North Africa,  
Ferdinand and Isabella fund Columbus' voyage

### ***Treasure***

Universal Currency -Sir Francis Drake, silver transforms the global economy, Potosi silver mine  
Boom to Bust -Amsterdam, influx of wealth from Dutch trade, lucrative tulips imported from Turkey,  
trade in the first futures market  
Slave Trading -Sugar trade escalates the demand for African slaves

### ***Revolutions***

Richard Arkwright invents an industrial cotton spinning mill, genesis of factories, importance of coal  
Factories and Railroads -Steampower, trains, transportation revolution, immigrant workforce, railroads promote  
urbanization, crowded conditions in cities, living conditions in London slums, cholera

- Mapping Spread of Disease
  - Spread of Cholera
- Opium Trade Conflicts Britain dominates global trade and challenges China, opium devastates
- Chinese society, widespread addiction, silver flows out of Chinese economy,
- emperor bans opium, Opium War, Britain dominates as a global empire

### **Speed**

- Power of Photography -Photography is used to draw attention to atrocities  
of the Congolese rubber trade, the power of mass media forces King Leopold to  
end brutality in the Congo, introduction to new technology in WWI
- War on Bacteria
  - Doctors determine the connection between bacteria and disease by WWII,
  - Fleming invents penicillin

**Page 4**

AP European History simultaneously:  
Divides the material into four sections.  
1450–1648  
1648–1815

1815-1914

Present (1914–1945 [CR2])—Each of the course historical periods receives explicit attention.

**Explores Five Major Themes: [CR3]**

Interaction of Europe and the World (INT)

Poverty and Prosperity (PP)

Objective Knowledge and Subjective Visions (OS)

States and Other Institutions of Power (SP)

Individual and Society (IS)

Students will receive a copy of the explanation for each learning objective and the overarching questions for each of the five major themes. As the year progresses they will complete a chart where they link at least 2 learning objectives by theme and time period.

**See appendix at the end**

Historical Thinking Skills (Organized by Skill Type) that are Addressed in the Course

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

**Testing**

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

### **Key Concept 1.1**

**The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.**

Chapters 2, 4, 6

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion. pp. 60–68, 70, 77–78, 82(**OS-2**)(**OS-5**)(**OS-9**)(**OS-10**)(**SP-1**)(**SP-3**)

II. The invention of printing promoted the dissemination of new ideas. pp. 83–86, 130–132(**OS-2**)(**OS-5**)(**SP-10**)(**IS-3**)

III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals. pp. 68–74, 135, 137, 232–234(**OS-5**)(**SP-1**)

IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, though folk traditions of knowledge and the universe persisted. pp. 203–211, 215–219, 221–227 (**OS-1**)(**OS-5**)(**IS-1**)

### **Key Concept 1.2 The struggle for sovereignty within and among states resulted in varying degrees of political centralization. Chapters 2, 3, 4, 5**

I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.(**SP-2**)(**PP-6**)(**OS-3**)(**SP-1**)(**SP-3**)(**IS-2**)  
pp. 75–82, 115–120, 140–149, 163–165, 170–179

II. The competitive state system led to new patterns of diplomacy and new forms of warfare. pp. 143–145, 162–165,170–172, 174 (**OS-3**)(**SP-13**)(**SP-15**)

III. The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states.pp. 170–172, 174–177(**SP-2**)(**SP-7**)(**SP-11**)

### **Key Concept 1.3 Religious pluralism challenged the concept of a unified Europe. Chapters 2, 3, 4, 5**

I. The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture. pp. 84–86, 98–107, 110–115,117, 119–127(**OS-2**)(**OS-11**)

II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority. pp. 113–123, 136, 138,149–153, 154–156 (**SP-2**)(**SP-3**)(**SP-11**)(**IS-10**)

III. Conflicts among religious groups overlapped with political and economic competition within and among states. pp. 102–105, 110–112, 116,134–149, 156–165, 169–170(**OS-3**)(**OS-11**)(**SP-2**)(**SP-3**)(**SP-11**)

**Key Concept 1.4 Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. Chapters 2, 4, 8**

I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies. pp. 87–94(INT-1)(INT-2)(INT-6)(INT-11)(SP-5)(IS-10)

II. Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires. pp. 87, 90, 93(INT-3)(INT-4)(OS-6)(SP-13)(IS-3)

III. Europeans established overseas empires and trade networks through coercion and negotiation. pp. 87–94(INT-1)(INT-3)(INT-6)(INT-11)(PP-1)(IS-7)

IV. Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade. pp. 89–94, 143–145, 303–305(INT-5)(INT-6)(INT-7)(INT-9)(INT-11)(PP-1)(IS-7)

**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. Chapters 3, 4, 5, 6, 7(PP-2)**

I. Economic change produced new social patterns, while traditions of hierarchy and status persisted. pp. 97–98, 144 (INT-11)(PP-6)(IS-1)(IS-2)(IS-7)

II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power. pp. 105, 108–109 (PP-2)(PP-9)(IS-1)(IS-2)

III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth. pp. 154, 169(PP-6)(PP-13)(IS-2)(IS-10)

IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family. pp. 126–130, 231, 244–249(PP-7)(OS-4)(IS-1)(IS-4)(IS-6)(IS-9)

V. Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms. pp. 227–230, 232(OS-1)(IS-1)(IS-6)(IS-10)

Page 7

**DBQ-Did women have a Renaissance? Teacher made DBQ from Historyteacher.net(OS-4) [CR1b]The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

**Primary Sources-** Students read these sources and identify characteristics of the Renaissance and Humanism.

1345: "Letter to Cicero" - Petrarch

Selections from:

1509: *The Praise of Folly* - Desiderius Erasmus

1513: *The Handbook of the Courtier* - Baldassare Castiglione

1515: *The Prince* - Niccolo Machiavelli

We analyze a variety of Italian Renaissance and Northern Renaissance artwork. I have listed some of them.**(OS-5)**

1440: *David* - bronze sculpture by Donatello

1480: *The Birth of Venus* - painting by Sandro Boticelli

1498: *The Last Supper* – painting by Leonardo da Vinci

1499: *The Pietà* – sculpture by Michelangelo

Early 1500s: *The School of Athens* – painting by Raphael

1503-6: *The Mona Lisa* – painting by Leonardo da Vinci

1504: *David* – sculpture by Michelangelo

1508-12: The Sistine Chapel – frescoes by Michelangelo - *Last Judgment*     *The Creation of Man*     *The Creation of the Heavens*

JAN VAN EYCK, Ghent Altarpiece (closed), Saint Bavo Cathedral, Ghent, Belgium, completed 1432. Oil on wood, 7pprox.. 11' 6" x 7' 6".

JAN VAN EYCK, Ghent Altarpiece (open), Saint Bavo Cathedral, Ghent, Belgium, completed 1432. Oil on wood, 7pprox.. 11' 6" x 15'.

JAN VAN EYCK, Giovanni Arnolfini and His Bride, 1434. Oil on wood, 7pprox.. 2' 8" x 1' 11 1/2". National Gallery, London.

ALBRECHT DÜRER, The Fall of Man (Adam and Eve), 1504. Engraving, 7pprox.. 9 7/8" x 7 5/8". Museum of Fine Arts, Boston (centennial gift of Landon T. Clay).

HANS HOLBEIN THE YOUNGER, The French Ambassadors, 1533. Oil and tempera on panel, 7pprox.. 6' 8" x 6' 9 1/2". National Gallery, London.

### **The States of Italy during the Renaissance,**

c.1494<http://www.wwnorton.com/college/history/ralph/resource/italy.htm>

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

[CR6]

### **FRQ Essays: [CR4]**

- Evaluate the differing views of the Renaissance held by Jacob Burckhardt and Peter Burke. Do you believe that the Renaissance is a distinct period? Explain. [CR5] [CR9] [CR1c][CR12]

- Choose one southern piece of art and one northern piece. Using the artwork, compare and contrast the values and ideals of the society that produced them. Be sure to make note of the artist's purpose, point of view and intended audience. [CR6][CR10]
- To what extent is the term "Renaissance" a valid concept for a distinct period in early modern European history? [CR5] [CR9]
- Explain the ways in which Italian Renaissance humanism transformed ideas about the individual's role in society. [CR3] [CR4] (OS-10)
- Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists. [CR4]
- "In the fifteenth century, European society was still centered on the Mediterranean region, but by the end of the seventeenth century, the focus of Europe had shifted north." Identify and analyze the economic developments between 1450 and 1700 that helped bring about this shift. [CR3] [CR4] (INT-1)
- Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700. [CR3] [CR4] [CR11](INT-1)

**DBQ-European Rituals and Festivals (2000)** Analyze the purposes that rituals and festivals served in traditional European life.(OS-1) [CR4][CR1b] **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

### Religious Divisions

<http://legacy.fordham.edu/halsall/mod/map16rel.gif>

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

### Europe in 1600

<http://www.euratlas.net/history/europe/1600/index.html>

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

Class Discussion of

**Chapter 1 The Spread of the Reformation from *Discovering the Western Past* Volume II by Merry Wiesner [CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

The task in this chapter is to assess how the ideas of Luther disseminated so widely and so quickly/ how were they made attractive to various groups within German society? Each student has a copy of the book and documents. I also portray them on the smart board. The students work in groups to analyze the documents. The Evidence:

1. Sermon Preached by Martin Luther in Erfurt (Germany) ,1521
2. Luther, Lord, Keep Us steadfast in Thy Word, hymn, 1541-42
3. Luther, A Mighty Fortress Is Our God, hymn, 1527-15384.
4. Paul Speratus, Salvation unto Us Has Come, hymn, 1524
5. Matthias Gerung, Broadstreet, Lauingen (Germany), 1546 (woodcut) (visual)
6. Matthias Gerung, Broadsheet, Luidingen, 1546 (woodcut) (visual)
7. Lucas Cranach, Pamphlet, Wittenberg (Germany) 1521 (woodcut) (visual)
8. Unknown Artist Pamphlet, Augsburg (Germany), 1522
9. Lucas Cranach, Pamphlet, mWittenburg, 1545 (visual)
10. Anonymous German Pamphlet, 1523

*Luther* (2003) film-We will compare the film to the actual events through discussion and notetaking [CR12]

### **Primary Documents**

We examine a variety of Baroque Art and discuss the link to the Catholic Reformation. GIANLORENZO BERNINI, Ecstasy of Saint Teresa, Cornaro Chapel, Santa Maria della Vittoria, Rome, Italy, 1645-1652. Marble, height of group 11' 6".

GIANLORENZO BERNINI, baldacchino, Saint Peter's, Vatican City, Rome, Italy, 1624-1633. Gilded bronze, approx. 100' high.

CARAVAGGIO, Calling of Saint Matthew, Contarelli Chapel, San Luigi dei Francesi, Rome, Italy, ca. 1597-1601. Oil on canvas, 11' 1" x 11' 5".

ARTEMISIA GENTILESCHI, Judith Slaying Holofernes, ca. 1614-1620. Oil on canvas, 6' 6 1/3" x 5' 4". Galleria degli Uffizi, Florence

### **Primary Documents**

We examine Dutch Baroque and discuss how it reflects the values the Dutch Republic.

Rembrandt, *The Anatomy Lesson of Dr. Tulp*  
Vermeer, *Young Woman with a Water Pitcher*  
Johannes Vermeer, *Girl with a Pearl Earring*

### **Primary Documents**

1517: *95 Theses* - Martin Luther

1525: *Against the Murderous and Thieving Hordes of Peasants* - Martin Luther

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

**Secondary: [CR1c] [CR9]**• Two Views of the Renaissance: Jacob Burckhardt vs. Peter Burke

**FRQ Essays: [CR4]**

- Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation. [CR10]
- Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.[CR4]
- Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the sixteenth century. Refer to at least two social groups in your response. (IS-9)
- Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order. [CR10]
- Describe and analyze the ways in which the Roman Catholics defended their faith against the Protestant Reformation. [CR4]
- Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century. [CR4]
- Discuss the relationship between politics and religion by examining the wars of religion. Choose TWO specific examples from the following: [CR7](SP-2)

Dutch Revolt

French Wars of Religion

English Civil War

Thirty Years War

**Class Roundtable: Focus on IS–1 and OS–11 [CR3]**

- How did the Renaissance and the Reformation change the way society viewed individuality? [CR9] (OS-2)
  - How did the movements restructure an individual’s relationship with God? [CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- [CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

**Period 2c. 1648–c. 1815**

**Chapters 5, 6, 7, 8, 9, 10, 11,12**

**Key Concept 2.1 Different models of political sovereignty affected the relationship among states and between states and individuals. Chapters 5, 8, 9, 10**

I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. pp. 170–174, 179–184, 186–188, 190–191, 196–200, 237–244, 339–351, 376–377(**OS-9**)(**SP-2**)(**SP-3**)(**IS-7**)

II. Challenges to absolutism resulted in alternative political systems. pp. 168–169, 174–177, 190(**OS-9**)(**SP-1**)(**SP-2**)(**SP-7**)(**SP-11**)

III. After 1648, dynastic and state interests, along with Europe’s expanding colonial empires, influenced the diplomacy of European states and frequently led to war. pp. 178, 182–183, 187, 189, 192–196, 273–274, 295–301(**INT-1**)(**INT-11**)(**SP-15**)

IV. The French Revolution posed a fundamental challenge to Europe’s existing political and social order. pp. 353–390(**INT-7**)(**INT-10**)(**INT-11**)(**PP-10**)(**OS-3**)(**OS-9**)(**SP-1**)(**SP-3**)(**SP-4**)(**SP-5**)(**SP-7**)(**SP-9**)(**SP-11**)(**SP-13**)(**SP-15**)(**SP-16**)(**SP-17**)(**IS-6**)(**IS-7**)(**IS-9**)(**IS-10**)

V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction. pp. 393–397, 398–403, 405–413, 426(**PP-10**)(**SP-3**)(**SP-13**)(**SP-16**)(**SP-17**)(**IS-6**)(**IS-7**)(**IS-9**)(**IS-10**)

**Key Concept 2.2 The expansion of European commerce accelerated the growth of a worldwide economic network. Chapters 7, 8, 12**

I. Early modern Europe developed a market economy that provided the foundation for its global role. pp. 252–253 (**PP-1**)(**PP-2**)(**PP-7**)(**IS-2**)

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe. pp. 254–260, 273–290, 456–459 (**INT-1**)(**INT-3**)(**INT-5**)(**INT-6**)(**INT-7**)(**INT-9**)(**INT-11**)(**PP-1**)(**PP-2**)(**SP-5**)(**IS-7**)

III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era. pp. 189–190, 273–274, 276, 291–295(**INT-1**) (**INT-3**)(**INT-11**)(**SP-15**)

**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.**

**Chapters 5, 6, 7, 9, 11**

I. Rational and empirical thought challenged traditional values and ideas. pp. 185, 219–221, 311–313, 315–316, 325–331, 333–337, 366(**PP-10**)(**OS-4**)(**OS-5**)(**OS-7**)(**OS-8**)(**OS-9**)(**SP-1**)(**SP-4**)(**SP-7**)(**SP-9**)(**SP-11**)(**IS-6**)(**IS-9**)

II. New public venues and print media popularized Enlightenment ideas. pp. 313–315, 317, 324–325(**INT-7**)(**OS-2**)(**OS-5**)(**OS-6**)(**OS-8**)(**SP-10**)(**SP-12**)(**IS-3**)(**IS-9**)

III. New political and economic theories challenged absolutism and mercantilism. pp. 212–215, 325–327, 331–333 **(INT-6)(PP-1)(OS-7)(OS-9)(SP-1)(SP-4)(SP-7)**

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration. pp. 268–270, 318–324, 422–423 **(OS-2)(OS-3)(OS-11)(SP-3)(SP-9)**

V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good. pp. 233–234, 336–339 **(PP-1)(OS-10)(SP-1)**

VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling. pp. 414–427 **(OS-7)(OS-10)(OS-12)**

**Key Concept 2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. Chapter 7**

I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18<sup>th</sup> century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth. pp. 249–254, 404 **(PP-2)(PP-7)**

II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities. pp. 254–255, 266 **(PP-1)(IS-4)(IS-9)**

III. By the 18th century, family and private life reflected new demographic patterns and the effects of the Commercial Revolution. pp. 260–262 **(PP-7)(IS-4)(IS-9)**

IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families. pp. 263–265, 267–268 **(PP-2)(PP-6)(PP-9)(PP-13)(IS-2)**

**Primary Sources**-Students examine these documents for a discussion on absolutism **[CR1b]**

1660: *Leviathan* - Thomas Hobbes (cartoon)

1746: Portrait of Louis XIV - Saint-Simon

**Primary Sources**-Students analyze these documents and identify key Enlightenment ideas **[CR1b]**

Excerpts from:

1690: "An Essay Concerning Human Understanding" - John Locke

1759: *Candide* - Voltaire

1762: *The Social Contract* - Jean-Jacques Rousseau

1764: *Essays on Crime and Punishment* - Cesare Beccaria

1778: Mary Wollstonecraft's Early Views on Education

1784: *What is Enlightenment?* - Immanuel Kant

Primary Documents-Students examine these documents and discuss their relationship to the French Revolution of 1789.

1789: *The Declaration of the Rights of Man and Citizen*

1789: "What is the Third Estate?" - Abbé Sieyès

1789: "The Third Estate Awakens" - political cartoon

1790: *Reflections on the Revolution in France* - Edmund Burke

1793: *Declaration of the Rights of Women and Citizens* - Olympe de Gouges

1794: *Justification of the Use of Terror* - Maximilien Robespierre

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

### **Class Roundtable: Focus on SP-4 [CR3]**

- In what ways did European states and institutions use religion and culture (science and the arts) to control their society?
- What states were the most effective/least effective at this? **[CR3]**—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

**Group discussion of Chapter Four A Statistical View of European Rural Life 1600-1800 from *Discovering the Western Past* Volume II by Merry Wiesner [CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Making use of the evidence the students should be able to answer the central questions of this chapter: What were the natural forces that affected these people? How can we measure the effects of these forces on Europe's farming population? Can we discern any changes that might have allowed Europe's illiterate, rural majority to escape the grip of these natural forces? **These documents are all , quantitative data (charts, graphs, tables)**

1. Combined Yield Ratios of Wheat, Rye, and Barley, 1500-1820
2. A Nutritional Balance Sheet
3. Wheat Prices and Weather, France 1699-1789
4. Contrast Between Fixed Salary of a typical Agricultural Worker and Price of Wheat in Basse-Provence, France 1726-1789
5. Epidemics:Plague in Southern France, 1720-1721
6. European wide Population Crisis of 1740-1742
7. Local Crises at Bresles-en-Beauvaisis, France , late 17<sup>th</sup> and early 18<sup>th</sup> centuries
8. Infant and Child Mortality in France:children Living to the Age of 10 years
9. Life Expectancy in Colyton, England ,in Years
10. Seasonal Incidence of Mortality in Several Rural Areas of France, 17<sup>th</sup> and 18<sup>th</sup> centuries
11. Seasonal Incidence of Marriage in France, showing the Three Most Common Months(1-3) and the Three Least Common Months (10-12) by location
12. Seasonal Incidence of Conceptions in France, Showing the Three Most Common Months(1-3) and the Three Least Common Months(10-12),by Location

There are guiding questions to help the students. The conclusion by Merry Wiesner is that the world sketched here was until the late eighteenth century one of limited literacy, poverty, and precarious existence characterized by a stagnant or slowly growing population. The biggest change was the transformation of the demographic system of western Europe. After a century and a half of little growth, Europe's population rapidly expanded after about 1750. There was a decreased mortality rate, less famine and disease.

### **FRQ Essays: [CR4]**

- In the seventeenth century, what political conditions accounted for the increased power of both the Parliament in England and the monarchy in France? **[CR7] (SP-2)**
- Analyze the ways in which both the theory and practice of monarchy evolved in England from 1603 (the death of Elizabeth I) to 1688-1689 (the Glorious Revolution). **[CR8] SP-11)**
- Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution. **[CR8](SP-11)**
- "In seventeenth-century England the aristocracy lost its privileges but retained its power; in seventeenth-century France the aristocracy retained its privileges but lost its power." Assess the accuracy of this statement with respect to political events and social developments in the countries in the seventeenth century. **[CR10](SP-11)**
- Analyze the major ways through which Tsar Peter the Great (1689-1725) sought to reform his society and its institutions in order to strengthen Russia and its position in Europe. **[CR7] (SP-2)**
- Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600-1715. **[CR11](PP-1)**
- In what ways did Enlightenment thinkers build on or make use of the ideas of Newton and Locke? **(OS-7)[CR13]**
- Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed. **[CR10]**
- Compare and contrast the cultural values of the Enlightenment with those of the sixteenth-century Northern Renaissance. **[CR10]**
- Analyze the ways in which Enlightenment thought addressed religious beliefs and social issues in the eighteenth century. **[CR4]**

- To what extent did the Enlightenment express optimistic ideas in the eighteenth-century? Illustrate your answer with references to specific individuals and their works. [CR4]
- Analyze the ways in which specific intellectual and scientific developments of the seventeenth and eighteenth centuries contributed to the emergence of the religious outlook known as Deism.[CR4][CR8]

**DBQ (2011)** Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.[CR6](OS-4) [CR1b] **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

**DBQ (2004)** Analyze attitudes toward and responses to the “poor” in Europe between approximately 1450 and 1700. [CR6](PP-9) [CR1b] **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

**DBQ (2008 B)** Explain the reasons for the adoption of a new calendar in revolutionary France and analyze reactions to it in the period 1789 to 1806 [CR6] [CR1b] **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

**DBQ-To what extent did women participate in the Scientific Revolution?** [CR1b] **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**  
[CR4](IS-6)

#### **French Baroque**

Hyacinthe Rigaud, *Louis XIV*, 1701, oil on canvas, 9’2” x 6’3”. Musée du Louvre, Paris  
Château de Versailles

#### **Rococo Art**

Fragonard, *The Swing*

#### **Neoclassical Art**

David, *Oath of the Horatii*

David and *The Death of Marat*

David, *Napoleon Crossing the Alps*

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

**Activity:[CR1c] [CR12]**Was Napoleon a child of the revolution, a betrayer of the revolution or the greatest enlightened despot? We have 3 columns on the smart board with these questions. We define the terms of the questions first. The students read from Ms. Pojers packet of primary and secondary sources titled *Napoleon Bonaparte: An Assessment by Historians and Contemporaries*. <http://www.historyteacher.net/APEuroCourse/DocPackets/Napoleon-DocPacket1.pdf>

The students must site evidence from the sources and list the evidence under the correct column on their evidence sheet. Each student has a copy of the primary and secondary sources. Then I call on students to list the document and evidence under a column, Some documents contain evidence for more than one column.

**Period 3 c. 1815–c. 1914                      Chapters 7, 11, 12, 13, 14, 15, 16, 17, 18**

**Key Concept 3.1 The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. Chapters 7, 13, 15**

I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems. pp. 256–260, 462–463(**PP-1**)(**PP-3**)(**SP-4**)

II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship. pp. 463–465(**PP-1**)(**PP-3**)(**SP-4**)(**IS-3**)

III. During the Second Industrial Revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity. pp. 541–547(**INT-4**)(**INT-6**)(**PP-1**)(**PP-4**)(**PP-7**)(**SP-5**)(**SP-10**)(**IS-3**)

**Key Concept 3.2 The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. Chapters 13, 14, 15**

I. Industrialization promoted the development of new classes in the industrial regions of Europe. pp. 467–470, 546, 566(**PP-4**)(**IS-2**)(**IS-5**)(**IS-7**)

II. Europe experienced rapid population growth and urbanization, leading to social dislocations. pp. 463–464, 542–543, 547, 549(**PP-6**)(**PP-7**)(**PP-13**)

III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families. pp. 471–472, 474–477, 548, 561(**PP-7**)(**PP-15**)(**OS-4**)(**OS-8**)(**IS-4**)(**IS-5**)(**IS-6**)(**IS-7**)(**IS-9**)

IV. A heightened consumerism developed as a result of the Second Industrial Revolution. 473, 549(**PP-1**)(**PP-4**)(**IS-3**)

V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization, while facing famine, debt, and land shortages. 466, 532–533(**PP-3**)(**IS-10**)

**Key Concept 3.3 The problems of industrialization provoked a range of ideological, governmental, and collective responses. Chapters 12, 13, 14, 15, 16**

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions. pp. 431–439, 442, 446, 456–460, 470–471, 480–487, 566–579, 604–608 **(PP-8)(PP-10)(PP-14)(OS-4)(OS-8)(OS-9)(OS-10)(OS-12)(SP-1)(SP-3)(SP-4)(SP-7)(SP-9)(SP-11)(SP-17)(IS-5)(IS-6)(IS-7)(IS-9)(IS-10)**

II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states. pp. 438–441, 443–447, 477–480, 537, 549–553, 581–582 **(PP-6)(PP-13)(PP-15)(OS-8)(SP-5)(IS-3)**

III. Political movements and social organizations responded to the problems of industrialization. pp. 443–445, 498–503, 534–536, 538–539, 554–566, 589–590, 593, 609–612 **(PP-8)(PP-14)(PP-15)(OS-4)(OS-8)(SP-1)(SP-4)(SP-7)(SP-9)(SP-12)(IS-5)(IS-6)(IS-7)(IS-9)**

**Key Concept 3.4 European states struggled to maintain international stability in an age of nationalism and revolutions. Chapters 12, 13, 14, 15, 18**

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism. pp. 428–431, 439–441, 443–451, 486, 488 **(PP-10)(OS-3)(OS-9)(SP-3)(SP-4)(SP-4)(SP-7)(SP-11)(SP-14)(SP-16)(SP-17)(IS-5)**

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, as well as liberal reforms elsewhere. pp. 452–456, 488–493, 510–512, 514, 526–535, 576–578 **(PP-3)(PP-10)(OS-12)(SP-4)(SP-7)(SP-14)(SP-17)(SP-18)**

III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order. pp. 493–497, 515–526, 530–531, 663–672 **(SP-13)(SP-14)(SP-17)(SP-18)**

**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 Chapters 14, 16, 17**

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa. pp. 585, 587, 615–618, 620–621, 623–634, 636–644, 648–656 **(INT-1)(INT-2)(INT-6)(INT-7)(INT-10)(INT-11)(SP-17)(SP-18)(IS-10)**

II. Industrial and technological developments (i.e., the Second Industrial Revolution) facilitated European control of global empires. pp. 513, 633–635, 645–648, 652–655 **(INT-3)(INT-4)(OS-6)(SP-13)(IS-3)[CR11]**

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad. pp. 583, 619, 621–625, 628–633, 636–643, 649–652, 658–662 (INT-7)(INT-9)(INT-10)(INT-11)(OS-6)(SP-9)(SP-17)(SP-18)(IS-7)(IS-10)

**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.**  
**Chapters 11, 16**

I. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion. pp. 415–421, 423–426, 591(PP-14)(OS-10)(OS-12)(OS-13)

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview. pp. 582, 584–590, 592, 608–609(INT-2)(PP-10)(PP-14)(OS-8)(IS-7)(IS-10)

III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life. pp. 592–604(OS-8)(OS-10)(OS-12)(OS-13)

**Project-Students analyze romantic art and its relationship to historical events.**

Discuss some of the ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period from 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music, and literature.[CR3] [CR4][CR6] (PP-14)(OS-10)(OS-12)(OS-13)

**Romantic Art examined and discussed in class (OS-10)(OS-12)**

Géricault, *Raft of the Medusa*

Delacroix, *Liberty Leading the People*

Goya, *Third of May, 1808*

John Constable, *The Hay Wain, 1821*

Turner, *Slave Ship*

**Realism in Art**

Courbet, *The Stonebreakers*

Millet, *The Gleaners*

**Impressionism**

Gustave Caillebotte, *Paris Street; Rainy Day*

Monet, *Gare St. Lazare*

**Post Impressionism**

Van Gogh, *The Bedroom*

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

## FRQ Essays: [CR4]

- To what extent and in what ways was the French Revolution during the period 1789 through the Reign of Terror (1794) an attempt to create a government based on enlightenment ideals? **(PP-10)(SP-1)**
- Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (1789) to the declaration of the republic (September 1792).

- Napoleon was a child of the Enlightenment.

Assess the validity of the statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleons policies and attitudes. **(PP-10)**

- "Napoleon I is sometimes called the greatest enlightened despot."

Evaluate this assessment in terms of Napoleon I's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer. **(PP-10)**

- Machiavelli suggests that a ruler should behave both like a lion and like a fox.; Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli's suggestion. **[CR10]**

Choose two:

Henry IV of France

Elizabeth I of England

Catherine the Great of Russia

Frederick II of Prussia

- Identify the social and economic factors in preindustrial England that explain why England was the first country to industrialize. **[CR11](PP-3)**
- Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830. **[CRF7][CR11](PP-3)**
- Between 1750 and 1850 more and more Western Europeans were employed in cottage industry and in factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations, and the standard of living during this period. **(PP-7)**
- Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples. **(SP-5)**
- Between 1815 and 1848 the condition of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians proposed to solve these problems. **(SP-5)**

- Identify and explain the similarities and differences between socialism and liberalism in nineteenth-century Europe.[CR10]
- Man for the field and woman for the hearth;  
Man for the sword and for the needle she;  
Man with the head and woman with the heart;  
Man to command woman to obey.  
How accurately do the lines of poetry above reflect gender roles for European men and women in the late nineteenth century?

**DBQ: Manchester Industrial Revolution [CR6](PP-3)**

**DBQ:Imperialism (2009 )**Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.[ CR6] (INT-1)(INT-2)(INT-6)(INT-7)(INT-10)(INT-11)(SP-17)(SP-18)(IS-10) [CR1b] **The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

**Secondary Sources[CR1c](PP-3)**

*Early Industrial Society: Progress or Decline?* Peter Stearns and Harriet Chapman  
*The Family and Industrialization in Western Europe* Michael Anderson

**Period 4c. 1914 to the Present                      Chapters 18, 19, 20, 21, 22**

**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. Chapters 18, 19, 20, 21**

I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. pp. 672–685, 689, 695(INT-8)(INT-9)(INT-11)(SP-6)(SP-13)(SP-14)(SP-17)(SP-18)(IS-8)

II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. pp. 690–691, 693–694,696–702, 704–705, 720, 723(INT-8)(SP-6)(SP-14)(SP-17)

III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization. pp. 743–746, 748–761, 763–780(SP-6)(SP-8)(SP-13)(SP-14)(SP-17)(IS-7)(IS-10)

IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. pp. 780–783, 786–803, 810–812, 815–819, 822–823(INT-8)(INT-9)(INT-11)(PP-5)(SP-5)(SP-13)(SP-14)(SP-17)(SP-19)

V. In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20<sup>th</sup> century. pp. 862–868(PP-5)(SP-5)(SP-17)(SP-19)

VI. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post–World War II peace. pp. 823–829(SP-3)(SP-13)(SP-17)(IS-7)(IS-O)

VII. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states. pp. 692–693, 699–700, 803–810(INT-1)(INT-2)(INT-3)(INT-7)(INT-9)(INT-10)(INT-11)(SP-9)(SP-14)(SP-17)(IS-10)

#### **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 among liberal democracy, communism, and fascism. Chapters 18, 19, 20, 21, 22**

I. The Russian Revolution created a regime based on Marxist–Leninist theory. pp. 685–691, 708–716(PP-3)(PP-8)(PP-10)(PP-15)(PP-16)(SP-5)(SP-6)(SP-8)(IS-5)(IS-8)(IS-10)

II. The ideology of fascism, with roots in the pre–World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability. pp. 716–730, 734–738, 746–747 (PP-8)(PP-11)(OS-9)(OS-12)(SP-6)(SP-8)(SP-10)(SP-14)(SP-17)(IS-8)(IS-10)

III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe. pp. 705–709, 731, 734–735(INT-8)(PP-8)(PP-11)(PP-16)(SP-5)

IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state. 840–842(INT-6)(INT-8)(PP-1)(PP-5)(PP-13)(PP-15)(SP-5)

V. Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev’s policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union. pp. 793, 796–798, 800, 812–813, 815–823(PP-12)(PP-15)(SP-5)(SP-9)(SP-14)(SP-17)(SP-19)(IS-10)

**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. Chapters 20, 21, 22**

I. The widely held belief in progress characteristic of much of 19th century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks. pp. 826–832, 854(PP-11)(PP-14)(OS-8)(OS-10)(IS-8)

II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge. pp. 765–766, 860–862, 870–875(PP-4)(PP-14)(OS-8)(OS-10)(IS-8)

III. Organized religion continued to play a role in European social and cultural life, despite the challenges of military and ideological conflict, modern secularism, and rapid social changes. pp. 802–803, 857–859 (INT-7)(INT-11)(OS-3)(OS-11)(SP-3)(IS-10)

IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture. pp. 847–857(INT-8)(PP-1)(PP-12)(PP-14)(OS-10)(OS-13)

**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. Chapters 19, 20, 22**

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living. pp. 730, 766–773, 834–835, 862 II. (INT-6)(PP-1)(PP-4)(PP-5)(SP-10)(IS-3)(IS-7)(IS-8)(IS-10)

II. The lives of women were defined by family and work responsibilities, economic changes, and feminism. pp. 730–734, 762, 837–839, 842–846(PP-4)(PP-5)(OS-4)(SP-1)(SP-9)(SP-12)(IS-4)(IS-6)(IS-9)

III. New voices gained prominence in political, intellectual, and social discourse. pp. 814, 835–837, 846–848, 851, 853(INT-7)(INT-8)(INT-11)(PP-5)(PP-12)(OS-4)(SP-1)(SP-9)(SP-12)(SP-17)(IS-4)(IS-7)(IS-10)

**Art**

**Cubism**

Picasso, *Guernica*

**Dada**

Duchamp, *Fountain*

Höch, *Cut with the Kitchen Knife Dada Through the Last Weimar Beer-Belly Cultural Epoch of Germany*

Magritte, *The Treachery of Images (Ceci n'est pas une pipe)*

**Surrealism**

Dali, *The Persistence of Memory*

Bauhaus

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

### **Secondary Sources [CR1c](SP-8)**

*Appeasement at Munich Attacked* George F. Kennan

*The Origins of the Second World War: Appeasement Defended* A.J.P Taylor

Class discussion of the following:

**Chapter 8 Vienna and Paris 1850-1930: The Development of the Modern City from Wiesner *Discovering the Western Past* [CR8](PP-13) [CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

The task in this chapter is to examine the physical expressions and social consequences of this transformation in two major cities: Paris, France and Vienna, Austria. How were these cities physically reshaped in response to early-nineteenth century problems? How did this physical transformation affect the lifestyle of urban dwellers? Each student has a copy of the book and documents. I also portray them on the smart board. The students work in groups to analyze the documents. The Evidence:

1. Vienna in 1850(photo)
2. A Paris Street in the 1850's; The Rue Bernard de Palissy(photo)
3. Leather Workshops on the Bievre River in Paris in the Mid-19<sup>th</sup> century(photo)
4. Schematic Drawing of the Viennese Ringstrasse and its Major Buildings(with a key)
5. Vienna Ringstrasse in the Late 19<sup>th</sup> century(photo)
6. Paris 1850-1870 (Drawing with a key)
7. The Completion of the Avenue de l'Opera, Paris 1870-1877
8. Clearing Old Neighborhoods for the Avenue de l'Opera, Paris 1876 (photo)
9. Avenue de l'Opera, Paris , Late 19<sup>th</sup> Century (photo)
10. Ringstrasse Apartment Building, Schottenring 25(photo)
11. A Paris Apartment Building, Late 19<sup>th</sup> century(photo)
12. Floor Plan of Apartment Building at 39, Rue Neuve des Mathurins, Paris (with key)
13. The Prater, Vienna (photo)
14. The Buttes-Chaumont Park, Paris(photo)
15. A 19<sup>th</sup> -Century Parisian Working-Class Suburb in Belleville. (photo)
16. The Lemoine Forge at Ivry, 1881(photo)
17. Vienna Workers' Tenement Early 20<sup>th</sup> century (photo)
18. The Vienna S-Bahn and Its Schonbrunn Station, Built between 1894 and 1897(photo)
19. the Gare de l'Est Bus and Tramway Stop in 1936 (photo)
20. The Passage de l'Opera, Paris Between 1856 and 1865 (photo)
21. The Galeries Lafayette Department Store, Paris, Early 20<sup>th</sup> century(photo)
22. The Karl Marx Hof, Erected 1927-1929(photo)
23. Floor Plan of Parisian HBM (Low-Cost Housing)Apartments 1933 (with a key)
24. Kongressbad, Vienna, One of Europe's Largest Pools about 1939 (photo)

**DBQ 1999 Russian Peasant [CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

**A global guide to the first world war - interactive documentary**

<http://www.theguardian.com/world/ng-interactive/2014/jul/23/a-global-guide-to-the-first-world-war-interactive-documentary>**[CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Analysis of the poem “White Man’s Burden by Rudyard Kipling

Analysis of the poem “Dulce est Decorum Est” by Wilfred Owen

**Territorial Changes as a Result of WW I history teacher.net**

All maps that we discuss and analyze as a class through her power-point on a smartboard

Map of the Middle East in 1914

Sykes-Picot Agreement: 1916

The British Mandate in Palestine: July, 1922

League of Nations Mandates in the Middle East

Versailles Settlement in Europe

German Territorial Losses: 1919-1921

German Pacific Colonies Lost After WW I

League of Nations Mandates in Africa

New Nations: 1923

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

Europe in the 1920’s a power-point from historyteacher.net through maps, charts, tables pictures and poster**[CR1b] The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.**

Europe on the Eve of World War II, 1939

<http://www.wwnorton.com/college/history/ralph/resource/wwii.htm>

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

**DBQ (2015)Analyze changing conceptions of French national identity and culture in the period since 1960. [CR13] The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis**

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

**FRQ Essays: [CR4]**

- To what extent did Marx and Freud each challenge the nineteenth-century liberal belief in rationality and progress? { **CR4**}

- Evaluate how the ideas of Charles Darwin and Sigmund Freud challenged the Enlightenment assumptions about human behavior and the role of reason. [CR-10]
- Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of the transformation. CR8)(PP-13)
- Analyze how and why western European attitudes toward children and child-rearing changed in the period from 1750 to 1900. [CR10][CR11]
- Describe and analyze the long-term social and economic trends in the period 1860 to 1917 that prepared the ground for revolution in Russia. [CR7][CR11]
- "The tsarist regime fell in 1917 because it had permitted tremendous change and progress in some areas while trying to maintain a political order that had outlived its time." Assess the validity of this statement as an explanation of the abdication of Nicholas II in 1917.[CR7][CR11]
- Compare and contrast the roles of the peasantry and of urban workers in the French Revolution of 1789 to those of the peasantry and of urban workers in the Russian Revolutions of 1917. [CR 10]
- To what extent and in what ways did nationalist tensions in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War? [CR-7]
- Compare and contrast the degree of success of treaties negotiated in Vienna (1814-1815) and Versailles (1919) in achieving European stability. [CR-10]
- How and in what ways did European painting or literature reflect the disillusionment in society between 1919 and 1939? Support your answer with specific artistic or literary examples.[CR-4]
- Compare the rise to power of fascism in Italy and in Germany. [CR-10]
- Compare and contrast the patronage of the arts by Italian Renaissance rulers with that of dictators of the 1930s. [CR-10]
- Compare and contrast the relationships between the great powers and Poland between 1772-1815 and 1918-1939.[CR-10]
- Compare and contrast the extent to which Catherine the Great and Joseph Stalin were Westernizers.[CR-10]
- Compare and contrast the political and economic policies of Joseph Stalin before the Second World War and those of Mikhail Gorbachev (1985-1991). .[CR-10]

**DBQ- Western European Unity (2005) [CR13]**

**DBQ-Sports in Europe (2006) [CR13]**

**DBQ-French National Identity(2015) (CR13)**

**DBQ-(Practice test)Experience of war on British soldiers and British society 1914 to 1941 CR13] [CR1b]]** The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

**FRQ Essays: [CR4]**

Compare and contrast the women’s suffrage movements of the late nineteenth and early twentieth centuries with the European feminist movements of the 1960s and 1970s. .[**CR-10]**

FRQ review questions about art done in groups [**CR4**][**CR10**]

- Analyze how warfare and the rise of totalitarian regimes affected the development of the arts in Europe during the first half of the 1900’s
- Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth–sixteenth centuries) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth–nineteenth centuries)
- Analyze various ways in which religious reform in the sixteenth and seventeenth centuries influenced the arts.
- Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.
- Analyze artistic and literary responses to industrialization over the course of the nineteenth century
- Compare the relationship of the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late 19<sup>th</sup> century

**Textbook Kagan, Donald, Steven Ozment, and Frank M Turner. The Western Heritage Since 1300 11<sup>th</sup> Edition. Pearson Education, Inc. 2016 Revised AP edition**

**PART 1: Europe in Transition, 1300—1750**

Chapter 1: The Late Middle Ages: Social and Political Breakdown (1300—1453)

Chapter 2: Renaissance and Discovery

Chapter 3: The Age of Reformation

Chapter 4: The Age of Religious Wars

Chapter 5: European State -Consolidation in the Seventeenth and Eighteenth Centuries

Chapter 6: New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries

Chapter 7: Society and Economy Under the Old Regime in the Eighteenth Century  
Chapter 8: The Transatlantic Economy, Trade Wars, and Colonial Rebellion

**PART 2: Enlightenment and Revolution, 1700—1850**

Chapter 9: The Age of Enlightenment: Eighteenth-Century Thought  
Chapter 10: The French Revolution  
Chapter 11: The Age of Napoleon and the Triumph of Romanticism  
Chapter 12: The Conservative Order and the Challenges of Reform (1815—1832)  
Chapter 13: Economic Advance and Social Unrest (1830—1850)

**PART 3: Toward the Modern World, 1850—1939**

Chapter 14: The Age of Nation-States  
Chapter 15: The Building of European Supremacy: Society and Politics to World War I  
Chapter 16: The Birth of Modern European Thought  
Chapter 17: The Age of Western Imperialism  
Chapter 18: Alliances, War, and a Troubled Peace  
Chapter 19: The Interwar Years: The Challenge of Dictators and Depression

**PART 4: Global Conflict, Cold War, and New Directions, 1939—2012**

Chapter 20: World War II  
Chapter 21: The Cold War Era, Decolonization, and the Emergence of a New Europe  
Chapter 22: Social, Cultural, and Economic Challenges in the West through the Present

Each chapter has primary source documents and maps.[CR6]

**Appendix**

**Period 1: 1450-1648 Chapters 2, 3, 4, 5, 6, 7, 8**

Key Concept 1.1: The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.

- I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.
- II. The invention of printing promoted the dissemination of new ideas.
- III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.
- IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, though folk traditions of knowledge and the universe persisted.

Key Concept 1.2: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

- I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
- II. The competitive state system led to new patterns of diplomacy and new forms of warfare.

- III. The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states.

Key Concept 1.3: Religious pluralism challenged the concept of a unified Europe.

- I. The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture.
- II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.
- III. Conflicts among religious groups overlapped with political and economic competition within and among states.

Key Concept 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

- I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
- II. Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires.
- III. Europeans established overseas empires and trade networks through coercion and negotiation.
- IV. Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.

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.

- I. Economic change produced new social patterns, while traditions of hierarchy and status persisted.
- II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.
- III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.

## **Period 2c. 1648–c. 1815**

## **Chapters 5, 6, 7, 8, 9, 10, 11,12**

Key Concept 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals

- I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.
- II. Challenges to absolutism resulted in alternative political systems.
- III. After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.

- IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.
- V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction.

Key Concept 2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.

- I. Early modern Europe developed a market economy that provided the foundation for its global role.
- II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.
- III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

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.

- I. Rational and empirical thought challenged traditional values and ideas.
- II. New public venues and print media popularized Enlightenment ideas.
- III. New political and economic theories challenged absolutism and mercantilism.
- IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.
- V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.
- VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling.

Key Concept 2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

- I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth.
- II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.
- III. By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.
- IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.

**Period 3 c. 1815–c. 1914      Chapters 7, 11, 12, 13, 14, 15, 16, 17, 18**

Key Concept 3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

- I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.
- II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.
- III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

Key Concept 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

- I. Industrialization promoted the development of new classes in the industrial regions of Europe.
- II. Europe experienced rapid population growth and urbanization, leading to social dislocations.
- III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.
- IV. A heightened consumerism developed as a result of the second industrial revolution.
- V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.

Key Concept 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.

- I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.
- II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.
- III. Political movements and social organizations responded to the problems of industrialization.

Key Concept 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.

- I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.
- II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.
- III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

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.

- I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.
- II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.
- III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

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.

- I. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.
- II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.
- III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

#### **Period 4c. 1914 to the Present**

#### **Chapters 18, 19, 20, 21, 22**

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

- I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.
- II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
- III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.
- IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.
- V. In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.
- VI. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post–World War II peace.
- VII. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

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.

- I. The Russian Revolution created a regime based on Marxist–Leninist theory.
- II. The ideology of fascism, with roots in the pre–World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.

- III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.
- IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.
- V. Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

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.

- I. The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.
- II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.
- III. Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.
- IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

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.

- I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.
- II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.
- III. New voices gained prominence in political, intellectual, and social discourse.