

SAMPLE SYLLABUS #1

AP[®] European History

Curricular Requirements

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|------------|---|---|
| CR1 | The teacher and students have access to a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past. | <i>See pages:</i> 2, 4, 7, 12 |
| CR2 | The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED). | <i>See pages:</i> 3, 5, 6, 7, 8, 9, 10, 11, 13 |
| CR3 | The course provides opportunities to develop student understanding of the course themes. | <i>See pages:</i> 4, 7, 9, 10, 11 |
| CR4 | The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes. | <i>See pages:</i> 4, 5, 6 |
| CR5 | The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation. | <i>See pages:</i> 7, 11, 12 |
| CR6 | The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources. | <i>See pages:</i> 4, 5 |
| CR7 | The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization. | <i>See pages:</i> 4, 9 |
| CR8 | The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change). | <i>See pages:</i> 4, 7 |
| CR9 | The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation. | <i>See pages:</i> 4, 10 |

Advanced Placement European History Sample Syllabus #1

This course serves as an introduction to the history of Europe from 1450 to the present. It divides European History into nine units, each of which will be covered thoroughly during the year. Although there are certainly a lot of names, wars, and dates involved, this class is primarily a class about **ideas** and **skills**. From the time of the Renaissance, when we can see the seeds of many of today's values emerging, through the fall of Communism, this class teaches the evolution of history through seven themes:

- Interaction of Europe and the World (INT)
- Economic and Commercial Developments (ECD)
- Cultural and Intellectual Developments (CID)
- States and Other Institutions of Power (SOP)
- Social Organization and Development (SCD)
- National and European Identity (NEI)
- Technological and Scientific Innovation (TSI)

The **historical skills and reasoning processes** we will be working on this year are:

1. Identify and explain historical developments and processes.
2. Analyze sourcing and situation of primary and secondary sources.
3. Analyze claims and evidence in primary and secondary sources.
4. Analyze the context of historical events, developments or processes.
5. Using the reasoning processes below, analyze patterns and connections between and among historical developments and processes.
 - a. Comparison
 - b. Causation
 - c. Continuity and change
6. Develop an argument.

Textbook: Donald Kagan's *History of Western Civilization* (Pearson, 2014) **CR1**

Summer Reading:

Machiavelli's *The Prince* (Dover Publications, 1992) (primary source: textual) **CR1**

Ross King's *Brunelleschi's Dome: How a Renaissance Genius Reinvented Architecture* (Bloomsbury 2013) (secondary source) **CR1**

Syllabus: AP European History

All units outlined below follow the *AP European History Course and Exam Description* published by the College Board.

For example, through the activities in Unit 1 of this syllabus, these topics will be covered:

- Contextualizing Renaissance and Discovery
- Italian Renaissance
- Northern Renaissance
- Printing
- New Monarchies

CR1

The syllabus must include the following:

1. Title, author, and publication date of a college-level European history textbook.
2. Specific examples of primary sources from each category, clearly identified:
 - Textual (documents)
 - Visual (images or artwork)
 - Maps
 - Quantitative (charts, tables, graphs) student-generated sources are not acceptable
3. Specific examples (title and author) of at least two scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, monographs).

- Technological Advances and the Age of Exploration
- Rivals on the World Stage
- Colonial Expansion and Columbian Exchange
- The Slave Trade
- The Commercial Revolution
- Causation in the Renaissance and Age of Discovery

In conjunction with the above organization by unit, this syllabus will outline opportunities for regular Student Practice

Throughout each unit, **Topic Questions** are provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

First Quarter

Unit 1: Renaissance and Exploration **CR2**

| Topics | Skills |
|--|--------|
| 1.1 Contextualizing Renaissance and Discovery | 4.A |
| 1.2 Italian Renaissance | 1.A |
| 1.3 Northern Renaissance | 5.A |
| 1.4 Printing | 1.B |
| 1.5 New Monarchies | 1.A |
| 1.6 Technological Advances and the Age of Exploration | 3.A |
| 1.7 Rivals on the World Stage | 3.A |
| 1.8 Colonial Expansion and Columbian Exchange | 3.B |
| 1.9 The Slave Trade | 4.A |
| 1.10 The Commercial Revolution | 3.B |
| 1.11 Causation in the Renaissance and Age of Discovery | 6.A |

CR2

The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content.

Week One: Medieval Review (Manor, Feudalism, and Church)—Kagan Chapter 9

1. Intro to the Course—Books and syllabi
2. **Fishbowl Activity:** Students will be assigned one of the following topics to read and prepare to discuss in class:
 - 100 Years' War—pp. 309–315
 - The Black Death—pp. 315–320
 - The Great Schism—pp. 320–330

3. Teacher will go over the scaffolded requirements for an LEQ-style essay and students will work on the essay topic in class. To be finished at home. Due Monday.

Weekly Essay Topic: What was the most important cause of the end of the Middle Ages?

Week Two/Three: Renaissance—Kagan Chapter 10

1. Why Italy? The City-States

Mapping Activity: Students find the major Italian city-states on a map.

Jigsaw Activity: Students use their textbooks and computers to research one of five Italian towns—Milan, Florence, Rome, Venice, the Papal States, Naples. In jigsaw groups, students will fill out a PERSIA (political, economic, religious, social, intellectual, and artistic) analysis sheet to determine how the context of the Renaissance impacted the type of government, main economic activities, and power and importance of each of the states. **(Skill 4.A) CR7**

2. Discussion of Summer Reading: The five Renaissance ideals: individualism, secularism, humanism, *virtù*, and rationalism—pp. 333–342

Primary Source Analysis Activity: The teacher will model close reading techniques using selections from one of the following primary sources. Students will then be asked to analyze each of the other documents and identify the historical concepts, developments, and processes they find. After students analyze the documents, they will participate in a discussion of the importance of what they have read. **(Skill 1.A) CR4**

- Pico della Mirandola's *The Autobiography of Cellini*
- Machiavelli's *The Prince*
- Giovanni della Casa's *Book of Manners*

Secondary Source Analysis Activity: Students will analyze short excerpts from Burckhardt's *The Civilization of the Renaissance in Italy* and Burke's *The Myth of the Renaissance* to identify patterns and connections between historical developments and processes. This analysis will include students' identification of each author's claim and the evidence each author used to support a claim about the Renaissance. Once they have analyzed the documents, they will participate in a small group discussion about the question "Was the Renaissance a reality or a myth?" Following the discussion, students will record the information from the reading and discussion in a graphic organizer. **(Skills 3.A and 3.B) (Skill 5.A: Comparison) CR1 CR6 CR8**

3. Discussion of Summer Reading: Arts and sciences—pp. 342–350

PowerPoint on Renaissance art (Brunelleschi's Dome of Florence Cathedral; Donatello's *Equestrian Statue of Gattamelata*; Da Vinci's *Mona Lisa* and *The Last Supper*; Michelangelo's Sistine Chapel, *Moses*, *Pietà*, and St. Peter's Cathedral; Raphael's *School of Athens*, and works by Titian, Tintoretto, and Giorgione) (visual sources) **CR1**

4. Science and Exploration

Mapping Activity: Mapping the Explorers: Map of the World. Students will be given two maps as an introduction to this activity. One will be a map created during the 15th century before the height of the Age of Exploration, as well as a secondary source map generated recently showing the same general view. In combination with teacher-provided content, students will map the places explored and claimed by Portuguese and Spanish explorers, then will add in French, English, and Dutch explorers as homework. Students will then respond to a stimulus-based short-answer question that analyzes the reasons that different countries explored particular regions and the effects of their exploration on the places they went. **(Interaction of Europe and the World) (Skill 3.A) (map source) CR1 CR3 CR6**

CR7

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students analyze the context of historical events, developments, or processes. At least one activity must be labeled with Skill 4.

CR4

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students identify and explain historical developments and processes. At least one activity must be labeled Skill 1.

CR6

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more scholarly secondary sources**. The syllabus must cite (author and title) or describe the secondary source used for the activity. At least one activity must be labeled with Skill 3.

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities **and** differences of related historical developments and processes across regions, periods, or societies (or within one society). At least one activity must be labeled with Skill 5: Comparison.

5. **Writing Activity and Essay:** Students will brainstorm ideas in small groups to identify continuities and changes in the ways in which the concept of the individual was viewed during the Renaissance. Students will then write a partial LEQ essay that answers the following prompt: To what extent did the Renaissance bring about continuity and change in the concept of the individual and his place in society? The essay will be graded using the College Board LEQ rubric for the parts of the LEQ assigned. **(Cultural and Intellectual Developments) (Skill 5: Continuity and Change and Skill 6)** **CR3 CR8 CR9**

- Complete **Personal Progress Check MCQ** for Unit 1.
- Complete **Personal Progress Check SAQ** for Unit 1.
- Complete **Personal Progress Check FRQ** for Unit 1.
- Take **Unit 1 Test**.

Unit 2: Age of Reformation **CR2**

| Topics | Skills |
|---|--------|
| 2.1 Contextualizing 16th and 17th-Century Challenges and Developments | 4.A |
| 2.2 Luther and the Protestant Reformation | 3.B |
| 2.3 Protestant Reform Continues | 1.B |
| 2.4 Wars of Religion | 6.A |
| 2.5 The Catholic Reformation | 2.A |
| 2.6 16th-Century Society and Politics | 5.A |
| 2.7 Art of the 16th Century: Mannerism and Baroque Art | 5.A |
| 2.8 Causation in the Age of Reformation and the Wars of Religion | 6.B |

Week Four/Five: The Reformation—Kagan Chapter 11

1. Northern Renaissance Sourcing Activity—pp. 350–356 and selections from *The Praise of Folly* by Erasmus. Students will read the document and identify the author’s point of view, author’s purpose, audience, and historical situation.
Questioning the Church: Wycliffe and Hus—the dangerous lives of early dissenters—pp. 369–374
Small Group Debate Activity: Students will research the reform ideas of Wycliffe, Hus, or Erasmus and debate the problems in the Catholic Church and proposals to reform it. **(Skill 1.B) CR4**
2. Luther, Zwingli, Calvin, and the Anabaptists—pp. 374–389 and the *95 Theses, Against the Peasants*, and *On the Jews and Their Lies* by Luther.
Students will fill out a graphic organizer identifying evidence that would support a claim about similarities and differences among Martin Luther, Ulrich Zwingli, John Calvin, and the Anabaptists. **(Skill 3.B) CR6**
3. The English Reformation—pp. 389–393
Students will add to their graphic organizers.
4. Catholic Counter-Reformation—pp. 393–398 and selections from Loyola’s *Spiritual Exercises*
5. Spain and Phillip II—p. 366 and pp. 493–494
Essay Topic: Compare and contrast the Ideas of Calvin and Luther.

Week Six/Seven: The Age of Religious Wars—Kagan Chapter 12

1. The French Wars of Religion—pp. 415–425

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze historical patterns of both continuity and change within one time period or across multiple time periods. At least one activity must be labeled with Skill 5: Continuity and Change.

CR3

The syllabus must include seven student activities (e.g., essays, classroom debates, oral presentations, etc.), each of which is appropriately related to one of the seven themes. Each activity must be labeled with the related theme. All course themes must be represented in these activities.

CR6

The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more primary sources**. The syllabus must cite (author and title) or describe the primary source used for the activity. At least one activity must be labeled with Skill 3.

2. The Revolt of the Netherlands—pp. 425–432
3. Elizabethan England—pp. 432–438, *Speech by Queen Elizabeth*, and pp. 494–495 (Shakespeare)
4. The 30 Years' War—pp. 438–446

In-class activity using the released DBQ on the 30 Years' War. Students will work on writing the introduction with context and an argument in the thesis.

5. The Witch Craze—pp. 488–493 (Skip Newton reading until later)
- Complete **Personal Progress Check MCQ** for Unit 2.
 - Complete **Personal Progress Check SAQ** for Unit 2.
 - Complete **Personal Progress Check FRQ** for Unit 2.
 - Take **Unit 2 Test**.

Unit 3: Absolutism and Constitutionalism **CR2**

| Topics | Skills |
|---|--------|
| 3.1 Contextualizing State Building | 4.A |
| 3.2 The English Civil War and the Glorious Revolution | 1.B |
| 3.3 Continuities and Changes to Economic Practice and Development | 5.A |
| 3.4 Economic Development and Mercantilism | 1.B |
| 3.5 The Dutch Golden Age | 2.B |
| 3.6 Balance of Power | 3.A |
| 3.7 Absolutist Approaches to Power | 5.A |
| 3.8 Comparison in the Age of Absolutism and Constitutionalism | 6.B |

Week Eight/Nine: Absolutism and Constitutionalism—Kagan Chapters 13 and 15

1. Stuart England and the English Civil War—pp. 449–458, the *Jamestown Charter* selections from James I's *True Law of Free Monarchies*
2. The Restoration and the Glorious Revolution—pp. 458–463 and pp. 496–498

In-Class DBQ Jigsaw Activity: Using the released Glorious Revolution essay, students will divide up into seven groups, each with one document to analyze. Students will analyze their document for content and historical situation. Groups will then jigsaw into four groups and students will explain documents to one another. Once they understand the documents, students will create a thesis that addresses the prompt. Students will then write their claims on butcher paper and outline evidence from the documents and from outside information that they can use to address the topic. Students will participate in a gallery walk to see how other groups addressed the prompt. **(Skill 1.B) CR4**

3. Henri IV and Louis XIII of France—pp. 463–464 and *The Edict of Nantes*
4. Louis XIV of France—pp. 464–479 and handouts on life at Versailles
5. Hohenzollerns, Hapsburgs, and Romanovs—pp. 525–542

Essay Topic: Students will finish writing the DBQ essay above according to the scaffolded instructions they have been provided.

- Complete **Personal Progress Check MCQ** for Unit 3.
- Complete **Personal Progress Check SAQ** for Unit 3.
- Complete **Personal Progress Check FRQ** for Unit 3.
- Take **Unit 3 Test**.

QUARTER TEST

Second Quarter

Unit 4: Scientific, Philosophical, and Political Developments **CR2**

| Topics | Skills |
|---|--------|
| 4.1 Contextualizing the Scientific Revolution and the Enlightenment | 4.A |
| 4.2 The Scientific Revolution | 3.D |
| 4.3 The Enlightenment | 5.B |
| 4.4 18th-Century Society and Demographics | 4.B |
| 4.5 18th-Century Culture and Arts | 4.A |
| 4.6 Enlightened and Other Approaches to Power | 2.B |
| 4.7 Causation in the Age of the Scientific Revolution and the Enlightenment | 6.C |

Week One: Early Modern Thought and Culture—Kagan Chapter 14

1. The Medieval World View
2. The Scientific Revolution—pp. 481–488, Newton reading on p. 489
3. Writers and Philosophers—pp. 498–504
4. Locke and Hobbes—pp. 504–509 and pp. 609–612

Excerpts from Locke’s *Two Treatises on Government*, Hobbes’ *Leviathan*, Mary Wollstonecraft’s *A Vindication of the Rights of Women*, and James I’s *On the True Law of Free Monarchies*.

Four-Way Debate Activity: Students divide up into four groups. One group is Locke, another Hobbes, a third is James I, and the fourth is Mary Wollstonecraft. Each must research the ideas of their person and read the document by their thinker. Students will analyze the documents to determine the main claims of their author and the evidence that he or she used to support them. The groups then reconvene for a Socratic Seminar that focuses on questions about the proper role of the state and the rights of humankind. Following the debate, students will write a paragraph in which they identify evidence from two of the authors and use historical reasoning to explain the relationship among the pieces of evidence that support the author’s claim. **(States and Other Institutions of Power) (Skill 5.B: Causation) **CR3 CR8****

Essay Topic: Partial DBQ essay on the Scientific Revolution

Week Two/Three: Paths to Power (Capitalism and Absolutism)—Kagan Chapters 15, 16 and 17

1. Capitalism and the Rise of the Dutch Republic—pp. 513–525
Short Answer Practice and Analysis of Text, Charts, Graphs, and Data (qualitative and quantitative data)—Students will examine text, graphs and charts comparing the cost of tulip bulbs before, during, and after the Tulipmania crisis and will take

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both causes **and** effects. At least one activity must be labeled with Skill 5: Causation.

CR5

The syllabus must describe at least one activity in which students **analyze a primary source** for all the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the primary source used for the activity. The source can be textual or visual. At least one activity must be labeled with Skill 2.

notes in a graphic organizer recording the origin, author, author’s purpose, intended audience, and historical situation of each provided document. Using this information, they will then respond to a short-answer question that analyzes the perspectives of the crisis. **(Economic and Commercial Developments) (Skill 2.B)** **CR1 CR5**

2. Colonialism and Colonial Wars—pp. 579–602

3. Family Life in the 16th and 17th Centuries—pp. 398–405 and pp. 545–561

Students divide into two groups, and each group reads half the assignment. Students then pair up with a student who read the other half and fill out a graphic organizer comparing family life in the two centuries. (A third and fourth category for the 18th and 19th centuries will be filled out later.)

4. Baroque Art, Music, and Literature—Selections from Moliere’s *The Miser*

Students listen to Baroque music as they view a PowerPoint on Baroque art (Bernini’s *Ecstasy of St. Teresa*; Rubens’s *David in the Lion’s Den* and *Samson and Delilah*; Rembrandt’s *The Night Watch*; and Vermeer’s *Girl with the Pearl Earring*, *The Milkmaid*, *Woman Reading a Letter*, and others).

CR8

The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities **and** differences of related historical developments and processes across regions, periods, or societies (or within one society). At least one activity must be labeled with Skill 5: Comparison.

Released DBQ: partial essay on the Dutch Revolt

Week Four/Five: The Enlightenment—Kagan Chapter 18 and Perry Chapter 13

1. Early Influences—review pp. 504–509 and pp. 609–612

2. Diderot and Voltaire pp. 612–619 and handout from Voltaire’s *Candide*

3. Montesquieu and Rousseau—pp. 619–622

4. Women Thinkers—pp. 623–627

5. Enlightened Despotism—pp. 627–638

Essay Topic: Compare the political and social ideals of the Enlightenment to those of the Italian Renaissance.

- Complete **Personal Progress Check MCQ** for Unit 4.
- Complete **Personal Progress Check SAQ** for Unit 4.
- Complete **Personal Progress Check FRQ** for Unit 4.
- Take **Unit 4 Test**.

Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century **CR2**

| Topics | Skills |
|--|--------|
| 5.1 Contextualizing 18th-Century States | 4.B |
| 5.2 The Rise of Global Markets | 1.B |
| 5.3 Britain’s Ascendancy | 5.A |
| 5.4 The French Revolution | 3.C |
| 5.5 The French Revolution’s Effects | 6.C |
| 5.6 Napoleon’s Rise, Dominance, and Defeat | 5.B |
| 5.7 The Congress of Vienna | 3.D |
| 5.8 Romanticism | 4.B |
| 5.9 Continuity and Change in 18th-Century States | 5.A |

Week Six/Seven: The French Revolution and Napoleon—Kagan Chapters 19 and 20, and Perry Chapter 14

1. The Ancien Regime—pp. 641–644

2. Financial Crisis and the Early Stages of the Revolution—pp. 644–659

Students will make a timeline that shows the main events of the first stage of the French Revolution and identifies the importance of each event.

3. The Reign of Terror and Thermidorean Reaction—pp. 659–679

4. The Rise of Napoleon—pp. 683–694

5. Reforms and Empire—pp. 694–699

6. Napoleon’s Defeat and the Congress of Vienna—pp. 699–705

Week Eight/Nine: The Age of Metternich: Romanticism, Nationalism, and Revolt—Kagan Chapters 20 and 21 and Perry Vol. 2 Chapter 5

1. The Romantic Movement—pp. 705–717

Graphic Organizer Activity: Students will compare and contrast Enlightenment beliefs in reason with Romantic visions of nature by creating a graphic organizer that illustrates the characteristics of specific Enlightenment thinkers and artists (such as Voltaire and David) and those of specific Romantic poets and artists (such as Wordsworth and Turner). Students will use the graphic organizer to respond to a short-answer question that analyzes how the contexts of each of the styles influenced their development and might explain the differences. **(Cultural and Intellectual Developments, Skill 4.B) CR7**

2. The Congress of Vienna and Nationalism—pp. 721–733

3. Revolts of the 1820s and the 1830s—pp. 733–751

4. Gallery Walk or PowerPoint on Romantic Art (Delacroix’s *Liberty Leading the People*, Gericault’s *Raft of the Medusa*, Turner’s *The Slave Ship*)

- Complete **Personal Progress Check MCQ** for Unit 5.
- Complete **Personal Progress Check SAQ** for Unit 5.
- Complete **Personal Progress Check FRQ** for Unit 5.
- Take **Unit 5 Test**.

First Semester Exam

Third Quarter

Unit 6: Industrialization and Its Effects **CR2**

| Topics | Skills |
|---|--------|
| 6.1 Contextualizing Industrialization and Its Origins and Effects | 4.B |
| 6.2 The Spread of Industry Throughout Europe | 1.B |
| 6.3 Second Wave Industrialization and Its Effects | 5.A |
| 6.4 Social Effects of Industrialization | 3.C |
| 6.5 The Concert of Europe and European Conservatism | 5.B |
| 6.6 Reactions and Revolutions | 6.D |
| 6.7 Ideologies of Change and Reform Movements | 4.B |
| 6.8 19th-Century Social Reform | 2.B |
| 6.9 Institutional Responses and Reform | 4.B |
| 6.10 Causation in the Age of Industrialization | 5.B |

Week One/Two: Industrial Change and Social Unrest—Kagan Chapter 22 and Perry Chapter 6

1. The Agricultural Revolution—pp. 561–570

Students will individually brainstorm a list of important inventions and processes that facilitated the Agricultural Revolution. Then they will participate in a discussion in which they try to convince other students that the invention or process they have chosen was the most influential technological factor that influenced the coming of the Industrial Revolution. **(Technological and Scientific Innovation) CR3**

2. The Industrial Revolution—pp. 570–576 and pp. 761–774

Students will examine charts and graphs showing the differing life spans between urban and rural workers and analyze possible reasons for these differences.

3. Classical Economists and Middle-Class Liberalism—pp. 775–777

4. Utopian Socialism vs. Marxist Socialism—pp. 777–780

5. Revolts of 1848—pp. 780–793

Workers’ Rally Simulation: Students are divided into groups, each of which will research a philosophy of the 19th century (utopian and Marxist socialism, anarchism, syndicalism, utilitarianism, etc.) Students will discuss their group’s beliefs and the characteristics of 19th-century society that influenced those beliefs as they make a poster illustrating their ideas. Then they will present their posters to another class (who are acting the part of the workers), trying to convince them to join their cause. **(Social Organization and Development) CR3**

Released DBQ on the results of the growth of Manchester

- Complete **Personal Progress Check MCQ** for Unit 6.
- Complete **Personal Progress Check SAQ** for Unit 6.
- Complete **Personal Progress Check FRQ** for Unit 6.
- Take **Unit 6 Test**.

Unit 7: 19th-Century Perspectives and Political Developments CR2

| Topics | Skills |
|--|--------|
| 7.1 Contextualizing 19th-Century Perspectives and Political Developments | 4.B |
| 7.2 Nationalism | 5.B |
| 7.3 National Unification and Diplomatic Tensions | 2.C |
| 7.4 Darwinism, Social Darwinism | 2.C |
| 7.5 The Age of Progress and Modernity | 5.A |
| 7.6 New Imperialism: Motivations and Methods | 6.D |
| 7.7 Imperialism’s Global Effects | 5.B |
| 7.8 19th-Century Culture and Arts | 4.B |
| 7.9 Causation in 19th-Century Perspectives and Political Developments | 1.B |

CR9

The syllabus must describe at least two activities (including at least one essay) in which students do all of the following:

- Make a historically defensible claim;
- Support an argument using specific and relevant evidence;
- Use historical reasoning to explain relationships among pieces of historical evidence; and
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

At least two activities must be labeled with Skill 6.

Week Three/Four: The Age of Nation States—Kagan Chapters 23 and 24

1. The Eastern Question and the Crimean War—pp. 801–803

2. Unification of Italy—pp. 803–808

Mapping Activity: Using the map of Italy that they started in week two of the course, students add in the dates that each part of the country unified.

3. Unification of Germany—pp. 808–812 and pp. 817–823

Close Reading Activity using Bismarck’s “Blood and Iron” speech

- French Second Empire—pp. 812–817 and pp. 862–865

Mapping Activity: Mapping French Colonies

- England (Expansion of Democracy and Empire)—pp. 828–832 and pp. 859–862

Essay: Students will write the released DBQ on Bismarck’s brand of conservatism. The essay will be graded using the College Board DBQ rubric. **(Skill 6) CR9**

Week Five/Six: Philosophy and Ideas Pre-WWI—Kagan Chapters 24 and 25 and Perry Chapter 7

- Positivism and the Cult of Science—pp. 833–846 and pp. 889–890
- Darwin and Social Darwinism—pp. 877–888
- Nietzsche and Freud—pp. 894–903
- The Women’s Movement—pp. 846–857 and pp. 903–907

Socratic Seminar or 19th-Century Salon Simulation: Students come to class prepared to be one of several 19th- and early 20th-century thinkers (Comte, Feuerbach, Buchner, Haekel, Darwin, Spenser, Gobineau, Nietzsche, Freud, Pankhurst, etc.) They circulate through the room with small notebooks in which they record important ideas discussed with one another. After the activity, students will fill out a graphic organizer identifying the similarities and differences among the various thinkers.

- Art and Architecture—pp. 890–894

PowerPoint on Late 19th-Century Art: Artists include Constable and Millet works for Realism, Rodin (*The Burghers of Calais*, *The Kiss*, *The Thinker*) and Houdon (*Busts of Voltaire and Thomas Jefferson*) for sculpture, and various works by Impressionist artists (Monet, Degas, Renoir, Mary Cassatt) and Post-Impressionists (Cezanne, Van Gogh, Seurat).

- Jewish Emancipation and Zionism—pp. 857–859 and Theodor Herzl

Critique Activity: Students receive a quote by Herzl, Bismarck, Garibaldi, Mazini, or another nationalist to analyze and, in small groups, they discuss the growth of national identity. Students will analyze each quote to identify the author’s point of view, purpose, audience, and historical situation. After finishing the sourcing of the documents, students will make a graphic organizer that analyzes the similarities and differences among the authors. Finally, students will choose two of the figures and write a paragraph on each showing how they contributed to the growth of nationalism and/or a national identity. **(Skill 2.C) (National and European Identity) CR3 CR5**

DBQ from College Board on European views of foreigners

- Complete **Personal Progress Check MCQ** for Unit 7.
- Complete **Personal Progress Check SAQ** for Unit 7.
- Complete **Personal Progress Check FRQ** for Unit 7.
- Take **Unit 7 Test**.

Unit 8: 20th-Century Global Conflicts CR2

| Topics | Skills |
|---|--------|
| 8.1 Contextualizing 20th-Century Global Conflicts | 5.B |
| 8.2 World War I | 4.B |
| 8.3 The Russian Revolution and Its Effects | 1.B |
| 8.4 Versailles Conference and Peace Settlement | 2.C |

CR5

The syllabus must describe at least one activity in which students **analyze a primary source** for all the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the primary source used for the activity. The source can be textual or visual. At least one activity must be labeled with Skill 2.

| | | |
|------|--|-----|
| 8.5 | Global Economic Crisis | 5.A |
| 8.6 | Fascism and Totalitarianism | 2.B |
| 8.7 | Europe During the Interwar Period | 5.B |
| 8.8 | World War II | 4.B |
| 8.9 | The Holocaust | 3.D |
| 8.10 | 20th-Century Cultural, Intellectual, and Artistic Developments | 6.B |
| 8.11 | Continuity and Changes in an Age of Global Conflict | 6.D |

Week Seven/Eight: Imperialism, Militarism, and Nationalism Lead to War—Kagan Chapter 26 and Perry Chapter 8

1. The British Empire in India, Asia, and Africa—pp. 911–921
Mapping Activity: Students map the Scramble for Africa, coloring in the areas claimed by various European countries.
2. Bismarck and the Balance of Power—pp. 921–927
3. Causes of World War I—pp. 927–939
Document analysis using College Board–provided documents on the beginnings of WWI.
4. Militarism and the New Industrialized War—pp. 944–945
5. Results of the War—pp. 945–952
SAQ Interpretation of Secondary Sources Activity: Students analyze the excerpts for author’s point of view, author’s purpose, audience, and historical situation. Then students identify the claim made by each author and the evidence used to support, modify, or qualify that claim. Finally, students compare and contrast the views expressed in two scholarly secondary sources about whether WWI was worth fighting. Excerpts from *The First World War, Vol. 1: To Arms* by Hew Strachan and *The First World War* by John Keegan. (Skill 2.C) **CR1 CR5**
DBQ on nationalism and sports (Causation, Continuity, and Change)

Week Nine: The Russian Revolution—Kagan Chapter 26 and Perry Chapter 8

1. Background on Russia since 1850—pp. 823–828 and pp. 865–867
2. Lenin and the Bolsheviks—pp. 867–873 and pp. 939–955
Film: *National Geographic Presents: Russia’s Last Tsar*

Fourth Quarter

Week One: The Inter-War Period—Kagan Chapters 27 and 28 and Perry Chapter 9

1. The Treaty of Versailles and Its Impact on Germany—pp. 965–968
2. Eastern Europe, Russia, and the Rise of Stalin—pp. 968–974 and 1018–1025
3. The Rise of Mussolini—pp. 975–979 and pp. 1017–1018
4. The Rise of Hitler and Nazism—pp. 987–995 and pp. 1006–1017
Propaganda and Political Cartoon Activity: Students will analyze a variety of political propaganda and cartoons, such as those found at the University of Kent’s British Cartoon Archive online and *Business Insider’s* “19 Incredible British Propaganda Posters From World War Two” (online) for author’s point of view, author’s

CR5

The syllabus must describe at least one activity in which students **analyze a scholarly secondary source for at least one** of the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the secondary source used for the activity. At least one activity must be labeled with Skill 2.

purpose, audience, and historical situation. Then they will make their own political cartoon and share it with the class, representing one of the views they discovered in the propaganda they analyzed.

- France and England Between the Wars—pp. 979–987 and pp. 997–1006 Spain and Japan—pp. 1036–1038

Week Two: World War II—Kagan Chapter 29

- Causes—pp. 1033–1042
Film: *The World at War* (Episode One)
 - At War and on the Home Front—pp. 1042–1052
Jigsaw Close Reading Activity: In small groups, students will read various documents from *Eyewitness to History* on the London Blitz, the Holocaust, and life on the home front, then share with others.
 - Results—pp. 1052–1064
Peace Talks—pp. 1064–1068
 - Art Museum Field Trip
- Complete **Personal Progress Check MCQ** for Unit 8.
 - Complete **Personal Progress Check SAQ** for Unit 8.
 - Complete **Personal Progress Check FRQ** for Unit 8.
 - Take **Unit 8 Test**.

Unit 9: Cold War and Contemporary Europe **CR2**

| Topics | Skills |
|---|--------|
| 9.1 Contextualizing Cold War and Contemporary Europe | 4.B |
| 9.2 Rebuilding Europe | 4.B |
| 9.3 The Cold War | 1.B |
| 9.4 Two Super Powers Emerge | 1.B |
| 9.5 Postwar Nationalism, Ethnic Conflict, and Atrocities | 5.B |
| 9.6 Contemporary Western Democracies | 2.C |
| 9.7 The Fall of Communism | 3.D |
| 9.8 20th-Century Feminism | 2.C |
| 9.9 Decolonization | 6.D |
| 9.10 The European Union | 3.B |
| 9.11 Migration and Immigration | 5.B |
| 9.12 Technology | 5.B |
| 9.13 Globalization | 4.B |
| 9.14 20th- and 21st-Century Culture, Arts, and Demographic Trends | 5.A |
| 9.15 Continuity and Change in the 20th and 21st Centuries | 6.D |

Week Three: The Cold War—Kagan Chapter 30 and Perry Chapter 10

- Causes and Effects—pp. 1070–1089
- The 1960s and '70s—pp. 1089–1095

3. Decolonization—pp. 1095–1105
4. European Cooperation—pp. 1105–1110
5. Modern Culture and Society—pp. 1122–1131

PowerPoint on Abstract Art and Modern Architecture (Munch's *The Scream*, Dali's *Persistence of Memory*, and works by Magritte, Warhol, Lichtenstein, Mondrian, and others)

Week Four: Europe Today—Kagan Chapter 31

1. Society and Culture—pp. 1131–1142
2. The Fall of Communism—pp. 1110–1114 and pp. 1143–1158
3. The Breakup of Czechoslovakia, the Soviet Union, and Yugoslavia—pp. 1158–1165
4. Students will make a graphic organizer that identifies the causes and effects of the fall of communism in these three countries.
5. The European Union—**SAQ from College Board on Protests Against Globalization**
DBQ Essay on European unity
 - Complete **Personal Progress Check MCQ** for Unit 9.
 - Complete **Personal Progress Check SAQ** for Unit 9.
 - Complete **Personal Progress Check FRQ** for Unit 9.
 - Take **Unit 9 Test**.

Week Five/Six: Review for the AP Exam