

AP[®] European History

COMPARING CAUSES AND EFFECTS OF POVERTY OVER TIME

Teaching Module



AP[®] with WE Service

College Board

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AP® Equity and Access Policy Statement

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 18,400 schools and groups, and backed by a movement of 5.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at [WE.org](https://we.org).

About the Partnership

College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with WE's Learning Framework, AP® with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world issues, while working closely with their peers to address relevant needs in their local and global communities.

AP[®] European History

Comparing Causes and Effects of Poverty Over Time

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AP[®]

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Using This Module

AP[®] with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, *Comparing Causes and Effects of Poverty Over Time*, is one of two sample lesson guides for AP[®] European History. As you read through this module, refer to the AP[®] with WE Service Program Guide for additional activities that will support your students' learning throughout the program.

Program Guide

The AP[®] with WE Service Program Guide contains a robust collection of service oriented activities and resources that support the WE Learning Framework. Use these case studies, news articles, and student activities to supplement and strengthen your students' understanding and application of core service learning skills.

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>

WE Resources

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action, empower others, and transform lives—including their own. Access our resources at [WE.org/weschoolsresources](https://we.org/weschoolsresources). An AP[®] with WE Service Program Manager will support you in planning your instruction with access to the resources that are the right fit for you. Digital Social Issues Sessions will connect your students with a motivational speaker or facilitator to deliver an online workshop on global and local issues and topics. Speakers and facilitators can also be booked for school-wide speeches and smaller group or class workshops on site. Full-day Youth Summits provide immersive issues education and action planning opportunities for students. Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction.

Digital Portfolio

Report your students' performance through the AP[®] with WE Service digital portfolio. Step-by-step directions for using the digital portfolio are available on the program website: collegeboard.org/apwe-resources.

How-To Videos

Also available on the program website are how-to videos that explain what AP[®] with WE Service is all about, as well as the steps you need to take to get it going in your class: collegeboard.org/apwe-videos.

Module Sections

THE PLAN SECTION contains information to help you decide how and when you will fit this module into your AP[®] curriculum.

PART 1: INVESTIGATE AND LEARN defines and explores the module topic at local and global levels, and within the context of your AP[®] course curriculum. This will be the majority of your required in-class instruction hours and it is where your students will start to make connections between your AP[®] course content and the module topic.

PART 2: ACTION PLAN guides students as they form teams and begin developing their plan for achieving one local and one global action.

PART 3: TAKE ACTION is where students put their plans into action. As they work, they should keep track of what they do and collect artifacts that capture their efforts. During this part, you may need to guide students as they encounter obstacles or help them maintain their motivation.

PART 4: REPORT AND CELEBRATE describes how students can showcase their projects and share their accomplishments. Presentations and celebrations may be in your class or in the community.

PLAN

TEACH: PART 1

TEACH: PART 2

TEACH: PART 3

TEACH: PART 4

Teaching Module

Comparing Causes and Effects of Poverty Over Time

"Overcoming poverty is not a task of charity, it is an act of justice. Like Slavery and Apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. Sometimes it falls on a generation to be great. You can be that great generation. Let your greatness blossom."

– NELSON MANDELA, SOUTH AFRICAN POLITICIAN AND CIVIL RIGHTS ACTIVIST



Getting to Know the Topic

Poverty: Globally

Mahatma Gandhi once said, “Poverty is the worst form of violence.” Extreme poverty is defined by the World Bank as an average daily consumption of less than \$1.25 a day. For a family, living in poverty can mean choosing between food or clean water, school fees or hospital bills, emergencies or debt. For some, there is barely enough money to survive from one day to the next.

The effects of long-term poverty are damaging to health and development. Child poverty involves a significant lack of the basic requirements for healthy physical, mental, and emotional development.

Fast facts

- ▶ One billion children worldwide are living in poverty. According to UNICEF, 22,000 children die each day due to poverty.
- ▶ Nearly 1/2 of the world’s population—more than 3 billion people—live on less than \$2.50 a day. More than 1.3 billion live in extreme poverty—less than \$1.25 a day.
- ▶ By 2030, an estimated 80% of the world’s extreme poor will live in fragile contexts.
- ▶ Sub-Saharan Africa has both the highest rate of children living in extreme poverty at 49% and the largest share of the world’s extremely poor children at 51%.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world combat poverty. Some ideas include:

- ▶ Volunteer at an organization that works for global poverty issues—many organizations offer ways to get involved on their websites and in their offices
- ▶ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- ▶ Create a letter-writing campaign to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for the WE Villages program. Students can support this program by visiting [WE.org/we-schools/program/campaigns](https://www.we.org/we-schools/program/campaigns) to get ideas and resources for taking action on global poverty.



The poorest 1/2 of the world’s population has the same amount of combined wealth as the 8 richest people on the planet.

Getting to Know the Topic

Poverty: Locally

The United States Census Bureau uses an annual income of \$26,200 for a family of four as the threshold to determine poverty status. Thresholds go up or down depending on household size.

When families cannot afford basic necessities, they must make decisions about what to go without: groceries or electricity, diapers or school supplies, housing or medical care. Poverty has negative long-term effects on children's health, nutrition, and education. Compared to children whose parents have an income twice that of the poverty line, children who live in poverty are nearly three times more likely to have poor health and, on average, they complete two fewer years of school and earn less than half as much money over the long-term of their future careers.

Fast facts

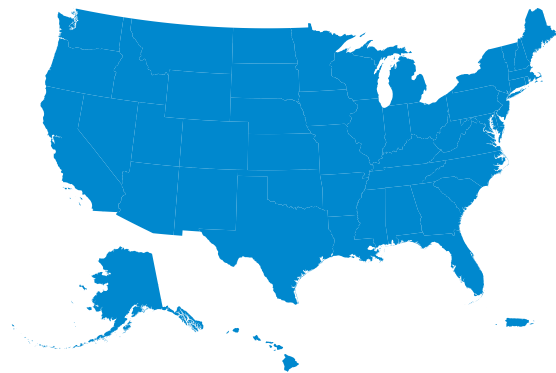
- ▶ The number of shared households (homes in which adults who are not related or married live together) was 20% of households in 2019, up from 17% in 2007.
- ▶ Poverty is not unique to cities. In fact, poverty rates are slightly higher in non-metropolitan areas.
- ▶ Poor children earn less than half as much in their future careers as their peers growing up at twice the poverty line.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic
- ▶ Work with a community center that helps disadvantaged families develop employable skills and find work
- ▶ Create and deliver an educational workshop to raise awareness about poverty and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.



29% of people with a disability live in poverty—that's more than 4 million Americans.

Taking Action

Global and Local Service Projects

WE Villages

For more than two decades, WE Villages has been engineering an international development model to end poverty. It works. It's proven. It's scalable.

We partner with developing communities around the world and collaborate on projects and programs that equip families with the tools they need to break the cycle of poverty through our five Pillars of Impact: Education, Water, Health, Food, and Opportunity. These pillars address the five primary causes of poverty with holistic and sustainable solutions that work in tandem to transform communities.

Why Take Action on Poverty?

When communities have access to the economic opportunities they need to earn a livelihood, they have more than just a source of income; they have the means to take charge of their future and make gains in every sector of development.

- ▶ When families do not need to rely on their children's help to keep farms and businesses running, children can attend school and access all the benefits of education.
- ▶ With shared income-generating projects, communities have the funds they need to maintain public water and sanitation utilities over the long term.
- ▶ Having consistent access to weekly funds and long-term savings makes it more affordable for families to access preventive health care before serious situations develop.
- ▶ In agriculture-driven communities, alternative sources of income give farmers resources for staying resilient through times of drought and famine.

Five Pillars of Impact



Education



Water



Health



Food
Security



Opportunity

Planning Your Instruction

Comparing Causes and Effects of Poverty Over Time

In this module, students will analyze the importance of economics in European history. They will evaluate the continuities and changes in the lives and power of the poor across European history from the Reformation to modern times. Students will connect AP® European History course content and skills to develop a service project on the issue of poverty today, both local and global. The parts within the module may be implemented at a variety of different times based on the preferences and needs of schools, teachers, and administrators.

Ensure students are collecting evidence of their work as they go along. The following list includes pieces of work you may want to collect throughout the year:

- ▶ Photos
- ▶ Interviews
- ▶ Scripts
- ▶ Screenshots
- ▶ Posters
- ▶ Maps
- ▶ Reflections
- ▶ Thank you notes

Overview

As presented in the Introduction, this teaching module contains four parts. The parts within the module may be implemented at a variety of different times based on the preferences and needs of schools, teachers, and administrators. These are also the four rubric topics you will assess your students on in the digital portfolio:

Part 1: Investigate and Learn: Investigate how economics affected the lives of the poor throughout periods from the AP® European History curriculum. These lessons also relate to a variety of service learning concepts, such as the necessity of research to understanding a topic and its effects, and the ways that a topic is connected between local and global levels. Plan to complete as many activities in Part 1 as time allows in your curriculum.

Part 2: Action Plan: Guide students as they form teams, develop their action plans, and reflect on their ideas.

Part 3: Take Action: Provide students with suggestions for how to demonstrate effective teamwork, overcome conflicts, record actions, and reflect on their work.

Part 4: Report and Celebrate: Support students as they create portfolios, celebrate their actions, and complete a final reflection on their experiences.

Throughout Parts 1–4, activities that are required for the Recognition Rubric are labeled with an icon (see Icon Legend on page 17). Optional activities that will help students design and complete their service projects, but are not required by the program, are listed in tables throughout each part. These optional activities are available in the AP® with WE Service Program Guide or on the WE website, as indicated in the tables.

Enhance Your Instruction with WE Resources

Connect with an AP® with WE Service Program Manager, schedule a Digital Social Issue Session, book a motivational speaker, sign your students up for a Youth Leadership Conference, and apply for WE Day tickets to celebrate young people changing the world. Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction.

Goals

Based on the 2019–20 AP® European History and Exam Description, these are the curriculum components addressed in these lessons:

AP® EUROPEAN HISTORY CONCEPTS	
Historical Thinking Skills	<ul style="list-style-type: none"> • 2A: Identify a source’s point of view, purpose, historical situation, and/or audience. • 2B: Explain the point of view, purpose, historical situation, and/or audience of a source. • 2C: Explain the significance of a source’s point of view, purpose, historical situation, and/or audience including how these might limit the use(s) of a source. • 3A: Identify and describe a claim and/or argument in a text-based or non-text-based source. • 3B: Identify the evidence used in a source to support an argument. • 3C: Compare the arguments or main ideas of two sources. • 4A: Identify and describe a historical context for a specific historical development or process. • 4B: Explain how a specific historical development or process is situated within a broader historical context • 5A: Identify patterns among or connections between historical developments and processes. • 5B: Explain how a historical development or process relates to another historical development or process. • 6A: Make a historically defensible claim. • 6B: Support an argument using specific and relevant evidence. • 6C: Use historical reasoning to explain relationships among pieces of historical evidence.
Themes	<ul style="list-style-type: none"> • Theme 2: Economic and Commercial Developments
Key Concepts	<ul style="list-style-type: none"> • Key Concept 1.4 European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. Supporting Concept II • Key Concept 2.1 Different models of political sovereignty affected the relationship among states, and between states and individuals. Supporting Concepts IV, V • Key Concept 2.2 The expansion of European commerce accelerated the growth of a worldwide economic network. Supporting Concepts I, II • Key Concept 2.3 The spread of Scientific Revolution concepts and practices, and the Enlightenment’s application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. Supporting Concept I • Key Concept 2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. Supporting Concepts I, IV • Key Concept 3.2 The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. Supporting Concept IV • Key Concept 3.3 Political revolutions and the problems of industrialization triggered a range of ideological, governmental, and collective responses. Supporting Concept I, II, III • 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 and among liberal democracy, communism, and fascism. Supporting Concept I, IV, V • 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. Supporting Concept II

AP® EUROPEAN HISTORY CONCEPTS

Learning Objectives

- Unit 1: M - Explain European commercial and agricultural developments and their economic effects from 1450 to 1648.
- Unit 1: N - Explain European commercial and agricultural developments and their social effects from 1450 to 1648.
- Unit 2: A - Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.
- Unit 2: C - Explain how matters of religion influenced and were influenced by political factors from 1450 to 1648.
- Unit 2: E - Explain how economic and intellectual developments from 1450 to 1648 affected social norms and hierarchies.
- Unit 2: G - Explain how the religious, political, and cultural developments of the 16th and 17th centuries affected European society from 1450 to 1648.
- Unit 3: C – Explain the continuities and changes in commercial and economic developments from 1648 to 1815.
- Unit 4: C – Explain the causes and consequences of Enlightenment thought on European society from 1648 to 1815.
- Unit 4: E - Explain the factors contributing to and the consequences of demographic changes from 1648 to 1815.
- Unit 4: I - Explain how and why the Scientific Revolution and Enlightenment challenged the existing European order and understanding of the world
- Unit 5: D - Explain the causes, events, and consequences of the French Revolution.
- Unit 5: J – Explain how the developments and challenges to the political order resulted in change in the period from 1648 to 1815.
- Unit 6: D - Explain how industrialization influenced economic and political development throughout the period from 1815 to 1914
- Unit 6: E - Explain the causes and consequences of social developments resulting from industrialization.
- Unit 6: G – Explain how and why various groups reacted against the existing order from 1815 to 1914.
- Unit 6: J - Explain how and why governments and various other institutions responded to challenges resulting from industrialization.

Connections to AP® European History Focus Areas

Some content from the AP® European History Course and Exam Description is identified as more challenging for students based on AP® Chief Reader commentary from previous AP® European History Exams. This content is referred to as a focus area. Activities that address the following focus areas are highlighted throughout the module:

- ▶ Course content related to economic and social themes
- ▶ Developing proficiency with analyzing a wide variety of documents, including quantitative data (Analyzing Primary and Secondary Sources)
- ▶ Developing proficiency with evaluating patterns of continuity and change over time

WE Service Concepts

Based on the WE Learning Framework, here are the particular WE Service concepts addressed in this module.

STUDENTS WILL UNDERSTAND THAT...	STUDENTS WILL BE SKILLED AT...	STUDENTS WILL KNOW THAT...
<ul style="list-style-type: none"> • Social issues are complex and, therefore, research is essential to understanding them • Often times, local and global issues can be interconnected • Understanding the role of cultural, social, and economic factors is vital to the development of solutions • People have a civic identity, which provides opportunities for public action • Serving the greater community can be meaningful for the individual and the community • Creating social change happens through a set of skills, including creating action plans • Carrying out an action plan requires personal and group resilience • Individual behavior and decisions toward a social issue impact the larger global context of that issue 	<ul style="list-style-type: none"> • Working collaboratively in teams • Working collaboratively with community partners (where applicable) • Researching an identified social issue on local and global levels • Creating an action plan • Successfully implementing an action plan • Educating others (classmates, community partners, school, etc.) about a social issue • Presenting actions and results to wider audiences • Applying critical thinking • Thinking entrepreneurially • Demonstrating leadership • Reflecting on learning about the social issue • Reflecting on working to create social change 	<ul style="list-style-type: none"> • AP® course content is relevant to addressing social issues and topics, and provides knowledge toward creating working solutions • There are organizations working for social change on the social issue • They have an important role to play as students, employees, volunteers, and as citizens to have a positive impact on their local and global community

See full WE Learning Framework and details at [WE.org/we-schools/program/learning-framework](https://we.org/we-schools/program/learning-framework).

Icon Legend

As described in the AP[®] with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

Throughout each part of this module, look for these additional icons to identify the following opportunities and notes:



Teacher Tip:

Suggestions for ways to implement or modify the activities with students.



Focus Area Alert:

Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP[®] course and on the AP[®] Exam (see page 15 for a description of the AP[®] European History Focus Areas addressed in this module).



Check for Understanding:

Recommendations for ways to formatively assess student progress and mastery of the content and skills practiced in the activities.

Pay particular attention to activities labeled with the red checkmark icon:



Recognition Checkmark:

Identifies activities that are required in the Recognition Rubric. We encourage you to use the most effective instructional approaches to meet your students' needs. You may use alternative activities if they achieve the same outcomes as the required activities and align with the Recognition Rubric. Review the rubric here: <https://apcentral.collegeboard.org/pdf/apwe-recognition-rubric.pdf>

Part 1: Investigate and Learn

Investigate and Learn is divided into the following lessons:

- ▶ Lesson 1: Poverty During the Reformation (Period 1)
- ▶ Lesson 2: British Enclosure During the Agricultural Revolution (Period 2)
- ▶ Lesson 3: French Revolution (Period 3)
- ▶ Lesson 4: Industrialization (Period 3)
- ▶ Lesson 5: Poverty in the 20th Century (Period 4)

Every student in every AP® with WE Service course will do the following as part of their learning and investigation:

- ▶ Learn about the issue locally and globally within the context of the course
- ▶ Explore causes and effects locally and globally
- ▶ Analyze impacts for the future on their local community and the world”

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 1: Investigate and Learn

In this module, students will define poverty and how the lives of the poor have been affected by events throughout European history. Throughout these lessons, students will connect AP® European History course content and skills to issues of poverty and make connections to their own communities. More specifically, they will investigate how the conflict between poverty and prosperity has existed throughout European history, whether based on a social structure of two classes or the eventual development of multiple classes, whether within an agrarian system or an industrial one. Encourage students to retain all of their AP with WE Service work.

ACTIVITY	PG #
LESSON 1: POVERTY DURING THE REFORMATION (PERIOD 1)	
Activity: Focusing on Helping Those in Poverty	20
Activity: Looking at Poverty During the Reformation	20
Activity: Working Independently	22
LESSON 2: BRITISH ENCLOSURE DURING THE AGRICULTURAL REVOLUTION (PERIOD 2)	
Activity: Focusing on Government Actions That Affect the Poor	29
Activity: Looking at Poverty During the Reformation	30
Activity: Working Independently	31
LESSON 3: FRENCH REVOLUTION (PERIOD 3)	
Activity: Focusing on Improving Quality of Life	40
Activity: Looking at Poverty During the French Revolution	41
Activity: Working Independently	42
LESSON 4: INDUSTRIALIZATION (PERIOD 3)	
Activity: Focusing on Power vs Wealth	47
Activity: Looking at Poverty During the Industrial Revolution	48
Activity: Working Independently	50
LESSON 5: POVERTY IN THE 20TH CENTURY (PERIOD 4)	
Activity: Focusing on Poverty and Technology	60
Activity: Looking at Poverty in the 20th Century	61
Activity: Working Independently	64
Activity: Problem Tree	70
Activity: Needs Assessment and Solution Tree	72
Activity: Reflecting on Investigate and Learn	75
Activity: Summarizing the Investigation	77

Lesson 1: Poverty During the Reformation (Period 1)

In this lesson, work with students to:

- ▶ Lay the groundwork for the project on poverty:
 - Define poverty
 - Introduce the AP® European History Theme of Economic and Commercial Developments
- ▶ Set the stage for analyzing poverty across time in Europe with an activity on the lives of the poor in the Middle Ages and the Reformation
- ▶ Focus on the following Historical Thinking Skills and Reasoning Processes:
 - Causation
 - Sourcing and Situation
 - Claims and Evidence in Sources

Activity: Focusing on Helping Those in Poverty



Guiding Questions

Are social class systems a natural part of life? Are the poor powerless? Can anything be done to help the poor?

Real World Application

As a class, discuss different ways that people might view poverty and helping those in poverty.

Then, have students read the New York Times article, “Pope’s Focus on Poor Revives Scorned Theology,” about the Catholic focus on helping the poor and point out to them the concerns of those who see liberation theology as similar to Marxism. www.nytimes.com/2015/05/24/world/europe/popes-focus-on-poor-revives-scorned-theology.html?_r=0

Activity: Looking at Poverty During the Reformation



Provide students with background information on the feudal system during the Middle Ages, including the relationship between peasants and their lord, as an introduction to the relationship between peasants and their lord during the Reformation.

In small groups, have students read excerpts from the following documents, completing the relevant sections of the chart. Students should note the main concerns of the author of each document as well as key words.

- ▶ *The Twelve Articles of the Swabian Peasants*, March 1525
- ▶ Martin Luther, *Admonition to Peace*, 1525

Model reading and taking notes by reading aloud the first two articles of *The Twelve Articles of the Swabian Peasants* for the students and talking them through where to put the information in their chart. For example, the students would write about Article 1 (the peasants’ concern about choosing their own pastor) in the box “Peasants” main concerns in “Twelve Articles of Swabian Peasants.” Then, they might note the word “right” in “Key words that you’d want to note” because it shows that the peasants believe they should actually have the power to remove a pastor if he acts improperly.

In small groups have students read an excerpt from Document 3 (Martin Luther, *Condemnation of Peasant Revolt*, 1525) taking notes into the same chart they used previously.

Model reading and taking notes by reading the first two paragraphs of Luther's condemnation aloud for the students and by talking them through where to put the information in their chart. For example, the students would write about Luther's initial concern that the peasants had promised to yield to law, putting their note in the box "Luther's main concerns in *Condemnation of Peasant Revolt*." Then, they might note the words "yield to law" in "Key words that you'd want to note" because it shows that he possibly believes that the peasants were being lawless.

As a class discuss these questions:

- ▶ How is this document different from the second document?
- ▶ To what extent did Luther change his attitude?
- ▶ Why would Luther have changed his point of view?



Teacher Tips:

Emphasize the importance of using such terms as "manor," "lord," "serf," "peasant," "trade," "agrarian," "capital," "labor-based system," and "capital-based system" to help students understand the beginnings of the transition from the feudal world of the Middle Ages to the Modern Europe.

These two documents show the authors' points of view very clearly, with the peasants concerned with basic economic needs, while Luther focused on the Christian view of the world. The first two questions give students the opportunity to work on summarizing documents; the second two questions help them learn to consider the intended audience and purpose of a document and the effect they have on the authors' points of view.



Focus Area Alert:

- ▶ Although it is sometimes easier for students to focus on the religious and political history of the Reformation, this lesson asks students to focus solely on social issues surrounding the Reformation, as the poor attempt to have their needs recognized.
- ▶ These documents require close reading for students to understand the interaction of the documents regarding the peasants' requests and Luther's response.
- ▶ Luther organized his reply in Document 2 to directly respond to the peasants' concerns. Students should notice what caused Luther to change his answer from Document 2 to Document 3, namely the violence and destruction of the German Peasant Revolts.



Check for Understanding:

Have the students compare the peasants' petition with Luther's response. Ask the students to discuss these questions:

- ▶ How could the peasants' requests be summarized in two sentences?
- ▶ How could Luther's response be summarized in two sentences?
- ▶ Were the peasants' requests fair? According to whose standards?
- ▶ Was Luther's response fair? According to whose standards?

As a concluding activity, have a whole class discussion on these questions:

- ▶ What verbiage gave away the point of view in each document? (Students should note such words as "humble," "true Christians," and "great evil" in Doc. 1; "save from the anger of God," "wrong according to the Bible," and "Christian is a martyr" in Doc. 2; and "mad dogs," "sacrilegiously abandoned their obedience," and "nothing more poisonous, pernicious, and devilish than a rebellious man" in Doc. 3.)
- ▶ In what way did economics play a role in Luther's interaction with the peasants? (Students should see Luther's sympathy for the poor, but, upon their rejection of his advice and their violence against the established system, his overarching desire for order, which the lords could provide.)

Activity: Working Independently

After checking for student understanding and providing feedback on any misconceptions, have students independently complete a set of assessment questions for this lesson. To score the long essay question, refer to the rubric on AP® Central. Note that this set of multiple-choice and long essay questions have been adapted from AP® Exam questions to reflect the knowledge and skills and that students should have in the beginning of the academic year.

Multiple-Choice Question Set

Source 1

We will not hereafter allow ourselves to be further oppressed by our lords, but will let them demand only what is just and proper according to the word of the agreement between the lord and the peasant. The lord should no longer try to force more services or other dues from the peasant without payment...

We will entirely abolish the due called Todfall [heriot, or death tax, by which the lord received the best horse, cow, or garment of a family upon the death of a serf] and will no longer endure it, nor allow widows and orphans to be thus shamefully robbed against God's will, and in violation of justice and right...

The Twelve Articles of the Swabian Peasants, March, 1525

Source 2

First, they have sworn to their true and gracious rulers to be submissive and obedient, in accord with God's command.... But since they have deliberately and sacrilegiously abandoned their obedience, and in addition have dared to oppose their lords, they have thereby forfeited body and soul ... for God wills that fidelity and allegiance shall be sacredly kept.

Martin Luther, Condemnation of Peasant Revolt, 1525

These two documents clearly express which of the following developments during the Protestant Reformation?

- A. Religious radicals criticized Catholic abuses and established new interpretations of Christian doctrine and practice.
- B. Luther revived the Catholic Church but cemented the division within Christianity.
- C. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.
- D. Some Protestant leaders, like Martin Luther, refused to recognize the subordination of the church to the state.

ANSWER: C

Long-form Essay Question

Explain political and social consequences of the Protestant Reformation in the first half of the sixteenth century.
(Reasoning process: Causation)

Students can use the lesson, textbook reading, and class discussions on the aspects of the Reformation (social, religious, political, economic, cultural) to respond to this essay question (which originally was on the 2001 AP® European History Exam).

Students could discuss such consequences as state governments' responses in allowing or disallowing the new faiths, the growing conflict between lords and peasants, the reflection of both Catholicism and Protestantism in the arts, etc.



Have students use the Sources for Lesson 1 worksheets, found in the Student Workbook.

Sources for Lesson 1: Poverty During the Reformation

Pope's Focus on Poor Revives Scorned Theology

By Jim Yardley and Simon Romero

May 23, 2015

VATICAN CITY—Six months after becoming the first Latin American pontiff, Pope Francis invited an octogenarian priest from Peru for a private chat at his Vatican residence. Not listed on the pope's schedule, the September 2013 meeting with the priest, Gustavo Gutiérrez, soon became public—and was just as quickly interpreted as a defining shift in the Roman Catholic Church.

Father Gutiérrez is a founder of liberation theology, the Latin American movement embracing the poor and calling for social change, which conservatives once scorned as overtly Marxist and the Vatican treated with hostility. Now, Father Gutiérrez is a respected Vatican visitor, and his writings have been praised in the official Vatican newspaper. Francis has brought other Latin American priests back into favor and often uses language about the poor that has echoes of liberation theology.

And then came Saturday, when throngs packed San Salvador for the beatification ceremony of the murdered Salvadoran archbishop Óscar Romero, leaving him one step from sainthood.

The first pope from the developing world, Francis has placed the poor at the center of his papacy. In doing so, he is directly engaging with a theological movement that once sharply divided Catholics and was distrusted by his predecessors, Pope John Paul II and Pope Benedict XVI. Even Francis, as a young Jesuit leader in Argentina, had qualms.

Now, Francis speaks of creating “a poor church for the poor” and is seeking to position Catholicism closer to the masses—a spiritual mission that comes as he is also trying to revive the church in Latin America, where it has steadily lost ground to evangelical congregations.

For years, Vatican critics of liberation theology and conservative Latin American bishops helped stall the canonization process for Archbishop Romero, even though many Catholics in the region regard him as a towering moral figure: an outspoken critic of social

injustice and political repression who was assassinated during Mass in 1980. Francis broke the stalemate.

“It is very important,” Father Gutiérrez said. “Somebody who is assassinated for this commitment to his people will illuminate many things in Latin America.”

The beatification is the prelude to what is likely to be a defining period of Francis' papacy, with trips to South America, Cuba and the United States; the release of a much-awaited encyclical on environmental degradation and the poor; and a meeting in Rome to determine whether and how the church will change its approach to issues like homosexuality, contraception and divorce.

By advancing the campaign for Archbishop Romero's sainthood, Francis is sending a signal that the allegiance of his church is to the poor, who once saw some bishops as more aligned with discredited governments, many analysts say. Indeed, Archbishop Romero was regarded as a popular saint in El Salvador even as the Vatican blocked his canonization process.

“It is not liberation theology that is being rehabilitated,” said Michael E. Lee, an associate professor of theology at Fordham University who has written extensively about liberation theology. “It is the church that is being rehabilitated.”

Liberation theory includes a critique of the structural causes of poverty and a call for the church and the poor to organize for social change. Mr. Lee said it was a broad school of thought: movements differed in different countries, with some more political in nature and others less so. The broader movement emerged after a major meeting of Latin American bishops in Medellín, Colombia, in 1968 and was rooted in the belief that the plight of the poor should be central to interpreting the Bible and to the Christian mission.

But with the Cold War in full force, some critics denounced liberation theology as Marxist, and a conservative backlash quickly followed. At the Vatican, John Paul II, the Polish pope who would later be credited for helping topple the Soviet Union, became suspicious of the political elements of the new Latin American movements.

“All that rhetoric made the Vatican very nervous,” said Ivan Petrella, an Argentine lawmaker and scholar of liberation theology. “If you were coming from behind the Iron Curtain, you could smell some communism in there.”

John Paul reacted by appointing conservative bishops in Latin America and by supporting conservative Catholic groups such as Opus Dei and the Legionaries of Christ, which opposed liberation theology. In the 1980s, Cardinal Joseph Ratzinger—later to become Pope Benedict XVI, but then the Vatican’s enforcer of doctrine—issued two statements on liberation theology. The first was very critical, but the second was milder, leading some analysts to wonder if the Vatican was easing up.

From his 1973 appointment as head of the Jesuits in Argentina, Francis, then 36 and known as Jorge Mario Bergoglio, was viewed as deeply concerned with the poor. But religious figures who knew him then say Francis, like much of Argentina’s Catholic establishment, thought liberation theology was too political. Critics also blamed him for failing to prevent the kidnapping and torture of two priests sympathetic to liberation theology.

Some in the church hierarchy considered Francis divisive and autocratic in his 15 years leading the Jesuits. The church authorities sent him into what amounted to stretches of exile, first in Germany and then in Córdoba, Argentina, a period in which he later described having “a time of great interior crisis.”

He practiced spiritual exercises and changed his leadership style to involve greater dialogue. When he was named archbishop of Buenos Aires, his focus became those left behind by Argentina’s economic upheaval.

“With the end of the Cold War, he began to see that liberation theology was not synonymous with Marxism, as many conservatives had claimed,” said Paul Vallely, author of “Pope Francis: Untying the Knots.” Argentina’s financial crisis in the early years of the 21st century also shaped his views, as he “began to see that economic systems, not just individuals, could be sinful,” Mr. Vallely added.

Since becoming pope, Francis has expressed strong criticism of capitalism, acknowledging that globalization has lifted many people from poverty but saying it has also created great disparities and “condemned many others to hunger.” He has warned, “Without a solution to the problems of the poor, we cannot resolve the problems of the world.”

In Argentina, some critics are unconvinced that Francis’ outspokenness about the poor represents an embrace of liberation theology. “He never took the reins of liberation theology because it’s radical,” said Rubén Rufino Dri, who worked in the late 1960s and 1970s with a group of priests active in the slums of Buenos Aires.

To him, Francis’ decision to expedite Archbishop Romero’s beatification was a political one, part of what Mr. Rufino Dri views as a “superficial transformation” of the Catholic Church as it competes in Latin America with secularism as well as other branches of Christianity.

“It’s a populist maneuver by a great politician,” he said.

Others offered a more nuanced view. José María di Paola, 53, a priest who is close to Francis and once worked with him among the poor of Buenos Aires, said the beatification reflected a broader push by Francis to reduce the Vatican’s focus on Europe. “It’s part of a process to bring an end to the church’s Eurocentric interpretation of the world and have a more Latin American viewpoint,” he said.

Father di Paola added that while Francis had never proposed evangelizing under the banner of liberation theology during his time in Argentina, his commitment to the poor should not be questioned. “Francis’ passage through the slums of the capital influenced him later as a bishop and pope,” he said. “Experiencing the life values of the poor transformed his heart.”

As pope, Francis has expanded the roles of centrists sympathetic to liberation theology, such as Cardinal Óscar Rodríguez Maradiaga of Honduras, in contrast to the clout once wielded in Latin America by conservative cardinals like Alfonso López Trujillo of Colombia, who died in 2008.

“Trujillo represented the thinking that liberation theology was a Trojan horse in which communism would enter the church, something that is finally coming undone with Pope Francis,” said Leonardo Boff, 76, a prominent Brazilian theologian who has written on liberation theology.

Many analysts note that John Paul and Benedict never outright denounced liberation theology and slowly started to pivot in their views. In 2012, Benedict reopened Archbishop Romero’s beatification case. Cardinal Gerhard Müller, a staunch conservative who heads the Congregation for the Doctrine of the Faith, the Vatican’s enforcer of doctrine, became a proponent of liberation theology after working in Peru, where he met Father Gutiérrez. The two men have since written books together.

“There was no rehabilitation because there was never a ‘dehabilitation,’ ” Father Gutiérrez said, contesting the idea that liberation theology was ever cast out of the church. “In past years, there was talk of condemnation, and people believed it. What there was was a critical dialogue, which had difficult moments but which really was clarified over time.”

Francis often urges believers to act on behalf of the poor, saying if they do, they will be transformed. For those who knew Archbishop Romero in El Salvador, this transformation was notable. Once considered a conservative, he began to change in the mid-1970s, when he was the bishop of a rural diocese where government soldiers had massacred peasants. Shortly after he became archbishop of San Salvador, he was horrified when a close friend, a Jesuit priest, was murdered, and he soon began to speak out against government terror and repression.

“He began to surprise people,” said Jon Sobrino, a prominent liberation theologian who became close to Archbishop Romero and credited his transformation to his embrace of the poor.

“They made him be different, be more radical, like Jesus,” Father Sobrino said. “He drew near to them, and they approached him, asking for help in their suffering. That was what changed him.”

In 2007, Father Sobrino had his own clash with the Vatican when the doctrinal office disputed some of his writings. He refused to alter them and attributed the freeze on Archbishop Romero’s beatification partly to Vatican hostility.

“It has taken a new pope to change the situation,” he said.

Jim Yardley reported from Vatican City, and Simon Romero from Rio de Janeiro. Elisabeth Malkin and Gene Palumbo contributed reporting from San Salvador, and Jonathan Gilbert from Buenos Aires.

Peasants’ main concerns in 12 Articles of Swabian Peasants	Luther’s main concerns in Admonition to Peace	Luther’s main concerns in Condemnation of Peasant Revolt
Keys words that you’d want to note	Keys words that you’d want to note	Key words that you’d want to note
Why did the peasants have those concerns?	Why did Luther respond the way that he did?	Why did Luther’s response change?

Doc 1

The Twelve Articles of the Swabian Peasants, March 1525

1. It is our humble petition ... That ... each community should choose and appoint a pastor, and that we should have the right to depose him should he conduct himself improperly ...
2. We are ready and willing to pay the fair tithe of grain... The small tithes [of cattle], whether [to] ecclesiastical or lay lords, we will not pay at all, for the Lord God created cattle for the free use of man ...
3. We ... take it for granted that you will release us from serfdom as true Christians, unless it should be shown us from the Gospel that we are serfs.
4. It has been the custom heretofore that no poor man should be allowed to catch venison or wildfowl or fish in flowing water, which seems to us quite unseemly and unbrotherly as well as selfish and not agreeable to the Word of God ...
5. We are aggrieved in the matter of woodcutting, for the noblemen have appropriated all the woods to themselves ...
6. In regard to the excessive services demanded of us which are increased from day to day, we ask that this matter be properly looked into so that we shall not continue to be oppressed in this way ...
7. We will not hereafter allow ourselves to be further oppressed by our lords, but will let them demand only what is just and proper according to the word of the agreement between the lord and the peasant. The lord should no longer try to force more services or other dues from the peasant without payment ...
8. We are greatly burdened because our holdings cannot support the rent exacted from them ... We ask that the lords may appoint persons of honor to inspect these holdings and fix a rent in accordance with justice ...
9. We are burdened with a great evil in the constant making of new laws ... In our opinion we should be judged according to the old written law ...
10. We are aggrieved by the appropriation ... of meadows and fields, which at one time belonged to a community as a whole. These we will take again into our own hands ...
11. We will entirely abolish the due called Todfall [heriot, or death tax, by which the lord received the best horse, cow, or garment of a family upon the death of a serf] and will no longer endure it, nor allow widows and orphans to be thus shamefully robbed against God's will, and in violation of justice and right ...
12. It is our conclusion ... that if any one or more of the articles here set forth should not be in agreement with the Word of God ... such article we will willingly retract.

Doc 2

Martin Luther, *Admonition to Peace*, 1525

- ▶ *To the peasants [Luther had just addressed a section to the lords.]. ... [N]ow let me, in all kindness and charity, address myself to you. I have acknowledged that the princes and lords who prohibit the preaching of the gospel, and who load the people with intolerable burdens, have well merited that the Almighty should cast them from their seats, seeing that they have sinned against God and against man ...*
- ▶ ... If you act with conscience, moderation, and justice, God will aid you; and even though subdued for the moment, you will triumph in the end; and those of you who may perish in the struggle, will be saved. But if you have justice and conscience against you, you will fail; and even though you were not to fail, even though you were to kill all the princes, you ... would be none the less eternally damned.
- ▶ Put no trust ... in the prophets of murder whom Satan has raised up amongst you ... though they sacrilegiously invoke the name of the holy gospel. They will hate me, I know, for the counsel I give you ... What I desire is, to save from the anger of God the good and honest among you; I care not for the rest, I heed them not, I fear them not ... I know One who is stronger than all of them put together, and he tells me in the 3rd Psalm to do that which I am now doing. The tens of thousands, and the hundreds of thousands, intimidate not me ...

- ▶ But say you, authority is wicked, cruel, intolerable; it will not allow us the gospel, it overwhelms us with burdens beyond all reason or endurance ... To this I reply, that the wickedness and injustice of authority are no warrant for revolt, seeing that it befits not all men ... to take upon themselves the punishment of wickedness.... [T]he natural law says that no man shall be the judge in his own cause, nor revenge his own quarrel. The divine law teaches us the same lesson: Vengeance is mine, saith the Lord, I will repay. Your enterprise, therefore, is not only wrong according to Bible and gospel law, but it is opposed also to natural law ... and you cannot properly persevere in it, unless you prove that you are called to it by a new commandment of God, especially directed to you, and confirmed by miracles.
- ▶ You see the mote in the eye of authority, but you see not the beam in your own. Authority is unjust, in that it interdicts [forbids] the Gospel, and oppresses you with burdens; but you are still more in the wrong even than authority, you who, not content with forbidding the Word of God, trample it under foot, and assume to yourselves the power reserved to God alone ... Now authority, it is not to be denied, unjustly deprives you of your property, but you seek to deprive authority, not only of property, but also of body and of life.
- ▶ Do you not perceive, my friends, that if your doctrine were defensible, there would remain upon the earth neither authority, nor order, nor any species of justice.... [N]ought would be seen but murder, rapine, and desolation.
- ▶ ... [H]owever just your demands may be, it befits not a Christian to draw the sword, or to employ violence; you should rather suffer yourselves to be defrauded, according to the law which has been given unto you (1 Corinthians, vi)...
- ▶ It is absolutely essential, then, that you should either abandon your enterprise and consent to endure the wrongs that men may do unto you, if you desire still to bear the name of Christians; or else, if you persist in your resolutions, that you should throw aside that name, and assume some other. Choose one or the other of these alternatives: there is no medium.
 - Answer to Article 1.—If authority will not support a pastor who is agreeable to the feelings of a particular parish, the parish should support him at his own expense. If authority will not permit this pastor to preach, the faithful should follow him elsewhere.
 - Answer to Article 2.—You seek to dispose of a tithe which does not belong to you; this would be a spoliation and robbery, if you wish to do good, let it be with your own money and not with that of other people. God himself has told us that he despises an offering which is the product of theft
 - Answer to Article 3.—... [D]id not Abraham and the other patriarchs, as well as the prophets, keep bondmen?
 - Answer to the eight last Articles.—As to your propositions respecting game, wood, feudal services, assessment of payments, ix., I refer these matters to the lawyers; I am not called upon to decide respecting them; but I repeat to you that the Christian is a martyr, and that he has no care for all these things; cease, then, to speak of the Christian law, and say rather that it is the human law, the natural law that you assert, for the Christian law commands you to suffer as to all these things, and to make your complaint to God alone.

Doc 3

Martin Luther, *Condemnation of Peasant Revolt*, 1525

- ▶ In my preceding pamphlet [on the “Twelve Articles”] I had no occasion to condemn the peasants, because they promised to yield to law and better instruction, as Christ also demands (Matt. 7:1—“Do not judge, or you too will be judged”). But before I can turn around, they go out and appeal to force, in spite of their promises, and rob and pillage and act like mad dogs, from this it is quite apparent what they had in their false minds, and that what they put forth under the name of the gospel in the “Twelve Articles” was all vain pretense. In short, they practice mere devil’s work....
- ▶ Since, therefore, those peasants and miserable wretches allow themselves to be led astray and act differently from what they declared, I likewise must write differently concerning them; and first bring their sins before their eyes, as God commands (Ezekiel 2:7—“You must speak my words to them, whether they listen or fail to listen, for they are rebellious”), whether perchance some of them may come to their senses, and, further, I would instruct those in authority how to conduct themselves in this matter.
- ▶ With threefold horrible sins against God and men have these peasants loaded themselves, for which they have deserved a manifold death of body and soul.

- ▶ First, they have sworn to their true and gracious rulers to be submissive and obedient, in accord with God’s command (Matt. 12: 21), “Render therefore unto Caesar the things which are Caesar’s,” and (Rom. 8:1), “Let every soul be subject unto the higher powers.” But since they have deliberately and sacrilegiously abandoned their obedience, and in addition have dared to oppose their lords, they have thereby forfeited body and soul ... for God wills that fidelity and allegiance shall be sacredly kept.
- ▶ Second, they cause uproar and sacrilegiously rob and pillage monasteries and castles that do not belong to them, for which, like public highwaymen and murderers, they deserve the twofold death of body and soul. It is right and lawful to slay at the first opportunity a rebellious person, who is known as such, for he is already under God’s and the emperor’s ban. Every man is at once judge and executioner of a public rebel; just as, when a fire starts, he who can extinguish it first is the best fellow. Rebellion is not simply vile murder, but is like a great fire that kindles and devastates a country; it fills the land with murder and bloodshed, makes widows and orphans, and destroys everything, like the greatest calamity, Therefore, whosoever can, should smite, strangle, and stab, secretly or publicly, and should remember that there is nothing more poisonous, pernicious, and devilish than a rebellious man. Just as one must slay a mad dog, so, if you do not fight the rebels, they will fight you, and the whole country with you.
- ▶ Third, they cloak their frightful and revolting sins with the gospel, call themselves Christian brethren ... Thereby they become the greatest blasphemers and violators of God’s holy name, and serve and honor the devil under the semblance of the gospel, so that they have ten times deserved death of body and soul ... May the Lord restrain him! Lo, how mighty a prince is the devil, how he holds the world in his hands and can put it to confusion; who else could so soon capture so many thousands of peasants, lead them astray, blind and deceive them, stir them to revolt, and make them the willing executioners of his malice —
- ▶ And should the peasants prevail (which God forbid!)... we know not but that [God] is preparing for the judgment day, which cannot be far distant, and may purpose to destroy, by means of the devil, all order and authority and throw the world into wild chaos—yet surely they who are found, sword in hand, shall perish in the wreck with clear consciences, leaving to the devil the kingdom of this world and receiving instead the eternal kingdom. For we are come upon such strange times that a prince may more easily win heaven by the shedding of blood than others by prayers.

Lesson 2: British Enclosure During the Agricultural Revolution (Period 2)

In this lesson, work with students to:

- ▶ Analyze historical poverty in Europe with an activity on lives of the poor during British Enclosure
- ▶ Focus on the following Historical Thinking Skills and Reasoning Processes:
 - Comparison
 - Sourcing and Situation
 - Claims and Evidence in Sources

Activity: Focusing on Government Actions That Affect the Poor



Guiding Question: When governmental actions hurt rather than help the poor, what recourses are there for the poor?

Real World Application: As a class, read and discuss the article, “Shocking New Report on Land Grabbing in Romania,” that discusses developments in Romania. <https://www.arc2020.eu/new-report-land-grabbing-romania/>

Discuss why poverty and prosperity are important to understand when analyzing history, and the role that owning property plays in political, social, and economic power.

Activity: Looking at Poverty During the Reformation



Begin class with a class discussion of a general reading on the Enclosure Movement, evaluating the impact of poverty and prosperity in the decisions made about land distribution. Students should take notes on the five components of the Enclosure Movement outlined in the reading.

In small groups, have students read and take notes on both primary and secondary sources on the impact of the English Enclosure Acts of the 17th through 19th centuries on both the landowners and the peasants. Students should complete the chart and indicate the audience and/or purpose of the document as well as facets of the Enclosure Acts that would help the wealthy, and the facets that would help the poor. The six documents for this activity are:

- ▶ Jerrard Winstanley, et al., *The True Levellers Standard, ADVANCED: OR, The State of Community Opened, and Presented to the Sons of Men*, 1649
- ▶ Oliver Goldsmith, *The Deserted Village*, 1770
- ▶ *Enclosure Movement*, 1700–1801
- ▶ *Poor Relief Expenditure*, 1750–1833
- ▶ George Orwell, *As I Please*, *Tribune*, August 18, 1944
- ▶ Nicholas Mtetesha, The University of Zambia, *Agricultural and Industrial Revolution: British Industrialisation and Anti-inclosure Protests*

As a class, discuss the impact of enclosure on the landowners and the peasants; especially noting the conflicting points of view on why, or why not, that class would want enclosure. Students should note that the landowners received the benefits of enclosure through such things as increased productivity, while the peasants were hurt by it often being forced to move to cities and look for work in industry.

Throughout this discussion have students take notes using the chart on the overall impact of enclosure on the two groups (landowners and peasants) and their respective attitudes toward enclosure.



Teacher Tip:

Before the students read the documents, remind them that understanding the purpose and audience of a document is essential in interpreting and using evidence in an argument. As well, remind them that there are many types of documents from primary to secondary, from textual to image to graphic.



Focus Area Alert:

- ▶ Rather than focusing just on the political actions behind the Enclosure Movement, this lesson asks students to look at both the social impact and the response of the poor to enclosure.
- ▶ This set of documents offers students the opportunity to practice bringing together several different types of primary and secondary sources, including texts, images, and data.



Check for Understanding:

Based on their notes and discussion, have students in pairs write a thesis paragraph and identify the main points they would use to support that thesis for the following sample long essay on this topic:

- ▶ Compare the impact of the English Enclosure Acts on peasants and large landowners. (Reasoning process: Comparison)
- ▶ Students should discuss such arguments as improved agricultural productivity, dislocation of peasants, further empowerment of the wealthy, landed class, and the growth of industry.

Activity: Working Independently

After checking for student understanding and providing feedback on any misconceptions, have students independently complete a set of assessment questions for this lesson. To score the document based question (DBQ), refer to the rubric on AP® Central. Note that this set of multiple-choice and document-based questions have been adapted from AP® Exam questions to reflect the knowledge and skills and that students should have early in the academic year.

Multiple-Choice Question Set Source 1

The man of wealth and pride
Takes up a space that many poor supplied;
Space for his lake, his park's extended bounds,
Space for his horses, equipage, and hounds;
The robe that wraps his limbs in silken sloth,
Has robb'd the neighbouring fields of half their growth;
His seat, where solitary sports are seen,
Indignant spurns the cottage from the green;
Around the world each needful product flies,
For all the luxuries the world supplies;
While thus the land, adorn'd for pleasure all,
In barren splendour feebly waits the fall.

Oliver Goldsmith, "The Deserted Village", 1770

Source 2

In the case of the enclosure of the common lands, which was going on from about 1600 to 1850, the land-grabbers did not even have the excuse of being foreign conquerors; they were quite frankly taking the heritage of their own countrymen, upon no sort of pretext except that they had the power to do so.

George Orwell, *As I Please*, Tribune, August 18, 1944

These two sources support all of the following historical developments EXCEPT:

- A. As Western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.
- B. The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.
- C. Hierarchy and status continued to define social power and perceptions in rural settings.
- D. The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in Western Europe.

ANSWER: A

Document-Based Question

Using resources from this lesson, including documents and textbook reading as well as class discussions on the aspects of economic and social changes before and during the period of enclosure, practice essay writing using the 2004 AP® European History Exam DBQ:

- ▶ Analyze attitudes toward and responses to “the poor” in Europe between approximately 1450 and 1700.

The accompanying documents for this DBQ are located on AP Central: http://apcentral.collegeboard.com/apc/public/repository/ap04_frq_euro_history_36178.pdf

DBQ directions and scoring guidelines have been updated since this exam question was administered. Teachers should either modify this DBQ to match the current DBQ format, directions and scoring guidelines (including reducing the number of documents to seven) or make sure that students understand that the DBQ they will encounter on the AP® Exam has different directions and scoring guidelines and only includes seven documents.

Students should discuss the attitudes of the wealthy, states, and the poor.

Sources for Lesson 2: British Enclosure During the Agricultural Revolution

Shocking New Report on Land Grabbing in Romania

By Eco-Ruralis

July 19, 2015

All this week, we run a dedicated land grabbing series, in partnership with Eco Ruralis. In part one, with Attila Szocs, Land Rights Campaign Coordinator at Eco Ruralis we introduce their comprehensive land grabbing report.

The debate on land has escalated in Europe. About time, campaigners would say! For several years, EU and national authorities were looking towards the Global South, witnessing the massive land grabs done in African, Asian and South American countries, but what about our own backyard?

It seems that it's harder to formally acknowledge that EU support programs, like the CAP or land consolidation and concentration plans implemented by new member states like Romania, generate the same phenomenon and negative consequences: YES, land grabbing happens also in the European Union and we cannot turn a blind eye.

Livelihoods of family farmers, fair and balanced food systems and the very sovereignty of millions of peasant and organic producers depend on the way we all, and most importantly our decision makers, react.

Eco Ruralis has recently released a new report on "Land Grabbing in Romania". Why? Because in my country only **12,000 farms over 100 hectares (0.3% of Romanian holdings) represent 34% of the Utilized Agricultural Area (UAA)**. The "top 100" of these holdings control more than 500,000 hectares of the country's agricultural land. Many of them are subsidiaries of multinational companies and international investment funds. Across the whole country, natural resources have become the object of speculation and massive investments where the land owned by millions of Romanian peasants are being grabbed and transformed, with far-reaching effects.

Statistics of the Romanian National Institute of Statistics (INS) show that between 2002–2010, **150,000 small farms disappeared while large farming increased by 3%**.

Number and dimension of registered agricultural exploitations in Romania (2010):

Category	Year 2002	Year 2007	Year 2010	Unit
Total agricultural explotations (farms)	4 485 000	3 931 000	3 859 000	<i>Agricultural explotations (farms)</i>
Companies (with juridical personality)	23 000	17 000	31 000	
People (without juridical personality)	4 462 000	3 914 000	3 828 000	
Total size of agriculture land used by farms	15 708 000	15 265 000	15 867 000	<i>Hectares</i>
Companies (with juridical personality)	7 254 000	5 674 000	7 379 000	
People (without juridical personality)	8 454 000	9 591 000	8 488 000	
Total utilized agriculture area by farms	13 931 000	13 753 000	13 306 000	
Companies (with juridical personality)	6 222 000	4 787 000	5 856 000	
People (without juridical personality)	7 709 000	8 966 000	7 450 000	
Average utilized agriculture area / farm	3.11	3.5	3.45	
Companies (with juridical personality)	274.4	270.4	190.78	
People (without juridical personality)	1.73	2.29	1.95	

Data from: Romanian National Institute of Statistics, General Agricultural Census 2010. [6]

Drivers include large-scale monocultural farming, forestry, mining, energy, tourism, and ultimately speculation – and the process is weakening rural economies and hampering the development of a dynamic rural sector.

On the top of that the Romanian Government is pushing on with the development of agro-industry and making substantial efforts to attract foreign investments. The Government's Program for the period 2013-2016 clearly states it wishes to move towards very large-scale, export-oriented agriculture. In my country, as traditional and organic farmers are being marginalized, land is becoming merely a commodity on which companies can speculate. Land has become the new gold.

Romania is not the only country facing this issue. As the recent study on the “Extent of Farmland Grabbing in the EU” created by the Transnational Institute on the request of the European Parliament's Committee on Agriculture and Rural Development, reveals much to be concerned about.

The geographical distribution of farmland grabbing in the EU is uneven and is particularly concentrated in eastern European member states. Here, the lack of transparency around large-scale land deals in the EU implies that farmland grabbing operates in part through ‘extra-economic’ forces and it involves a huge diversity of actors, including a new asset class made up of large banking groups, pension and insurance funds, who are controlling an ever-increasing share of European farmland. The study also highlights that farmland grabbing in the EU interacts with longer-term processes of land concentration, which is a matter of high policy and social concern.

The findings of the “Land grabbing in Romania” are similar. Data from official registries show the strong presence of banking institutions and investment funds like Rabobank, Generali or Spearhead International. The range of investors is “exotic” ... from Austrian Counts to Romanian oligarchs and Danish and Italian agribusiness companies. The study argues that investors are mainly preoccupied with how to increase efficiency and how to develop the product. Labor conditions or local economic development are not of a high importance for transnational companies. They grow vertically, usually controlling the full process of production all the way to export. Thus, small farmers are forced to reduce the price of their products to compete with highly profitable and subsidized businesses. As the possibilities in the

countryside retract, many decide to sell out and leave their livelihoods behind.

The report highlights some specific case studies through four fact-sheets on land grabbing and two fact-sheets on forest grabbing, highlighting the investment approaches of industrial rice-producing Italian companies, the large-scale domination of Bardeau Group and the logging activities of one Austrian and one Finnish company.

Reading these reports, we realize the “velvet” side of land grabbing. Masked by sound bites like “Economic Dimension of Farms”, “land consolidation” and “land concentration”, European Subsidies, National Governmental Plans and corporate interests meet in a poisonous whirlpool. Let's not imagine armed private militia dispossessing peasants from their lands here, although I have visited Romanian mega farms which were guarded with Kalashnikovs.

No, the weapons of land grabbing in Eastern Europe differ: money, lack of transparency and institutional corruption. Nonetheless, they hurt underprivileged rural societies in the same way.

The Enclosure Acts and the Industrial Revolution

By Wendy McElroy

March 8, 2012

They hang the man, and flog the woman,
That steals the goose from off the common;
But let the greater villain loose,
That steals the common from the goose.
— English folk poem

An understanding of the Enclosure Acts is necessary to place aspects of the Industrial Revolution in their proper context. The Industrial Revolution is often accused of driving poor laborers en masse out of the countryside and into urban factories, where they competed for a pittance in wages and lived in execrable circumstances.

But the opportunity that a factory job represented could only have drawn workers if it offered a better situation than what they were leaving. If laborers were driven to the cities, then some other factor(s) must have been at work.

The Enclosure Acts were one factor. These were a series of Parliamentary Acts, the majority of which were passed between 1750 and 1860; through the Acts, open fields and were large agricultural areas to which a

village population had certain rights of access and which they tended to divide into narrow strips for cultivation. The wastes were unproductive areas—for example, fens, marshes, rocky land, or moors—to which the peasantry had traditional and collective rights of access in order to pasture animals, harvest meadow grass, fish, collect firewood, or otherwise benefit. Rural laborers who lived on the margin depended on open fields and the wastes to fend off starvation.

“Enclosure” refers to the consolidation of land, usually for the stated purpose of making it more productive. The British Enclosure Acts removed the prior rights of local people to rural land they had often used for generations. As compensation, the displaced people were commonly offered alternative land of smaller scope and inferior quality, sometimes with no access to water or wood. The lands seized by the acts were then consolidated into individual and privately owned farms, with large, politically connected farmers receiving the best land. Often, small landowners could not afford the legal and other associated costs of enclosure and so were forced out.

In his pivotal essay “English Enclosures and Soviet Collectivization: Two Instances of an Anti-Peasant Mode of Development,” libertarian historian Joseph R. Stromberg observes,

“The political dominance of large landowners determined the course of enclosure. ... [I]t was their power in Parliament and as local Justices of the Peace that enabled them to redistribute the land in their own favor. A typical round of enclosure began when several, or even a single, prominent landholder initiated it ... by petition to Parliament. ... [T]he commissioners were invariably of the same class and outlook as the major landholders who had petitioned in the first place, [so] it was not surprising that the great landholders awarded themselves the best land and the most of it, thereby making England a classic land of great, well-kept estates with a small marginal peasantry and a large class of rural wage labourers.”

In turn, this led to new practices of agriculture, such as crop rotation, and resulted in a dramatic increase in productivity over time. (Of course, this may have happened naturally, with common users cooperating for greater productivity.) Whatever the long term effect, the immediate one was to advantage those fortunate enough to become individual owners and disadvantage peasants. The immediate effect was to devastate the peasant class.

When access was systematically denied, ultimately the peasantry was left with three basic alternatives: to work in a serf-like manner as tenant farmers for large landowners; to emigrate to the New World; or, ultimately, to pour into already-crowded cities, where they pushed down each others’ wages by competing for a limited number of jobs.

History of the Enclosure Acts

The British enclosure question is extremely complex, varying from region to region and extending over centuries. Enclosure reaches back to the 12th century but peaked from approximately 1750 to 1860, a time period that coincides with the emergence and rise of the Industrial Revolution.

Economic historian Sudha Shenoy states that, “Between 1730 and 1839, 4,041 enclosure bills passed, 581 faced counter-petitions, and 872 others also failed.” How far-reaching were those remaining thousands of successful acts? According to a study by J.M. Neeson, *Commoners: Common Right, Enclosure and Social Change in England, 1700–1820* (winner of the 1993 Whitfield Prize of the Royal Historical Society) enclosures occurring between 1750 and 1820 dispossessed former occupiers from some 30 percent of the agricultural land of England.

Perhaps the most significant measure was the General Enclosure Act of 1801 (also called the Enclosure Consolidation Act), which simplified and standardized the legal procedures of ensuing Acts.

Historians J.L. and Barbara Hammond in *The Village Labourer 1760–1832* (1911) describe the workers who were driven into factories by the Enclosure Acts:

“The enclosures created a new organization of classes. The peasant with rights and a status, with a share in the fortunes and government of his village, standing in rags, but standing on his feet, makes way for the labourer with no corporate rights to defend, no corporate power to invoke, no property to cherish, no ambition to pursue, bent beneath the fear of his masters, and the weight of a future without hope. No class in the world has so beaten and crouching a history.”

Cumulatively and within a few generations, the enclosures created a veritable army of industrial reserve labor. The displaced and disenfranchised were reduced to working for starvation wages that they supplemented through prostitution, theft, and other stigmatized or illegal means.

When the workers swelled the ranks of the poor, the government stepped in once more—this time to assist capitalists who petitioned for tax-funded favors. As even the anti-libertarian historian Christopher A. Ferrara explains, “England’s response to the crisis of poverty among the landless proletariat” was a

system of poor relief supplements to meager wages, adopted de facto throughout England (beginning in 1795) in order to ensure that families did not starve. The result ... was a vast, government-subsidized mass of wage-dependent paupers whose capitalist employers, both urban and rural, were freed from the burden of paying even bare subsistence wages.

In turn, the palpable misery of this class fueled the rise of a vigorous socialist movement that blamed the Industrial Revolution for the exploitation of the masses. (The socialists were aware of the impact of enclosure but ultimately blamed industrialization.) And exploitation by industrialists undoubtedly existed; for one thing, some used governmental means. But the masses were there to be exploited largely because powerful land owners had used political means to deny to peasants their traditional

rural livelihood. Exploitation was possible because other opportunities had been legally denied.

It would be deceptively simplistic to blame the Enclosure Acts alone for the impoverishment usually ascribed to the Industrial Revolution. Many factors were in play. For example, the majority of people in pre-Industrial England dwelt in the countryside, where they often supplemented their income through cottage industries, especially the weaving of wool. This income evaporated with the advent of cheap cotton and industrialized methods of weaving it. Many influences contributed to the desperation of an unemployed army of workers.

What enclosure does illustrate without question, however, is that the abuses ascribed to the Industrial Revolution are far from straightforward. Blaming industrialization for workers’ misery is not merely simplistic, it is also often incorrect. Whether or not some exploitation would have existed within free-market industrialization, the abuses of the Industrial Revolution were standardized, institutionalized, and carried to excess by government and the use of the political means.

DOC	SOURCE	AUDIENCE AND/OR PURPOSE OF THE DOCUMENT	WEALTHY	POOR
1				
2				
3				
4				
5				

During our class discussion on the documents, make notes in a chart similar to the one below.

	IMPACT	WHY OR WHY NOT THIS GROUP WOULD WANT ENCLOSURE
Landowners		
Peasants		



Have students use the Sources for Lesson 2 worksheets, found in the Student Workbook.

Doc 1

Jerrard Winstanley, et al, *The True Levellers Standard, ADVANCED: OR, The State of Community Opened, and Presented to the Sons of Men*, 1649

“England is not a free people, till the poor that have no land, have a free allowance to dig and labour the commons...”
Gerrard Winstanley, 1649



Doc 2

Oliver Goldsmith, *The Deserted Village*, 1770 (edited)

...Ye friends to truth, ye statesmen, who survey
The rich man's joys increase, the poor's decay,
'Tis yours to judge how wide the limits stand
Between a splendid and a happy land.
Proud swells the tide with loads of freighted ore,
And shouting Folly hails them from her shore;
Hoards, even beyond the miser's wish, abound,
And rich men flock from all the world around.
Yet count our gains. This wealth is but a name
That leaves our useful products still the same.
Not so the loss. The man of wealth and pride
Takes up a space that many poor supplied;
Space for his lake, his park's extended bounds,
Space for his horses, equipage, and hounds;
The robe that wraps his limbs in silken sloth,
Has robb'd the neighbouring fields of half their growth;
His seat, where solitary sports are seen,
Indignant spurns the cottage from the green;
Around the world each needful product flies,
For all the luxuries the world supplies;
While thus the land, adorn'd for pleasure all,
In barren splendour feebly waits the fall. ...

Enclosure Acts—Great Britain 1700–1801

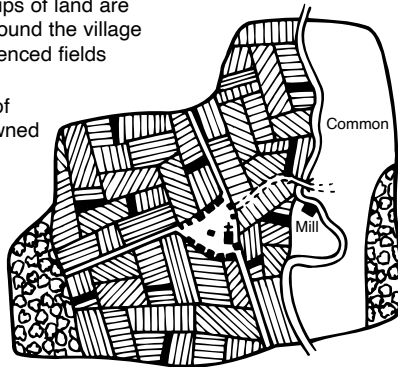
Enclosure of land through the mutual agreement of landowners began during the 16th century. During the 18th century, enclosures were regulated by Parliament; a separate Act of Enclosure was required for each village that wished to enclose its land. In 1801, Parliament passed a General Enclosure Act, which enabled any village, where three-quarters of the landowners agreed, to enclose its land.

ENCLOSURE OF A VILLAGE

Before enclosure (Open field system)

Farmer's strips of land are scattered around the village in large, unfenced fields

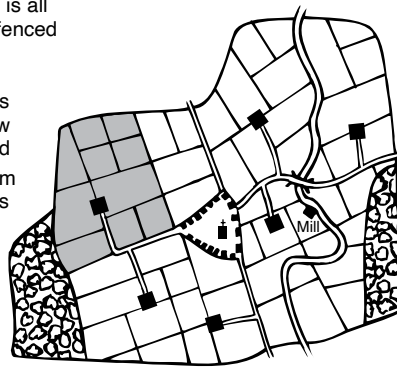
- Strips of land owned by one farmer
- Church



After enclosure

Farmer's land is all together and fenced

- Farmer's land now enclosed
- New farm buildings
- Road
- Hedge



STAGES OF THE ENCLOSURE PROCESS (BEFORE 1801)

Stage 1

- Owners of at least three-quarters of the village land agree to enclosure
- Petition is drawn up asking parliament to pass an Enclosure Act for village
- Notice is posted on church door informing villagers of intention to enclose

Stage 2

- Small committee of members of Parliament consider the petition and hear objections
- Parliament passes an Enclosure Act or rejects the petition, depending on the recommendation of the committee
- Commissioners (usually three) are appointed to supervise the enclosure

Stage 3

- Commissioners draw detailed map of village marking out all individual strips
- Landowners have to prove their legal entitlement to the land they farm
- New map is drawn up allocating plots to legally entitled landowners
- Landowners enclose their plots with hedges, fences, or walls, and build access roads and farmhouses on their new land

CAUSES OF INCREASE IN ENCLOSURES

- Increase in food and wool prices encouraged the search for more productive farming methods
- Political power of the new, landowning middle class ensured that enclosure applications succeeded

NUMBER OF ENCLOSURE ACTS

1730–1740	39
1740–1750	36
1750–1760	137
1760–1770	385
1770–1780	660

IMPACT OF THE ENCLOSURE ACTS

Positive Effects

- Less land wastage—boundaries between strips could now be farmed
- Land of a good farmer no longer suffered from neglect of neighboring strips
- Machinery such as the seed drill could be used on the larger plots of land
- Farmers were encouraged to experiment (e.g., with crop rotation).
- Animal diseases were less likely to spread to all village animals. Separate fields for animals made selective breeding possible
- Less labor was needed to tend crops and animals on more compact farms

Negative Effects

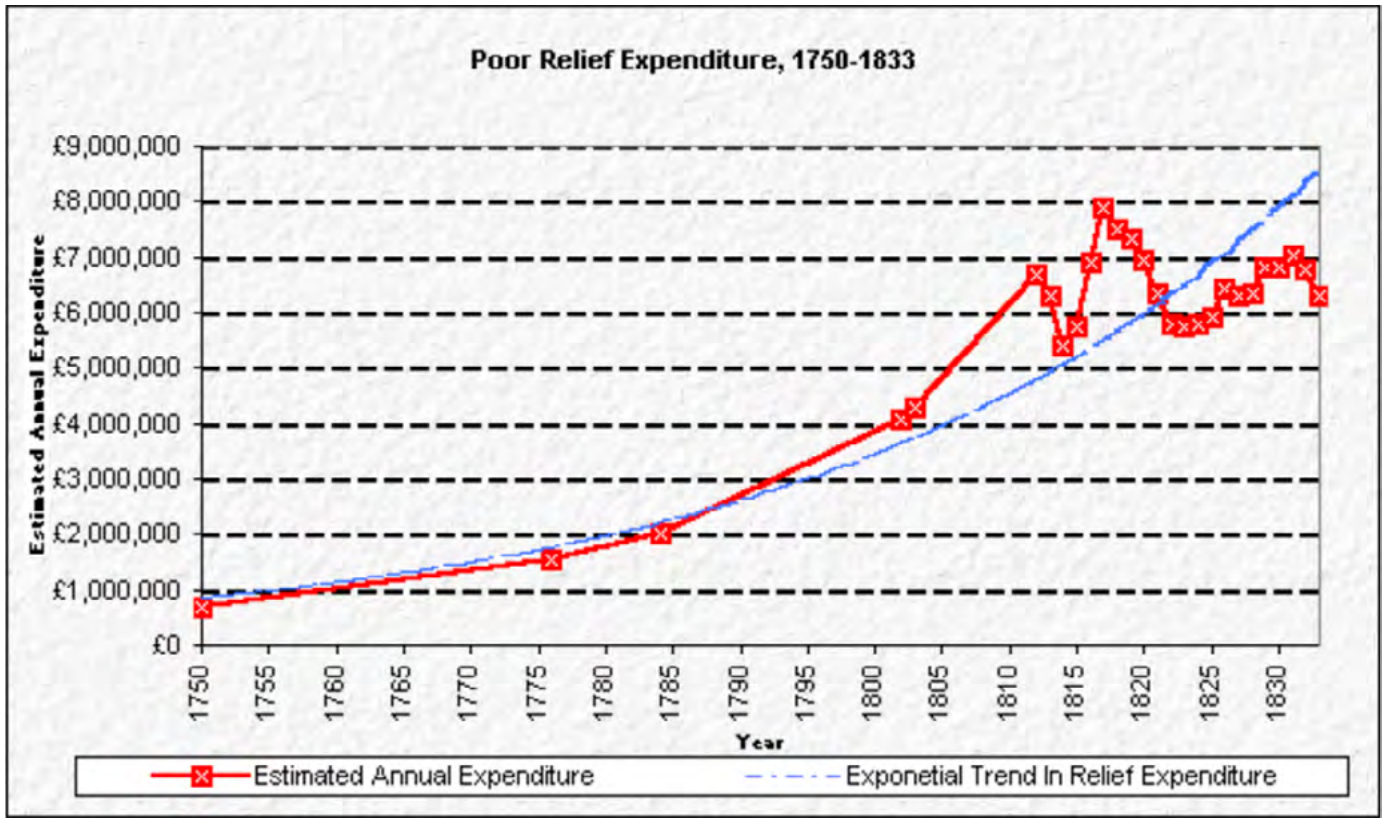
- Eviction of farmers (known as customary tenants) who failed to prove legal entitlement to land their families had worked for generations
- Eviction of villagers who owned no land and had kept animals on common pasture (common land was allocated to other farmers through enclosure)
- Poor farmers, allocated small plots of land, were unable to compete with large landowners. Many lost their land when their businesses failed
- Migration of poor, evicted peasants to industrial cities to find work. Having lost their means of self-sufficiency they were forced to accept low wages and poor conditions. Casual agricultural laborers suffered similar poverty

MAIN AREAS OF ENCLOSURE IN BRITAIN 1700–1870



Doc 4

Poor Relief Expenditure, 1750-1833



Doc 5

George Orwell, *As I Please*, Tribune, August 18, 1944

If giving the land of England back to the people of England is theft, I am quite happy to call it theft. In his zeal to defend private property, my correspondent does not stop to consider how the so-called owners of the land got hold of it. They simply seized it by force, afterwards hiring lawyers to provide them with title-deeds. In the case of the enclosure of the common lands, which was going on from about 1600 to 1850, the land-grabbers did not even have the excuse of being foreign conquerors; they were quite frankly taking the heritage of their own countrymen, upon no sort of pretext except that they had the power to do so.

Doc 6

Nicholas Mtetsha, The University of Zambia, *Agricultural and Industrial Revolution: British Industrialisation and Anti-Inclosures Protests*, c. 2010

The increase in landholdings as a result of enclosures enabled the cultivation of larger fields. Within the enclosures, landowners also experimented with more productive seeding and harvesting methods to boost crop yields. The enclosure movement had three important results for the agricultural revolution. First, landowners tried new agricultural methods, tools and practices. Second, large landowners forced small farmers to become tenant farmers or to give up farming and move to the cities. Third, it resulted into mass commercialisation of agriculture hence competitiveness in both input and output products. For the industrial revolution however, enclosures has far-reaching consequences which included:

- ▶ Mass rural urban migration to seek factory jobs by those who lost their traditional lands and homes. This meant growth of the urban sector hence growth of demand for manufactured goods. Urbanisation therefore provided a greater boost for industrialisation.
- ▶ The mass urban migrations resulted into increased workforce for factories (emerging industries). This became a boost to the labour supply which was in critical shortage as many preferred the easier life of farming from that of a factory labourer.
- ▶ Increased labourers meant lesser labour costs to industries hence greater profitability for industrial owners.
- ▶ Higher productivity in the agricultural sector due to new tools, methods, equipment and machinery led to increased raw materials for food processing and cloth processing industries.
- ▶ Increased demand from the industrial sector resulted in the invention of new tools and machines to aid the agricultural sector in the form of farming implements, the famous cotton processing machinery, transportation and communication which resulted into new industries as well as greater demand for existing industries' output such as iron processing and smelting as well as coal factories and industries.
- ▶ The growth in agricultural output which sprung from the land enclosure meant improved nutrition and health which meant healthier factory workers.
- ▶ The strong backward and forward linkages between the agricultural sector and the industrial sector resulted in the need for the emergence and growth of service industries which made the industrial sector relatively more efficient in its growth and expansion as specialised serviced emerged, grew and matured.

Lesson 3: French Revolution (Period 3)

In this lesson, work with students to:

- ▶ Analyze the economic causes of the French Revolution with a special focus on the lives of the peasants and the city workers
- ▶ Focus on the following Historical Thinking Skills and Reasoning Processes:
 - Causation
 - Comparison
 - Sourcing and Situation
 - Claims and Evidence in Sources

Activity: Focusing on Improving Quality of Life



Guiding Question: Do the poor need the help and support of more prosperous members of society to improve their lives?

Real World Application: Have the students read The Guardian article, “Tens of Thousands March in London Against Coalition’s Austerity Measures,” on the austerity march, annotating the main actions, arguments, and leaders of the marchers. www.theguardian.com/politics/2014/jun/21/protest-march-austerity-london-russell-brand-peoples-assembly

After they have read and annotated the article, in pairs have them briefly share what they noticed about the actions, arguments, and leadership of the group.

Activity: Looking at Poverty During the French Revolution



As a class, discuss why ideas of the Enlightenment philosophers tended to appeal to the bourgeoisie. Students should note that the bourgeoisie was the upper tier of the Third Estate and were tired of helping make wealth for France while getting none of the benefits that the nobles (the Second Estate) held. They were especially interested in the ideas of such men as Voltaire and Montesquieu with their arguments for having a government that reflected more of the will of the people. As well, the bourgeoisie was attracted to the ideas of the Physiocrats, especially their stand for free enterprise.

Next, have the whole class analyze the rise and fall of grain prices in France in the years prior, based on graphs showing the price of grain in both France and Paris prior to 1790. Then, evaluate the impact of those grain prices on the price of bread based on income within the 3rd Estate (from charted data in 1788 and 1789). Ask students to reflect on the impact of the high grain prices on the lives of skilled workers vs. poor city workers. (From *Discovering the Western Past, Volume II: Since 1500*, Chapter 5, “A Day in the French Revolution”, Merry E. Wiesner-Hanks University of Wisconsin at Milwaukee, Andrew D. Evans State University of New York at New Paltz, William Bruce Wheeler University of Tennessee, Julius R. Ruff Marquette University).

Look at a map of revolutionary Paris showing economic levels and at charted data delineating the various occupations/classes represented at the storming of the Bastille. Have the students investigate which class of people was at the core of the attack.



Teacher Tips:

Help your students evaluate the actual cost of bread based on occupation. Point out the percentage of the workers' income paid for just a loaf of bread, noting that that didn't include the taxes that the Third Estate paid which could amount to about 50% of their income. Help students see the tremendous difference in the lives of the classes within the Third Estate, especially when they note who had more access to education and wealth.

Explain to the students that the data showing the various occupations represented at the Bastille's storming were collected after the event. Thus, there would even be prejudice in the data itself because of who would have been surveyed to collect it.



Focus Area Alert:

This lesson asks students to analyze a variety of economic issues faced by the Third Estate prior to and at the beginning of the French Revolution.

These documents give students practice in reading and understanding data and a map as they use them to understand the economic plight of the Third Estate and how it led them to storm the Bastille.



Check for Understanding:

Finish the class by having students individually write a thesis paragraph and the main points that they would use to support that thesis, based on their textbook reading and document discussion, and addressing the following sample long essay question:

- ▶ Analyze the similarities and differences between the motivations of the bourgeoisie and the poor (peasants and city workers) for participating in the French Revolution. (Reasoning process: Comparison)
- ▶ Students should focus on the desire of the bourgeoisie for more political power and lower taxes, while the poor wanted not only lower taxes but also their basic needs met, e.g., their need for bread.

Activity: Working Independently

After checking for student understanding and providing feedback on any misconceptions, have students independently complete a set of assessment questions for this lesson. The questions are provided on a reproducible student worksheet titled, “Assessing Lesson 3: French Revolution.” To score the long essay question, refer to the rubric on AP® Central. Note that this set of multiple-choice and long-form essay questions have been adapted from AP® Exam questions to reflect the knowledge and skills that students should have early in the academic year.

Multiple-Choice Question Set

BREAD AND THE WAGE EARNERS BUDGET*			
Occupation	Effective Daily Wage in Sous**	Expenditure on Bread as percentage of income with bread priced at:	
		gs (Aug 1788)	14s (Feb-July 1789)
Laborer in Reveillon wallpaper works	15	60	97
Builders Laborer	18	50	80
Journeyman mason	24	37	60
Journeyman, locksmith, carpenter, etc.	30	30	48
Sculptor, goldsmith	60	15	24

*The price of the 4 pound loaf consumed daily by workingman and his family as the main element in their diet

**Effective wage represents the daily wage adjusted for 121 days of nonwork per calendar year for religious observation, etc.

Which of these arguments would be best supported by this document?

- ▶ A. The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises.
- ▶ B. While many were inspired by the revolution’s emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.
- ▶ C. As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.
- ▶ D. Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.

ANSWER: A

Long-form Essay Question

Based on this lesson, textbook reading, and class discussions on the Enlightenment, the French Revolution, and Napoleon, write an essay in response to this prompt from the 2008 AP® European History exam:

- ▶ Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789–1815) led people to challenge Enlightenment views of society, politics, and human nature. (Reasoning process: Causation)
- ▶ Students will need to discuss both Enlightenment ideas, such as a focus on expansion of rights and the creation of state systems that protect rights, and how those ideas were challenged during the French Revolution, such as the rule of the Committee of Public Safety and various facets of the Napoleonic Code.



Have students use the Sources for Lesson 3 worksheets, found in the Student Workbook.

Sources for Lesson 3: French Revolution

Tens of Thousands March in London against Coalition's Austerity Measures

By Kevin Rawlinson and agencies

June 21, 2014

Tens of thousands of people marched through central London on Saturday afternoon in protest at austerity measures introduced by the coalition government. The demonstrators gathered before the Houses of Parliament, where they were addressed by speakers, including comedians Russell Brand and Mark Steel.

An estimated 50,000 people marched from the BBC's New Broadcasting House in central London to Westminster.

"The people of this building [the House of Commons] generally speaking do not represent us, they represent their friends in big business. It's time for us to take back our power," said Brand.

"This will be a peaceful, effortless, joyful revolution and I'm very grateful to be involved in the People's Assembly."

"Power isn't there, it is here, within us," he added. "The revolution that's required isn't a revolution of radical ideas, but the implementation of ideas we already have."

A spokesman for the People's Assembly, which organised the march, said the turnout was "testament to the level of anger there is at the moment".

He said that Saturday's action was "just the start", with a second march planned for October in conjunction with the Trades Union Congress, as well as strike action expected next month.

People's Assembly spokesman Clare Solomon said: "It is essential for the welfare of millions of people that we stop austerity and halt this coalition government dead in its tracks before it does lasting damage to people's lives and our public services."

Sam Fairburn, the group's national secretary, added: "Cuts are killing people and destroying cherished public services which have served generations."

Activists from the Stop The War Coalition and CND also joined the demonstration.

The crowds heard speeches at Parliament Square from People's Assembly supporters, including Caroline Lucas MP and journalist Owen Jones. Addressing the marchers, Jones said: "Who is really responsible for the mess this country is in? Is it the Polish fruit pickers or the Nigerian nurses? Or is it the bankers who plunged it into economic disaster – or the tax avoiders? It is selective anger."

He added: "The Conservatives are using the crisis to push policies they have always supported. For example, the sell-off of the NHS. They have built a country in which most people who are in poverty are also in work."

The People's Assembly was set up with an open letter to the Guardian in February 2013. Signatories to letter included Tony Benn, who died in March this year, journalist John Pilger and filmmaker Ken Loach.

In the letter, they wrote: "This is a call to all those millions of people in Britain who face an impoverished and uncertain year as their wages, jobs, conditions and welfare provision come under renewed attack by the government.

"The assembly will provide a national forum for anti-austerity views which, while increasingly popular, are barely represented in parliament."

The Metropolitan police refused to provide an estimate. A police spokesman said the force had received no reports of arrests.

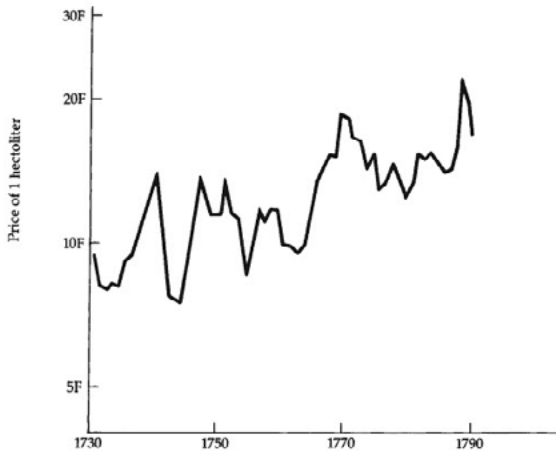
A spokesman for the prime minister declined to comment.

Price of Wheat During the French Revolution

Compare these two graphs, noting what trends they show that would exacerbate the economic crisis of 1789.

Source 5 adapted from Ernest Labrousse, Ruggiero Romano, and F. G. Dreyfus, *Le prix du froment en France au temps de la monnaie stable (1726–1913)* (Paris: Ecole des Hautes Etudes en Sciences Sociales, 1970), p. xiv.

5. Average Price of a Hectoliter (100 liters) of Wheat in France, 1730–1790



Source 6 from Jacques Godechot, *The Taking of the Bastille, July 14, 1789* (New York: Scribner's, 1970), p. 13.

6. Price of 100 Kilograms of Wheat in Paris, 1770–1790



What was the impact of the high grain prices on the lives of skilled workers? Poor city workers?

BREAD AND THE WAGE EARNERS BUDGET*			
Occupation	Effective Daily Wage in Sous**	Expenditure on Bread as percentage of income with bread priced at:	
		<i>gs</i> (Aug 1788)	<i>14s</i> (Feb–July 1789)
Laborer in Reveillon wallpaper works	15	60	97
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*The price of the 4 pound loaf consumed daily by workingman and his family as the main element in their diet

**Effective wage represents the daily wage adjusted for 121 days of nonwork per calendar year for religious observation, etc.

Using this map and the list of occupations represented at the storming of the Bastille, what group(s) from the Third Estate were represented at the attack?

A Day in

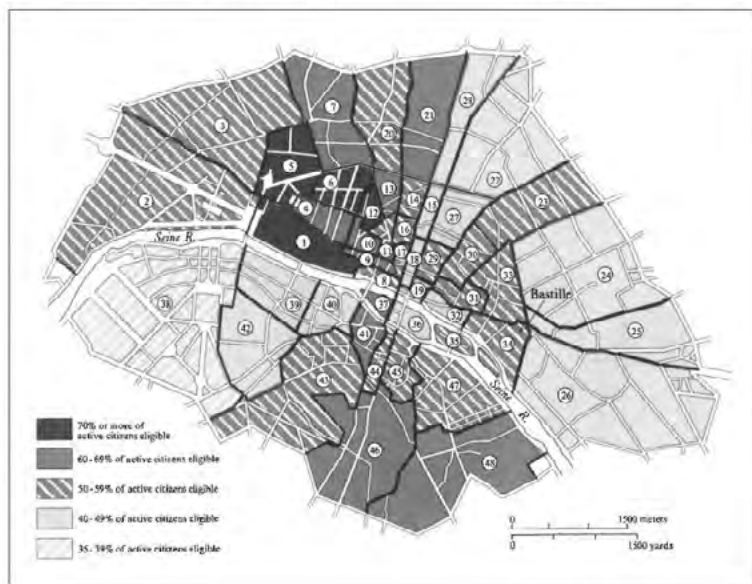
the French

Revolution:

July 14, 1789

Source 8 map from Marcel Reinhard, *Nouvelle histoire de Paris: La Révolution (Paris: Distributed by Hachette for the Association pour la publication d'une Histoire de Paris, 1971), pp. 66–67. Key and table from George Rudé, *The Crowd in the French Revolution (New York: Oxford University Press, 1959), pp. 244–245. Copyright © 1959. Used by permission of Oxford University Press.**

8. Map of Paris by Economic Circumstances of Residents, 1790



Section ^a	Bastille July ^b	Section	Bastille July	Section	Bastille July
1. Tuileries	2	17. Marché des Innocents	6	34. Arsenal	23
2. Champs Élysées	—	18. Lombards	5	35. Île Saint-Louis	—
3. Roule	2	19. Arcis	3	36. Notre Dame	1
4. Palais Royal	1	20. Faubourg Montmartre	—	37. Henri IV	2
5. Vendôme	1	21. Poissonnière	1	38. Invalides	5
6. Bibliothèque	2	22. Bondy	4	39. Fontaine de Grenelle	2
7. Grange Batelière	2	23. Temple	9	40. Quatre Nations	6
8. Louvre	1	24. Popincour	87	41. Théâtre Français	6
9. Oratoire	2	25. Montreuil	139	42. Croix Rouge	2
10. Halle au Blé	6	26. Quinze Vingts	193	43. Luxembourg	7
11. Postes	4	27. Gravilliers	3	44. Thermes de Julien	3
12. Louis XIV	—	28. Faubourg St. Denis	1	45. Sainte-Geneviève	10
13. Fontaine Montmorency	—	29. Beaubourg	5	46. Observatoire	3
14. Bonne Nouvelle	—	30. Enfants Rouges	2	47. Jardin des Plantes	3
15. Ponceau	3	31. Roi de Sicile	3	48. Gobelins Outside Paris	3
16. Mauconseil	4	32. Hôtel de Ville	18		
		33. Place Royale	17	<i>Total</i>	602

^aNames of sections are as in 1790–1791.

^bNumbers arrested, killed, wounded, or participated in the attack on the Bastille.

9. Trades of the Bastille Insurgents, 1789

Trade	Participants (no.)	Trade	Participants (no.)	Trade	Participants (no.)
<i>1. Food, Drink</i>					
Bakers	5	Cabinetmakers	48 (9)	<i>9. Leather</i>	
Brewers	2 (1) ^a	Chandlers	—	Curriers	—
Butchers	5 (3)	Fancy ware	9 (1)	Leather, skin dressers	2
Cafés, restaurants	4	Joiners	49 (8)	<i>10. Print and Paper</i>	
Chocolate	—	Upholsterers	4 (1)	Bookbinders	—
Cooks	2 (2)	<i>5. Transport</i>		Booksellers	—
Fruit vendors	—	Bargemen	3 (3)	Papermakers	1
Grocers	—	Blacksmiths	—	Printers	8 (4)
Innkeepers	2	Carters	5 (5)	<i>11. Glass, Pottery</i>	
Pastry chefs	4	Coachmen	2 (1)	Earthenware	1
Tobacco	—	Farriers	4 (1)	Potters	7
Wine merchants	11	Harness, saddlers	5	Royal Glass factory	1 (1)
<i>2. Building, Roads</i>					
Carpenters	3	Porters	16 (16)	<i>12. Miscellaneous</i>	
Glaziers	—	Riverside workers	5 (5)	Actors, artists, musicians, etc.	—
Locksmiths	41 (8)	Shipyard workers	5 (5)	Beggars	—
Monumental masons	9 (1)	Wheelwrights	—	Bourgeois	—
Navvies	2 (2)	<i>6. Metal</i>		Businessmen	4
Painters	4	Braziers	7 (1)	Charcoal burners	3
Paviors	—	Buttonmakers	3	Civil servants	—
Plasterers	—	Cutlers	—	Clerks	5
Quarrymen	—	Edge-tool makers	2	Domestic servants, cleaners	—
Sawyers	4 (1)	Engravers, gilders	13	Deputies	—
Sculptors	20 (1)	Founders	9 (2)	Fishermen	2 (1)
Stonemasons	4 (4)	Goldsmiths	6 (1)	Housewives	—
Stonemasons	7 (5)	Instrument makers	—	Journalists, publishers	—
Surveyors	—	Jewelers	5	Laborers	2 (2)
Tilers	—	Mechanics	—	Launderers	3 (1)
<i>3. Dress</i>					
Beltmakers	—	Nailsmiths	9 (1)	Newsagents, vendors	—
Boot and shoe	28 (5)	Pewterers	2	Peasants	—
Dressmakers	—	Stovemakers	5 (3)	Priests	—
Dyers, cleaners	3	Tinsmiths	5 (2)	Professionals (lawyers, doctors)	—
Florists, gardeners	6 (3)	Watchmakers	3	Shopkeepers, assistants	22 (1)
Furriers	2 (1)	<i>7. Wood</i>		"Smugglers"	—
Hairdressers	10	Coopers	3 (1)	Teachers	1
Hatters	9 (4)	Turners	10	Trades	56 (1)
Ribbon weavers	3 (3)	<i>8. Textiles</i>		Army, police, National Guard:	
Stocking weavers	4 (4)	Cotton	—	a. Officers	—
Tailors	7 (1)	Gauze	22 (22)	b. Others	77
<i>4. Furnishing</i>					
Basketmakers	2	Silk	1 (1)	<i>Total</i>	662 (149)
Boxmakers	1	Weavers	1		

^aFigures in parentheses represent insurgents who probably were wage-earners (i.e., not self-employed).

Lesson 4: Industrialization (Period 3)

In this lesson, work with students to:

- ▶ Analyze the impact of the Industrial Revolution on the poor, with a special focus on the various solutions proposed by the British Parliament, religious organizations or churches, and secular organizations to help them
- ▶ Focus on the following Reasoning Processes:
 - Causation
 - Comparison

Activity: Focusing on Power vs Wealth



Guiding Question: In attempting to better their lives, is the main recourse for the poor to use mass protest when their concerns are not heard?

Real World Application: Have the students watch this 2:40 minute video on mining in South Africa: An industry in crisis, telling them beforehand to notice the commentary on the power of the companies and the South African government. As a class, discuss what they noticed. www.youtube.com/watch?v=LhGS84fzi1I



Teacher Tip:

Help the students see the rapidly growing importance of capital as the sign of wealth and power versus the prior importance of land as the sole indicator of wealth.

Activity: Looking at Poverty During the Industrial Revolution



As homework the day before this lesson have the students do this assignment.

Give the students the secondary source about the Industrial Revolution on page 51. Have them categorize phrases from the document into a chart similar to the one below (adding rows as needed) based on this as a guiding prompt:

- ▶ What are the various aspects of the Industrial Revolution?

TECHNOLOGY	SOCIETY	POLITICS	ECONOMICS
powered, special-purpose machinery, factories, and mass production	improved systems of transportation, communication, and banking	Britain was a politically stable society	increased volume and variety of manufactured goods

In groups, students will read seven documents about the Industrial Revolution (including production data, graphed percentages of workers in industry, and firsthand textual accounts) adding documentary evidence to the chart they used in their homework.

Hand out eight documents that discuss solutions proposed in trying to aid the poor during the Industrial Revolution, including actions by the British Parliament, religious organizations, and secular reformers. In their same groups from the previous activity, have students read and categorize the solutions proposed, noting if solutions offered during the Industrial Revolution were similar to those that they created.

To conclude the class period, have students begin to brainstorm alternatives to those three responses to poverty as a precursor to the ensuing discussion of the projects they will create on aiding the poor.

Optional:

- ▶ 1/3 of the groups, acting as if they were members of the British Parliament, will create a bill that offers some sort of truly workable solution to a problem that the poor faced at that time. (Students will probably create a bill that focuses on shorter working hours, better pay, and/or safer working conditions.)
- ▶ 1/3 of the groups will create a response as if they were a religious organization or an established faith. (Students will probably design a support system that provides food, shelter, and/or education.)
- ▶ 1/3 of the groups will create a response as if they were secular reformers of the time. (Students will probably create a document that encourages workers to stand up for themselves through group protest or union participation.)

As a whole class, the students will discuss their solutions to assess the viability of them.



Have students use the Sources for Lesson 4 worksheets, found in the Student Workbook.



Teacher Tip:

Students will need guidance to do a quick review of the evolution of responses to the poor that you will have discussed throughout the year. Starting tomorrow with their introduction to their projects, you will need to go into more depth in giving an overview of what they have learned about the poor throughout the year.



Focus Area Alert:

- ▶ Although the lead-in homework reinforces general information with which students should already have a degree of familiarity, the documents in the lesson ask the students to consider social issues during the Industrial Revolution by looking at the everyday lives of the poor. The lesson also introduces students to responses as groups attempted to aid the poor.
- ▶ By classifying these documents, students will gain a better understanding of the aspects of the Industrial Revolution and the responses by those offering help. They will also practice sorting and categorizing documents, an important skill in building a cohesive argument in the Document-Based Question essay.



Check for Understanding:

The next day in class or as a homework assignment, you may have students complete a Document-Based Question, using the 2012 AP[®] European History exam DBQ:

- ▶ Analyze various arguments that emerged over the course of the nineteenth century about how to improve the lives of European workers.
- ▶ The accompanying documents for this DBQ are located on AP[®] Central:
http://apcentral.collegeboard.com/apc/public/repository/ap12_frq_euro_hist.pdf
- ▶ Students should discuss such arguments as unionization, women's rights, and socialism/communism.

Activity: Working Independently

After checking for student understanding and providing feedback on any misconceptions, have students independently complete a set of assessment questions for this lesson. To score the long-form essay question, refer to the rubric on AP® Central. Note that this set of multiple-choice and long-form essay questions have been adapted from AP® Exam questions to reflect the knowledge and skills that students should have at this point in the academic year.

Multiple-Choice Question Set

Source 1

The distinguishing feature of communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few.

Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1848

Source 2

In Darkest England

<http://salvos.org.au/about-us/our-story/our-history/in-darkest-england>

From the [Salvation] Army's earliest days, various social programs grew up alongside the mission's spiritual ministry, including food shops, shelters, and homes for 'fallen' girls. These were just the first elements in a broad scheme. In the early 1890s, Booth published *In Darkest England—and the Way Out*. Soon Booth opened labour exchange services, which would place thousands of unemployed persons in jobs.

Which of the following statements about the Industrial Revolution would be the best topic sentence for a paragraph referring to the documents above?

- ▶ A. Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes.
- ▶ B. By the end of the century, wages and the quality of life for the working class improved because of laws restricting the labor of children and women, social welfare programs, improved diet, and the use of birth control.
- ▶ C. Radicals in Britain and republicans on the continent demanded universal male suffrage and socialists called for a fair distribution of society's resources and wealth.
- ▶ D. Liberalism shifted from laissez-faire to interventionist economic and social actions on behalf of the less privileged; these were based on a rational approach to reform that addressed the impact of the Industrial Revolution on the individual.

ANSWER: D

Long-Form Essay Question

Based on this lesson, textbook reading, and class discussions on the economic, social, and political aspects of the Industrial Revolution in England and solutions offered for the problems engendered during that time, write an essay from the 1991 AP® European History released exam:

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 of this period proposed to resolve these problems.

Students should discuss such problems as poor working conditions and calls for political reform which led to responses such as the Great Reform Act of 1832 and the rise of the Chartists.

Sources for Lesson 4: Industrialization

What are the various aspects of the Industrial Revolution?

TECHNOLOGY	SOCIETY	POLITICS	ECONOMICS

Industrial Revolution

www.history.com/topics/industrial-revolution

The Industrial Revolution, which took place from the 18th to 19th centuries, was a period during which predominantly agrarian, rural societies in Europe and America became industrial and urban. Prior to the Industrial Revolution, which began in Britain in the late 1700s, manufacturing was often done in people's homes, using hand tools or basic machines. Industrialization marked a shift to powered, special-purpose machinery, factories and mass production. The iron and textile industries, along with the development of the steam engine, played central roles in the Industrial Revolution, which also saw improved systems of transportation, communication and banking. While industrialization brought about an increased volume and variety of manufactured goods and an improved standard of living for some, it also resulted in often grim employment and living conditions for the poor and working classes.

Britain: Birthplace Of The Industrial Revolution

Before the advent of the Industrial Revolution, most people resided in small, rural communities where their daily existences revolved around farming. Life for the average person was difficult, as incomes were meager, and malnourishment and disease were common. People produced the bulk of their own food, clothing, furniture and tools. Most manufacturing was done in homes or small, rural shops, using hand tools or simple machines.

The word "luddite" refers to a person who is opposed to technological change. The term is derived from a group of early 19th-century English workers who attacked factories and destroyed machinery as a means of protest. They were supposedly led by a man named Ned Ludd, though he may have been an apocryphal figure.

A number of factors contributed to Britain's role as the birthplace of the Industrial Revolution. For one, it had great deposits of coal and iron ore, which proved essential for industrialization. Additionally, Britain was a politically stable society, as well as the world's leading colonial power, which meant its colonies could serve as a source for raw materials, as well as a marketplace for manufactured goods.

As demand for British goods increased, merchants needed more cost-effective methods of production, which led to the rise of mechanization and the factory system.

Innovation And Industrialization

The textile industry, in particular, was transformed by industrialization. Before mechanization and factories, textiles were made mainly in people's homes (giving rise to the term cottage industry), with merchants often providing the raw materials and basic equipment, and then picking up the finished product. Workers set their own schedules under this system, which proved difficult for merchants to regulate and resulted in numerous inefficiencies. In the 1700s, a series of innovations led to ever-increasing productivity, while requiring less human energy. For example, around 1764, Englishman James Hargreaves (1722–1778) invented the spinning jenny ("jenny" was an early abbreviation of the word "engine"), a machine that enabled an individual to produce multiple spools of threads simultaneously. By the time of Hargreaves' death, there were over 20,000 spinning jennys in use across Britain. The spinning jenny was improved upon by British inventor Samuel Compton's (1753–1827) spinning mule, as well as later machines. Another key innovation in textiles, the power loom, which mechanized the process of weaving cloth, was developed in the 1780s by English inventor Edmund Cartwright (1743–1823).

Developments in the iron industry also played a central role in the Industrial Revolution. In the early 18th century, Englishman Abraham Darby (1678–1717) discovered a cheaper, easier method to produce cast iron, using a coke-fueled (as opposed to charcoal-fired) furnace. In the 1850s, British engineer Henry Bessemer (1813–1898) developed the first inexpensive process for mass-producing steel. Both iron and steel became essential materials, used to make everything from appliances, tools and machines, to ships, buildings, and infrastructure.

The steam engine was also integral to industrialization. In 1712, Englishman Thomas Newcomen (1664–1729) developed the first practical steam engine (which was used primarily to pump water out of mines). By the 1770s, Scottish inventor James Watt (1736–1819) had improved on Newcomen’s work, and the steam engine went on to power machinery, locomotives, and ships during the Industrial Revolution.

Transportation And The Industrial Revolution

The transportation industry also underwent significant transformation during the Industrial Revolution. Before the advent of the steam engine, raw materials and finished goods were hauled and distributed via horse-drawn wagons, and by boats along canals and rivers. In the early 1800s, American Robert Fulton (1765–1815) built the first commercially successful steamboat, and by the mid-19th century, steamships were carrying freight across the Atlantic. As steam-powered ships were making their debut, the steam locomotive was also coming into use. In the early 1800s, British engineer Richard Trevithick (1771–1833) constructed the first railway steam locomotive. In 1830, England’s Liverpool and Manchester Railway became the first to offer regular, timetabled passenger services. By 1850, Britain had more than 6,000 miles of railroad track. Additionally, around 1820, Scottish engineer John McAdam (1756–1836) developed a new process for road construction. His technique, which became known as macadam, resulted in roads that were smoother, more durable, and less muddy.

Communication And Banking In The Industrial Revolution

Communication became easier during the Industrial Revolution with such inventions as the telegraph. In 1837, two Brits, William Cooke (1806–1879) and Charles Wheatstone (1802–1875), patented the first commercial electrical telegraph. By 1840, railways were a Cooke-

Wheatstone system, and in 1866, a telegraph cable was successfully laid across the Atlantic. The Industrial Revolution also saw the rise of banks and industrial financiers, as well as a factory system dependent on owners and managers. A stock exchange was established in London in the 1770s; the New York Stock Exchange was founded in the early 1790s. In 1776, Scottish social philosopher Adam Smith (1723–1790), who is regarded as the founder of modern economics, published “The Wealth of Nations.” In it, Smith promoted an economic system based on free enterprise, the private ownership of means of production, and lack of government interference.

Quality Of Life During Industrialization

The Industrial Revolution brought about a greater volume and variety of factory-produced goods and raised the standard of living for many people, particularly for the middle and upper classes. However, life for the poor and working classes continued to be filled with challenges. Wages for those who labored in factories were low and working conditions could be dangerous and monotonous. Unskilled workers had little job security and were easily replaceable. Children were part of the labor force and often worked long hours and were used for such highly hazardous tasks as cleaning the machinery. In the early 1860s, an estimated one-fifth of the workers in Britain’s textile industry were younger than 15. Industrialization also meant that some craftspeople were replaced by machines. Additionally, urban, industrialized areas were unable to keep pace with the flow of arriving workers from the countryside, resulting in inadequate, overcrowded housing and polluted, unsanitary living conditions in which disease was rampant. Conditions for Britain’s working-class began to gradually improve by the later part of the 19th century, as the government instituted various labor reforms and workers gained the right to form trade unions.

Industrialization Moves Beyond Britain

The British enacted legislation to prohibit the export of their technology and skilled workers; however, they had little success in this regard. Industrialization spread from Britain to other European countries, including Belgium, France and Germany, and to the United States. By the mid-19th century, industrialization was well-established throughout the western part of Europe and America’s northeastern region. By the early 20th century, the U.S. had become the world’s leading industrial nation.

Industrial Revolution Document-Based Question

Document 1

Elizabeth Bentley, interviewed by Michael Sadler's Parliamentary Committee, June 4, 1832

I worked from five in the morning till nine at night. I lived two miles from the mill. We had no clock. If I had been too late at the mill, I would have been quartered. I mean that if I had been a quarter of an hour too late, a half an hour would have been taken off. I only got a penny an hour, and they would have taken a halfpenny.

Document 2

Sir James Kay-Shuttleworth, *The Moral and Physical Condition of the Working Classes of Manchester in 1832*

Some idea of the want of cleanliness prevalent in their habitations, may be obtained from the report of the number of houses requiring white-washing; but this column fails to indicate their gross neglect of order, and absolute filth. Much less can we obtain satisfactory statistical results concerning the want of furniture, especially of bedding, and of food, clothing, and fuel. In these respects the habitations of the Irish are most destitute. They can scarcely be said to be furnished. They contain one or two chairs, a mean table, the most scanty culinary apparatus, and one or two beds, loathsome with filth. A whole family is often accommodated on a single bed, and sometimes a heap of filthy straw and a covering of old sacking hide them in one undistinguished heap, debased alike by penury, want of economy, and dissolute habits. Frequently, the Inspectors found two or more families crowded into one small house, containing only two apartments, one in which they slept, and another in which they ate; and often more than one family lived in a damp cellar, containing only one room, in whose pestilential atmosphere from twelve to sixteen persons were crowded. To these fertile sources of disease were sometimes added the keeping of pigs and other animals in the house, with other nuisances of the most revolting character.

Document 3

John Fielden, Member of Parliament, factory owner, *The Curse of the Factory System*, London, 1836

Here, then, is the "curse" of our factory-system; as improvements in machinery have gone on, the "avarice of masters" has prompted many to exact more labour from their hands than they were fitted by nature to perform, and those who have wished for the hours of labour to be less for all ages than the legislature would even yet sanction, have had no alternative but to conform more or less to the prevailing practice, or abandon the trade altogether. This has been the case with regard to myself and my partners. We have never worked more than seventy-one hours a week before Sir John Hobhouse's Act was passed. We then came down to sixty-nine; and since Lord Althorp's Act was passed, in 1833, we have reduced the time of adults to sixty-seven and a half hours a week, and that of children under thirteen years of age to forty-eight hours in the week, though to do this latter has, I must admit, subjected us to much inconvenience, but the elder hands to more, inasmuch as the relief given to the child is in some measure imposed on the adult. But the overworking does not apply to children only; the adults are also overworked. The increased speed given to machinery within the last thirty years, has, in very many instances, doubled the labour of both.

170 years of industrial change across England and Wales

% of workforce in each industry



1

In 1841, most people worked in **manufacturing** followed closely by **services** and...

3

From 1961, the gap between **services** and **manufacturing** started to widen and at a faster rate than previously...

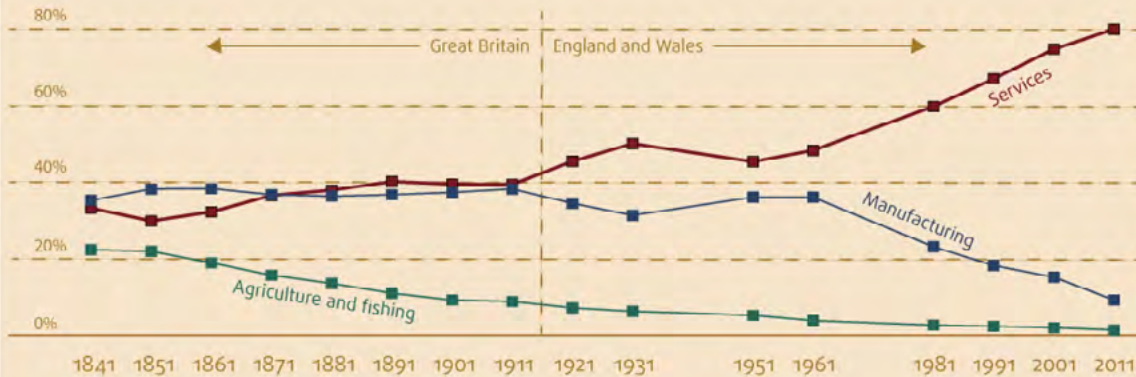


2

...by 1881 the percentage of workers in **services** overtook those working in **manufacturing**

4

...and in 2011, over 8 in every 10 workers were in the **service** industry with less than 1 in 10 within **manufacturing**



1

In 1841, over one in five workers worked in **agriculture and fishing**...

2

...at every census the percentage of people working in this industry declined...

3

...until in 2011 less than one in 100 people in work were employed in **agriculture and fishing**



Document 5

Friedrich Engel, noted in *The Condition of the Working Class in England*, 1845

One day I walked with one of these middle-class gentlemen into Manchester. I spoke to him about the disgraceful unhealthy slums and drew his attention to the disgusting condition of that part of the town in which the factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: "And yet there is a great deal of money made here. Good morning, Sir!"

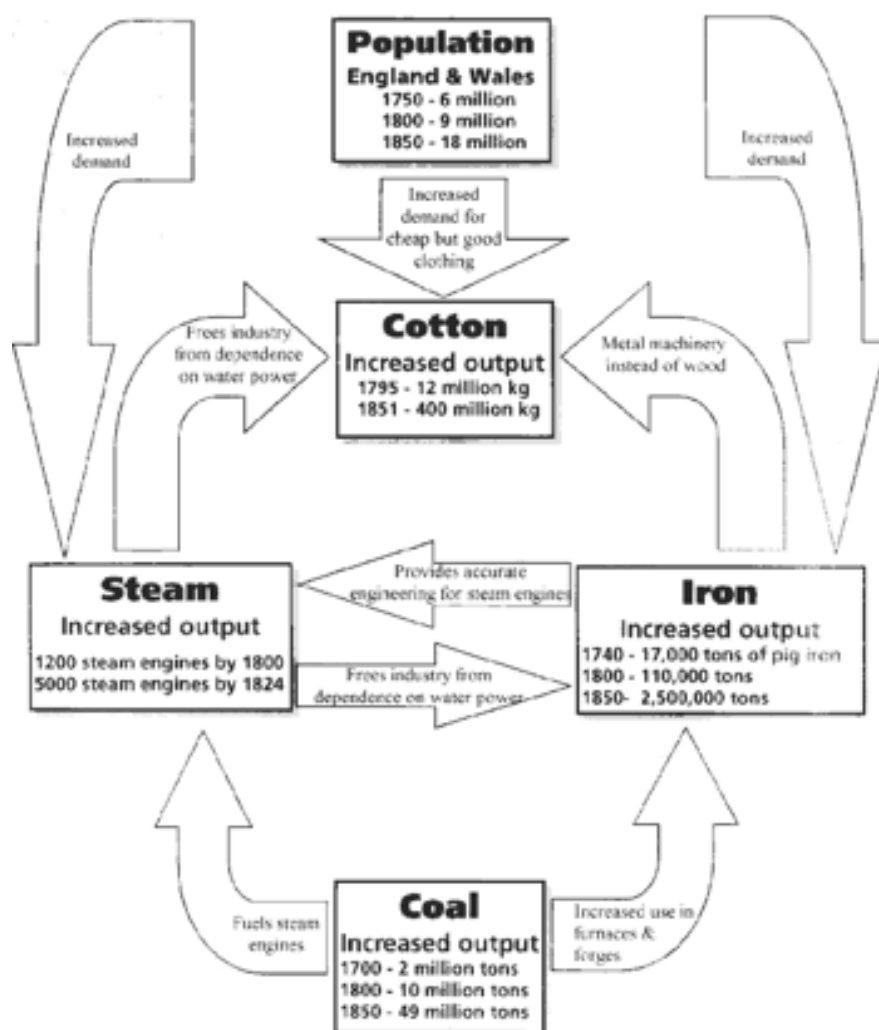
Document 6

John Stuart Mill , *Principles of Political Economy with Some of Their Applications to Social Philosophy*, 1848

Hitherto it is questionable if all the mechanical inventions yet made have lightened the day's toil of any human being. They have enabled a greater population to live the same life of drudgery and imprisonment, and an increased number of manufacturers and others to make fortunes.

Document 7

The Industrial Revolution, 1750–1850



19th Century Solutions Proposed to Aid the Poor— Document-Based Question

Document 1

Jennifer Woodruff Tait, “Eating bread with widows and orphans,” *Christian History*, 2013

[John] Wesley’s system of organizing his followers into classes and bands within the Methodist “societies” not only disciplined them in spiritual growth but distributed relief funds collected from society members. He established a medical clinic and maintained the dispensary himself, although it eventually had to close for lack of funds. He founded tuition-free schools for poor children, one in his own home. Under his direction the Foundry Chapel in London administered a revolving loan fund that served over 200 people a year. And he also founded a house for widows and orphans and regularly ate his meals with them ...

Document 2

Lewis Hackett, *Europe Transformed*, 1992

Workers sought to win improved conditions and wages through labor unions. These unions often started as “friendly societies” that collected dues from workers and extended aid during illness or unemployment. Soon, however, they became organizations for winning improvements by collective bargaining and strikes.

Industrial workers also sought to benefit themselves by political action. They fought such legislation as the English laws of 1799 and 1800 forbidding labor organizations. They campaigned to secure laws which would help them. The struggle by workers to win the right to vote and to extend their political power was one of the major factors in the spread of democracy during the 19th century.

Document 3

Elaine Glaser, “Lessons of the Luddites”, *The Guardian*, November 17, 2011

Contrary to modern assumptions, the Luddites were not opposed to technology itself. They were opposed to the particular way it was being applied. ... Their protest was specifically aimed at a new class of manufacturers who were aggressively undermining wages, dismantling workers’ rights and imposing a corrosive early form of free trade. To prove it, they selectively destroyed the machines owned by factory managers who were undercutting prices, leaving the other machines intact.

Document 4

Robert Owen, appearance before Robert Peel’s House of Commons Committee, April 26, 1816

Question: At what age to take children into your mills?

Robert Owen: At ten and upwards.

Question: Why do you not employ children at an earlier age?

Robert Owen: Because I consider it to be injurious to the children, and not beneficial to the proprietors.

Question: What reasons have you to suppose it is injurious to the children to be employed at an earlier age?

Robert Owen: Seventeen years ago, a number of individuals, with myself, purchased the New Lanark establishment from Mr. Dale. I found that there were 500 children, who had been taken from poor-houses, chiefly in Edinburgh, and those children were generally from the age of five and six, to seven to eight. The hours at that time were thirteen. Although these children were well fed their limbs were very generally deformed, their growth was stunted, and although one of the best schoolmasters was engaged to instruct these children regularly every night, in general they made very slow progress, even in learning the common alphabet. I came to the conclusion that the children were injured by being taken into the mills at this early age, and employed for so many hours; therefore, as soon as I had it in my power, I adopted regulations to put an end to a system which appeared to me to be so injurious.

Question: Do you give instruction to any part of your population?

Robert Owen: Yes. To the children from three years old upwards, and to every other part of the population that choose to receive it.

Question: If you do not employ children under ten, what would you do with them?

Robert Owen: Instruct them, and give them exercise.

Document 5

Tolpuddle Martyr Museum, Martyrs' Story

...With the bloody French Revolution and the wrecking of the Swing Rebellion fresh in the minds of the British establishment, landowners were determined to stamp out any form of organised protests. So when the local squire and landowner, James Frampton, caught wind of a group of his workers forming a union, he sought to stamp it out.

Workers met either under the sycamore tree in the village or in the upper room of Thomas Standfield's cottage. Members swore of an oath of secrecy – and it was this act that led to the men's arrest and subsequent sentence of seven years transportation.

In prison, George Loveless scribbled some words: "We raise the watchword, liberty. We will, we will, we will be free!" This rallying call underlined the Martyrs' determination and has since served to inspire generations of people to fight against injustice and oppression.

Transportation to Australia was brutal. Few ever returned from such a sentence as the harsh voyage and rigours of slavery took their toll.

After the sentence was pronounced, the working class rose up in support of the Martyrs. A massive demonstration marched through London and an 800,000-strong petition was delivered to Parliament protesting about their sentence.

After three years, during which the trade union movement sustained the Martyrs' families by collecting voluntary donations, the government relented and the men returned home with free pardons and as heroes.

Document 6

Summary of British legislation to improve working conditions in factories

DATE	INDUSTRY	DETAILS OF LAW
1833	Textiles	<ul style="list-style-type: none"> No child workers under nine years Reduced hours for children 9–13 years Two hours schooling each day for children Four factory inspectors appointed
1844	Textiles	<ul style="list-style-type: none"> Children 8–13 years could work six half-hours a day Reduced hours for women (12) and no night work
1847	Textiles	<ul style="list-style-type: none"> Women and children under 18 years of age could not work more than 10 hours a day
1867	Textiles	<ul style="list-style-type: none"> Previous rules applied to workhouses if more than five workers employed
1901	Textiles	<ul style="list-style-type: none"> Minimum age raised to 12 years

Document 7

Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1848

The distinguishing feature of communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few.

In this sense, the theory of the Communists may be summed up in the single sentence: Abolition of private property.

Document 8

The Salvation Army's Origins in London, 1865

From the [Salvation] Army's earliest days, various social programs grew up alongside the mission's spiritual ministry, including food shops, shelters, and homes for 'fallen' girls. These were just the first elements in a broad scheme. In the early 1890s, Booth published *In Darkest England—and the Way Out*. Soon Booth opened labour exchange services, which would place thousands of unemployed persons in jobs. Discovering that some 9,000 people dropped from sight in London each year, he established a missing persons bureau.

Booth dreamt of a farm colony where the unemployed could be given honest labour and pleasant surroundings. He wanted to establish a poor man's bank, he offered legal aid to the destitute; and he envisaged an emigration scheme that would develop a new overseas colony.

During the 1890s, the Army established an employment bureau and helped find jobs for the unemployed. Work was also provided at Salvation Army salvage depots and rescue farms.

From this began a social service network that continues today in over 120 countries....

He appealed to the public for £100,000 to start his scheme and a further £30,000 per year to maintain the program.

Despite a lack of immediate funds Booth decided to put his plan into action. The first thing to be set up was a labour bureau to help people find work. He purchased a farm where men could be trained in certain types of work and at the same time gain some self-respect, because often when men had been unemployed for some years their confidence needed to be restored.

From this farm colony, men could be further helped through emigration to an overseas colony, where labourers were few. Whole families could be helped to a much better standard of living.

Other projects included a missing persons bureau to help find missing relatives and reunite families, more hostels for the homeless and a poor man's bank which could make small loans to workers who could buy tools or set up in a trade.

Booth's book was used as a blueprint for the present day welfare state in the United Kingdom when it was set up by the government in 1948. Many of Booth's ideas were incorporated into the welfare state system.

Ten Solutions to Poverty

Read the following article, the night before you begin your service learning project, noting which type of group or individual could carry out the solution: a government, a religious organization, or secular reformers/activists.

As you read, think about what solutions you and your group might offer for your local and global areas of concern. What solutions are your most viable options in helping deal with poverty? What specific directions could you give in order to affect meaningful change?

1. Employment generation—Carefully and extensively planned employment programs funded by the government can spur growth in jobs. Industries requiring substantial labour forces can also be given significantly larger aid from the government. Focus should be placed on developing companies that offer sustainable and long-term jobs to the community. Companies should also budget sufficiently for employee training and related community programs, so that employees and prospective employees can keep their skills relevant and up-to-date.
2. Drawing on various social institutions to fund poverty fighting programs e.g., charities, research institutions, U.N., non-profit organizations, universities—Money funneled from every organization available adds up to powerful sums that can produce tangible change. When organizations develop an interest, albeit vested, they tend to be more strongly motivated. Organizations that have a concrete goal to achieve with strict project plans are able to efficiently concentrate their efforts into producing change. For this reason charities with numerous middlemen organizations should be discouraged to ensure money reaches those in need. Importance should be given to organizations that follow the teach a man to fish ideology rather than the give the man a fish one, unless in extremely dire emergency circumstances.
3. Transparency in government spending—Where and how a government chooses to spend taxpayers' money and its own revenue should be visible to the media and the common man. This makes governments accountable for their actions, and inaction becomes easier to pinpoint and address. It also discourages corruption in government systems. For example, transparency will be especially beneficial to civilians whose government might be allotting money to its nuclear weapons program instead of to its poverty programs.

4. Cancelling impossible to repay world debts—Many developing countries are trapped in the cycle of constantly repaying debts that are impossible to pay off. This ensures that they never get a chance to develop and become self-sufficient. The priorities of these countries are therefore unnecessarily skewed and the citizens of these debt-ridden nations are devoid of any hope for a better future.
5. Prioritizing programs that target fundamental human rights—Every individual should have access to housing, food, clean water, healthcare and electricity. Technically, governments should only move on to other projects after they have made sure that programs that provide these basic amenities to their people are up and running. This might prove to be the hardest step yet.
6. Taxing the rich more and the poor less—Redistribution of wealth will be an imperative step in eradicating poverty. The rich get richer while the poor get poorer. Taxing methods need to be tailored to an individual's financial bracket to ensure that upward social mobility becomes an absolute possibility.
7. Building self-sufficient economies—Creating reduced dependence on oil, external financial aid, and imports will help to ensure that alleviation of poverty remains on an upward but permanent curve, as opposed to a temporary revivalist injection in a dying economy. Steps in this area include investment in local infrastructure, transportation, and schools that keep the ball of development rolling. Projects to launch new industries and businesses will also need monetary encouragement.
8. Education—As much as poverty is a social condition it is also a mental and psychological cage. With education, impoverished populations are able to visualize their way out of poverty and are able to work toward it in an organized and reliable manner. Education provides training to tomorrow's workforce and thus fortifies the economy against poverty. Education in rich populations about poverty invokes sentiments of compassion and a sense of responsibility to the misfortunes of the rest of the world. Education also has the power to bring about social changes such as campaigns against racism and sexism—both conditions that happen to be linked intrinsically with poverty.
9. Involvement of the media—The media has the power to draw the eye of the global conscience to issues of poverty. It becomes too easy to forget the state of the less fortunate when the world is advancing at lightning speed. With effective media coverage of poverty-related catastrophes, the demand for social change rises collectively all over the world.
10. Microfinancing—Microfinancing makes financial services like insurance, savings, and loans available to individuals in developing nations who wish to run their own small businesses. These individuals, suffering from lack of employment opportunities and financial backing from governments or banks, are able to create a profitable means of survival through microfinancing. Flourishing small businesses, in turn, create jobs, provide much needed services to their communities, and help stimulate the economy for the long run.

Lesson 5: Poverty in the 20th Century (Period 4)

In this lesson, work with students to:

- ▶ Analyze the responses to the lives of the poor by twentieth-century governments and the Catholic Church
- ▶ Assess viable options for modern methods of aiding the poor
- ▶ Focus on the following Reasoning Processes:
 - Continuity and Change
 - Comparison

Activity: Focusing on Poverty and Technology



Guiding Question: Can modern technology provide solutions to end poverty?

Real World Application: Using the data in the chart from the article, “Here’s How Much Poverty Has Declined in China,” discuss what might have caused the differences in the decrease of poverty in each area.

<http://blogs.wsj.com/chinarealtime/2013/04/18/heres-how-much-poverty-has-declined-in-china>

Activity: Looking at Poverty in the 20th Century



Introduce the topic of 20th-century responses to the poor by explaining the main tenets of Soviet collectivization, the welfare state, and the Catholic call for political and social responses. Students will take notes on 20th-century responses to the poor, including Soviet collectivization, the welfare state, and Catholic responses in a chart similar to the one below. Students will take notes into the middle and left-hand columns during your direct instruction.

Soviet Collectivization:

- ▶ Begun in 1930 as a move to more rapidly accelerate the Soviet Union to its goal of total communism, collectivization was begun by Stalin as a top-down structure.
- ▶ He also hoped to use the produce of the collectivized farms to provide the food to support rapid industrialization.
- ▶ He attempted to push the peasants toward hatred of the kulaks and a desire to take and collectivize their land, thus attempting to more equally distribute economic power.
- ▶ The peasants pushed back against collectivization because Stalin's government generally did not try to help the peasants buy into the goals of the movement.
- ▶ They saw collectivization as a loss of traditions and a way of life that had existed for centuries.
- ▶ They responded with violence, destroying property and slowing or refusing to work.

Welfare State:

- ▶ The welfare state is essentially state-level financial and social support of its people.
- ▶ This can play out in many areas, including retirement support, medical support, and unemployment.
- ▶ The overarching goal is generally to provide a so-called "safety net" for its citizens.
- ▶ Usually, the cost of the provisions come from taxing the more wealthy members of the state, although other methods are also used.
- ▶ The welfare state came into prominence in the U.S. during the 1930s and in Europe after World War II, although many facets of it had begun to develop as early as the end of the 19th century.

Catholic Support:

- ▶ The Roman Catholic Church responded to poverty throughout the 20th century.
- ▶ Beginning in the late 19th century, various popes spoke out against the ills of industrialization.
- ▶ As Soviet Communism grew, the Church stood up for those economically disadvantaged, whether because of the ills of capitalism or the rule of dictatorial Communism.
- ▶ However, as the century progressed, the Catholic Church was periodically attacked for not taking a strong enough stance on major issues concerning the disadvantaged and persecuted around the world.
- ▶ As decolonization grew during the latter half of the century, some within the Church encouraged the development of various types of socialism as a practical way to help the poor.
- ▶ As the century drew to a close, the Church redoubled its effort to stand against the forces that created such a divide between those of poverty and those of prosperity by encouraging more social and economic outreach around the world.



Have students use the Sources for Lesson 5 worksheets, found in the Student Workbook.

As students read the primary and secondary sources on 20th-century solutions, they will work in groups continuing to take notes in the middle and left-hand columns and adding their reflections in the right-hand column.

- ▶ Collectivization <http://soviethistory.msu.edu/1929-2/collectivization/>
- ▶ Welfare state (from the European Union’s website), especially noting the data in the attached link about public and private social expenditure in percentage of GDP in 2009 www.learneurope.eu/index.php?cID=300
- ▶ Encyclical statements on poverty from the Roman Catholic Church (edited list) www.catholicsocialteaching.org.uk/themes/human-dignity/resources/encyclical-statements-poverty-2/

After they have taken notes on the documents, have your students write a sentence in response to the question: Which 20th-century response was the best solution to the issues surrounding poverty and why was it the best solution?



Teacher Tip:

Because your students may be in the midst of working on their service learning projects, it is important throughout this lesson to point out to your students any connections to the issues they are addressing in their projects.



Check for Understanding:

For homework, in response to the following prompt, students will write a thesis paragraph and bullet point information that would appear in their body paragraphs.

- ▶ Analyze continuity and change over time in responses to poverty from the 16th through the 20th centuries. (Reasoning process: Continuity and change)
- ▶ Students should note the early response to the poor as religiously based, emphasizing their acquiescence to the established order. Into the 17th and 18th centuries, students should note that the poor pushed back more and more to find their own solutions. During the 19th century the poor received help from religious, political, and secular institutions, which began to bring considerable change. By the end of the 20th century, the poor were given significant help from a wide variety of sources, from governments to faith-based groups.



NAME: _____

TEAM MEMBERS: _____

20th-Century Responses to the Poor

	SOLUTIONS IN FIRST HALF OF THE 20TH CENTURY	SOLUTIONS IN LAST HALF OF THE 20TH CENTURY	IMPACT
	What problems do they see needing to be addressed?	What solutions do they offer, including who should carry out the solution(s)?	Are the solutions offered different than those we have previously discussed this year?
SOVIET COLLECTIVIZATION			
WELFARE STATE			
ROMAN CATHOLIC CHURCH			

Activity: Working Independently

After checking for student understanding and providing feedback on any misconceptions, have students independently complete a set of assessment questions for this lesson. To score the long-form essay question, refer to the rubric on AP[®] Central. Note that this set of multiple-choice and long-form essay questions have been adapted from AP[®] Exam questions to reflect the knowledge and skills that students should have at this point in the academic year.

Multiple-Choice Question Set Source 1

With the rest of my generation, I firmly believed that the ends justified the means. Our great goal was the universal triumph of Communism.... I saw what “total collectivisation” meant—how they mercilessly stripped the peasants in the winter of 1932–33. I took part in it myself, scouring the countryside ... testing the earth with an iron rod for loose spots that might lead to buried grain. With others, I emptied out the old folks’ storage chests, stopped my ears to the children’s crying and the women’s wails. For I was convinced that I was accomplishing the great and necessary transformation of the countryside; that in the days to come the people who lived there would be better off....

Lev Kopelev, quoted in R. Conquest, *Harvest of Sorrow*, 1986

Source 2

The Welfare State is built on four main pillars:

Compulsory and free primary education and highly subsidised education at higher levels

Initially universal, and free, health treatment, which in some areas of Europe has been restricted to certain collectives, with other citizens having to contribute to its cost

Social security, and fundamentally pensions, which vary according to the payments made by workers throughout their working lives, although also insurance schemes that cover a number of different situations (orphans, widows, sickness, etc.)

Social services, including all the different types of aid destined to cover the needs of certain less-favoured collectives, with specific emphasis on care for dependents

Models of the Welfare State in Europe

Which statement below best explains the responses to the economic and social problems noted in these two documents?

- ▶ A. In Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change.
- ▶ B. 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.
- ▶ C. World war, lack of sufficient food supplies, nationalistic tariff policies, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide, leading states to offer a variety of supports to help those who faced these problems.
- ▶ D. Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.

ANSWER: C

Long-Form Essay Question

Based on this lesson, textbook reading, and class discussions on the variety of responses to 20th-century poverty, write a long-form essay using this released exam question from the 2013 AP[®] European History Exam:

Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-20th century. (Reasoning process: Causation)

Students will discuss such points as Bismarck’s offer of state-supported social services, late-19th-century revisionist socialism and early 20th-century communism, the concern of conservative 20th-century governments about the continued rise of unions and the power of workers, and the impact of a worldwide depression.

Sources for Lesson 5: Poverty in the 20th Century

"Here's How Much Poverty Has Declined in China," *The Wall Street Journal*, 2013

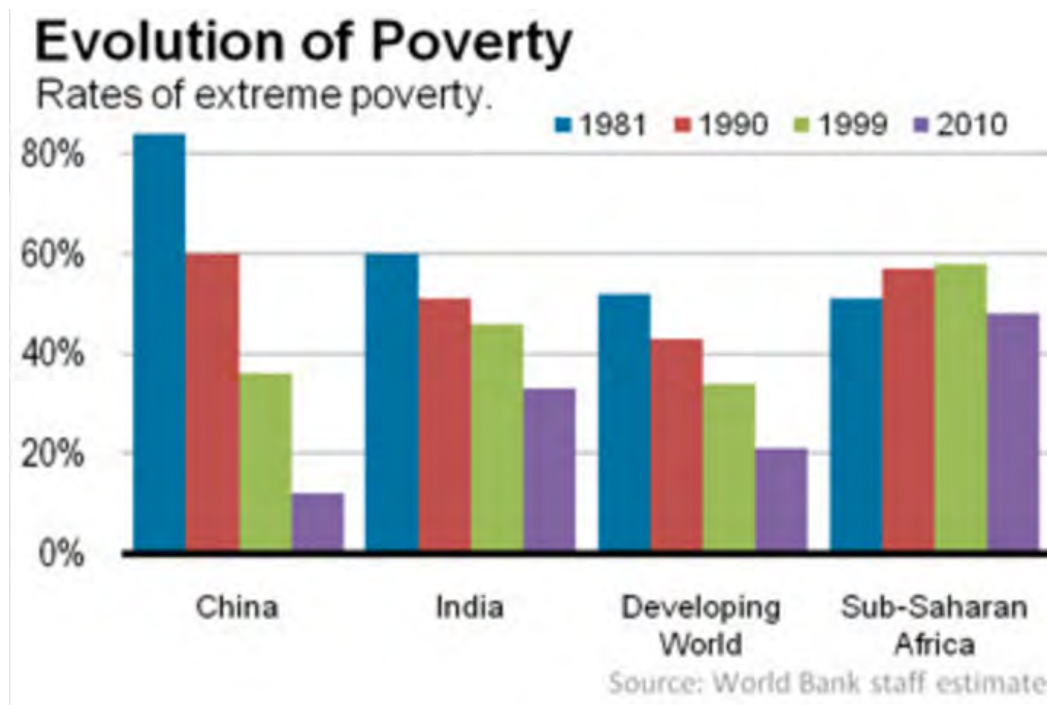
April 18, 2013

The world's poorest people are now concentrated most heavily in Sub-Saharan Africa after China's huge leap in pulling its citizens out of extreme poverty in recent decades, according to new estimates released Wednesday by the World Bank.

About 1.2 billion people in the world lived in extreme poverty in 2010, subsisting on less than \$1.25 a day. That's down from 1.9 billion three decades ago despite a nearly 60% increase in the developing world's population.

The total number of people living in extreme poverty has dropped in every developing region over the past three decades. About 21% of the developing world lived on less than \$1.25 a day in 2010. In 1981 it was 52%.

The sharpest decline came in China, where the extreme poverty rate fell to 12% in 2010 from 84% in 1981. India's extreme poverty dropped to 33% of the population from 60% three decades ago.



Have students use the 20th-Century Responses to the Poor worksheet, found in the Student Workbook.

20th-Century Solutions Proposed to Aid the Poor

Source 1

Extracts from the Smolensk archive. Peasants' letters to Our Village, a peasant newspaper concerning the first collectivisation drive, 1929–30. These letters were not actually published in the newspaper.

Ivan Trofimovitch. I am a poor peasant. I have one hut, one barn, one horse, three dessyatins of land.... Isn't it true that all poor peasants and middle peasants do not want to go into the kolkhoz at all, but you drive them in by force? ... (In my village) poor peasants came out against it ... they did not want serfdom.

Source 2

Lev Kopelev was an activist who later went into exile, quoted in R. Conquest, Harvest of Sorrow (1986) page 233.

With the rest of my generation, I firmly believed that the ends justified the means. Our great goal was the universal triumph of Communism ... I saw what "total collectivisation" meant—how they mercilessly stripped the peasants in the winter of 1932-33. I took part in it myself, scouring the countryside ... testing the earth with an iron rod for loose spots that might lead to buried grain. With others, I emptied out the old folks' storage chests, stopped my ears to the children's crying and the women's wails. For I was convinced that I was accomplishing the great and necessary transformation of the countryside; that in the days to come the people who lived there would be better off.... In the terrible spring of 1933 I saw people dying of hunger. I saw women and children with distended bellies, turning blue, still breathing but with vacant lifeless eyes. And corpses - corpses in ragged sheepskin coats and cheap felt boots; corpses in peasant huts ... I saw all this and did not go out of my mind or commit suicide. ... Nor did I lose my faith. As before, I believed because I wanted to believe.

Source 3

R. Service, A History of Twentieth-century Russia (1997) pages 181-2.

With the exception of 1930, mass collectivisation meant that not until the mid-1950s did agriculture regain the level of output achieved in the last years before the Great War. Conditions in the countryside were so dire that the state had to pump additional sources into the countryside to maintain the new agrarian order ... increased investment in tractors ... agronomists, surveyors, and farm chairmen but also soldiers, policemen and informers. Moreover, 'machine tractor stations' had to be built from 1929 to provide equipment for the introduction of technology. Yet Stalin could draw up a balance sheet that, from his standpoint was favourable. From collectivisation he acquired a reservoir of terrified peasants who would supply him with cheap industrial labour. To some extent, too, he secured his ability to export Soviet raw materials in order to pay for imports of industrial machinery.... Above all, he put an end to the recurrent crises faced by the state in relation to urban food supplies as the state's grain collections rose from 10.8 million tons in 1928-9 to 22.8 million tons in 1931-2. After collectivisation it was the countryside, not the towns, which went hungry if the harvest was bad.

Source 4

Holland Hunter is an American economist who, using counter-factual analysis, has calculated what the effect on the Russian economy would have been if the NEP had continued. Tucker quotes him and another economist, Millar. R. Tucker, Stalin in Power, The Revolution from above 1928-41 (1990).

Hunter: 'A number of alternative paths were available, evolving out of the situation existing at the end of the 1920s, and leading to levels of capacity and output that could have been as good as those achieved by, say, 1936, yet with far less turbulence, waste, destruction and sacrifice.' Millar: 'Whatever its merits may have been on other grounds, mass collectivisation of agriculture must be reckoned as an unmitigated economic policy disaster. ... The evidence suggests that the oppressive state agricultural procurement system, rather than serving to extract a net contribution from agriculture as a whole, should be credited with preventing the collectivisation disaster from

disrupting the industrialisation drive.’ Stalin calculated that revolutionary collectivisation would undergird a herculean industrialisation. His calculation was borne out only in the grotesque sense that while collectivisation was in fact made to support industrialisation, it did so at a cost that was incalculably great in lives, health, morale, and the well-being of a generation, and unnecessary for the bulk of the results achieved.

Source 5

Adapted from C. Ward, Stalin’s Russia (1993) pages 70-1.

When considering arguments over collectivised agriculture’s contribution to industrialisation, it is important to recognise, in the first place, that Soviet statistics are notoriously unreliable. Secondly, historians and economists are seldom on the same wavelength, and the latter too often underrate the significance of non-quantifiable factors such as: the scale of the foreign threat to the USSR, the importance of ideology, and the legacy of Russian history. These cannot be ignored - indeed, they fundamentally shaped Bolshevik perceptions of what constituted economic reality. Wheatcroft, Davies and Cooper’s conclusion that the NEP could have produced respectable, if unspectacular, rates of industrial growth into the 1930s is well argued and accords with the available evidence. But this is to describe a direction in which the Party (or, at least one section of it) never intended to go. That collectivisation did not correspond to the dictates of Western economic theory is neither here nor there. Bolsheviks wanted to change the world, not to manage it. ‘Counter-factual models’ have sometimes been used to suggest what might have happened if different decisions had been taken, but pose many difficulties for historians and may leave them bogged down in the realm of speculation. Viola, for example, dismisses Hunter’s attempts to project the NEP forward to the 1930s as unhistorical conjecture about ‘what might have been’ if agriculture had been placed under an ‘economic bell jar’ and concludes that ‘Soviet agriculture without collectivisation is tantamount to Soviet agriculture without Soviet power.’

Models of the Welfare State in Europe

www.learneurope.eu/index.php?cID=300

- ▶ The “Welfare State” refers to the set of interventions organised by the state which are aimed at guaranteeing the provision of a minimum level of services to the population via a system of social protection.
- ▶ The origins of this system of social protection can be traced back to the end of the 19th century in the Germany of Chancellor Bismarck. However, this system only became generalised in Europe after the Second World War.
- ▶ The Welfare State is built on four main pillars:
 - Compulsory and free primary education and highly subsidised education at higher levels
 - Initially universal, and free, health treatment, which in some areas of Europe has been restricted to certain collectives, with other citizens having to contribute to its cost
 - Social security, and fundamentally pensions, which vary according to the payments made by workers throughout their working lives, although also insurance schemes that cover a number of different situations (orphans, widows, sickness, etc.)
 - Social services, including all the different types of aid destined to cover the needs of certain less-favoured collectives, with specific emphasis on care for dependents
- ▶ A distinction has traditionally been made between three different types of Welfare State in Europe (Social Democracy, Conservative and Liberal). However, the fall of the communist block and the process of its integration within the market economy have generated a series of new types of welfare state in Central and Eastern Europe, which are still in the process of definition.
- ▶ Below we detail the different models and their main characteristics:
 - The Social Democratic/Nordic Model. Main characteristics: High taxes, high degree of income redistribution, high level of participation of women in the labour market, high standard of living and citizens with a high level of confidence in their public system (Denmark, Norway, Iceland, Finland and Sweden).
 - Conservative/Corporatist Model. Within this category there is a small subgroup formed by the countries of the South of Europe, which share certain common traits, although these are not sufficiently important for them to be considered as an independent group. Main characteristics: Low level of participation of women in the labour market, dependency on social contributions instead of on taxes, moderate redistribution of income and higher levels of unemployment, especially in the countries of the South of Europe (Austria, Belgium, Germany, Greece, Italy, Malta, Cyprus, Turkey, Luxemburg, the Netherlands, Spain and Portugal).
 - Anglo-Saxon/Liberal Model. Main characteristics: Low level of total state spending, high level of inequality and low level of expenditure on social protection (Switzerland, the United Kingdom and Ireland).
 - Models still in the phase of definition in Central and Eastern Europe.
- ▶ Model of the Former USSR. Main characteristics: Similar to the conservative model with respect to total state spending. The greatest differences lie in the quality of life and level of confidence in the public system (Belarus, Estonia, Latvia, Lithuania, Russia and the Ukraine).
- ▶ Model of Post-Communist Europe. The quality of life is greater than in the previous group and the system is more egalitarian. On the other hand, they present more moderate levels of economic growth and inflation than in countries associated with the previous model (Bulgaria, Croatia, Czech Republic, Hungary, Poland and Slovakia).
- ▶ Welfare State models in a process of development. This relates to countries that are still in the process of maturing their welfare states. Their programmes of state aid and indicators of quality of life are below those in the previously mentioned groups. Their high levels of infant mortality and low life expectancies reflect the difficult social situations found in these countries (Georgia, Romania and Moldova).

Encyclical statements on poverty

Pope John XXIII, *Mater et Magistra*—“Christianity and Social Progress,” 1961, paragraph 157

The solidarity which binds humanity together as members of a common family makes it impossible for wealthy nations to look with indifference upon the hunger, misery and poverty of other nations whose citizens are unable to enjoy even elementary human rights. The nations of the world are becoming more and more dependent on one another and it will not be possible to preserve a lasting peace so long as glaring economic and social imbalances persist.

***Populorum Progressio*—*Development of the peoples*, 1967, paragraph 23**

“If someone who has the riches of this world sees his brother in need and closes his heart to him, how does the love of God abide in him?” (1 John 3:17) It is well known how strong were the words used by the Fathers of the Church to describe the proper attitude of persons who possess anything towards persons in need. To quote Saint Ambrose: “You are not making a gift of your possessions to the poor person. You are handing over to him what is his. For what has been given in common for the use of all, you have arrogated to yourself. The world is given to all, and not only to the rich.”

***Populorum Progressio*, 1967, paragraph 53**

Countless millions are starving, countless families are destitute, countless men are steeped in ignorance; countless people need schools, hospitals, and homes worthy of the name. In such circumstances, we cannot tolerate public and private expenditures of a wasteful nature; we cannot but condemn lavish displays of wealth by nations or individuals; we cannot approve a debilitating arms race. It is our solemn duty to speak out against them.

***Populorum Progressio*, 1967, paragraph 75**

It is the person who is motivated by genuine love, more than anyone else, who pits his intelligence against the problems of poverty, trying to uncover the causes and looking for effective ways of combating and overcoming them.

***Economic Justice for All*, 1986, paragraph 87**

As individuals and as a nation, therefore, we are called to make a fundamental ‘option for the poor’. The obligation to evaluate social and economic activity from the viewpoint of the poor and the powerless arises from the radical command to love one’s neighbour as one’s self. Those who are marginalized and whose rights are denied have privileged claims if society is to

provide justice for all. This obligation is deeply rooted in Christian belief.

***Economic Justice for All*, U.S. Catholic Bishops 1986, paragraph 188**

The principle of participation leads us to the conviction that the most appropriate and fundamental solutions to poverty will be those that enable people to take control of their own lives.

***The Common Good*, Bishops of England and Wales, 1996**

People who are poor and vulnerable have a special place in Catholic teaching: this is what is meant by the “preferential option for the poor”. Scripture tells us we will be judged by our response to the “least of these”, in which we see the suffering face of Christ himself. Humanity is one family despite differences of nationality or race. The poor are not a burden; they are our brothers and sisters. Christ taught us that our neighbourhood is universal: so loving our neighbour has global dimensions. It demands fair international trading policies, decent treatment of refugees, support for the UN and control of the arms trade. Solidarity with our neighbour is also about the promotion of equality of rights and equality of opportunities; hence we must oppose all forms of discrimination and racism.

Catholic Bishops of England, Scotland and Wales, 2003

We begin with the scandal of poverty. Half the world’s population, some three billion people, live on two dollars or less a day. Of these 1.2 billion people, 20 per cent of the world’s population, live in extreme poverty on less than one dollar a day. This poverty occurs in a world of plenty, in a global economy capable of satisfying all the demands of its richest consumers but seemingly and scandalously unable to meet the needs of vast numbers of the poorest, whose needs ought to be at the heart of public policy. That is why poverty is the proper starting point for all discussions about aid, debt cancellation and trade.

Pope John Paul II, Lenten message, 2003

Faced with the tragic situation of persistent poverty which afflicts so many people in our world, how can we fail to see that the quest for profit at any cost and the lack of effective responsible concern for the common good have concentrated immense resources in the hands of a few while the rest of humanity suffers in poverty and neglect? Our goal should not be the benefit of a privileged few, but rather the improvement of the living conditions of all.

Activity: Problem Tree



Students can use various visual diagrams to explore the causes and effects of poverty. To illustrate the connection of the AP[®] European History course and associated discipline-specific terminology to the issue of poverty, guide students with questions such as, “What terms, maps, or diagrams did we study that can be linked to the issue of poverty?”

Have students look at the Problem Tree graphic organizer. This graphic organizer helps guide students beyond problem identification to breaking down the causes and effects of the problem, which is necessary before exploring steps needed to address the problem.

Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections.

- ▶ **Problem:** The issue that is being studied. In this case, poverty.
- ▶ **Causes:** Issues, situations, or phenomena that have led to the problem. In this case, you might prompt exploration of causes by asking, “What are some of the factors hindering people escaping poverty?” Encourage students to think about the “causes of causes.” For example, if students suggest a cause is that people can’t find a job with a living wage, ask students to then think further about what causes people to not be able to find that job. Then, repeat this exercise and think further about the causes of the next levels of causes.
- ▶ **Effects:** Results created by the problem. As with causes, encourage students to explore multi-layered effects, or “effects of effects.” For example, if students suggest an effect is people struggle to feed their children, ask them to identify the result of that effect, one of which could be students not performing well in school because of hunger. Next, they should ask what the effects are of students not performing well in school. The more students drill, the more they will deepen their critical thinking and analysis.

Guide students through the process of cause and effect. Use a simplified non-issue related example first.

For example: If the problem is that I am late to school, what are some potential causes of that problem? Perhaps I didn’t hear my alarm or got distracted as I was getting ready. Next, what would be the impact of my tardiness to school? I would miss instruction, feel behind and frustrated, etc.

Model filling out the Problem Tree and at least two levels for each root cause and visual effect in the graphic organizer. Then, have students work with a partner to fill out the graphic organizer.

Have students build their own Problem Trees by using the graphic organizer and adding causes, going from the base of the tree to the tips of the roots and moving from larger concepts to more specific sub-topics. Make sure the students understand that their Problem Tree should have a dual focus on both the local and global scope of the issue of poverty. Students should then do the same with impacts, going from the base of branches to the tips of the leaves and moving from large impacts to more specific topics.



Have students use the Problem Tree worksheet, found in the Student Workbook.



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Problem Tree

Students will learn more about the issue they are tackling as they apply what they have learned, along with their critical thinking skills, to consider the causes and effects of the problem presented through the issue.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?”

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself “Why does this problem exist?” Dig deeper to consider the “causes of causes”—the multiple layers of factors that contribute to a problem.

Activity: Needs Assessment and Solution Tree



Have students carry out research to begin developing an understanding of specific issues and topics related to their broader issue. For example, poverty is a big umbrella for many sub-issues (that are equally large, but more focused) that ladder up to the issue of poverty.

This is best done by having student groups carry out research on organizations that are working to combat this issue.

Students should use the Needs Assessment Worksheet to carry out an analysis.

Then, have students use the solutions graphic organizer to keep track of current solutions that are in use to combat the issue of poverty. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

Encourage students to revisit and work in parallel with their Problem Tree cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions, and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

Walk students through the Solution Tree, starting in the middle.

Goal: This is the problem from their Problem Tree, but re-framed as a goal.

Then go to the roots, which is the investigation of the solutions.

Solutions: These are the actions needed to solve the problem and achieve the goal stated at the center of the solution tree. When exploring solutions, students should ask, “How will this solve the problem?” Have them dig deeper to think holistically, so that they are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

And finally to the leaves, which explore the outcomes.

Outcomes: These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when students consider the ripple effect and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask, “Then what happens?”



Have students use the Needs Assessment and Solution Tree worksheets found in the Student Workbook.



NAME: _____

TEAM MEMBERS: _____

Needs Assessment

(1 of 1)

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify three organizations working on issues related to the issue your team is working on.

2. What does each organization do well in response to the issue and/or related issues locally?

3. What does each organization do in response to the issue and/or related issues globally?

4. Compare each organization's approach to tackling the issue and assess the effectiveness of each approach.

5. Identify a criticism of or what's lacking in each organization's approach. Site the source and share their argument.

6. What could all three organizations do better?

Needs Assessment Worksheet: Copyright © 2017 WE. All rights reserved.



NAME: _____

TEAM MEMBERS: _____

Solution Tree

(1 of 1)

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

Trunk: Problem

Trunk: Goal

Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

Activity: Reflecting on Investigate and Learn



Provide opportunities for students to think about and record their individual and collective learning as they progress through the activities. Students should answer the following reflection question to prepare for Part 2: Action Plan: *How can what you are learning in your AP® European History class support solutions that improve poverty locally and globally?*

As they write, the following questions can help students shape their reflections:

- ▶ What are the impacts of poverty, locally and globally?
- ▶ As you investigated existing programs addressing poverty, what did you feel these programs do well, and what did you feel they could do better?
- ▶ Who should be responsible for reducing poverty, locally and globally? What role do you think you could play in addressing poverty, locally and globally?
- ▶ Based on what you learned about poverty, and the actions others are already taking, what are five areas of need that you could address?
- ▶ What attracts you to these areas?
- ▶ What are some actions that your team could take to address these areas?
- ▶ What excites you about these actions and the impact you can have?

Research and Analysis of the Issue

For students to get a better understanding of poverty issues today, the following are suggested resources that students can access to begin their research and analysis:

- ▶ [WE.org/we-schools/program/issues-backgrounders](https://www.we.org/we-schools/program/issues-backgrounders)
- ▶ [WE.org/we-schools/program/issues-backgrounders/global-poverty](https://www.we.org/we-schools/program/issues-backgrounders/global-poverty)
- ▶ [WE.org/we-schools/program/issues-backgrounders/local-poverty](https://www.we.org/we-schools/program/issues-backgrounders/local-poverty)
- ▶ [WE.org/we-villages/opportunity](https://www.we.org/we-villages/opportunity)
- ▶ www.un.org/sustainabledevelopment/poverty
- ▶ www.worldbank.org/en/topic/poverty/overview
- ▶ www.globalissues.org/issue/2/causes-of-poverty
- ▶ www.vox.com/2014/6/30/5857074/where-americas-poverty-is-getting-more-and-more-concentrated
- ▶ Ted Talks – www.ted.com (search “poverty”)
- ▶ www.nybooks.com/articles/archives/2012/jun/07/what-makes-countries-rich-or-poor (An article that talks about borders, natural resources, prosperity and poverty, through a book review.)
- ▶ www.historytoday.com/gertrude-himmelfarb/idea-poverty (Consider while reading this article: What is the difference between “the poor” and “people living in poverty?” Why is this distinction important? When did this change come to be reflected in how we talk about issues and people living in poverty?)
- ▶ www.youtube.com/watch?v=AC7ANGMy0yo



Have students use the Reflect: Investigate and Learn worksheet, found in the Student Workbook to record their thoughts.



NAME: _____

TEAM MEMBERS: _____

Reflect: Investigate and Learn

Now that you've investigated problems and potential solutions associated with education, think back over what you've learned: **How can what you are learning in your AP® European History class support solutions that improve poverty locally and globally?**

As you write, think about the following questions to help shape your reflection. Record your thoughts on the lines below. Use additional paper to write a lengthier response.

What are the impacts of poverty, locally and globally?

As you investigated existing programs addressing poverty, what did you feel these programs do well, and what did you feel they could do better?

Who should be responsible for reducing poverty locally and globally? What role do you think you could play in addressing poverty, locally and globally?

Based on what you learned about poverty and the actions others are already taking, what are five areas of need that you could address?

What attracts you to these areas?

What are some actions that your team could take to address these areas?

What excites you about these actions and the impact you can have?

Activity: Summarizing the Investigation



As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to the causes and effects of poverty. Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Summaries may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

Have teams hold a working session to get their ideas in order and to develop their message. When summarizing their investigation, students should keep in mind the following:

- ▶ What are the key takeaways from your investigation?
- ▶ How are the problems you investigated similar at local and global levels? How are they different?
- ▶ How are the solutions you investigated similar at local and global levels? How are they different?
- ▶ Why may your investigation be important to other AP[®] European History students?



Have students use the Summary Investigation worksheet, found in the Student Workbook, to summarize what they have learned.

Part 2: Action Plan

The Action Plan section is divided into four parts:

- ▶ Connect Learning
- ▶ Form Teams
- ▶ Develop Action Plan
 - Goal Setting
 - Understanding Approaches to Taking Action
 - Determining Clarity and Relevance of Goals
 - Measuring Success
 - Setting S.M.A.R.T. Goals
 - Identifying Resources and Creating a Network
 - Developing a Timeline
- ▶ Reflect

WE Service Framework



Overview for Part 2: Action Plan

Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action.

Key Takeaways

- ▶ Completing a service action requires a set of skills, including working as a team and creating action plans.
- ▶ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks.
- ▶ Three approaches to completing a service action are direct service, indirect service, and advocacy.

This Section Contains:

- ▶ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of action planning.
- ▶ Templates that all students should complete to help them successfully meet the recognition criteria.

Connect Learning

Activity: Determining Interests

As a class, discuss the following:

- ▶ What issues related to your topic do you hear about on the news or read in newspapers and online articles? Why do you think these stories are covered by the media?
- ▶ What issues related to your topic do you think the general public is not aware of? Why do you think they are unaware?
- ▶ What issues related to your topic really bother you, even if you do not know a lot about them? Why are you bothered by these issues?
- ▶ If you were a world leader, what kinds of problems related to your topic would you tackle?



Teacher Tip:

Support students in determining their personal interests by incorporating an activity in which they think back to the problems and solutions they identified in Part 1: Investigate and Learn. Have students brainstorm the global and local issues they feel are most important and personally interesting to them.

Form Teams



It is recommended that students work in teams of four to six to plan and carry out their AP with WE Service projects. However, students may work individually or in any size group as approved by their teacher. Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. Since each team will focus on a particular action, encourage students to form teams based on their interest in working on similar local and global issues. The more inspired and passionate students are about the issue they identify around the topic of access to clean water, the more creative they will be with the actions they develop. In order for students to pick teams, have students present the local and global issues they are interested in, then join forces with other students who are addressing similar issues.



Teacher Tips:

- ▶ When students first meet with their team, encourage them to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team. This will help to identify and establish group norms, including a plan and process for conflict resolution.
- ▶ Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers, and agencies worked with. Teacher can also add a column to grade as each piece is completed.
- ▶ Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.
- ▶ If a big group forms around one issue, have students break into two groups and ensure they design different action plans on the same topic.

Resources to Support Forming and Working in Teams

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p>Gift + Issue = Change This activity helps students discover how they can use their talents and interests to carry out a service action.</p>	Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.
<p>Finding Passion with the Issue Compass This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about the topics. Students then choose one issue about which they are most excited to learn more and take action.</p>	This interactive activity can be used to align students into action teams according to their interests and talents.
<p>Exploring the Four Leadership Styles Every student can be a leader within their action team. This activity helps students to understand and value different kinds of leadership styles, and to discover their own strengths and challenges as a leader.</p>	Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.

Resources to Support Collaborating as a Team

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p>Creating a Safe Space It is important for each team to create a space in which everyone feels comfortable voicing their opinions. This activity asks team members to think individually and then as a group about what they will need in order to thrive within their team.</p>	Use this activity to help teams create guidelines around the way they interact and make decisions as a team.
<p>Drafting a Team Contract This activity walks students through how to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team.</p>	Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.
<p>Establishing Roles and Responsibilities Teamwork is a success when project tasks are divided equally and based on individual strengths.</p>	Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.

Develop Action Plan



After students have formed their teams, the next step is for teams to build out an action plan that:

- ▶ Identifies team goal(s)
- ▶ Establishes their metrics of success
- ▶ Identifies their network and required resources
- ▶ Creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities



Teacher Tip:

Be sure teams create goals that are specific and measurable. In addition to meeting the Recognition Rubric requirements, this will allow students to report on the impact of their project in Part 4: Report and Celebrate.

Activity: Goal Setting

Each team must create a goal for the team's action. This goal will need to:

- ▶ Be clear, measurable, and informed by the team member's needs assessment
- ▶ Incorporate one global and one local action
- ▶ Achieve direct service, indirect service, or advocacy.

Help students generate and decide on a team action goal using the following activities

Activity: Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project. There are three approaches, generally speaking, to taking action:

- ▶ **Direct service:** Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization).
- ▶ **Indirect service:** Channeling resources to the needs of a community—locally, nationally, or internationally.
- ▶ **Advocacy:** Educating others about an issue to increase visibility and follow up with an action that focuses on enacting change.

Resources and Ideas to Support Selecting a Type of Service

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p>Tips on Developing Direct Service Action Ideas Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization).</p>	<p>Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:</p> <ul style="list-style-type: none"> • Tips on Developing Direct Service Action Ideas • WE Volunteer Now Campaign
<p>Tips on Developing Indirect Service Action Ideas Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally.</p>	<p>Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:</p> <ul style="list-style-type: none"> • Tips on Developing Indirect Service Action Ideas • WE Go Green campaign • WE Scare Hunger campaign • WE Are Rafikis campaign • WE Create Change campaign
<p>Tips on Developing Advocacy Action Ideas Get ideas and resources on how to educate others about an issue to increase visibility and how to follow up with an action that focuses on enacting change.</p>	<p>Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on:</p> <ul style="list-style-type: none"> • Tips on Developing Advocacy Action Ideas • Developing a Deep Understanding of Your Issue, and Messaging Your Message • Ensuring Message Credibility • Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates) • Practice, Practice, Practice • WE Are Silent campaign



Approaches to Taking Action Information Sheet

(1 of 1)

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.	
ACTIONS	<ul style="list-style-type: none"> Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours) 	<ul style="list-style-type: none"> Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.	
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.	
ACTIONS	<ul style="list-style-type: none"> Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) Reach out to local businesses to try to get a storage space donated Connect with school social workers/administration to gain their support Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate 	<ul style="list-style-type: none"> Develop an online database for tracking donations and pick-ups, and maintaining inventory Share pick-up information with local shelters, churches, community centers, etc. Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.	
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.	
ACTIONS	<ul style="list-style-type: none"> Research the impact of single-use plastic water bottles around the school and in the local community Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics Seek permission from school administration to display the piece in a common area of the school 	<ul style="list-style-type: none"> Design and order water bottles to sell at school Research and select an international organization that focuses on clean water projects Organize a selling schedule for the water bottles, donate profits

Activity: Determining Clarity and Relevance of Goals

In their teams, students should now begin to develop their goal(s) for their action plan. Setting effective goals is a more difficult skill than most people imagine, but once students learn to employ one or more techniques for developing clear goals, it will serve them in all endeavors. Have students split up into their action teams and instruct them to brainstorm actions they would like to take, sharing from their personal reflections from the previous section, and drawing from their previous investigation and research, along with the needs assessment and reflections. Encourage students to use the 5Ws (what, where, when, why, who, and how) to express their overarching goal(s) and to be as clear and specific as they can.

As they write drafts of their goal(s), they should ask themselves the following questions to assess the clarity and effectiveness of their goal:

- ▶ Is this goal specific enough so that we know exactly what our team will accomplish?
- ▶ Can we measure whether or not this goal was fully accomplished?
- ▶ Is it achievable within our project period?
- ▶ Is it relevant to the social issue we are aiming to address?
- ▶ Do we know the deadline by which it will be accomplished?

Activity: Measuring Success

As part of goal setting, establishing Measurements for Success is an important way of knowing if the goal has been achieved. Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal-setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they will measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can take two forms:

- ▶ Qualitative data is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.
- ▶ Quantitative data usually provides a numbers-based measurement (with associated units) such as quantity, amount, or range.



Teacher Tip:

Have teams define quantitative and qualitative data sets for their action plan; then brainstorm a list of each that applies to their action project. Remind students that establishing their criteria for success and the corresponding metrics is an ongoing process. As they dive deeper into their action planning and execution, it will become clearer for students what kind of data they will need and how they will obtain it. The information may be collected by multiple team members. However, it is good to designate at least one person to any (and each) of the methods on their list.

Activity: Setting S.M.A.R.T. Goals

A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant, and Time-bound.

Before your group starts their campaigns or actions, you're going to need a good plan. By having a plan, you will have the means to establish a defined goal and a reliable way to reach that goal. Brainstorming ideas will allow you to determine clarity and relevance for your service project. Your criteria will serve as a guideline to ensure that you have a way to evaluate your outcome and see whether or not you've achieved what you set out to do. So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you'll want to start with a goal and a plan. The surest way to do this? Build a S.M.A.R.T. goal.

Resources on Goal Setting

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Determining Clarity and Relevance of Goals This is a brainstorming activity that guides students through big picture ideas and critical thinking as they begin to plan their service project goal.	Use this activity to help students sort through all the ideas they will come up with before they decide on the goal around which they will develop their action plan.
Establishing S.M.A.R.T. Goals This activity guides students through key steps of S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals.	S.M.A.R.T. goals help students ensure that their team sets a "right-sized" and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

Resources and Ideas to Support Measurements of Success

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating Measurements of Success Reporting success comes down to students' ability to collect the right data and information. This activity helps students think about the outcomes of their project as part of their goal-setting and action-planning work.	Help students understand the difference between qualitative and quantitative data, and how to go about creating and establishing the right measures of success for each team's project.
Collecting Evidence and Artifacts This activity supports students with gathering the information they will need to help report on the outcomes of their service projects.	Use this resource to help students determine the type of data they need to collect, and then how they can go about gathering the info they need. The data and information students gather will feed into their team executive summary at the end of the overall module.
Creating Surveys and Feedback Forms Creating a survey and/or a feedback form means identifying the criteria on which you want to collect data and report the outcomes.	Use this resource to show students how they can create their own surveys and feedback forms by considering all the relevant data and information they will need. Sample surveys and forms will provide further guidance.

Excerpted from Determining Clarity and Relevance of Goals and Creating Measurements of Success: Copyright © 2018 WE. All rights reserved.

Activity: Identifying Resources and Creating a Network

As students develop their goals and measures of success, they will start to identify what they need to execute their action plans. This will include creating connections with people, such as within (but not limited to) the school, your community, different organizations and businesses, topic experts and speakers, media outlets, the blogging/social media community, etc. These people will serve as supporters and amplifiers, as well as providers of information and resources.

For this latter part, students will need to identify the resources they need to accomplish their goals. This can include (but is not limited to):

- ▶ Facts and statistics (found through research or materials from other organizations)
- ▶ Tools and supplies (this list can be endless, but may include things like card stock, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)
- ▶ Stories of individuals who benefit from the services of the organization
- ▶ Access to space and/or venues
- ▶ Methods and resources for producing necessary materials or media

Activity: Developing a Timeline

A key to success in action planning is developing a careful timeline. Not only will it help students allot the appropriate time to each task and keep them on track, but breaking up a large task or action into smaller, more manageable tasks will help them address all the necessary details in a timely fashion.

Resources to Support Identifying Resources and Creating a Timeline

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.



Teacher Tip:

Emphasize to students that timelines are meant for them to have a date to work toward. When they begin working with organizations the timelines will need to be flexible.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p>Creating a Timeline Creating careful timelines is a key to success in action planning.</p>	<p>This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.</p>
<p>Identifying and Sequencing Tasks Creating timelines means thinking through the details and plotting the relevant tasks that get students from point A to B and onward on a project.</p>	<p>This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.</p>
<p>Identifying Task Owners This activity shows the difference between roles and responsibilities set out at the beginning of a project with that of an owner of an individual task.</p>	<p>Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual's overall role and responsibilities, and some will be based on personal interests, skills, and strengths.</p>
<p>Identifying Resources and Creating a Network This activity highlights that through the process of planning and taking action, students will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond their projects.</p>	<p>Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.</p>



Activity: Creating the Action Plan

After working as a team to identify team goals, establish metrics of success, determine their network and required resources, create a timeline for completing their actions, and identify individual roles and responsibilities, students are ready to put all their ideas in writing. By creating an action plan, all team members are committing to support their team in carrying out the proposed project(s).



Teacher Tip:

Have students create the local action plan first, complete the hours, and then have them complete a separate plan for their global hours.

Please keep in mind that there are no hours requirement that you need to meet, but this step will help students understand the time they invested in their projects.



- ▶ Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet, found in the Student Workbook, to review common mistakes made during action planning and to ensure these have been avoided.
- ▶ Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

Reflect



After completing their action plan, students should individually reflect on their teamwork and action planning thus far. Teams should then share their plan, describe how the project addresses the issue at local and global levels, and make connections to the AP[®] course.

Activity: Reflecting on Action Plan

Provide students with questions to help them reflect on their experiences working as a member of a team and creating an action plan.

- ▶ What is the issue that your team is taking action on? Why is this issue important to you? Why is this issue important to your team?
- ▶ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?
- ▶ What are you most passionate and excited about in your action plan?
- ▶ Why is goal setting so important, and how can you imagine using goal-setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP[®] course?
- ▶ What kinds of leadership qualities do you hope to develop as you continue to take action?
- ▶ Why is teamwork so essential to carrying out effective service projects to address local and global issues?
- ▶ Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?



Check for Understanding:

Through this reflection, students should highlight why the issue is important to them, how they can make a contribution, why certain aspects of action planning (such as goal setting) are important life and academic skills, what connections they have made to their AP[®] course, and what they have learned so far.



Teacher Tips:

- ▶ As part of their AP[®] with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, and tracking data.
- ▶ Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.

Resources to Support Deeper Reflection and Educating Others

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Perfecting the Elevator Pitch This activity helps students understand that what they say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves.	Use this activity to help students create the proper “elevator pitch” for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.
Developing a Deep Understanding of Your Issue and Massaging Your Message This activity highlights how educating others about an issue means students must be knowledgeable about it.	Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.
Ensuring Message Credibility In order to gain support, every team’s message should be able to stand up to the critics they may face. This activity will help students ensure the credibility of their message.	Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.
Spreading the Word A message is only powerful if it reaches the right people. This activity, along with accompanying worksheets and templates, guides in developing effective communications strategies and a communications plan.	Use this activity to have students brainstorm various communications methods and assess each one’s effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.
Practice, Practice, Practice This activity highlights how public speaking is a powerful force that can break the silence and raise awareness of difficult issues.	Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I’s—Influence, Involve, and Inspire—with their audience.



Use the Reflect: Action Plan worksheet in the Student Workbook to reflect on what you have learned.



Part 3: Take Action

The Take Action section is divided into two parts:

- ▶ Connect Learning
- ▶ Re-Inspire and Reflect

WE Service Framework



Overview for Part 3: Take Action

As students take action, they will be equipped with tools to navigate obstacles, mitigate conflicts, collect evidence, and record their actions, while also learning how to maintain their drive and inspiration.

Key Takeaways

- ▶ Effective teamwork is strengthened through abilities to navigate obstacles and overcome conflicts.
- ▶ The impact of an action can be measured by the collection of evidence and recording actions.
- ▶ Re-inspiration is important when caught up in the details.

This Section Contains:

- ▶ Templates that all students should complete to help them successfully meet the recognition criteria.
- ▶ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of taking action, effective teamwork, and recording actions.

Resources on Determining Effective Teamwork, Navigating Obstacles, and Overcoming Conflicts

In Part 3: Take Action, you will use these resources to help students with practicing positive teamwork, navigating obstacles, and planning for contingencies as they begin to take action.

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p>Ezra Frech's Story Ezra Frech loves to play guitar and a ton of sports. Born with one finger on his left hand and a lower leg that was curved, he had surgery at age two to remove the lower part of his leg and transplant the big toe onto his left hand.</p>	<p>Ezra's story (available at https://www.youtube.com/watch?v=KUqmJzoQQYQ) highlights perseverance and tenacity. On losing his leg and gaining a transplanted thumb, he says, "And this hasn't slowed me down at all!" He is his school's starting quarterback and can shoot hoops for days.</p>
<p>Practicing Positive Teamwork and Conflict Mediation Maintaining a positive and enthusiastic team can be difficult in the midst of long sessions of work and preparation. Conflicts are likely to arise, and understanding techniques for conflict resolution is an important lifelong skill to have.</p>	<p>Use this tip sheet and worksheet to help students understand conflict-mediation techniques and the power of constructive feedback to keep team dynamics positive and ensure their teammates feel supported and appreciated.</p>
<p>Navigating Obstacles No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success.</p>	<p>Help students gain a better understanding of how others have successfully navigated and overcome obstacles using this case study on Spencer West, a motivational speaker and author of <i>Standing Tall: My Journey</i>, which underscores teamwork and focus on goals.</p>
<p>Planning for Contingencies This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.</p>	<p>This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.</p>

Connect Learning

Activity: Student Log Sheet

In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

- ▶ What did you accomplish today?
- ▶ What (if any) were the major successes or big wins?
- ▶ How can you build on these successes?
- ▶ What (if any) were the setbacks, minor or major?
- ▶ What is your plan to mitigate or resolve these issues?
- ▶ What do you plan to accomplish tomorrow/next class/next meeting?
- ▶ How are you feeling about the progress of the action so far?
- ▶ Did you collect the qualitative data you set out in your action plan? What are the testimonials telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?
- ▶ Did you collect the quantitative data you set out in your action plan? What are the numbers telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?
- ▶ What is still missing and how will you get the information you need?
- ▶ How did your team pull together? What were your teamwork successes? What conflicts or obstacles did you resolve or overcome? How can you be stronger as a team?



Have students use the Student Log Sheet, found in the Student Workbook, to help record and keep track of their activities and reflections.

Re-Inspire and Reflect



In the process of carrying out an action, team members will often lose inspiration or momentum. Help students reconnect with their original motivation for taking action to empower them as change-makers.

Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.

- ▶ How will you continue the work that you and your team started with this project?
- ▶ Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project?
- ▶ What is your story as an agent of change?

Resources on Re-Inspiration

Resources are available in the AP with WE Service Program Guide:

<https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
<p>Craig Kielburger's Story When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world.</p>	<p>Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. Access the resources here: https://www.we.org/en-CA/about-we/about-us.</p>
<p>Ally Del Monte's Story Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave.</p>	<p>Use Ally's story (available at https://www.youtube.com/watch?v=QhHLekYrrp8) to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example.</p>
<p>Razia Hutchins and Maurice Young's Story The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young.</p>	<p>Use Razia and Maurice's story (available at https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/) to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join.</p>

Part 4: Report & Celebrate

The Report and Celebrate section is divided into three parts:

- ▶ Connect Learning
- ▶ Celebrate
- ▶ Complete Final Summary and Reflection

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 4: Report and Celebrate

Students will compile and showcase their work. They will then celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

Key Takeaways

- ▶ Devoting time to serving the greater community can positively affect the individual and the community.
- ▶ Service learning enables students to make local and global connections to AP® course content.

This Section Contains:

- ▶ Templates that all students should complete to help them successfully meet the recognition criteria.
- ▶ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of Report and Celebrate.



Connect Learning

Activity: Understanding the Purpose of Showcasing Work

Discuss the following:

- ▶ Why is it important to put together evidence of your service project?
- ▶ What is the value of showcasing your work?
- ▶ What are the different ways in which portfolios can be presented?
Are some ways more effective than others? How and why?
- ▶ How can a portfolio be used to educate, inform, and guide other students in creating their portfolios?

Activity: Collect Artifacts



To showcase their work, instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP® with WE Service work. It can take one or more forms:

- ▶ An online presentation through Prezi or PowerPoint
- ▶ A blog or a website, or any other online tool that you may choose
- ▶ Video presentation
- ▶ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.



Focus Area Alert:

Have students describe the steps and actions they took to effect change. They should describe any policies, regulations, or laws that could be implemented and enforced to facilitate continued change in this area.

Celebrate



Optional Activity

Amazing actions, incredible impacts, and outstanding student leadership deserve to be celebrated. It is important to honor the work students have done and recognize the impact they have had on their communities, the nation, and the world. As a class (or perhaps a school, if other AP® with WE Service courses exist in the school), organize a celebration that fits the actions that the students have taken. A few celebration ideas include:

- ▶ WE Day
- ▶ A school-wide assembly
- ▶ A project fair for the whole school to visit
- ▶ An outdoor cinema-style documentary screening
- ▶ Poster exhibition
- ▶ School newsletter, newspaper, or special-edition magazine

Do not forget to share and celebrate over social media:

Post on [facebook.com/WEmovement](https://www.facebook.com/WEmovement) • Tweet [@WEmovement](https://twitter.com/WEmovement), [#WEday](https://twitter.com/WEday), [#APWEServe](https://twitter.com/APWEServe)



Teacher Tip:

Students have seen what they can accomplish as small groups, so put together all of their numbers so they can see the change they affected as a whole group.

Resources on Celebrating...

Resources are available in the AP with WE Service Program Guide: <https://apcentral.collegeboard.org/pdf/program-guide.pdf>.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At WE Day	WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. Visit the WE Day website (WE.org/en-CA/our-work/we-day/) to find an event in your city or nearby, and apply for tickets.
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.
... Through Social Media	Social media is a great way to celebrate all of the amazing work your class is doing. Join the conversation online and create fun, engaging content to share your big ideas.
... Through a Project Fair	A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.
... With a Documentary Screening	Why not make a final documentary of the different action projects and hold a school-wide screening? This tip sheet will help you get started.
... With a Poster Exhibition	Posters can convey a lot of information and emotion through art and concise copy. It is a great team exercise as part of their portfolios and a terrific way to share and celebrate their successes within the school and even the community.
... With a Special Publication	Put together a class publication that shares the highlights, learning, and successes of the teams through individual and/or team articles, photo essays, and editorials. This tip sheet will get you started.

Celebrate with WE Day

Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato, and Selena Gomez. Imagine an event where young service leaders are the VIPs! That's WE Day.

WE Day Connect

WE Day Connect is an interactive, online event, hosted by WE Day talent, for students and educators across North America. In this 90-minute program, students celebrate selfless acts of volunteerism and learn how their peers are working to make a difference in their local and global communities. During our first WE Day Connect event, 30,000 people tuned in, making this our largest youth attendance for a WE Day to date! Learn more at [WE.org/en-CA/our-work/we-day/we-day-connect](https://www.weday.org/en-CA/our-work/we-day/we-day-connect)

WE Day Special

We've teamed up with some amazing partners to bring the power of WE to you—wherever you live. The WE Day broadcast will bring families together for an evening of inspiration and empowerment through incredible speeches and performances by people who are making a difference in their communities. Watch the WE Day special online at [WE.org/broadcast](https://www.weday.org/broadcast).

WE DayX

Bring the power of WE Day to your school. Kick off your year of action or celebrate the end of one with your own WE Day-style assembly, and unite your school for a better world. With WE DayX, any group can host their own event in the true spirit of celebrating and inspiring local change-makers. Learn more at [WE.org/wedayx](https://www.weday.org/wedayx).



WE Day Webcast

Can't make it to WE Day? Watch the live webcasts of each WE Day event online at [WE.org/watchweday](https://www.weday.org/watchweday). For a list of event days, check out [WE.org/we-day-events](https://www.weday.org/we-day-events).



Earn Your Way

You can't buy a ticket to WE Day. As an AP[®] with WE Service class, you earn your way there through your service-projects and are invited to the WE Day closest to you! Visit [WE.org/weday](https://www.weday.org/weday) to learn more.

Celebrate with Social Media

Social media is a great tool to show all the amazing work your students are doing! Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

Getting connected. This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

Take great photos. Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight, and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom; another can be outside!) This will add variety to your feed and make it much more interesting.

Share in a timely fashion. Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

Updates! Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them, to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

Use hashtags. Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

Gifs! Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

Tag—you're it! Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

Create a challenge on the WE Day app! Amplify your latest project with a challenge on the WE Day app! Not only will your friends be psyched to take it, it'll also be available for all app users so they can contribute to your project! Make it quick and related to your project, and amplify it further by sharing it on your social channels!

Share with us. We love seeing how your projects are going! Tag your posts with [#WEday](#), [#WESchools](#) and [#APWEServe](#). They might just get featured!

Complete Final Summary and Reflection



Activity: Complete Final Executive Summary

Once students have completed their action, submitted their evidence, and celebrated their work, students may complete an executive summary as a team. The executive summaries offer a snapshot of the team's outcomes based on:

- ▶ Summary of the team's work and individual contributions
- ▶ Analysis and highlights of evidence collected
- ▶ Explanation of the project impact and its significance within a larger context
- ▶ Summary of what they learned about their AP[®] course through the service project

Activity: Reflect on the Overall Service Experience

Individually, students complete a final reflection that describes their overall service experience. Students reflect on their thoughts at the start of the project and how they feel they have grown over the course of their service work. What do they now understand about the role of service and active citizenship, especially as an application of their learning?

Activity: Record and Reflect

Using the following questions to guide your writing, reflect on the overall action project, which will inform the development and assembly of your portfolio.

Overall, in this action project:

- ▶ What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?
- ▶ What obstacles did your team overcome and what strategies were important in navigating those challenges?
- ▶ What was your favorite moment in carrying out your action?
- ▶ What are you most proud of?
- ▶ If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?
- ▶ How is your community/the nation/the world a better place because of your action?
- ▶ How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?



Completed the module? Register to become a WE School!

Congratulations on implementing and completing your service projects. Did you know that if students at your school complete at least one local and one global action, your school is eligible to become a WE School? Spread pride throughout your school and unlock unique opportunities by starting a WE Schools group! Check out [WE.org](https://www.weschools.org) and look for the WE Schools application.

Resources

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Notes

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