

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

SOCIAL STUDIES CURRICULUM

AP EUROPEAN HISTORY

JULY 2019

Overview

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; technological and scientific innovation) that students explore throughout the course in order to make connections among historical developments in different times and places.

| Unit of Study | Pacing Weeks | Essential Questions | Enduring Understandings | Skills | Assessment | NJ Student Learning Standards | Interdisciplinary Connections |
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| <p>Unit 1* Renaissance and Exploration</p> <p>Historical Time Period 1 1450-1648</p> | <p>2 Weeks</p> | <p>What factors cause change in the political, economic, and demographic structures of a society?</p> <p>Are Machiavelli’s political ideas applicable in modern society?</p> <p>What was the “new conception of mankind” which emerged during the Renaissance, and how does it compare to contemporary views of mankind?</p> | <p>The Renaissance involved the integration of Greco-Roman culture, medieval thought, and new knowledge of Afro-Eurasian and American cultures.</p> <p>Humanism was the hallmark of the Renaissance and permeated philosophy, civic life, art, political theory, scholarship, and elite culture.</p> <p>The ideas and thought of the Renaissance led directly to the Reformation and the Scientific Revolution.</p> <p>As a result of the age of exploration, power shifted from Mediterranean merchants to the Atlantic seaboard.</p> | <p>Identify and explain historical developments and processes; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>Using one southern piece of art and one northern piece of art, compare and contrast the values and ideals of the societies that produced them.</p> <p>Using secondary sources, analyze the reasons for European exploration and its effects upon European and non-European societies.</p> <p>Roundtable discussion analyzing two interpretations of Renaissance political thought (e.g., Machiavelli and Erasmus).</p> <p>Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures),</p> | <p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.c Justify how innovations from</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in</p> |

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| | | | | | <p>debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit: MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | <p>Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> | <p>order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's</p> |
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| | | | | | | <p>6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe.</p> <p>6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.</p> <p>6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade,</p> | <p>knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WST.06 Use technology including the Internet to produce,</p> |
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| | | | | | | <p>conquest, and colonization.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals,</p> | <p>publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the</p> |
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| | | | | | | <p>ideas, pathogens) on Europeans and Native Americans.</p> <p>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> | <p>specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.</p> |
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| | | | | | | 6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world. | |
| <p>Unit 2* Age of Reformation</p> <p>Historical Time Period 1 1450-1648</p> | 3 weeks | <p>How do religious motivations affect politics?</p> <p>To what extent can individuals impact culture and society?</p> <p>How do changes in science and technology affect society?</p> | <p>The Reformation was a social, political and economic movement, not just a religious one.</p> <p>Protestant beliefs led to significant political, cultural, and social changes in European nations and throughout the world.</p> <p>The social and political effects of the Protestant Reformation led directly to the Catholic Reformation and the Counter Reformation.</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>Students read selected parts of the 95 Theses and watch an excerpt from the movie Luther that shows Tetzel's arrival and "sales pitch" in Wittenberg. Then students work in small groups to analyze the political and economic reasons why Luther gained support from the German nobles.</p> <p>Students read documents about the German Peasants' Rebellion and participate in a Socratic Seminar.</p> <p>Compare and contrast 3 different works of religious propaganda from the time period.</p> | <p>6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple</p> |

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| | | | | | <p>Reenact the Diet of Worms.</p> <p>In small groups, students complete Venn diagrams while researching the German and French wars of religion. We have a class discussion afterwards.</p> <p>Students read two articles in "Did Martin Luther's Reforms Improve the Lives of European Christians?" from the Mitchell text. While reading, students explain what they believe are each author's three main points.</p> <p>Assign small groups one significant personality from the period; each group creates a skit to represent their assigned person. During the performance the rest of the class guesses which individuals they are trying to portray.</p> | <p>6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> | <p>sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and</p> |
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| | | | | | <p>Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit: MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | | <p>limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific</p> |
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| | | | | | | | <p>purpose and audience.</p> <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print</p> |
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| | | | | | | | <p>and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.</p> |
| <p>Unit 3* Absolutism and Constitutionalism</p> <p>Historical Time Period 2 1648-1815</p> | 3 weeks | <p>What gives rulers legitimacy?</p> <p>Was “divine right” a legitimate basis for political power?</p> <p>What qualities made leaders successful in early modern</p> | <p>The desire to avoid religious wars and to achieve economic stability led, as well as the tradition of the king’s consulting the nobility, led to the rise of the parliamentary system and a limited</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in</p> | <p>Students read an excerpt from James I’s “True Law of Free Monarchies”. The excerpt introduces the idea of divine-right monarchy. We have a class discussion about the rise of and reasons for the</p> | <p>6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an</p> |

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| | | <p>Europe, and are these qualities still valued in leaders today?</p> | <p>monarchy in England and the Netherlands.</p> <p>The desire for stability and religious unity led to the rise of absolutism in France.</p> <p>Mercantilism became the dominant economic system of absolute monarchies.</p> <p>Absolute monarchs were responsible for many innovations in their nations, even though the basic social structures did not change.</p> | <p>primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>development of absolute monarchy in France under Cardinal Richelieu.</p> <p>Students work in pairs to create Venn diagrams that illustrate the similarities and differences between Louis XIV and Peter the Great.</p> <p>Students read an excerpt from Hobbes's <i>Leviathan</i>. They write an essay that assesses the validity of Hobbes's theories with regard to the development of constitutionalism in England.</p> <p>Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit:</p> | <p>and the English limited monarchy).</p> | <p>understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or</p> |
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| | | | | | <p>MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | | <p>opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations</p> |
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| | | | | | | | <p>or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a</p> |
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| | | | | | | | <p>question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
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| | | | | | | | 11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research. |
| <p>Unit 4* Scientific, Philosophical, and Political Developments</p> <p>Historical Time Period 2 1648-1815</p> | 3 weeks | <p>When, if ever, is it acceptable to challenge authority?</p> <p>Does society perfect or corrupt people?</p> <p>In what ways were the Scientific Revolution and the Enlightenment a culmination of Renaissance thinking, and how were they a rejection of traditional modes of thought?</p> | <p>Enlightenment thinkers held a wide range of views about politics, human nature, economics, and social issues.</p> <p>The recognition that the laws of nature could be quantified led to attempts to discern the laws that govern human behavior and the improvement of society.</p> <p>The intellectual developments of the Enlightenment affected only a small percentage of individuals until the early 19th century.</p> <p>Epistemology shifted to the belief that the vast majority of knowledge was unknown and had to be discovered.</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>Write letters of recommendation for any TWO scientists they believe should be admitted into the Science Hall of Fame.</p> <p>Reenact a salon or coffeehouse.</p> <p>Simulate a talk show between Voltaire and major enlightened absolute monarchs.</p> <p>Create a chart C/C the enlightened policies of Frederick II, Joseph II, and Catherine the Great.</p> <p>Have students compare popular culture during the Enlightenment era with popular culture during the Renaissance era.</p> <p>Working in pairs, students complete a graphic organizer on the</p> | <p>6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p> <p>6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of landholding.</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information</p> |

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| | | | <p>Important accomplishments of leading scientists and philosophers forever changed mankind's conception of the universe and the world.</p> <p>New knowledge transformed the fields of mathematics, medicine, physics, chemistry, astronomy, and biology.</p> | | <p>social, economic, and cultural changes that occurred in 18th-century Europe.</p> <p>Students work in groups to develop and write a skit based on the previous activity.</p> <p>Students read an excerpt from the Perry reader that condemns slavery. Then they research additional sources on the Internet to find reasons why people supported the slave system. They share with the class what they find in a think-pair-share activity.</p> <p>Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit:</p> | <p>presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and</p> |
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| | | | | | <p>MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | | <p>counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</p> |
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| | | | | | | | <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced</p> |
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| | | | | | | | <p>searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.</p> |
| <p>Unit 5* Conflict, Crisis, and Reaction in the Late 18th Century and Industrialization and Its Effects</p> | 4 weeks | <p>What is the most effective way to create change in society?</p> <p>To what extent was the French Revolution a</p> | <p>The ideals of the revolution, introduced by Napoleon to conquered territories, lit the spark of freedom in many parts of Eastern Europe and Latin America.</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims</p> | <p>Analyze revolutionary art, propaganda, music.</p> <p>Living museum exhibit of FR and Napoleon. Students read excerpts from the “Declaration of the Rights of Man and the Citizen” and</p> | <p>6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an</p> |

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| <p>Historical Time Period 2 1648-1815</p> <p>Historical Time Period 3 1815-1914</p> | | <p>product of the Enlightenment?</p> <p>Is the use of terror ever justified?</p> <p>Do upper classes have the right to exploit lower classes for financial or political gain?</p> <p>What effect did the Industrial Revolution have upon social classes?</p> | <p>Napoleon’s attempts to create a “federation of Europe” created a climate of unrest that lasted for most of the 19th century.</p> <p>The French Revolution resulted from a combination of traditional class conflicts, economic insecurity, and Enlightenment ideals.</p> <p>The Congress of Vienna was a reaction to the liberalism of the French Revolution & set the stage for the struggle between conservatism & liberalism during the 19th century.</p> <p>The Industrial Revolution created important demographic, political, and social changes, including the eventual death of the cottage industries.</p> <p>The first Industrial Revolution is different in its causes, products, and effects than the</p> | <p>and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>“Declaration of the Rights of Woman and the Female Citizen”, and they write a short-answer response comparing, contrasting, and explaining the origins of the documents.</p> <p>Students work in small groups to brainstorm reasons why Napoleon Bonaparte would be considered enlightened and reasons why he would be considered a tyrant. Groups then search online for two secondary sources: one that portrays Napoleon as enlightened and one that portrays him as a tyrant. Finally, students write a newspaper editorial that takes a position either for or against Napoleon and his policies.</p> <p>Students write a response to the 2007 exam question, “Identify the grievances of the groups that made up the Third Estate in France on the eve of the</p> | <p>forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.</p> <p>6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.A.3.c Analyze the relationship between industrialization and the rise of</p> | <p>understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or</p> |
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| | | | <p>2nd Industrial Revolution.</p> <p>The Industrial Revolution built upon and advanced the commercial capitalism of the early modern centuries.</p> <p>The second Industrial Revolution reorganized capital in Europe and transformed Western European methods of investment and distribution.</p> | | <p>French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.”</p> <p>Students participate in a mock trial of the Bourbons or Napoleon Bonaparte.</p> <p>Socratic seminar on Jacobin ideology and the use of terror.</p> <p>Students complete a short-answer question that asks them to: A. Briefly analyze TWO reasons why the Industrial Revolution began in Great Britain. B. Briefly analyze ONE important similarity between the industrialization of Great Britain and the industrialization of the continent. C. Briefly analyze ONE important difference between the industrialization of Great Britain and the industrialization of the continent.</p> | <p>democratic and social reforms, including the expansion of parliamentary government.</p> | <p>opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations</p> |
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| | | | | | <p>Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit: MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | | <p>or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a</p> |
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| | | | | | | | <p>question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
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| | | | | | | | 11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research. |
| <p>Unit 6* 19th Century Perspectives and Political Developments</p> <p>Historical Time Period 3 1815-1914</p> | 3 weeks | <p>How has nationalism been both a unifying and dividing force throughout European history?</p> <p>Does institutional suppression of societal groups lead to political, social, and/or economic radicalization?</p> | <p>Economic development and new technologies led to urbanization and the growth of a consumer society.</p> <p>Technological progress forced nations to confront the problems of sanitation and hygiene, urban poverty, slums, crime, and disease and to develop innovative solutions.</p> <p>The need for raw materials and natural resources led to aggressive European colonization of Africa and Asia and the growth of economies of dependence in Latin America.</p> <p>The clash between liberalism and conservatism culminated in the revolutions of 1848.</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>Complete maps showing Europe pre-Congress of Vienna, post-Congress of Vienna, and post German/Italian unification.</p> <p>Create a meeting between Bismarck, Cavour, Napoleon III, Mazzini, Gladstone, Disraeli, Franz Joseph, and Alexander III.</p> <p>Analyze political cartoons: pro- and anti-imperialist; pro- and anti-industrialization.</p> <p>Use documentary evidence to develop and justify a pro- or anti-imperialist argument.</p> <p>Recreate the Berlin Conference (with an African representative).</p> | <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.d Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse</p> |

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| | | | <p>Marxism had many roots, such as the writings of the utopian socialists, German philosophers, and contemporary scientists, as well as personal observations, and historical studies.</p> <p>Nationalism was a major factor in the unification of both Italy & Germany.</p> <p>Britain represented the culmination of 19th century political and economic liberalism.</p> <p>Although Italian unification was based on liberal ideology, the resultant nation was highly conservative, whereas German unification represented the triumph of conservative ideology.</p> <p>Nationalism in central and eastern Europe provoked waves of anti-Semitism, which in turn led to the development of Zionism.</p> | | <p>Compare/contrast Romantic, Gothic, Realist, Impressionist, and post-Impressionist art, and photography.</p> <p>Analyze maps of London, Paris, Berlin, and Moscow from the early and late 19th century.</p> <p>Student presentations on Victorian fashion, police forces/science of detection, Crystal Palace Exhibition, Eiffel Tower, subways, world's fairs, Scandinavian women, spiritualism, prison conditions, Moulin Rouge, Grand Guignol, opera, shtetls, etc.</p> <p>Reenact scenes from <i>A Doll's House</i>.</p> <p>In small groups, students research and prepare a presentation on one of the following 19th-century movements: conservatism, liberalism, nationalism, communism, socialism, or anarchism. Each group's presentation</p> | <p>to which each movement achieved its goals.</p> <p>6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p>6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> | <p>formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a</p> |
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| | | | <p>Russia and Austria-Hungary struggled to maintain their empires in the face of growing nationalist movements.</p> <p>The theories of Charles Darwin dramatically altered beliefs about science and God and the development of Social Darwinism.</p> <p>Women's lives were transformed by the needs of industrial society, and women gained greater access to education, employment, property, and personal freedoms.</p> <p>By the end of the 19th century, advancements in physics, astronomy, medicine, and psychology challenged existing beliefs about man, his mind, and the universe.</p> | | <p>should explain what their movement is, important works and people associated with it, and the significance of the movement to the period.</p> <p>In pairs, students create a Venn diagram that compares and contrasts the unifications of Italy and Germany, followed by a class discussion.</p> <p>In small groups, students go through stations that are setup with readings and other sources from the late 19th century.</p> <p>Students hold a Socratic seminar about the new intellectual trends of the late 19th and early 20th centuries. They might include Nietzsche, Freud, Einstein and the New Physics, and Marie and Pierre Curie.</p> <p>Historical reasoning practice exercises (HIPPO).</p> | <p>6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> | <p>discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</p> |
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| | | | | | <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit: MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the</p> | <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively</p> |
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| | | | | | | responses of these societies to imperialistic rule. | <p>assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.</p> |
| <p>Unit 7* 20th Century Global Conflicts</p> <p>Historical Time Period 4 1914-present</p> | 3 weeks | <p>How did struggles for power change the 20th century?</p> <p>Is it possible to “outlaw war as an instrument of international policy?”</p> | <p>Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII.</p> <p>The Russian Revolution had significant and long-range effects for the entire world.</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical</p> | <p>Students read secondary sources about the causes of WWI and hold a debate.</p> <p>Students complete a graphic organizer explaining why 1917 was a turning point in the war.</p> <p>Simulate the Paris Peace Conference.</p> | <p>6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe.</p> <p>6.2.12.A.4.c Analyze the motivations, causes, and consequences</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> |

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| | | | <p>The isolation of the US forced Europeans to solve their own political & economic problems in the 1920's & 1930's.</p> <p>Worldwide economic problems hastened the rise of totalitarian regimes in Germany and Italy during the mid-war years.</p> <p>Anti-Semitism threatened the security & lives of German Jews by the mid-1930's, eventually culminating in the Holocaust.</p> <p>Important decisions made at Yalta and Potsdam and the use of the atomic bomb had important impacts on the development of Cold War tensions.</p> | <p>events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>In small groups, students go through stations that are set up with both primary and secondary source readings regarding the interwar period in Western Europe. They are encouraged to read the sources and discuss with their peers.</p> <p>Essay comparing Weimar and Nazi art and film.</p> <p>Students use a Venn diagram to show the similarities and differences between fascism and communism.</p> <p>Students read two sources on appeasement: one by Neville Chamberlain in defense of the policy and the other by Winston Churchill that attacks the Munich Agreement. Students debate whether the policy of appeasement was appropriate for the time period.</p> | <p>of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the</p> | <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claims and create an organization that</p> |
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| | | | | | <p>Students read primary sources on the Holocaust and discuss the various sources within groups. We have a class discussion about the activity and what they've learned about the Holocaust that they did not already know. Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit: MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | <p>effects on capitalist economic theory and practice.</p> <p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between</p> | <p>logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples</p> |
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| | | | | | | <p>governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> | <p>appropriate to the audience's knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a</p> |
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| | | | | | | <p>6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were</p> | <p>problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08 Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.WST.09</p> |
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| | | | | | | transformed during this time period. | Draw evidence from informational texts to support analysis reflection and research. |
| <p>Unit 8* Cold War and Contemporary Europe</p> <p>Historical Time Period 4 1914-present</p> | 4 weeks | <p>How has the ideal of European unity both transformed the concept of “Europe” and been challenged by dissension among member states?</p> <p>How did struggles for power change the 20th century?</p> <p>Why do people seek change?</p> <p>What is the most effective way to create change in society?</p> | <p>Growing discontent with Soviet influence in E. Europe, coupled with growing economic and political problems in the Soviet Union led to a series of revolts against the USSR which culminated in not only the autonomy of E. European nations, but also the breakup of the USSR.</p> <p>Western European nations reorganized the Common Market into the EU, and many have adopted the Euro, in an attempt to become autonomous and competitive economically and politically.</p> <p>The collapse of the USSR has created new political, economic,</p> | <p>Identify and explain historical developments and processes; Analyze sourcing and situation of primary/secondary sources; Analyze arguments/claims and evidence in primary/secondary sources; Analyze the context of historical events, developments, or processes; Using historical reasoning processes (comparison, causation, CCOT) to analyze patterns and connections between and among historical developments and processes; Develop an argument.</p> | <p>Students complete an annotated timeline of Cold War events between 1945-1991.</p> <p>Students work on an activity titled “Changing Attitudes During the Cold War,” in which they read three secondary sources providing different interpretations of the Cold War — traditional and revisionist.</p> <p>Students write an editorial from the Soviet point of view that explains why they consider the U.S. to be the most aggressive nation in the years from 1945 to 1965.</p> <p>Students conduct research and then</p> | <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p> <p>6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for</p> | <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</p> <p>RH.11-12.7. Integrate and evaluate multiple</p> |

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| | | | <p>cultural, and social relationships in the world.</p> <p>The transformation of the so-called Third World led to a reevaluation and reexamination of European hegemony in the world.</p> <p>Displacement of peoples and economic dislocation led to new migration and settlement patterns within Europe.</p> <p>Decolonization and global conflicts led to the arrival of former colonial residents in European states and debates about culture and identity as well as globalization.</p> <p>The rise of the welfare state, the elimination of fascism, and the collapse of communism led to the creation of a continent molded largely in the image of western, liberal democracies. The formation of the EEC and the EU led to</p> | | <p>complete a graphic organizer on the postwar recovery of Britain, France, and West Germany and the origins of the European welfare state.</p> <p>In small groups, students research in detail one of the following former colonies' movements for independence: India, Algeria, French Indo-China, and Indonesia. We discuss their findings in a class discussion.</p> <p>Students complete a graphic organizer on the revolutions of 1989 in Eastern Europe and read a source by Vaclav Havel.</p> <p>Students debate the reasons for the fall of the Soviet Union.</p> <p>In small groups, students read documents related to the following topics and report on them to the class: -Second Vatican Council</p> | <p>national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.</p> <p>6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p> | <p>sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.WST.01.A Introduce precise knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s) counterclaims reasons and evidence.</p> <p>11-12.WST.01.B Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out</p> |
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| | | | <p>increased integrated economic and political cooperation.</p> <p>The US and Europe developed a symbiotic relationship that transformed popular culture and patterns of consumption on both continents.</p> <p>Minority populations and homogenization of culture have led to increased nationalism, including separatist movements, ethnic cleansing and the rise of right-wing political parties.</p> | | <ul style="list-style-type: none"> -Women’s Issues -Women in Politics -Counter-Culture -Minorities -Environmental Movements -Post-Modernist Art and Literature -Science and Technology -Terrorism <p>Students read “Were Ethnic Leaders Responsible for the Disintegration of Yugoslavia?” from the Mitchell text. In small groups they discuss the authors’ most important points and then share during class discussion.</p> <p>Analyze Cold War political cartoons (eastern and western).</p> <p>EU Council Simulation.</p> <p>Banquet: everybody researches the cuisine of a different country, presents a short report on it, and prepares foods typical of the country for a late lunch.</p> | <p>6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.C.5.a</p> | <p>the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level concerns values and possible biases.</p> <p>11-12.WST.02.B Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>11-12.WST.05 Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant</p> |
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| | | | | | <p>Hold a Eurovision contest.</p> <p>Historical reasoning practice exercises (HIPPO).</p> <p>Socratic seminar, debate, role play, jigsaw, quickwrite, graphic organizer, Think-Pair-Share (and other cooperative learning structures), debriefing, self/peer revision.</p> <p>Personal progress check at the end of each unit: MC, SAQ, and LEQ or DBQ.</p> <p>Summative assessment (test).</p> | <p>Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.</p> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> | <p>for a specific purpose and audience.</p> <p>11-12.WST.06 Use technology including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.</p> <p>11-12.WST.07 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</p> <p>11-12.WST.08</p> |
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| | | | | | | | <p>Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.WST.09 Draw evidence from informational texts to support analysis reflection and research.</p> |
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*This unit will be modified for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans according to the specific needs of students and activities implemented.

Bibliography and Webliography

General Resources

College Board AP European History Website.

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