



West Windsor-Plainsboro Regional School District  
AP European History Grades 11-12

Unit 0: Historical Thinking	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>Over many centuries, human societies across the globe have established progressively closer contacts and, recently, the pace of global integration has dramatically increased. Unprecedented changes in communications, transportation, and computer technology have made the world more interdependent than ever. In today's complex world, it is imperative that educators help create critical thinkers and problem solvers who can carefully evaluate evidence, assess the credibility of sources, and interpret a wide range of media in order to fully understand and positively act on issues. This is the calling of not one, but all content areas.</p> <p>The Historical Thinking unit of study ensures that students understand the importance of historical context, perspective, bias, and credibility of sources at a level appropriate to their development. The Student Learning Standards adopted by the state of New Jersey emphasize the responsibility of social studies classrooms to provide thoughtful and challenging instruction in analytical reading and writing, and critical and creative thinking. These skills are practiced all year long and are explicitly infused within all social studies units of study to meet the rigorous expectations of the New Jersey Student Learning Standards, develop the analytical reasoning required to enable students to 'Think Like a Historian,' and to communicate this historical thinking in a variety of academic realms.</p>	
Recommended Pacing:	
Historical thinking will be infused throughout all units of study.	
State Standards	
<p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p><b>New Jersey Social Studies Skills (Pgs. 51-52 of NJ Social Studies Standards)</b></p> <p><i>Critical Thinking- Grades 9-12</i></p> <ul style="list-style-type: none"> <li>● Distinguish valid arguments from false arguments when interpreting current and historical events.</li> <li>● Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li> <li>● Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><i>Presentation Skills- Grades 9-12</i></p> <ul style="list-style-type: none"> <li>● Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li> </ul>	

<b>Standards</b>	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.11-12.1	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.
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.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1	Write arguments focused on discipline specific-content.
WHST.11-12.7	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.
WHST.11-12.8	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.
WHST.11-12.9	Draw evidence from informational texts to support analysis reflection, and research.
<b>Interdisciplinary Standards</b>	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
4.SIC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
<b>21<sup>st</sup> Century Life and Career Standards</b>	
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>Educational Technology Standards</b>	
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Historians study documents and material artifacts to gather an understanding about the past, but that understanding is based on a logical interpretation of the evidence.</li> <li>Historians use a variety of skills as they read about the past.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do we know about the past?</li> <li>How do we know if we can trust what we read about the past?</li> <li>How were people of the past different from the people of today?</li> </ul>	
<b>Objectives</b>	
<p style="text-align: center;"><b>AP Historical Thinking Skills:</b></p> <p><b>Skill 1: Developments and Processes</b> - Identify and explain historical developments and processes.</p> <ul style="list-style-type: none"> <li>1.A Identify a historical concept, development, or process.</li> <li>1.B Explain a historical concept, development, or process.</li> </ul> <p><b>Skill 2: Sourcing and Situation</b> - Analyze sourcing and situation of primary and secondary sources.</p> <ul style="list-style-type: none"> <li>2.A Identify a source's point of view, purpose, historical situation, and/or audience.</li> <li>2.B Explain the point of view, purpose, historical situation, and/ or audience of a source.</li> <li>2.C 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.</li> </ul> <p><b>Skill 3: Claims and Evidence in Sources</b> - Analyze arguments in primary and secondary sources.</p>	

- 3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.
- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source's argument.

**Skill 4: Contextualization** - Analyze the context of historical events, developments, or processes.

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

**Skill 5: Making Connections** - Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

- 5.A Identify patterns among or connections between historical developments and processes.
- 5.B Explain how a historical development or process relates to another historical development or process.

**Skill 6: Argumentation** - Develop an argument.

- 6.A Make a historically defensible claim.
- 6.B Support an argument using specific and relevant evidence.
  - Describe specific examples of historically relevant evidence.
  - Explain how specific examples of historically relevant evidence support an argument.
- 6.C Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
  - Explain nuance of an issue by analyzing multiple variables.
  - Explain relevant and insightful connections within and across periods.
  - Explain the relative historical significance of a source's credibility and limitations.
  - Explain how or why a historical claim or argument is or is not effective.

### AP History Reasoning Processes:

Reasoning Process 1: Comparison	Reasoning Process 2: Causation	Reasoning Process 3: Continuity and Change
1.i: Describe similarities and/or differences between different historical developments or processes.	2.i: Describe causes and/or effects of a specific historical development or process.	3.i: Describe patterns of continuity and/or change over time.
1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.	2.ii: Explain the relationship between causes and effects of a specific historical development or process.	3.ii: Explain patterns of continuity and/or change over time.
1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.	3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.
	2.iv: Explain how a relevant context influenced a specific historical development or process.	
	2.v: Explain the relative historical significance of different causes and/or effects.	

### Taking Action

#### *Identify Opportunities for Personal or Collaborative Action:*

- Identify and create opportunities for personal or collaborative actions to address situations, events, issues, or phenomena in a way that is likely to improve conditions.

#### *Assess Options and Plan Actions:*

- Assess options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.

#### *Act Creatively and Responsibly:*

- Act individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.

#### *Reflect on Actions:*

- Reflect on the effectiveness and cultural appropriateness of own actions and advocacy for improvement, honestly describing the results of actions and implications for future actions and advocacy.

## **Evidence of Learning**

### **Performance Tasks:**

#### **Other Evidence:**

- AP Exam Modeling: Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.

## **Resources**

<http://achievethecore.com/> - Achieve the Core

<http://historymatters.gmu.edu/> - Historical Thinking Matters

<http://sheg.stanford.edu/us> - Reading Like a Historian Curriculum materials

<http://teachinghistory.org/> - National History Education Clearinghouse

<http://beyondthebubble.stanford.edu/> - Beyond the Bubble

<https://sheg.stanford.edu/civic-online-reasoning> - Online Civic Reasoning

Unit 1: Renaissance and Exploration (c. 1450 to c. 1648)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. A revival of classical texts led to new methods of scholarship and new values in both society and religion. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.</p> <p>Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.</p> <p>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. Economic change produced new social patterns, while traditions of hierarchy and status continued. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.</p> <p>The struggle for sovereignty within and among states resulted in varying degrees of political centralization. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoGE.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
6.2.12.GeoGE.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.HistoryCC.1.a	Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures)
6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• “Renaissance” implies a “rebirth” of ancient ideas from the Greco-Roman world and their influence on early modern European society. This revival included both a return to ancient ideas and textual sources but also important innovations in art, literature, music, architecture, and politics.</li> <li>• The Renaissance was a trans-national movement with important centers in Italy and in Northern Europe. While Renaissance humanism prompted developments in the value of the secular, the Renaissance was embraced widely by religious adherents throughout Europe as well.</li> <li>• The printing press was a revolutionary invention that helped to spread humanist ideas throughout Europe.</li> <li>• The Roman Catholic Church, which served to legitimate claims to royal authority throughout Europe since Charlemagne, began to face internal reform movements and pressure from conflicting political powers throughout Europe.</li> <li>• Racist ideas prompted and were used to legitimize the enslavement of Native Americans and Africans in the American colonies of European empires.</li> <li>• Developing nation-states viewed themselves in competition with one another for limited resources in the mercantilist economic structure of the early modern period.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does understanding the past shape one’s understanding of the present?</li> <li>• How do regional differences affect trans-national movements?</li> <li>• How do new technologies contribute to the spread of new ideas?</li> <li>• Do ideas shape reality or does reality shape ideas?</li> <li>• Why do humans create art?</li> <li>• What is the relationship between tradition and innovation?</li> <li>• What is the relationship between religion and political power?</li> <li>• What caused racist ideas and how are they maintained?</li> <li>• How should nation-states relate to one another?</li> <li>• Religion plays an important role in motivating overseas exploration and conquest. How do conquerors justify their conquests?</li> <li>• The Columbian Exchange saw the exchange of goods, domesticated animals, peoples, cultures, and disease between European, African, and Native American societies.</li> <li>• Why did Europeans enslave Native Americans and Africans?</li> <li>• How does the availability of resources affect human behavior?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Italian Renaissance humanists, including Petrarch, promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism.</li> </ul>	

- Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Catholic Church. This shifted education away from a primary focus on theological writings toward classical texts and new methods of scientific inquiry.
- Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior.
- In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing “naturalism” in the artistic world, and often the newly invented technique of geometric perspective.
- The Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation.
- Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.
- The invention of printing promoted the dissemination of new ideas.
  - The invention of the printing press in the 1450s helped spread the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.
- Monarchs and princes, including the English rulers Henry VIII and Elizabeth I, initiated religious reform from the top down in an effort to exercise greater control over religious life and morality.
- New monarchies laid the foundation for the centralized modern state by establishing monopolies on tax collection, employing military force, dispensing justice, and gaining the right to determine the religion of their subjects.
- Across Europe, commercial and professional groups gained in power and played a greater role in political affairs.
- Continued political fragmentation in Renaissance Italy provided a background for the development of new concepts of the secular state.
- Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.
- European states sought direct access to gold, spices, and luxury goods to enhance personal wealth and state power.
- The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.
- Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some it served as a justification for the subjugation of indigenous civilizations.
- Europeans established overseas empires and trade networks through coercion and negotiation.
  - The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe in the 16th century.
  - The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance in the 17th century.
  - The competition for trade led to conflicts and rivalries among European powers in the 17th and 18th centuries.
- The competition for trade led to conflicts and rivalries among European powers in the 17th and 18th centuries.
- Europe’s colonial expansion led to a global exchange of goods, flora, and fauna; a shift toward European dominance; and the expansion of the slave trade.
- The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy.

- The exchange of new plants, animals, and diseases—the Columbian Exchange—created economic opportunities for Europeans.
- Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.
- The exchange of new plants, animals, and diseases—the Columbian Exchange—in some cases facilitated European subjugation and destruction of indigenous peoples, particularly in the Americas.
- Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.
- Innovations in banking and finance promoted the growth of urban financial centers and a money economy.
- Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.
  - Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many cases, farmers paid rent and labor services for their lands.
  - 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.
  - Population recovered to its pre-Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.
- Economic change produced new social patterns, while traditions of hierarchy and status continued.
  - The growth of commerce produced a new economic elite, which related to traditional land-holding elites in different ways in Europe's various geographic regions.
- 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.
- The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.
- Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources.
- From the late 16th century on, Europeans responded to economic and environmental challenges, such as the Little Ice Age, by delaying marriage and childbearing. This European marriage pattern restrained population growth and ultimately improved the economic condition of families.

**Students will be able to:**

- Explain the context in which the Renaissance and Age of Discovery developed.
- Explain how the revival of classical texts contributed to the development of the Renaissance in Italy.
- Explain the political, intellectual, and cultural effects of the Italian Renaissance.
- Explain how Renaissance ideas were developed, maintained, and changed as the Renaissance spread to northern Europe.
- Explain the influence of the printing press on cultural and intellectual developments in modern European history.
- Explain the causes and effects of the development of political institutions from 1450 to 1648.
- Explain the technological factors that facilitated European exploration and expansion from 1450 to 1648.
- Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.
- Explain how and why trading networks and colonial expansion affected relations between and among European states.

- Explain the economic impact of European colonial expansion and development of trade networks.
- Explain the social and cultural impact of European colonial expansion and development of trade networks.
- Explain the causes for and the development of the slave trade.
- Explain European commercial and agricultural developments and their economic effects from 1450 to 1648.
- Explain European commercial and agricultural developments and their social effects from 1450 to 1648.
- Explain the causes and consequences of the Renaissance and Age of Discovery.

### Evidence of Learning

#### Examples Include:

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Discussion Group:** Pose the following learning objective as a question: Explain how the revival of classical texts contributed to the development of the Renaissance in Italy (Unit 1: Learning Objective B). Have students form discussion groups to answer the question.
- **Close Reading:** When students are reading documents with unfamiliar vocabulary (such as Erasmus), have them perform a close reading, highlighting relevant words and passages that support the author's claim, identifying the documents main claims and evidence.
- **Making Connections:** Have students practice making connections by writing causes and effects related to the Renaissance and the Age of Discovery on cards. Place the cards into a box and have students pick a card at random. Give them a few minutes to gather and recall information about the cause or effect, and then ask them to find the connection between their concepts in pairs. Finally, ask each student pair to write a brief explanation of how the concepts are related.

### Resources

#### Core Text:

- McKay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

#### Suggested Resources:

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 2: Age of Reformation (c. 1450 to c. 1648)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>Religious pluralism challenged the concept of a unified Europe. The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority. Conflicts among religious groups overlapped with political and economic competition within and among states.</p> <p>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. Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family. Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.</p> <p>The struggle for sovereignty within and among states resulted in varying degrees of political centralization. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>The Reformation was a movement pursued over generations, beginning with proto-reformers like Hus and Wycliff, and culminating in the leadership of Martin Luther and John Calvin in the Magisterial Reformation, that originally sought modest reforms within the Roman Catholic Church but ultimately led to a schism within Western Christianity, the major branches being the Lutherans, the Reformed, and the Anabaptists.</li> <li>Religious conflict among reformers and between reformers and the Catholic Church contributed to political conflicts both within and between European states.</li> </ul>	

- Powers like the Holy Roman Empire, France, and England sought to unify Europe through warfare under one Christian empire until the Peace of Westphalia.
- The Roman Catholic Church pursued its own series of internal reforms in the Catholic Reformation.
- Religious belief continued to exert a central influence over political and social structures throughout Europe after the Reformation, from international relationships between nations all the way down to the family unit.

#### **Unit Essential Questions**

- How do religious beliefs continue across time?
- How do religious beliefs change over time?
- How do new technologies contribute to the spread of new ideas?
- What is the relationship between religion and political power?
- Does the success of a movement depend more on its leadership or its adherents?
- What is the relationship between religion and war?
- How have cultural understandings related to sex, gender, and marriage changed across time?
- Why do crises (economic, political, etc.) lead to the scapegoating of marginalized groups?
- How do warring parties achieve peace?

#### **Objectives**

##### **Students will know:**

- Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice. Responses to Luther and Calvin included religious radicals, including the Anabaptists, and other groups, such as German peasants.
- Some Protestant groups sanctioned the notion that wealth accumulation was a sign of God's favor and a reward for hard work.
- Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established.
- Some Protestants, including Calvin and the Anabaptists, refused to recognize the subordination of the church to the secular state.
- Religious conflicts became a basis for challenging the monarchs' control of religious institutions.
- Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French wars of religion.
- Habsburg rulers confronted an expanded Ottoman Empire while attempting unsuccessfully to restore Catholic unity across Europe.
- States exploited religious conflicts to promote political and economic interests.
- A few states, such as France with the Edict of Nantes, allowed religious pluralism in order to maintain domestic peace.
- The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion.
- The Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented division within Christianity.
- Established hierarchies of class, religion, and gender continued to define social status and perceptions in rural and urban settings.
- Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.
- The Renaissance and Reformation raised debates about female education and women's roles in the family, church, and society.
- Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals.

- Leisure activities continued to be organized according to the religious calendar and the agricultural cycle, and remained communal in nature.
- Local and church authorities continued to enforce communal norms through rituals of public humiliation.
- Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.
- Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power.

**Students will be able to:**

- Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.
- Explain how and why religious belief and practices changed from 1450 to 1648.
- Explain how matters of religion influenced and were influenced by political factors from 1450 to 1648.
- Explain the continuities and changes in the role of the Catholic Church from 1450 to 1648.
- Explain how economic and intellectual developments from 1450 to 1648 affected social norms and hierarchies.
- Explain how and why artistic expression changed from 1450 to 1648.
- Explain how the religious, political, and cultural developments of the 16th and 17th centuries affected European society from 1450 to 1648.

## Evidence of Learning

**Examples Include:**

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Quickwrite:** Have students identify and describe evidence used by Luther to support his argument in one of his early writings on the problems in the Catholic Church.
- **Fishbowl:** Have students discuss the arguments presented in various religious documents during the Reformation and the Counter-Reformation/Catholic Reformation, focusing on how the documents relate to common topics or themes.
- **Guided Discussion:** Use brainstorming and quickwrite as strategies during a guided discussion about the various motivations and patterns for participation in European wars of religion.
- **Matching Claims and Evidence:** In early stages of practicing argumentation, ask small groups of students to write claims and provide supporting evidence statements based on a prompt about causation in the Age of Reformation or the wars of religion. Have groups trade claims and evidence and then revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.

## Resources

**Core Text:**

- McKay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

**Suggested Resources:**

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 3: Absolutism and Constitutionalism (c. 1648 to c. 1815)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>The struggle for sovereignty within and among states resulted in varying degrees of political centralization. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states. Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy. Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group.</p> <p>Different models of political sovereignty affected the relationship among states and between states and individuals. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. Challenges to absolutism resulted in alternative political systems.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<p><b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.EconG E.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.Civics PR.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 and the English limited monarchy).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• The English Civil War and the Glorious Revolution led to important developments in constitutionalism and the protection of individual rights in England.</li> <li>• France, Prussia, Austria, and Russia saw their leaders consolidate political power along absolutist lines.</li> <li>• Europe developed a market economy in this period that elevated its merchant class and led to financial practices and institutions that contributed to the movement away from mercantilism toward capitalism.</li> <li>• European powers dominated the Atlantic System, which fostered revolutions in agriculture, industry, and commerce, and contributed to the mass enslavement of Native Americans and Africans.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>• What factors contribute to the outbreak of civil wars?</li> <li>• How do states consolidate power?</li> <li>• How did the notion of rights develop?</li> <li>• What types of government are possible?</li> </ul>	

- How should nation-states relate to one another?
- How does focusing on individuals enhance or distort our historical perspective?
- Why do humans enslave other humans?
- What factors contributed to the development of the market economy?

## Objectives

### Students will know:

- The English Civil War—a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure—exemplified the competition for power among monarchs and competing groups.
- The outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament.
- The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products.
- The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.
- Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities.
- The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners.
- The development of the market economy led to new financial practices and institutions.
- Early modern Europe developed a market economy that provided the foundation for its global role.
- The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.
  - European states followed mercantilist policies by drawing resources from colonies in the New World and elsewhere.
  - The transatlantic slave-labor system expanded in the 17th and 18th centuries as demand for New World products increased.
  - Overseas products and influences contributed to the development of a consumer culture in Europe.
  - The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.
  - Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.
- The Dutch Republic, established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.
- The competitive state system led to new patterns of diplomacy and new forms of warfare.
  - Following the Peace of Westphalia, religion declined in importance as a cause for warfare among European states; the concept of the balance of power played an important role in structuring diplomatic and military objectives.
- The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland's partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe.
- After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.
  - After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion.
  - Louis XIV's nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him.
- Advances in military technology led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger

bureaucracy. New military techniques and institutions (i.e., the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment.

- Absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges.
- Louis XIV and his finance minister, Jean-Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population.
- Peter the Great "westernized" the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.

**Students will be able to:**

- Explain the context in which different forms of political power developed from 1648 to 1815.
- Explain the causes and consequences of the English Civil War.
- Explain the continuities and changes in commercial and economic developments from 1648 to 1815.
- Explain the factors that contributed to the development of the Dutch Republic.
- Explain how European states attempted to establish and maintain a balance of power on the continent throughout the period from 1648 to 1815.
- Explain how advances in technology contributed to a developing balance of power on the continent throughout the period from 1648 to 1815.
- Explain how absolutist forms of rule affected social and political development from 1648 to 1815.
- Compare the different forms of political power that developed in Europe from 1648 to 1815.

### Evidence of Learning

**Examples Include:**

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Graphic Organizer:** Have students develop a concept map that shows the causes and effects that led to the English Civil War and the Glorious Revolution.
- **Create Representation:** Give students a set of data, such as rates of production in putting-out or cottage industries in the 1600s, and have them create a graph that best shows the data and the trends.
- **Jigsaw:** Have students share information about various types of government in this period. Have students read and analyze primary and secondary sources related to various rulers and ask them to explain how each ruler represents absolutism or constitutionalism.
- **Graphic Organizer:** Have students create a graphic organizer, such as a Venn diagram, to analyze four documents related to types of government (such as writings by Louis XIV, Peter the Great, or King James I of England). Have students determine whether the documents support an absolutist or constitutional form of rule, or both.

### Resources

**Core Text:**

- McKay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

**Suggested Resources:**

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
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  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 4: Scientific, Philosophical, and Political Developments (c. 1648 to c. 1815)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.</p> <p>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. Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith. New public venues and print media popularized Enlightenment ideas. New political and economic theories challenged absolutism and mercantilism. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.</p> <p>The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.Civics PR.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 / Islamic empires of the Middle East and North Africa
6.2.12.Histor yUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>The Scientific Revolution led to new ideas and methods in many fields of study including astronomy, physics, mathematics, and medicine. The inductive and deductive methods contributed to a scientific mindset characterized by the scientific method.</li> <li>Alchemy, astrology, and the trials and execution of witches persisted as pseudo-scientific endeavors.</li> </ul>	

- Political theorists like Hobbes, Locke, and Rousseau advanced theories of political absolutism and constitutionalism centered on the hypothetical notion of the social contract and the state of nature.
- Institutions like salons and publications like the encyclopedia spread Enlightenment ideas.
- The Enlightenment challenged the established order in terms of political structure, religious belief and practice, and social class; though, some Enlightenment figures proffered sexist and racist ideas that significantly influenced social ideas and practices.
- Over this period, the population stabilized and eventually grew following the Agricultural Revolution and advances in medicine, precipitating a process of urbanization.
- With Adam Smith's *Wealth of Nations*, Enlightenment ideas helped to challenge the reigning mercantilist economy in Europe and foster the consumer revolution.
- The Arts shifted away from representations of religious and monarchical themes to scenes of secular and private life.

### Unit Essential Questions

- What explains the positive (and negative) reception of new ideas in a society?
- Do ideas shape reality or does reality shape ideas?
- How do new technologies and institutions contribute to the spread of new ideas?
- Why do people maintain inconsistent beliefs and practices?
- Should scientists and innovators share their ideas collaboratively or work privately?
- What is the relationship between Enlightenment ideas and religion?
- What factors lead to population decline, stabilization, and growth?
- What factors contribute to the rise of capitalism?
- Do the arts imitate life or does life imitate the arts?

### Objectives

#### Students will know:

- New ideas and methods in astronomy led individuals, including Copernicus, Galileo, and Newton, to question the authority of the ancients and traditional knowledge, and to develop a heliocentric view of the cosmos.
- Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen.
- Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method.
- Alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. At the same time, many people continued to believe that the cosmos was governed by spiritual forces.
- Intellectuals, including Voltaire and Diderot, began to apply the principles of the Scientific Revolution to society and human institutions.
- Locke and Rousseau developed new political models based on the concept of natural rights and the social contract.
- Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered controversial arguments for the exclusion of women from political life.
- A variety of institutions, including salons, explored and disseminated Enlightenment culture.
- Political theories, including John Locke's, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition.
- Mercantilist theory and practice were challenged by new economic ideas, including Adam Smith's, which espoused free trade and a free market.

- Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.
- Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.
- Religion was viewed increasingly as a matter of private rather than public concern.
- In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, the balance between population and the food supply stabilized, resulting in steady population growth.
  - By the middle of the 18th century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises (a process known as the Agricultural Revolution).
  - In the 18th century, plague disappeared as a major epidemic disease, and inoculation reduced smallpox mortality.
- Although the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern, and in some areas by various birth control methods.
- As infant and child mortality decreased, and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.
- Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.
  - The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work.
  - The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.
  - The concentration of the poor in cities led to a greater awareness of poverty, crime, and prostitution as social problems, and prompted increased efforts to police marginal groups.
- Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion.
- Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms.
- The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.
  - Until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to illustrate state power.
  - 18th-century art and literature increasingly reflected the outlook and values of commercial and bourgeois society. Neoclassicism expressed new Enlightenment ideals of citizenship and political participation.
- The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.
- In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism.
- By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some states, civil equality to Jews.
- As a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power, and the Habsburgs, centered in Austria, shifted their empire eastward.

**Students will be able to:**

- Explain the context in which the Scientific Revolution and Enlightenment developed in Europe.

- Explain how understanding of the natural world developed and changed during the Scientific Revolution and Enlightenment.
- Explain the causes and consequences of Enlightenment thought on European society from 1648 to 1815.
- Explain the influence of Enlightenment thought on European intellectual development from 1648 to 1815.
- Explain the factors contributing to and the consequences of demographic changes from 1648 to 1815.
- Explain how European cultural and intellectual life was maintained and changed throughout the period from 1648 to 1815.
- Explain how different forms of political power were influenced by Enlightenment thought from 1648 to 1815.
- Explain how and why political and religious developments challenged or reinforced the idea of a unified Europe from 1648 to 1815.
- Explain how and why the Scientific Revolution and Enlightenment challenged the existing European order and understanding of the world.

### Evidence of Learning

#### Examples Include:

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Questioning a Source:** Assign students to read and analyze a visual source related to the Scientific Revolution and write down any clarification and discussion questions that come to mind. Have students form groups around similar questions and ask them to find answers in the textbook or another source. Have groups present their findings and lead a discussion about links to other historical events, developments, or processes (such as the Renaissance, the Age of Discovery, or the Reformation).
- **Jigsaw:** Create an Enlightenment salon in your classroom. Have students focus not only on works of their assigned philosophe but also on the effects of the philosophe's works on culture, society, or government.
- **Look for a Pattern:** Using a complex graph (with at least two data sets, such as the populations of cities and accumulation of wealth), have students compare the data to find a trend and draw a conclusion.
- **Socratic Seminar:** Ask the question *How did the Enlightenment influence the popular idea of "the individual"?* to initiate discussion where students can illustrate their understanding of the learning objectives and essential knowledge statements.

### Resources

#### Core Text:

- McKay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

#### Suggested Resources:

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century (c. 1648 to c. 1815)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>Different models of political sovereignty affected the relationship among states and between states and individuals. The French Revolution posed a fundamental challenge to Europe's existing political and social order. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.</p> <p>The expansion of European commerce accelerated the growth of a worldwide economic network. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.</p> <p>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. While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling. Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<p><b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.Civics DP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.History yUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>European powers will compete for dominance of the Continent and for dominance of the Atlantic trade. The primary combatants in this period are Britain and France.</li> <li>The French Revolution overthrows the Ancien Régime and builds a new republican government on the basis of the Enlightenment ideas of Liberty, Equality, and Brotherhood after a brief period under a constitutional monarchy. Order is maintained by the threat of violence in the Reign of Terror.</li> <li>Napoleon, riding a wave of nationalism, will gain control of the French government, and through plebiscite votes, will eventually become Emperor. His conquests of Europe isolate England with the Continental System.</li> <li>The Congress of Vienna established a renewed Balance of Power politics and founded the Concert of Europe (Congress System) and the Conservative Order in the hopes of containing further revolutionary uprisings in France and the rest of Europe.</li> </ul>	

- Romanticism was an artistic, intellectual, literary and musical movement that challenged the scientific-rationalism of Enlightenment thinking and led to a revival of religious belief and practice throughout Europe and to a flourishing of the arts that emphasized the individual over the universal, the medieval over the classical, and the emotional over the rational. It was an aesthetic movement characterized by “feeling.”
- The French Revolution saw the explicit deChristianization of society. The Romantic reaction to the Enlightenment and the French Revolution saw a revival of religious belief and practice in Europe.

### **Unit Essential Questions**

- To what extent does the notion of “competition” shape politics and trade?
- What causes and sustains a revolution?
- What is the relationship between government and violence?
- What are the causes and consequences of nationalism?
- Is history dialectical? (Ancien Régime → French Revolution → Conservative Order → Etc.)
- Are humans primarily rational or primarily emotional beings?
- What is the relationship between religion and revolution?

### **Objectives**

#### **Students will know:**

- The expansion of European commerce accelerated the growth of a worldwide economic network.
  - Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.
  - European sea powers vied for Atlantic influence throughout the 18th century.
  - Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies.
- Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.
- 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.
- The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges.
- After the execution of Louis XVI, the radical Jacobin republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization.
- Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.
- 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.
- Revolutionary ideals inspired a slave revolt led by Toussaint L’Ouverture in the French colony of Saint-Domingue, which became the independent nation of Haiti in 1804.
- While many were inspired by the revolution’s emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.
- 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.
- Napoleon’s new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.
- Napoleon’s expanding empire created nationalist responses throughout Europe.
- After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814–1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.

- Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.
- Romanticism emerged as a challenge to Enlightenment rationality.
- Consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley.
- Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.

**Students will be able to:**

- Explain the context in which the European states experienced crisis and conflict from 1648 to 1815.
- Explain the causes and consequences of European maritime competition from 1648 to 1815.
- Explain the economic and political consequences of the rivalry between Britain and France from 1648 to 1815.
- Explain the causes, events, and consequences of the French Revolution.
- Explain how the events and developments of the French Revolution influenced political and social ideas from 1648 to 1815.
- Explain the effects of Napoleon's rule on European social, economic, and political life.
- Explain the nationalist responses to Napoleon's rule in Europe.
- Explain how states responded to Napoleonic rule in Europe and the consequences of the response.
- Explain how and why the Romantic Movement and religious revival challenged Enlightenment thought from 1648 to 1815.
- Explain how the developments and challenges to the political order resulted in change in the period from 1648 to 1815.

### Evidence of Learning

**Examples Include:**

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Socratic Seminar:** Use the learning objective for this topic (Explain the economic and political consequences of the rivalry between Britain and France from 1648 to 1815.) to initiate discussion where students can illustrate their understanding. Challenge students to consult a primary or secondary source used during your lesson to support their positions.
- **Debate:** Have students debate whether Napoleon was a tyrant or a liberator using evidence and reasoning to support their claims.
- **Making Connections:** On notecards, write concepts related to the political and social upheaval during the 18th century. Place the cards into a box and have students pick a concept at random. Give students a few minutes to gather and recall information about the concept and then ask them to find the connection between their concepts in pairs. Finally, ask the pairs to write a brief explanation of how the concepts are related.

### Resources

**Core Text:**

- Mckay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

**Suggested Resources:**

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.

- Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 6: Industrialization and Its Effects (c. 1815 to c. 1914)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.</p> <p>The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. Industrialization promoted the development of new classes in the industrial regions of Europe. Europe experienced rapid population growth and urbanization, leading to social dislocations. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.</p> <p>Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. Ideologies developed and took root throughout society as a response to industrial and political revolutions. Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
6.2.12.EconGI.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain
6.2.12.EconGI.3.b	Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
Instructional Focus	

**Unit Enduring Understandings**

- The Industrial Revolution began in Great Britain in the early 1800s through its combination of a market economy, coal, as well as ample physical, intellectual and financial capital.
- Other European powers only gradually industrialized, with the factory system becoming the dominant economic mode of production throughout Europe in the early 1900s.
- Industrialization, urbanization, and population growth contributed to changing societal norms and structures, including an increasingly stratified class structure throughout Europe.
- While revolutionaries sought to overthrow the established order in the first half of the 1800s, the Congress System held under the leadership of Metternich and the Concert of Europe. The second half of the 1800s saw increasing revolutionary fervor exemplified in the writings of Karl Marx.
- Governments and social reform movements responded to the challenges of industrialization.

**Unit Essential Questions**

- What causes revolutions in industry?
- What are the harms and benefits of industrialization?
- What is the relationship between labor and the means of production?
- How do governments seek to maintain order?
- How do revolutions seek to disrupt that order?
- How have cultural understandings related to sex, gender, and marriage changed across time?
- What is the relationship between political and economic ideologies?
- What motivates reformers?

**Objectives****Students will know:**

- Britain's ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth.
- Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.
- Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative.
- Britain's parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament.
- France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.
- A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe's lag in industrial development.
- Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.
- Mechanization and the factory system became the predominant modes of production by 1914.
- New technologies and means of communication and transportation—including railroads—resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.
- New, efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced quality of life.
- During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.
  - Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through a variety of methods, including monopolies, banking practices, and tariffs.

- Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.
- A heightened consumerism developed as a result of the second industrial revolution.
  - Industrialization and mass marketing increased both the production and demand for a new range of consumer goods—including clothing, processed foods, and labor-saving devices—and created more leisure opportunities.
  - Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.
- In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, including the proletariat and the bourgeoisie.
- In some of the less industrialized areas of Europe, the dominance of agricultural elites continued into the 20th century.
- Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.
- With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.
- Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.
- By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.
- Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.
- Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.
- Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.
- The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.
  - Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.
  - Conservatives reestablished control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.
- In the first half of the 19th century, revolutionaries attempted to destroy the status quo.
- The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.
- In Russia, autocratic leaders pushed through a program of reform and modernization, including the emancipation of the serfs, which gave rise to revolutionary movements and eventually the Russian Revolution of 1905.
- Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.
- Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women.
- Socialists called for the redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.

- Marx's scientific socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution.
- Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.
- Political movements and social organizations responded to problems of industrialization.
  - Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.
  - Workers established labor unions and movements promoting social and economic reforms that also developed into political parties.
  - Feminists pressed for legal, economic, and political rights for women as well as improved working conditions.
  - Various nongovernmental reform movements, many of them religious, assisted the poor and worked to end serfdom and slavery.
- Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization.
- Reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces. The reforms were enacted by governments motivated by such forces as public opinion, prominent individuals, and charity organizations.
- Reformers promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.

**Students will be able to:**

- Explain the context in which industrialization originated, developed, and spread in Europe.
- Explain the factors that influenced the development of industrialization in Europe from 1815 to 1914.
- Explain how innovations and advances in technology during the Industrial Revolutions led to economic and social change.
- Explain how industrialization influenced economic and political development throughout the period from 1815 to 1914.
- Explain the causes and consequences of social developments resulting from industrialization.
- Explain how the European political order was maintained and challenged from 1815 to 1914.
- Explain how and why various groups reacted against the existing order from 1815 to 1914.
- Explain how and why different intellectual developments challenged the political and social order from 1815 to 1914.
- Explain the various movements and calls for social reform that resulted from intellectual developments from 1815 to 1914.
- Explain how and why governments and other institutions responded to challenges resulting from industrialization.
- Explain the influence of innovations and technological developments in Europe from 1815 to 1914.

### Evidence of Learning

**Examples Include:**

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Guided Discussion:** Use a Venn diagram and quickwrite as strategies during a guided discussion to help students compare the arguments of two historians (e.g., Katrina Honeyman and Mary Jo Maynes) over the social effects of industrialization.
- **Graphic Organizer:** Students will create a concept web to make connections between industrialization and the concert of Europe and European conservatism.

- **Debrief:** Lead students in a debrief on the various social reforms of the 19th-century to ensure their understanding. Encourage students to ask questions to clarify their understanding. End the debrief with a short writing activity or exit ticket.
- **Socratic Seminar:** Ask the question *What were the most significant effects of capitalism's development?* to initiate discussion where students can illustrate their understanding. Have students refer to arguments from primary sources used in this unit.

## Resources

### Core Text:

- McKay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

### Suggested Resources:

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 7: 19th-Century Perspective and Political Developments (c. 1815 to c. 1914)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>European states struggled to maintain international stability in an age of nationalism and revolutions. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.</p> <p>A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires.</p> <p>European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<p><b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>Nationalist movements spread across Europe and led to the breakdown of the Concert of Europe, the unification of Italy and Germany, and the development of Zionism as a response to growing anti-Semitism.</li> <li>European powers sought a Balance of Power politics led by Bismarck of Prussia.</li> <li>Nationalist tensions would culminate in the First World War.</li> </ul>	

- New ideas from thinkers like Darwin, Comte, Freud, and Einstein called into question long standing beliefs about the origins of human beings, the foundations of human epistemology, the psychology of the self, and the very nature of the universe.
- European powers competed with one another by engaging in overseas imperialism throughout the world. European industrialization provided Europeans with the technology to subjugate indigenous peoples. Europeans employed various forms of political, economic, religious, and racist justifications for imperialism.
- Romanticism emphasized realism and objective representation while Modernism emphasized the subjective, the abstract, and the expressive.

### **Unit Essential Questions**

- What is the relationship between nationalism and racism?
- What unites a nation-state?
- How should states relate to one another?
- How do new ideas shape society?
- How do states justify their imperial subjugation of other peoples?
- What is the relationship between imperialism and racism?
- What caused European imperialism?
- Do the arts imitate life or does life imitate the arts?

### **Objectives**

#### **Students will know:**

- Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement.
- While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe.
- A new generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen the state.
- The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.
- The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation.
- Cavour's diplomatic strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy.
- Bismarck used Realpolitik, employing diplomacy, industrialized warfare, weaponry, and the manipulation of democratic mechanisms to unify Germany.
- After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.
- Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.
- Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.
- Charles Darwin provided a scientific and material account of biological change and the development of human beings as a species, and inadvertently, a justification for racist theories that became known as Social Darwinism.
- Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs.

- In the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.
  - Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.
  - Freudian psychology offered a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious.
  - Developments in the natural sciences, such as quantum mechanics and Einstein's theory of relativity, undermined the primacy of Newtonian physics as an objective description of nature.
- European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.
  - European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.
  - The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.
  - European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.
- The development of advanced weaponry ensured the military advantage of Europeans over colonized areas.
- Communication and transportation technologies facilitated the creation and expansion of European empires.
- Advances in medicine enabled European survival in Africa and Asia.
- Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.
  - Imperialism created diplomatic tensions among European states that strained alliance systems.
  - Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.
  - Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.
- Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.
- Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.
- Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.
- Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.
- Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values, including beauty and patriotism.

**Students will be able to:**

- Explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914.
- Explain how the development and spread of nationalism affected Europe from 1815 to 1914.
- Explain the factors that resulted in Italian unification and German unification.
- Explain how nationalist sentiment and political alliances led to tension between and among European powers from 1815 to 1914.
- Explain how Darwin's theories influenced scientific and social developments from 1815 to 1914.

- Explain how science and other intellectual disciplines developed and changed throughout the period from 1815 to 1914.
- Explain the motivations that led to European imperialism in the period from 1815 to 1914.
- Explain how technological advances enabled European imperialism from 1815 to 1914.
- Explain how European imperialism affected both European and non-European societies.
- Explain the continuities and changes in European artistic expression from 1815 to 1914.
- Explain the influence of nationalist and imperialist movements on European and global stability

### Evidence of Learning

#### Examples Include:

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Questioning a Source:** Assign students to analyze a 19th-century illustration arguing in support for social Darwinism. Ask them to write down any clarification and discussion questions that come to mind with a goal toward explaining the limitations of the source's argument. Have students form groups around similar questions and ask them to find evidence in other sources that refute the source's argument. Have groups present their findings and then lead a discussion about the motivations behind this movement and how it connects to ethnic nationalism.
- **Socratic Seminar:** Ask the question *How did imperialism change Europe's relationship with the world?* to initiate a Socratic seminar. In the discussion, students can illustrate their knowledge of the causes and effects of the new imperialism and make connections between and among related global events (such as the Fashoda crisis or the Sepoy Mutiny).

### Resources

#### Core Text:

- McKay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

#### Suggested Resources:

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 8: 20th-Century Global Conflicts (c. 1914 to present)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.</p> <p>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 democracy, communism, and fascism.</p> <p>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. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.</p> <p>Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.</p>	
Recommended Pacing	
Approximately 15 class periods.	
State Standards	
<p><b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.GeoSP.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.GeoSP.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	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.
6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.HistoryCC.4.f:	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryCC.4.h	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).
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c	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.
6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

This unit of study addresses the NJ Holocaust mandate (N.J.S.A. 18A:35-28).

### Instructional Focus

#### Unit Enduring Understandings

- Militarization, complex alliance systems, heightened nationalism, imperial competition, created the tense context in which World War I erupted. The war quickly shifted from an intra-European conflict to devastating global conflict.
- New world powers in the United States and the Soviet Union rose to power in the wake of the war.
- The Peace of Versailles , the League of Nations, and the post-war settlement ultimately failed to maintain peace and in fact fomented the unrest and discontent—exacerbated by the Great Depression—that provided the context for the Second World War.
- During the interwar years, fascism took hold in nations across Europe, leading to the rise of authoritarian governments who were able to rearm their nations for war in the face of American isolationism, European fears of war, and distrust between Western Powers and the Soviet Union.

- After a period of attempted Appeasement, the Axis Powers opened World War II with Hitler's invasion of Poland and German's Blitzkrieg warfare.
- Technological advancements, the mechanization of warfare, and the development of the atomic bomb made the warfare of both the First and Second World Wars unprecedentedly deadly.
- Racist and anti-Semitic ideology was used to legitimate the forced migration of European Jews into ghettos and concentration camps, and ultimately, to the genocide of over six million Jews and the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities, and others

### **Unit Essential Questions**

- What were the causes of World War I?
- How has technology altered the conduct of modern warfare?
- What causes peace to fail?
- What are the causes and effects of economic depressions?
- In what contexts do fascism and totalitarianism develop?
- What were the causes of World War II?
- How do ideologies develop, spread, and compete with other ideologies?
- What causes racism and anti-Semitism?
- How do conflicts affect societies and the international order?

### **Objectives**

#### **Students will know:**

- World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.
  - A variety of factors—including nationalism, military plans, the alliance system, and imperial competition—turned a regional dispute in the Balkans into World War I.
  - New technologies confounded traditional military strategies and led to trench warfare and massive troop losses.
- The effects of military stalemate, national mobilization, and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.
- The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.
- The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.
- The Russian Revolution created a regime based on Marxist–Leninist theory.
  - 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.
  - Military and worker insurrections, aided by the revived Soviets, undermined the Provisional Government and set the stage for Lenin's long-planned Bolshevik Revolution and establishment of a communist state.
  - The Bolshevik takeover prompted a protracted civil war between communist forces and their opponents, who were aided by foreign powers.
  - In order to improve economic performance, Lenin compromised communist principles and employed some free-market principles under the New Economic Policy.
- The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
  - Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises.

- o The League of Nations, created to prevent future wars, was weakened from the outset by the nonparticipation of major powers, including the U.S., Germany, and the Soviet Union.
  - o The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic's ability to establish a stable and legitimate political and economic system.
- The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power and creating a strategic interest in the Middle East and its oil.
- 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.
  - o World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide.
  - o Dependence on post-World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe.
  - o 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.
- The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.
  - o Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to attract the disillusioned.
  - o Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror, and manipulating the fledgling and unpopular democracies in their countries.
  - o Franco's alliance with Italian and German fascists in the Spanish Civil War—in which the Western democracies did not intervene—represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s.
  - o After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period.
- After Lenin's death, Stalin undertook a centralized program of rapid economic modernization, often with severe repercussions for the population.
- Stalin's economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks (the land-owning peasantry) and other perceived enemies of the state, devastating famine in the Ukraine, purges of political rivals, and, ultimately, the creation of an oppressive political system.
- French and British fears of another war, American isolationism, and deep distrust between Western democratic, capitalist nations and the authoritarian, communist Soviet Union allowed fascist states to rearm and expand their territory.
- In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.
- Germany's Blitzkrieg warfare in Europe, combined with Japan's attacks in Asia and the Pacific, brought the Axis powers early victories.
- American and British industrial, scientific, and technological power, cooperative military efforts under the strong leadership of individuals such as Winston Churchill, the resistance of civilians, and the all-out military commitment of the USSR contributed critically to the Allied victories.
- Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war.
- Fueled by racism and anti-Semitism, Nazi Germany—with the cooperation of some of the other Axis powers and collaborationist governments—sought to establish a "new racial order" in Europe, which culminated with the Holocaust.

- World War II decimated a generation of Russian and German men; virtually destroyed European Jewry; resulted in the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities, and others; forced large-scale migrations; and undermined prewar class hierarchies.
- The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I.
- When World War I began, Europeans were generally confident in the ability of science and technology to address human needs and problems despite the uncertainty created by the new scientific theories and psychology.
- The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge while also providing the knowledge necessary for the development of nuclear weapons and power.
- World War I created a “lost generation” and fostered disillusionment and cynicism, while it transformed the lives of women, and democratized societies.
- During the world wars, women became increasingly involved in military and political mobilization, as well as in economic production.

**Students will be able to:**

- Explain the context in which global conflict developed in the 20th century.
- Explain the causes and effects of World War I.
- Explain how new technology altered the conduct of World War I.
- Explain how the developments of World War I changed political and diplomatic interactions between and among nations.
- Explain the causes and effects of the Russian Revolution.
- Explain how and why the settlement of World War I failed to effectively resolve the political, economic, and diplomatic challenges of the early 20th century.
- Explain the causes and effects of the global economic crisis in the 1920s and 1930s.
- Explain the factors that led to the development of fascist and totalitarian regimes in the aftermath of World War I.
- Explain the consequences of Stalin’s economic policies and totalitarian rule in the Soviet Union.
- Explain how and why various political and ideological factors resulted in the catastrophe of World War II.
- Explain how technology and innovation affected the course of World War II and the 20th century.
- Explain how and why cultural and national identities were affected by war and the rise of fascist/totalitarian powers in the period from 1914 to the present.
- Explain how the events of the first half of the 20th century challenged existing social, cultural, and intellectual understandings.
- Explain how economic challenges and ideological beliefs influenced prior conceptions about the relationship between the individual and the state.

### Evidence of Learning

**Examples Include:**

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board’s Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Questioning the Source:** Assign students to read and analyze propaganda posters from World War I and write down any clarification and discussion questions that come to mind. Form groups around similar questions and ask students to find answers in the textbook or another source. Have groups present their findings and lead a discussion about motivations, nationalism, and the home front during the war.
- **Guided Discussion:** Use brainstorming and quickwrite as strategies during a guided discussion to help students understand the various causes and effects of the Russian Revolution.

- **Look for a Pattern:** Using a complex graph (with at least two data sets, such as GDP and unemployment rates during the Depression), have students compare the data to find a trend and draw a conclusion.
- **Making Connections:** Write concepts related to the political, social, and economic changes in Europe during the interwar period on notecards, place them in a box, and have students pick a concept at random. Give them a few minutes to gather and recall information about the concept and then ask them to find the connection between their concepts in pairs. Finally, ask each student pair to write a brief explanation of how the concepts are related.

## Resources

### Core Text:

- Mckay, John P., et al. *A History of Western Society: For the AP Course*. Twelfth Edition. Houghton Mifflin Company, 2016.

### Suggested Resources:

- **Primary Sources**
  - "Internet Modern History Sourcebook." Edited by Paul Halsall. Fordham University, 1996. Last modified January 21, 2020. <https://sourcebooks.fordham.edu/mod/modsbook.asp>.
- **Secondary Sources**
  - Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
  - Simms, Brendan. *Europe: The Struggle for Supremacy, from 1453 to the Present*. New York: Basic Books, 2014.

Unit 9: Cold War and Contemporary Europe (c. 1914 to present)	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: European History AP, 11-12</b>	
Summary and Rationale	
<p>Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.</p> <p>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 democracy, communism, and fascism.</p> <p>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. The experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.</p> <p>Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. New voices gained prominence in political, intellectual, and social discourse.</p>	
Recommended Pacing	
Approximately 17 class periods.	
State Standards	
<b>6.2 World History: Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights
6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence
6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism
6.2.12.HistoryCC.5.a	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.

6.2.12.HistoryCC.5.e	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, Middle East).
6.2.12.HistoryCC.5.g	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.
6.2.12.HistoryCC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights
6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.
6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### Instructional Focus

#### Unit Enduring Understandings

- The end of World War II saw the ascendancy of two superpowers, i.e., the United States and the Soviet Union. These two nations became locked in a Cold War and sought to dominate the global order at the expense of the other, beginning with their competition for influence in a rebuilt Europe and then shifting to proxy wars in Asia and Latin America.
- NATO and the Warsaw Pact saw the formation of Cold War alliances. European nations also joined the United Nations, and the European Economic Community in the post-WWII era, and the European Union in the post-Cold War era.
- The Cold War and post-Cold War eras saw significant social, cultural, and political shifts regarding sex, gender, and marriage.
- The European Union has lately encountered a number of challenges including the Austerity Crisis, the Russian Annexation of Crimea, Brexit, and the Coronavirus Pandemic.

#### Unit Essential Questions

- What caused the Cold War?
- What is a proxy war?
- How have mass atrocities affected international relations in the post-WWII era?
- How did the Cold War come to an end?
- How have the roles of women in society changed over time?
- How can nation-states exist in political and economic harmony?
- What are the benefits and challenges of multinational unions?
- Why do people move?
- What are the causes, challenges, and benefits of globalization?
- How has European culture and identity changed and remained the same across time?

## Objectives

### Students will know:

- Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an “economic miracle,” which increased the economic and cultural importance of consumerism.
- Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the Iron Curtain.
- The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.
- The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances, including NATO.
- Countries east of the Iron Curtain came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact.
- Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members. This brought with it the restriction of individual rights and freedoms, suppression of dissent, and constraint of emigration for the various populations within the Soviet bloc.
- Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.
  - After 1956, Soviet leader Nikita Khrushchev’s de-Stalinization policies failed to meet their economic goals within the Soviet Union; combined with reactions to existing limitations on individual rights, this prompted revolts in Eastern Europe, which ended with a reimposition of Soviet rule and repressive totalitarian regimes.
- The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries but resulted in instability in some former Soviet republics.
- Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.
  - New nationalisms in central and eastern Europe resulted in war and genocide in the Balkans.
- Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.
  - The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.
- Following a long period of economic stagnation, Mikhail Gorbachev’s internal reforms of perestroika and glasnost, designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites.
- The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through the admission of former Eastern bloc countries.
- The lives of women were defined by family and work responsibilities, economic changes, and feminism.
  - In Western Europe through the efforts of feminists, and in Eastern Europe and the Soviet Union through government policy, women finally gained the vote, greater educational opportunities, and access to professional careers, even while continuing to face social inequalities.
  - New modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives.

- o Women attained high political office and increased their representation in legislative bodies in many nations.
- The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.
  - o At the end of World War I, U.S. President Woodrow Wilson's principle of national self-determination raised expectations in the non-European world for new policies and freedoms.
  - o Despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers' reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments.
- European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.
  - o As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.
  - o EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.
- Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life.
- Because of the economic growth of the 1950s and 1960s, migrant workers from southern Europe, Asia, and Africa immigrated to western and central Europe; however, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties.
- Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.
- Increased imports of U.S. technology and popular culture after World War II generated both enthusiasm and criticism.
- New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization.
- Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.
- The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period.
- Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.
  - o The challenges of totalitarianism and communism in central and eastern Europe brought mixed responses from the Christian churches.
  - o Reform in the Catholic Church found expression in the Second Vatican Council, which redefined the church's doctrine and practices and started to redefine its relations with other religious communities.
- During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.
  - o New movements in the visual arts, architecture, and music radically shifted existing aesthetic standards, explored subconscious and subjective states, and satirized Western society and its values.
  - o Throughout the century, a number of writers challenged traditional literary conventions, questioned Western values, and addressed controversial social and political issues.

- Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available.
- With economic recovery after World War II, the birth rate increased dramatically (the baby boom), often promoted by government policies.
- Various movements, including women's movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.
- Intellectuals and youth reacted against perceived bourgeois materialism and decadence, most significantly with the revolts of 1968.

**Students will be able to:**

- Explain the context in which the Cold War developed, spread, and ended in Europe.
- Explain how economic developments resulted in economic, political, and cultural change in the period after World War II.
- Explain the causes, events, and effects of the Cold War in the period following World War II.
- Explain the economic and political consequences of the Cold War for Europe.
- Explain the causes and effects of mass atrocities in the period following World War II to the present.
- Explain state-based economic developments following World War II and the responses to these developments.
- Explain the causes and effects of the end of the Cold War.
- Explain how women's roles and status developed and changed throughout the 20th and 21st centuries.
- Explain the various ways in which colonial groups around the world sought independence from colonizers in the 20th and 21st centuries.
- Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present.
- Explain how the European Union affected national and European identity throughout the period following World War II to the present.
- Explain the causes and effects of changes to migration within and immigration to Europe throughout the period following World War II to the present.
- Explain how innovation and advances in technology influenced cultural and intellectual developments in the period 1914 to the present.
- Explain the technological and cultural causes and consequences of increasing European globalization in the period from 1914 to the present.
- Explain how and why European culture changed from the period following World War II to the present.
- Explain how the challenges of the 20th century influenced what it means to be European.

### **Evidence of Learning**

**Examples Include:**

- **AP Exam Modeling:** Students will complete assignments aligned with the structure of the College Board's Advanced Placement United States History Exam, including Document-Based Question Essays, Free Response Essays, Short Answer Responses, and stimulus-based Multiple Choice Assessments.
- **Jigsaw:** Use this strategy to facilitate understanding of post-World War II Europe around the following themes: economic and commercial development, interactions between Europe and the world, and national and European identity. Have students read and analyze primary and secondary sources related to rebuilding postwar Europe, the Cold War, and postwar nationalism and ethnic conflict.
- **Fishbowl:** Use this strategy to discuss the arguments presented in various primary and secondary sources focusing on changes and continuities in the roles and status of women in Europe throughout the 20th and 21st centuries.

## Resources

### Core Text:

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