

SYLLABUS DEVELOPMENT GUIDE

AP[®] European History

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide clear evidence of the requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] European History Course and Exam Description* (CED) may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the Syllabus Development Guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher and students have access to a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.	<i>See page:</i> 3
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	<i>See page:</i> 5
CR3	The course provides opportunities to develop student understanding of the course themes.	<i>See page:</i> 7
CR4	The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.	<i>See page:</i> 10
CR5	The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.	<i>See page:</i> 11
CR6	The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.	<i>See page:</i> 13
CR7	The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.	<i>See page:</i> 14
CR8	The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).	<i>See page:</i> 15
CR9	The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.	<i>See page:</i> 17

Curricular Requirement 1

The teacher and students have access to a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Required Evidence

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

Clarifying Terms

Primary source: a source that originates with or is contemporary with the period of study

Quantitative sources and maps: sources do not have to be created during the time being studied but should relate to the topic under study

Scholarly secondary source: an analytical account of the past, written after the event, and used to provide insight into the past (e.g., journal articles, critical reviews, monographs, etc.)

Samples of Evidence

1. This course uses a college-level textbook entitled *The Making of the West*, 4th edition, by Lynn Hunt, et al., published by Bedford/St. Martin's Press, 2012.
 - Textual: excerpts from Locke's *Two Treatises on Government*, Hobbes' *Leviathan*, Frederick the Great's *Antimachiavel*, James I's *On the Trew Law of Free Monarchies*.
 - Visual: baroque art vs. the art of the Dutch masters—analysis and art tour (including Rubens, Caravaggio, Rembrandt, Vermeer, Gentileschi).
 - Quantitative: charts, graphs, statistics, and demographic analysis of society during the First Industrial Revolution.
 - Maps: maps showing the extent of the Hapsburg empire in the 16th and 17th centuries and maps showing gains and losses of the French during the Wars of Louis XIV.
 - Secondary scholarly sources: excerpts from Von Laue's *Why Lenin? Why Stalin? Why Gorbachev?: The Rise and Fall of the Soviet System* and from Tina Rosenberg's *The Haunted Land: Facing Europe's Ghosts After Communism*.
2. The syllabus cites a college-level textbook by author, title, and publication date, e.g., Lynn Hunt, et al., *The Making of the West: Peoples and Cultures* (5th ed., 2016). The syllabus cites or describes at least one specific primary source assigned for analysis by the students from each of the four required categories, e.g., Olympe de Gouges, "Declaration of Rights of Woman and the Female Citizen," 1791 (textual document); map of Europe 1789–1815 (map); tables illustrating the spread of railways in Europe (quantitative evidence); and Pablo Picasso, *Guernica* (visual).

The syllabus cites, by author and title, at least two interpretive scholarly secondary sources beyond textbooks, such as (1) Georges Lefebvre, *The Coming of the French Revolution* (Princeton, NJ: Princeton University Press, 2015), and (2) Paul Kennedy, *The Rise and Fall of the Great Powers* (New York: Vintage, 1989).

3. The syllabus cites Hunt, et al., *The Making of the West*, 4th ed., published 2012.

Primary sources from each required category are included, such as excerpts from Machiavelli's *The Prince* (textual), J. M. W. Turner's "Rain, Steam, and Speed" (visual), a map of the territorial settlements of the Congress of Vienna (map), and a table of casualties in WWI (quantitative).

At least two secondary scholarly sources are cited, such as excerpts from Jacob Burckhardt's *Civilization of the Renaissance in Italy* and Peter Burke's *The Italian Renaissance*.

Curricular Requirement 2

The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).

Required Evidence

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

Note: If the syllabus demonstrates a different approach than the units outlined in the *AP European History Course and Exam Description (CED)* (e.g., thematic approach), the teacher must indicate where the content of each unit in the CED will be taught.

Samples of Evidence

1. The syllabus includes the nine AP European History content units as outlined in the AP Course and Exam Description:
 - Unit 1: Renaissance and Exploration
 - Unit 2: Age of Reformation
 - Unit 3: Absolutism and Constitutionalism
 - Unit 4: Scientific, Philosophical, and Political Developments
 - Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century
 - Unit 6: Industrialization and Its Effects
 - Unit 7: 19th-Century Perspectives and Political Developments
 - Unit 8: 20th-Century Global Conflicts
 - Unit 9: Cold War and Contemporary Europe.
2. The syllabus includes the major topics studied from each of the required historical periods outlined in the AP Course and Exam Description. For example, in the Cold War and Contemporary Europe unit (Unit 9), the following topics are included:
 - Contextualizing Cold War and Contemporary Europe
 - Rebuilding Europe
 - The Cold War
 - Two Super Powers Emerge
 - Postwar Nationalism, Ethnic Conflict, and Atrocities
 - Contemporary Western Democracies
 - The Fall of Communism
 - 20th-Century Feminism
 - Decolonization
 - The European Union
 - Migration and Immigration
 - Technology
 - Globalization
 - 20th- and 21st-Century Culture, Arts, and Demographic Trends
 - ♦ Continuity and Change in the 20th and 21st Centuries

3. The syllabus includes the required course content organized in a different sequence than that presented in the AP Course and Exam Description and specifies where the required content is taught.

Unit 1: 1945–Present (AP Units 8, 9)

Unit 2: The Renaissance and Reformation (AP Units 1, 2)

Unit 3: Expansion of Europe (AP Unit 3)

Unit 4: The Age of Absolutism (AP Unit 3)

Unit 5: The Age of Enlightenment (AP Unit 4)

Unit 6: The Age of Rebellion and Change (AP Unit 5)

Unit 7: The Napoleonic Era (AP Unit 5)

Unit 8: Industrialism and Social Change (AP Unit 6)

Unit 9: Nationalism (AP Unit 7)

Unit 10: Imperialism (AP Unit 7)

Unit 11: Progress and Belle Epoque (AP Unit 7)

Unit 12: WWI and the Russian Revolution (AP Unit 8)

Unit 13: The Interwar Years and WWII (AP Unit 8)

Curricular Requirement 3

The course provides opportunities to develop student understanding of the course themes, as outlined in the AP Course and Exam Description (CED).

Required Evidence

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

Samples of Evidence

1. Interaction of Europe and the World

Classroom Conference on Imperialism: Through a classroom seminar, students will investigate the causes of the new imperialism of the late 19th century and the consequences of European involvement in Africa and Asia on Europe and on the colonies.

Economic and Commercial Development

Think, Pair, Share: Students will examine Dutch financial data, records from the Bank of Amsterdam, political cartoons on Tulipmania, a map showing trade patterns, and a short video on the Dutch Golden Age to build an argument that addresses the strengths and weaknesses of capitalism in the Dutch Republic.

Cultural and Intellectual Developments

Students will read excerpts from the following:

- Kant’s *What Is Enlightenment?*
- Rousseau’s *The Social Contract*
- Montesquieu’s *Spirit of the Laws*
- Voltaire’s *Candide*
- Smith’s *Wealth of Nations*
- Bentham’s *The Principles of Morals and Legislation*
- Beccaria’s *On Crimes and Punishments*

After participating in a document jigsaw, students will engage in a discussion of the following question: “What is the spirit of the Enlightenment?”

States and Other Institutions of Power

Students will read and interpret two articles about Napoleon’s rule: “Napoleon, the Man,” *History Today*, June 15, 2013, and “Napoleon and His Collaborators: The Making of a Dictator,” Woloch, Excerpts.

After reading the articles and participating in a jigsaw discussion of the articles, students will work in teams and have a debate: “Was Napoleon a child of the revolution or a ruthless tyrant?”

Social Organization and Development

Display Fair: The Changing Demographic Trends in Europe. Students will examine charts, graphs, primary sources, and artwork to analyze the ways in which life in Europe changed during the 17th and 18th centuries. Pairs of students will be assigned a topic such as the agricultural revolution, cottage industries, population growth, everyday life, disease, etc.

National and European Identity

Unification Comparison Activity: Students will build Italian and German unification ladders in groups and then compare the two processes using Venn diagrams. After individually completing their diagrams, students will participate in a Smart Board activity comparing events/developments in Italy and Germany.

Technological and Scientific Innovations

Analysis of primary sources (Bacon's *Novum Organum*, Descartes's *Meditation on the First Philosophy*, and Locke's *An Essay Concerning Human Understanding*)

After reading excerpts from the sources by Bacon, Descartes, and Locke, students will create a written and/or video conversation among the three thinkers concerning the scientific method, human thought, and the ways in which each challenged prevailing patterns of thought.

2. The syllabus includes a brief description of the following student activities related to each course theme:

- Students debate the effects of the Columbian Exchange. (Interaction of Europe and the World)
- Students write a comparative essay on the First and Second Industrial Revolutions. (Economic and Commercial Developments)
- Students deliver presentations on leading intellectuals from the Enlightenment, explaining their challenge to traditional sources of knowledge. (Cultural and Intellectual Developments)
- Students write comparative essays on the unifications of Italy and Germany. (States and Other Institutions of Power)
- Students engage in a class discussion comparing the 18th- and 20th-century family. (Social Organization and Development)
- Students debate whether nationalism was the most important cause of WWI. (National and European Identity)
- Students write an essay on the effects of new transportation and other technological innovations on daily life in 19th-century Europe. (Technological and Scientific Innovation)

3. Theme 1: Interaction of Europe and The World (INT)

Students will construct graphs and tables to illustrate the economic and demographic consequences of European imperialism in Africa in the 19th century.

Theme 2: Economic and Commercial Developments (ECD)

Students will write research papers on the impact of industrialization on diet and standards of living in Western Europe between 1815 and 1914.

Theme 3: Cultural and Intellectual Developments (CID)

Students will contrast Enlightenment beliefs in reason with Romantic visions of nature by creating a graphic organizer.

Theme 4: States and Other Institutions of Power (SOP)

Students will examine the Concert of Europe and, using a debate format, evaluate its strengths and weaknesses.

Theme 5: Social Organization and Development (SCD)

Students will examine various struggles for equal rights in voting by researching primary and secondary source documents on the subject and create their own DBQ.

Theme 6: National and European Identity (NEI)

Students will research and present the changing identity and status of a selected German state within the Holy Roman Empire from 1500 to 1700.

Theme 7: Technological and Scientific Innovation (TSI)

Assigned groups will research separate aspects of the impact of computer technology on economic, social, political, and cultural life in the modern world, then debate whether, on balance, that technology has been a positive or negative development.

Curricular Requirement 4

The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes, as outlined in the AP Course and Exam Description (CED).

Required Evidence

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

Samples of Evidence

1. The Age of Napoleon Student Presentations: Students will give presentations that explain the political, social, economic, intellectual, religious, military, and artistic characteristics of the period. **(Skill 1)**
2. Students will explore the processes leading to the emergence of Parliamentary supremacy in the English constitutional system by creating a timeline showing the conflicts between monarch and Parliament during the 17th and 18th centuries. **(Skill 1)**
3. The syllabus requires students to create a graphic organizer defining the Renaissance, the Enlightenment, and Romanticism as historical concepts. **(Skill 1)**

Curricular Requirement 5

The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation, as outlined in the AP Course and Exam Description (CED).

Required Evidence

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

Note: If sourcing acronyms are used (e.g., SOAPSTone), they must be defined at least once in the syllabus.

Samples of Evidence

1. Students read excerpts from Cecil Rhodes’s *Confession of Faith* and J.A. Hobson’s *Imperialism, A Study* and complete a sourcing analysis sheet for each, identifying author’s point of view, author’s purpose, audience, and historical situation. Then, they will write a paragraph on each reading that explains the main idea of each reading along with an analysis of why each author holds their particular point of view. Students will also consider why each of the authors has a different perspective on imperialism. **(Skill 2)**

Students read excerpts from Von Laue’s *Why Lenin? Why Stalin? Why Gorbachev?: The Rise and Fall of the Soviet System* to prepare for a small-group discussion in which students assess the degree to which the author’s point of view and historical situation might limit the use of the source. **(Skill 2)**

2. Students identify and explain the point of view, purpose, historical situation, and audience for Cortez’s “Account of the Conquest of America” in a class discussion. Then, in a short-answer response, students explain the significance of the point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of the source in understanding the Spanish activities in the Americas. **(Skill 2)**

Students write an essay examining how the historical situation of authors may impact different interpretations of the causes of World War I. Sources include an author writing between the wars, Sidney Fay, *The Origins of the World War*, and another author who wrote after World War II, Barbara Tuchman, *The Guns of August*. **(Skill 2)** Authors who wrote after World War II include B.H. Liddell Hart, *A History of the First World War* (London: Pan MacMillan, 1992); A.J.P. Taylor, *The Origins of the Second World War: World War One and the International Crisis of the Early Twentieth Century* (Oxford: Oxford University Press, 2009); and, Barbara Tuchman, *The Guns of August* (New York: Presidio Press, 2004). **(Skill 2)**

3. After viewing representative clips from Leni Riefenstahl's *Triumph of the Will* (1935), and Charlie Chaplin's *The Great Dictator* (1940), students are asked to write an in-class paper addressing, within the overall historical context of the Nazi era, differing purposes, intended audiences, and points of view advanced by each filmmaker.

(Skill 2)

Students will read the following excerpts from scholarly secondary sources: "The Expansion of Europe," Richard B. Reed; "The Effects of Expansion on the Non-European World," M. L. Bush; and "Red, White, and Black: The Peoples of Early North America," Gary Nash. After reading these sources, students will be asked to construct a chart that identifies and explains the point of view held by Europeans, non-Europeans, and modern-day historians. They will then be asked to write summaries of those different points of view regarding the impact of European expansion. **(Skill 2)**

Curricular Requirement 6

The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources, as outlined in the AP Course and Exam Description (CED).

Required Evidence

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

Samples of Evidence

1. In pairs, students identify the evidence James I of England uses to support his claims about rulers and their subjects in *The True Law of Free Monarchies*. **(Skill 3)**
Students read excerpts from Peter Burke's *The Italian Renaissance* and identify and describe the author's claim about the Renaissance. **(Skill 3)**
2. Following a close reading of the *Declaration of the Rights of Man and Citizen*, students discuss what outside evidence supports and refutes the claims made in the document. **(Skill 3)**
In a class presentation, students will identify and describe the claim in "A Political Interpretation of the Thirty Years' War." by Hajo Holborn, and identify the evidence used to support it. **(Skill 3)**
3. In a graphic organizer, students compare the claims of Voltaire in *Candide* and Locke in *Two Treatises of Government* on government, liberty, and human nature. **(Skill 3)**
In an in-class group exercise, students are asked to identify and describe the claims of two excerpts on the short- and long-term effects of imperialism presented by Eric Hobsbawm in *The Age of Empire* and David Landes in *Effects of Imperialism*, to explain the evidence each author uses to support his argument, to compare the two arguments, and to explain how one additional piece of evidence supports, modifies, or refutes each source's argument. **(Skill 3)**

Curricular Requirement 7

The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization, as outlined in the AP Course and Exam Description (CED).

Required Evidence

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

Samples of Evidence

1. Contextualization Discussion: Identify and describe the historical context of the Protestant Reformation. **(Skill 4)**
2. In groups, students examine one of William Hogarth's illustrations on poverty in British cities. Students view the image through the lens of industrialization and describe how industrialization serves as a context for Hogarth's work. **(Skill 4)**
3. Students complete a close reading of Lenin's *April Theses* in preparation for a Socratic seminar in which they will relate the 19th-century isms and the emancipation of the serfs to Lenin's plans outlined in the document. Students will also be asked to prepare for the discussion by considering events and processes both inside and outside Russia. **(Skill 4)**

Curricular Requirement 8

The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three Historical Reasoning Processes (comparison, causation, continuity and change), as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities **and** differences of related historical developments and processes across regions, periods, or societies (or within one society).
- At least one activity must be labeled with Skill 5: Comparison.
AND
- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both causes **and** effects.
- At least one activity must be labeled with Skill 5: Causation.
AND
- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze historical patterns of both continuity **and** change within one time period or across multiple time periods.
- At least one activity must be labeled with Skill 5: Continuity and Change.

Samples of Evidence

1. Students will compare and contrast the characteristics of Marxism, Leninism, and Stalinism by filling out a chart that identifies the specific characteristics of each ism and filling out a Venn diagram comparing the three ideologies. Following their individual work, students will compete in teams in a Smart Board activity to make sure that they understand the similarities and differences. **(Skill 5: Comparison)**

Students will examine the multiple political, economic, social, intellectual, and religious causes of the Reformation. They will fill out a graphic organizer to identify the causes. Following the completion of their graphic organizers, students will participate in a discussion of the relative importance of the various causes. Finally, students will identify the most important short-term and long-term effects of the Reformation and provide evidence to support their claim. **(Skill 5: Causation)**

Students will read excerpts from “My Own Story” by Emmeline Pankhurst and “Women’s Liberation and the New Politics” by Sheila Rowbotham and excerpts from their textbooks.

After reading the excerpts, students will make a T-chart showing the demands of first-wave European feminists and second-wave European feminists. Students will then have a class discussion about the continuities and changes in the two women’s movements and the reasons for those continuities and changes. **(Skill 5: Continuity and Change)**

2. Using a graphic organizer, students compare and contrast the development of absolutism in Western Europe with the development of absolutism in Eastern Europe from 1450 to 1789. **(Skill 5: Comparison)**

Throughout the course, students create a graphic organizer in which they identify multiple causes and consequences of major historical events such as the Atlantic slave trade, European imperialism, and the development of the European Union.

(Skill 5: Causation)

Students work in pairs to identify patterns in demography from c. 1900 to the present in France, including age distribution, gender distribution, and percentage of immigrants living in France as permanent residents or citizens, to explain tensions within French society. **(Skill 5: Continuity and Change)**

3. The syllabus includes a student debate on the causes and effects of the 16th- and 17th-century Wars of Religion. **(Skill 5: Causation)**

Students engage in a class discussion of factors affecting women's roles in the 19th and 20th centuries, focusing on continuity and changes over time. **(Skill 5: Continuity and Change)**

Students complete a short-answer question comparing and contrasting the British and German Empires on the eve of WWI. **(Skill 5: Comparison)**

Curricular Requirement 9

The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must describe at least two activities (including at least one essay) in which students do all of the following:
 - Make a historically defensible claim;
 - Support an argument using specific and relevant evidence;
 - Use historical reasoning to explain relationships among pieces of historical evidence; and
 - Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
- At least two activities must be labeled with Skill 6.

Samples of Evidence

1. Renaissance Brain Drain: In this activity, students practice the skill of using evidence to build a thesis and address a prompt in a well-written essay. Steps:
 - ♦ The teacher and students break down a prompt about the Renaissance (AP European History 2004 Exam, FRQ #5).
 - ♦ Students brainstorm everything they can think of that might help them answer the question.
 - ♦ Students write all their ideas on a whiteboard.
 - ♦ As a class, students eliminate irrelevant facts that were written on the board.
 - ♦ Using the evidence left on the board, students work together in small groups to write a thesis that responds to the prompt with a historically defensible claim that establishes a line of reasoning.
 - ♦ Once each group has their thesis approved by the teacher, they will create an essay outline on butcher paper that includes their thesis, topic sentences for each body paragraph, and a list of evidence for each paragraph.
 - ♦ Students discuss the relationships among the pieces of evidence they have selected.
 - ♦ Each group works together to write a paragraph that uses evidence to corroborate, qualify, or modify their claim. **(Skill 6)**

Long Essay Question Practice, 2018 AP European History Exam: Evaluate the extent to which the Italian Renaissance and Northern Renaissance were different from each other.

Students will write an essay on this prompt and then do self- and peer-editing. They will focus on the quality of the thesis, supporting evidence, historical reasoning, and complexity, using the current rubric. **(Skill 6)**

2. Slave Trade Debate: The syllabus requires teams of students to develop a historically defensible and evaluative claim on the causes and development of the slave trade, to support their argument with specific and relevant evidence, and to use historical reasoning to show relationships among their pieces of selected evidence in preparation for a classroom debate. Following group presentations, group members will use evidence to corroborate, modify, or refute the claim of at least one other group. **(Skill 6)**

Document-Based Question Practice (Causation), Writer's Workshop on the 2010 AP European History Exam DBQ (Instability of Weimar Republic): For homework, students will each read and summarize two documents and fill out a sourcing analysis sheet. In class the next day, students will do a jigsaw activity so that they are all familiar with all the documents. As a class, students will brainstorm ideas for outside evidence that could be used in their essays. Finally, students will write the DBQ, focusing on all the points in the current DBQ rubric. **(Skill 6)**

3. After reading relevant excerpts of *The Proud Tower* by Barbara Tuchman, *The First World War, Volume I: To Arms* by Hew Strachan, and, *The Real War 1914-1918* by B.H. Liddell Hart, students individually draft a concise thesis sentence identifying the major causes of the First World War. Working in groups, students then identify specific evidence from the readings that support their arguments in an outline, showing how that evidence demonstrates the historical thinking skill of causation. Finally, they will make notes on additional pieces of evidence in the readings that modify or refute their claims. **(Skill 6)**

Essay: Using primary and secondary sources concerning political changes in Eastern and Western Europe between 1989 and 2019 (following the collapse of the Soviet Union), students will construct an argument about exactly why those changes occurred and write an essay about the long-term significance of those changes, specifically addressing differences in the perspectives and conclusions of various authors. Students will be instructed to write their essays according to the LEQ instructions in the exam, and the essays will be evaluated for claim, contextualization, evidence, and analysis and reasoning. **(Skill 6)**