



AP[®] European History

Course Planning and Pacing Guide

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Welcome to the AP European History Course Planning and Pacing Guides

This guide is one of three course planning and pacing guides designed for AP European History teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning and pacing guides highlight how the components of the *AP European History Curriculum Framework* — the learning objectives, course themes, key concepts, and historical thinking skills — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed along the right side of the individual unit plans — to aid in course planning for AP European History teachers.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.

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Instructional Setting

Franklin High School ▶ Franklin, WI

School A public high school located in a suburb of Milwaukee, WI.

Student population Approximately 1,400 with the following composition:

- ▶ 80 percent Caucasian
- ▶ 9 percent Asian American
- ▶ 6 percent Hispanic
- ▶ 3 percent African American
- ▶ 1 percent Native American

Approximately 8 percent of our students have disabilities and roughly 16 percent qualify for free or reduced-price lunch. We administered 609 AP[®] Exams in 2012-13, with 81 percent of examinees scoring 3 or higher. Our graduation rate is 98 percent.

Instructional time Franklin Public Schools begin classes the Tuesday after Labor Day. The district allots 180 days of instruction in a block format of 86 minutes per class. For AP classes this means approximately 72 instructional blocks prior to the administration of the AP Exams. Additionally, our students are required to attend a morning resource period of 38 minutes Monday through Wednesday, which can be utilized by AP instructors to meet with students individually or in groups. Friday is an optional resource and is often quite valuable for critical review sessions as we near the administration of the AP Exam.

Student preparation AP European History is a yearlong course offered to sophomores, juniors, and seniors. Students must complete freshman World History prior to enrolling in the course, unless they were accelerated as freshmen into our 10th-grade honors curriculum of U.S History and Literature, in which case AP European History counts as their World History credit towards graduation.

Textbooks **Textbook:** McKay, John P., Bennett D. Hill, John Buckler, Clare Haru Crowston, Merry E. Wiesner-Hanks, and Joe Perry. *A History of Western Society*. 10th ed. Boston: Bedford/St. Martin's, 2011.

Primary Source Reader: Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence, Volume II: Since 1500*. 3rd ed. Boston: Houghton Mifflin Company, 1997.

Overview of the Course

The AP European History course at Franklin High School uses a variety of media to expose students to the richness of history from the Renaissance to the present. Students are encouraged to make connections not only between European events but also between European and world events, past and present. I use many different types of activities to both teach the curricular topics and prepare students for their next experience in education. My class composition has shifted over the years to include predominately sophomores, who need to learn college-readiness skills.

This course planning and pacing guide is divided into four units that reflect specific time periods. Within the units, I organize many of the modules thematically so that students need not wait until we arrive at a topic through chronological study before seeing the effect of an event. The essential questions posed at the beginning of each module guide the learner toward the goal of articulating a response based on evidence, regardless of the question asked or the type of response requested.

Instructional activities and assessments (formative and summative) were constructed with the intention of fostering independence in my students. For example, students are gradually introduced to the process of writing a response to a document-based question (DBQ) over several activities, until they have the necessary knowledge and skills to successfully write their own DBQ response. Further, many of the activities allow for student choice, both in topic and product. Students are able to investigate topics of interest to them as well as create projects or presentations using methods aligned with their own preferences and skills. This allows me to differentiate instruction while still maintaining fidelity to the AP European History curriculum.

Because our high school has adopted standards-based report cards, formative assessments are a key component of my curriculum. Formative assessments allow students to demonstrate their mastery of the material and receive feedback about their learning, while providing me with a roadmap for instruction. For example, some of the modules assess the “themes” of the AP European History curriculum by requiring students to respond to an essential question by citing evidence learned in that module. Student responses inform my next instructional steps; if the class or an individual does not meet the criteria, we revisit the material/skill until mastery occurs. My feedback (or feedback from their classmates) helps students to see clearly where they need to focus further attention. Formative assessments play an important role in helping students develop the skills and knowledge needed to attain mastery, not only on their summative assessments for AP European History but also for their future educational experiences.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	c. 1450 to c. 1648	32 hours	Early modern Europe was all about change. The humanists began an intellectual movement that inspired scientists, explorers, church reformers, and governmental leaders to challenge the status quo. Some of the results were positive, such as an increase in the literacy of the population, while others, such as the slave trade and religious wars, caused hardships and the deaths of millions. In the end, the changes in politics, religion, economics, and technology ensured that society would never be as it was pre-1450.
2	c. 1648 to c. 1815	32 hours	Early in this era, Europeans experienced the rise of absolutism, only to see it increasingly questioned by an ever-growing literate population demanding rights. The English Civil War in the mid-17th century was the first confrontation between monarch and citizens over rights and representation, but it would not be the last. Emboldened Enlightenment <i>philosophes</i> began to question all facets of society, including economics, religion, and government, by applying reason. The result was revolution — first in America and then in France. In the midst of all this governmental chaos, life was changing for everyone. Inventions in agriculture would not only eventually shift the population toward new types of employment but also change their family dynamics, religious beliefs, economic choices, and health.
3	c. 1815 to c. 1914	24 hours	Nineteenth-century Europe was truly a transformative time. While the conservative leadership of many European countries tried politically to maintain the status quo in the post-Napoleonic world, the general masses were not in a mood to compromise, and after numerous rebellions and revolutions, rights (for men only) slowly became a reality in some countries. For others, the struggle would continue into the 20th century. Economically, Great Britain led the way with the Industrial Revolution but their advantage would be short-lived. While slavery was being officially abolished, the competition amongst European countries for resources, cheap labor, and markets created a scramble for colonies that unfortunately represented a new type of servitude for many Asians, Africans, and Latin Americans. All of these new political, social, and economic changes fueled the ideals that were represented not only in the art and literature of the times but also in the scientific and philosophical thinkers' contributions to society.
4	c. 1914 to the Present	29 hours	The progression into the 20th century proved to be challenging for Europeans. Two major wars left a decimated and divided Europe. With the assistance of the Marshall Plan, Western Europe would recover economically but would soon have to face the realization that the welfare state, colonies, and competition from the United States had to be dealt with, and the different states' decisions in these matters were not always embraced by their respective citizens. Eastern Europe struggled under the watchful eye of the Soviet Union until the communist powerhouse's demise allowed for their freedom — economically, socially, and politically. But freedom hasn't been easy for citizens of the former Soviet bloc, where ethnic fighting and economic woes still make for a tenuous situation. Eastern Europe continues to struggle to find its place in the global world.

c. 1450 to c. 1648

Module 1: Challengers to the Status Quo, Part 1 (Intellectual Change)

Learning Objectives:

▶ OS-2, OS-5, OS-9, SP-1

Key Concepts:

▶ 1.1.I, 1.1.III, 1.1.IV, 1.2.I

Estimated Time:

4 class sessions

Essential Questions:

▶ What ideals formed the foundation of the Renaissance, and how did these ideals manifest themselves differently in southern and northern Europe? ▶ How did the humanist writers and philosophers challenge the status quo politically, intellectually, and socially? ▶ How did changes in art reflect the Renaissance ideals?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Continuity and Change
Comparison
Interpretation
Synthesis

McKay et al., chapter 13
Web
Kreis, "Renaissance Humanism"

Instructional Activity: Creating a Working Description of Humanism
Working in groups of three, students use three secondary sources (McKay et al., Kreis, and a student choice) to craft their own description of *humanism*. Students annotate and analyze the texts to find information to create this working description (which will be used with additional instructional activities in this module). Each group presents its work, and then, in a class discussion, a final description of *humanism* is crafted.

Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Instructional Activity: Your Mission ... Spy for the Pope
In pairs, students create a dossier on an assigned humanist. They perform traditional research using sources such as biographical information and the humanist's writings, and then they creatively apply their newfound knowledge by giving their humanist a nickname (e.g., Sir Thomas "Don't Lose Your Head Over It" More), fashioning a bumper sticker that would have been approved by him or her, and finding a modern-day equivalent (perhaps a writer or TV personality). Students submit citations (in MLA or another standard style) and a one-page outline of their information, and they make a 10-minute presentation using a digital presentation tool such as PowerPoint or Prezi. Class discussion of each humanist determines his or her merit as a member of the "Challenger to the Status Quo" Club.

While not a formal assessment, this is a good time to check on students' research (including nonfiction reading to find evidence in support of an argument) and speaking skills. To decide if I need to provide direct instruction of these important skills, it's helpful to know how proficient they are with them. The Common Core State Standards website provides a possible baseline framework for rubric decisions in this evaluation, though it should be noted that the AP standards are more rigorous.

Module 1: Challengers to the Status Quo, Part 1 (Intellectual Change) *(continued)***Essential Questions:**

- ▶ What ideals formed the foundation of the Renaissance, and how did these ideals manifest themselves differently in southern and northern Europe? ▶ How did the humanist writers and philosophers challenge the status quo politically, intellectually, and socially? ▶ How did changes in art reflect the Renaissance ideals?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Comparison
Evidence
Synthesis

Formative Assessment: Exit Card

At the conclusion of the presentations on humanists, students individually brainstorm a list of points of comparison that could be used on a humanist graphic organizer. I want students to begin to understand how to create graphic organizers from scratch. This list is each student's "exit card" for leaving class. In the next class, we compile a list from the exit cards and discuss the possible comparison points.

Causation
Continuity and Change
Comparison
Contextualization
Evidence
Synthesis

Instructional Activity: The Artists

After conducting research outside of class, each student presents information about an assigned Renaissance artist and his or her work via Glogster.com or Padlet.com. These are bulletin-board websites that allow for quick presentation of visual materials such as artwork and political cartoons. Students must address the biographical details of their artist, the subject matter in the artist's work, the artist's patronage, and whether he or she was primarily an artist or a true Renaissance individual who delved into a variety of pursuits. As students present, their classmates individually take notes on a graphic organizer that could include categories such as location, patronage, subject matter, medium, best-known work, and connection to humanism.

I provide feedback to individual students on the exit cards that they submit. Encouraging students to create meaningful categories, such as points of comparison, is important early in the year to set the standard for future assignments that will require students to create study materials such as graphic organizers.

Module 1: Challengers to the Status Quo, Part 1 (Intellectual Change) *(continued)***Essential Questions:**

- ▶ What ideals formed the foundation of the Renaissance, and how did these ideals manifest themselves differently in southern and northern Europe?
- ▶ How did the humanist writers and philosophers challenge the status quo politically, intellectually, and socially?
- ▶ How did changes in art reflect the Renaissance ideals?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Comparison
Evidence
Synthesis

Formative Assessment: Party Planner

Each student has been hired by Lorenzo Medici to help plan a gathering of intellectuals and artists at his urban palace in Florence. The task: assign seating at the dinner. A table of six needs to be arranged for three artists and three humanist writers. Students should use their recently created graphic organizers and humanist dossiers to assist them. In a short paragraph, each student explains his or her reasoning for placing the six individuals together. Next, students participate in a related think-pair-share activity with a classmate. I then facilitate a class discussion on who had the best seating arrangement and why. Students submit their seating charts and paragraphs at the conclusion of the activity.

Causation
Comparison
Contextualization
Evidence
Argumentation
Interpretation
Synthesis

McKay et al., chapter 17
Web
“The Scientific Revolution”
“Religion and the Scientific Revolution: Copernicus, Galileo, Kepler, and Bacon”

Instructional Activity: Shifting Paradigms in Science

Prior to this activity, students complete a graphic organizer on scientists from the 15th to the 17th centuries to gain background knowledge. In class, they view “The Scientific Revolution” slideshow to spark conversation and develop a deeper understanding of the term *paradigm*. They then use primary source documents concerning the case of Galileo to draw conclusions about the positions of both the Catholic Church and Galileo. Students share their findings with the class. Next, in small groups, students read primary sources from Copernicus, Bacon, Kepler, and Galileo to note patterns between their claims, their conflicts with the Church, and the tactics they employed to continue their scientific work.

I provide written feedback to individual students. Comparison is a keystone skill in the curriculum. This short assessment allows students to make traditional and nontraditional comparisons between artists and humanist writers, and between their various contributions to the Renaissance.

The History Teaching Institute (HTI), sponsored by The Ohio State University, has many free lesson plans and resources for the teaching of the scientific revolution. I adapted this lesson from HTI’s “Religion and the Scientific Revolution” to suit my time allotment and the ability level of my students. All the primary source readings for that lesson are located on the website.

Module 1: Challengers to the Status Quo, Part 1 (Intellectual Change) *(continued)***Essential Questions:**

- ▶ What ideals formed the foundation of the Renaissance, and how did these ideals manifest themselves differently in southern and northern Europe?
- ▶ How did the humanist writers and philosophers challenge the status quo politically, intellectually, and socially?
- ▶ How did changes in art reflect the Renaissance ideals?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	Web Hans Holbein the Younger, <i>The Ambassadors</i>	Formative Assessment: Short-Answer Question I project an image of <i>The Ambassadors</i> . Using the image and their knowledge of European history, students answer the following question, which is in the format of a short-answer question on the AP European History Exam: Answer both parts (A and B) below. A. Briefly explain the humanist ideals represented in the image and make judgments as to the effects of those ideals on the values held by Renaissance society. B. Briefly explain how these new humanist ideas contributed to the emergence of both a new theory of knowledge and a new conception of the universe.
Contextualization		
Argumentation		
Evidence		
Comparison		Summative Assessment: Multiple-Choice Test and Essay Students answer 50 multiple-choice questions, some of which are based on a stimulus. Examples of stimuli include passages from humanist writings or works of art. Students also respond to their choice of one of the following essay questions: ▶ Compare and contrast the Italian Renaissance with northern European humanism. ▶ Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis. (Learning objectives addressed: OS-2, OS-5, OS-9, SP-1)
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

I create a minimal, basic, proficient, and advanced rubric to help me quickly assesses students' skills and content knowledge. The advanced category reads, "The student successfully explained the humanist ideals represented in the image and judged their effect on society and the new theories of knowledge and concepts of the universe by providing discipline-specific examples." I use this assessment to inform me about which skills and content need further instruction.

This summative assessment addresses all of the essential questions for this module.

Essential Questions:

▶ What were the essential ideas of the reformers, and why were their ideas appealing to different social groups? ▶ How did the reformers convey their message to their followers? ▶ How did the state of political affairs in Germany and England shape the course of the reformations in their respective countries? ▶ How did the Catholic Church respond to the new religious status quo? ▶ What were the causes and consequences of the religious violence that followed the Protestant Reformation?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 14	Instructional Activity: Categorizing Criticisms of the Catholic Church After viewing select clips from <i>Luther</i> , students analyze primary and secondary sources taken from the works of Erasmus, Luther, and others. Working in groups of three or four, students first interpret a source assigned to their group and then categorize the complaints it presents against the Catholic Church. Prior to the conclusion of class, groups present their findings and cite textual evidence to support the inclusion of their findings on a list of complaints against the Catholic Church compiled by the class via a shared Google Doc.
Comparison	Video	
Contextualization	<i>Luther</i>	
Argumentation		
Evidence		
Interpretation		
Causation	McKay et al., chapter 14	Instructional Activity: Collaborative Lecture on the Reformers Students research one of the following prior to class: John Wycliffe, Jan Hus, William Tyndale, Martin Luther, Ulrich Zwingli, John Calvin, the Anabaptists, or Henry VIII. In class, I facilitate discussion via a PowerPoint presentation, and students contribute to the discussion by adding additional information as their assigned individual or group is presented.
Continuity and Change		
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Causation	Web	Instructional Activity: Document Analysis Practice Students are given the 2008 DBQ, <i>Analyze the causes of and the responses to the peasants' revolts in the German states, 1524–1526</i> . They are allotted 15 minutes to read the documents and analyze each one for how it addresses the questions of causes and responses. At the conclusion of the reading period, students share their analysis of the documents with their classmates, citing the textual evidence they would use to address the question. Students then independently write an introduction and thesis statement for the DBQ.
Contextualization	AP European History	
Argumentation	2008 Free-Response Questions, Section II, Part A	
Evidence		
Interpretation		
Synthesis		

The collaborative lecture facilitates students' active participation in the discussion. Further, because a number of students are assigned to research each individual or group, the collaborative lecture allows for a variety of discussion points.

Module 2: Reformers and Religious Wars (*continued*)**Essential Questions:**

► What were the essential ideas of the reformers, and why were their ideas appealing to different social groups? ► How did the reformers convey their message to their followers? ► How did the state of political affairs in Germany and England shape the course of the reformations in their respective countries? ► How did the Catholic Church respond to the new religious status quo? ► What were the causes and consequences of the religious violence that followed the Protestant Reformation?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters 14 and 16
Video
Simon Schama's Power of Art: Bernini

Instructional Activity: Council of Trent ... Reformers or Not?
The class is divided into two teams. Students on one team conduct research to find evidence to argue that the Council of Trent brought about significant changes in the Catholic Church, while students on the other team conduct research to find evidence to argue the opposite. The teams must organize quickly and find a number of different websites to scan for information. Arguments are compiled in a Google Doc so students can add thoughts simultaneously while researching. During the second half of class, teams hold a brief debate. At the next meeting of the class, students watch the video for additional information, which they will add to their notes on the Counter-Reformation.

Causation
Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters 14 and 16
Video
Simon Schama's Power of Art: Bernini

Formative Assessment: Divide and Decide
Students generate a list of categories for the decisions made at the Council of Trent (e.g., sponsorship of religious orders, doctrinal acts, treatment of heretics, art sponsorship). I assign a portion of the classroom to each of the Church's categorical decisions and students express their opinions about which of these categorical decisions was most effective by moving to that area of the room. Students share their ideas. Students then repeat the process, this time moving to the area of the room dedicated to the categorical decisions they believe were least effective. Again, students share what led them to where they're standing.

◀ *This variation of a Four Corners activity is meant to encourage students to not just voice their opinions but also to support them with evidence. I provide verbal feedback to students' responses and encourage them to think more deeply about the subject or provide additional evidence to support their opinion.*

Module 2: Reformers and Religious Wars (*continued*)**Essential Questions:**

► What were the essential ideas of the reformers, and why were their ideas appealing to different social groups? ► How did the reformers convey their message to their followers? ► How did the state of political affairs in Germany and England shape the course of the reformations in their respective countries? ► How did the Catholic Church respond to the new religious status quo? ► What were the causes and consequences of the religious violence that followed the Protestant Reformation?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Continuity and Change
Periodization
Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters 14 and 16
Tilley, “Some Pamphlets of the French Wars of Religion”

Instructional Activity: Pamphlets and the French Wars of Religion

After viewing a brief teacher-created slideshow presentation that narrates key events of the French Wars of Religion, students examine a variety of modern-day pamphlets. Students brainstorm about the intended purpose of these pamphlets and discuss whether they were successful or not. Next, students read Tilley’s article on the four periods of pamphlet writing during the French Wars of Religion. Individually, they select one of the four periods and analyze that period for textual evidence to support the author’s thesis that each period had a distinct purpose. Students discuss Tilley’s claims and the supporting textual evidence at the next class meeting.

Causation
Periodization
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters 14 and 16
Tilley, “Some Pamphlets of the French Wars of Religion”

Summative Assessment: Take a Stand and Publish a Pamphlet!

Prepared with their understanding of the purpose of pamphlet making during times of crisis, students create their own pamphlets using another religious conflict (e.g., the Dutch Revolt, the Thirty Years’ War, the Puritan experience in England). Students should create their pamphlet as being for or against religious pluralism, and it should focus on the social, political, or economic advantages/disadvantages of the situation for any given social group in order to create a focal point for the pamphlet. Independently, students thoroughly research their topic in order to create a persuasive pamphlet. The pamphlet should be electronically created using a word-processing program and/or graphic design software, and MLA-style citations are expected.

(Learning objectives addressed: OS-2, OS-11, SP-3, SP-10, SP-11, IS-10)

This activity supports the educational best practice of starting with what students know and then moving onto material that is more challenging. The modern-day pamphlets could be from anywhere — a restaurant, a doctor’s office, a tour company, a local political group, etc. The idea is to challenge students to think about the purposes of pamphlets before moving onto reading about those from the 16th century.

This summative assessment addresses all of the essential questions for this module.

c. 1450 to c. 1648

Module 3: Grasps for Power: The New Monarchs and the Rise of Absolutism

Learning Objectives:

▶ OS-9, SP-1, SP-2, SP-3, SP-7, SP-11, SP-13

Key Concepts:

▶ 1.2.I, 1.2.II, 1.2.III, 1.5.I

Estimated Time:

2–3 class sessions

Essential Questions:

▶ How did the nation-states of Spain, England, and France evolve during this time period? ▶ What factors led to the rise of absolutism in France in the 17th century? ▶ How did the monarchs of France and England address the competition for power in their respective countries? ▶ How and why did the constitutional state triumph in England in the 17th century but not in France?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapter 13	<p>Instructional Activity: The New Monarchs</p> <p>Student groups of four are given an envelope with 10–12 slips of paper; on each slip is written an attribute — true or false — of the “new monarchs.” Every group receives a file of primary or secondary source information on each of the following new monarchs: Ferdinand and Isabella, Henry VII, Charles VII, and Louis XI of France. Students read and analyze the files to determine which attributes from their envelope apply to the new monarchs and which do not. To conclude the activity, groups write a description and provide evidence for each attribute they decided was true. Students share during a class discussion.</p>
Comparison	Web	
Contextualization	EuroDocs	
Argumentation	Internet Modern History	
Evidence	Sourcebook	
Interpretation		
Synthesis		
Continuity and Change	Parker, “The ‘Military Revolution,’ 1560–1660 — A Myth?”	<p>Instructional Activity: The Military Revolution: Is It a Myth?</p> <p>Students read and annotate a portion of the Parker text, summarizing the main ideas in the order they were presented. After splitting into four groups, students prove or disprove Parker’s thesis by researching the military histories of England, Spain, the Dutch Republic, and Sweden with regard to arms, fortifications, tactics, and army size. Research can be by country or topic. Each group presents evidence of whether their research supports Parker’s thesis or disproves it.</p>
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		

Module 3: Grasps for Power: The New Monarchs and the Rise of Absolutism (*continued*)**Essential Questions:**

- ▶ How did the nation-states of Spain, England, and France evolve during this time period? ▶ What factors led to the rise of absolutism in France in the 17th century? ▶ How did the monarchs of France and England address the competition for power in their respective countries? ▶ How and why did the constitutional state triumph in England in the 17th century but not in France?

Historical**Thinking Skills****Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 16	Instructional Activity: In My Arrogant Opinion (IMAO) Discussion Board Students randomly draw the name of an individual or member of a group (e.g., Puritan, Huguenot) who lived during the reign of either Louis XIII or James I. Students research their chosen person and form conclusions regarding that individual's support or disapproval of absolutism. They then contribute to a discussion board on Moodle.com or Ning.com, writing from the perspective of the person they studied. All students respond to a prompt asking about their individuals' opinions on absolutism as a form of government, and they also respond to at least three comments made by other students.	<i>Examples of individuals that students may research for the reign of Louis XIII include Richelieu, Samuel de Champlain, a member of the Paris Parlement, a member of the bourgeoisie, Anne of Austria, and a Prince of the Blood. For the reign of James I, examples include Charles II, Henrietta Maria, Thomas Smythe (a merchant), Henry Hudson, and William Laud.</i> <i>A discussion board rubric could be utilized to assess this activity.</i>
Contextualization			
Argumentation			
Evidence			
Interpretation			
Synthesis			

Module 3: Grasps for Power: The New Monarchs and the Rise of Absolutism (*continued*)**Essential Questions:**

- ▶ How did the nation-states of Spain, England, and France evolve during this time period? ▶ What factors led to the rise of absolutism in France in the 17th century? ▶ How did the monarchs of France and England address the competition for power in their respective countries? ▶ How and why did the constitutional state triumph in England in the 17th century but not in France?

Historical**Thinking Skills****Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapters 14 and 16	Formative Assessment: Short-Answer Question Students answer the following question, which is in the format of a short-answer question on the AP European History Exam: Answer parts A, B, and C. A. Briefly explain the emergence of and theories behind the rise of the new monarchs. B. Briefly explain ONE important similarity in the ruling styles of two of the following three monarchies: Ferdinand and Isabella, Henry VII, and Louis XI. C. Briefly explain ONE important difference in the ruling styles of two of the following three monarchies: Ferdinand and Isabella, Henry VII, and Louis XI.
Continuity and Change		
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

As in the earlier short-answer assessment, I create a minimal, basic, proficient, and advanced rubric. The advanced category reads, "The student successfully explained the emergence of the new monarchs and was able to identify both an important similarity and difference between the ruling styles of two of the monarchies listed by providing discipline-specific content examples." This quick grade is part of the feedback loop to inform on further instruction of both skills and content.

Essential Questions:

▶ What was the Afro–Eurasian trading world like prior to the 15th-century explorers? ▶ How and why did the Europeans undertake voyages of exploration? ▶ What was the impact of European exploration and conquest on the peoples and places of the New World? ▶ What role did overseas trade, labor, and technology play in making Europe part of a global economic network and encouraging the adoption of new economic theories and state policies?

**Historical
Thinking Skills****Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 15	Instructional Activity: Why Go West? Was the Afro–Eurasian Trading Market Not Good Enough? In preparation for leading the discussion, students read the first part of McKay’s chapter 15 before class. In class, through a series of questions, and utilizing Kagan’s Inside-Outside Strategy (select “Cooperative Activity” on the Web resource for more information), students discuss what the European trading world was like prior to Columbus and what motivated the explorers and their sponsors to attempt overseas exploration.
Continuity and Change	Web	
Contextualization	“Classroom Tools”	
Argumentation		
Evidence		
<hr/>		
Causation	McKay et al., chapter 15	Formative Assessment: Exit Card As their exit card from class, students write the introductory paragraph (including a thesis statement) of an essay in response to the essential question, <i>How and why did the Europeans undertake voyages of exploration?</i>
Continuity and Change	Web	
Contextualization	“Classroom Tools”	
Argumentation		
Evidence		
Interpretation		
Synthesis		

Another useful strategy for discussion in classes of less than 20 students is the Harkness Table method (see the Smith and Foley article in the supplementary resources for this unit).

I provide written feedback to each student in this formative assessment. The first step in creating an argument is crafting a viable thesis, and this assessment tells me how each student is progressing in terms of that skill and whether individual conferencing or whole-class instruction is necessary.

Module 4: European Interaction with the World (*continued*)**Essential Questions:**

► What was the Afro–Eurasian trading world like prior to the 15th-century explorers? ► How and why did the Europeans undertake voyages of exploration? ► What was the impact of European exploration and conquest on the peoples and places of the New World? ► What role did overseas trade, labor, and technology play in making Europe part of a global economic network and encouraging the adoption of new economic theories and state policies?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Continuity and Change
Periodization
Comparison

McKay et al., chapter 15
Web
“Age of Exploration (16th–17th Century)”
“The Conquest and Exploitation of the Americas”
“Exploration and Colonization”
“Maritime Exploration and Conquest”

Instructional Activity: European Exploration Graphic Organizer/Timeline/Map

Working in small groups, students research the exploration ambitions of one of the following countries: Portugal, Spain, England, France, or the Netherlands. Prior to reading primary and secondary sources to research their subjects, the class brainstorms ways to compare the experiences of these countries in order to complete a graphic organizer. Students also research the important events and colonization efforts of their assigned country to add to a large class timeline and map of Africa, Europe, and the Americas. Groups present their findings using a document projector (to share their graphic organizer information), the map, and the timeline as informational aids.

Causation
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Web
Taylor, “The Treaty of Tordesillas: Resolving ‘a Certain Controversy’ over Land in the Americas”

Instructional Activity: Analysis of the Treaty of Tordesillas

As a bell ringer, students answer questions about the Line of Demarcation map of 1494 and 1529. Students share their responses with the entire class and then break into small groups to read, mark, and answer questions on assigned portions of the Treaty of Tordesillas. They summarize for their classmates their assigned portion of the text. Students then create a concept outline regarding the content of the treaty. This could include individuals involved, specifics on the division of land, etc.

The websites provided are just a few of the many possibilities in terms of student research. I also keep a variety of world and European history textbooks in my classroom for student reference, and I often instruct one member of each group to do nonelectronic research. Traditional research is still expected at the collegiate level; therefore it merits reminding students of the importance of being able to locate information via volume, index, table of contents, etc.

This is a modification of a Gilder Lehrman Institute of American History website lesson by Elizabeth Berlin Taylor.

Module 4: European Interaction with the World (*continued*)**Essential Questions:**

► What was the Afro–Eurasian trading world like prior to the 15th-century explorers? ► How and why did the Europeans undertake voyages of exploration? ► What was the impact of European exploration and conquest on the peoples and places of the New World? ► What role did overseas trade, labor, and technology play in making Europe part of a global economic network and encouraging the adoption of new economic theories and state policies?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Argumentation
Evidence
Interpretation
Synthesis

Web
Taylor, “The Treaty of Tordesillas: Resolving ‘a Certain Controversy’ over Land in the Americas”

Formative Assessment: Exit Card
Working in small groups, students rename the Treaty of Tordesillas to give it a name that would be indicative of the new philosophy of “state policies” that was being administered in the 15th century. This new name serves as students’ exit card from class.

Causation
Continuity and Change
Evidence

McKay et al., chapter 15
Web
“Columbian Exchange: Crash Course World History #23”

Instructional Activity: Flipped Classroom
Prior to class, students view and take notes on the online video. In class, working in small groups and using their notes, students create a list of pros and cons for the Columbian Exchange. Students share their lists and opinions regarding the negative and positive effects of the exchange.

Causation
Periodization
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

The DBQ Project,
“What Drove the Sugar Trade?”

Instructional Activity: Speculate to Authenticate ... Finding Textual Evidence to Support Your Hypothesis
In small groups, students brainstorm a list of factors that might have contributed to the increasing popularity of the Atlantic sugar trade from the 15th through 18th century. Group shares their lists and their reasoning with the class. Next, to authenticate their speculation, each group receives a packet of documents (from the listed resource), which they divide up and read to establish potential factors; they underline the textual evidence within each document that supports their claim. Groups should generate a second list of factors based on the documents and cross-reference it with their initial list to see how well they match. Using textual evidence from the documents to support a thesis, each group outlines how they would respond to the question, *What drove the sugar trade?*

In the next class period, student groups briefly present their new name and I provide verbal feedback. I invite the class to select the new name that they believe to be the strongest and cite evidence to support their opinion. This is a great way for students to give each other feedback.

Module 4: European Interaction with the World (*continued*)**Essential Questions:**

- ▶ What was the Afro–Eurasian trading world like prior to the 15th-century explorers? ▶ How and why did the Europeans undertake voyages of exploration? ▶ What was the impact of European exploration and conquest on the peoples and places of the New World? ▶ What role did overseas trade, labor, and technology play in making Europe part of a global economic network and encouraging the adoption of new economic theories and state policies?

Historical**Thinking Skills****Materials****Instructional Activities and Assessments**

Causation

Periodization

Argumentation

Evidence

Synthesis

Summative Assessment: Long Essay Question

Students choose one of the following questions to answer:

- ▶ Analyze how the effects of the Columbian Exchange (the interchange of plants, animals, and diseases between the Old World and the New World) affected society and the economy of Europe in the period 1550 to 1700.
- ▶ Analyze how advances in learning and technology affected 15th- and 16th-century European politics and economies.

(Learning objectives addressed: INT-1, INT-4, INT-5, INT-6, INT-9, SP-15, IS-3)

This summative assessment addresses all of the essential questions for this module.

c. 1450 to c. 1648

Module 5: The Human Experience in Early Modern Europe

Learning Objectives:

▶ INT-11, PP-6, PP-9, PP-13, OS-1, OS-4, IS-1, IS-2, IS-4, IS-6, IS-7, IS-9, IS-10

Key Concepts:

▶ 1.5.I, 1.5.II, 1.5.III, 1.5.IV, 1.5.V

Estimated Time:

5 class sessions

Essential Questions:

- ▶ How did the price revolution affect European and non-European society economically, socially, and politically?
- ▶ What were the key social hierarchies in Europe from 1450 to 1648, and what made individuals start to question their place in society?
- ▶ What would have caused the growth in urban centers and the shifts in population away from rural communities?
- ▶ How did the lives of rural workers in this era compare to that of the town or city dweller?
- ▶ What were the roles of women in early modern Europe, and did that role change from 1450 to 1648?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and Change
Argumentation
Evidence

Lynch, "Spain During the Price Revolution"

Instructional Activity: Read with Purpose

Students read and mark the Lynch chapter to find evidence for the following learning objectives:

- ▶ Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military, and cultural networks. (INT-11)
- ▶ Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates. (IS-2)

Students discuss whether Lynch provides the necessary information to respond to the learning objectives and research strategies they could employ to obtain more information. Before the end of class, students respond in paragraph form to the prompts.

Causation
Continuity and Change
Argumentation

Instructional Activity: Great Chain of Being

Students, in groups of two or three, receive slips of papers; written on each slip is one of the following groups: nobles, gentry, bankers, peasants, kings, soldiers, artisans, and merchants. They arrange the groups, putting them into a social hierarchy, and explain to their classmates why they chose a particular order. I then project an image of the Great Chain of Being (which can easily be found online). Students identify groups on the image and discuss what they see. Each group then creates a list of modern-day groups within society, such as presidents, billionaires, teachers, kings, soldiers, service-industry workers, computer programmers, sanitation workers, etc. Student place them in a hierarchy and discuss why it might not be so easy to rank the modern groups. We conduct a class discussion on what makes people start to question their place in the hierarchy.

Module 5: The Human Experience in Early Modern Europe (*continued*)**Essential Questions:**

- ▶ How did the price revolution affect European and non-European society economically, socially, and politically?
- ▶ What were the key social hierarchies in Europe from 1450 to 1648, and what made individuals start to question their place in society?
- ▶ What would have caused the growth in urban centers and the shifts in population away from rural communities?
- ▶ How did the lives of rural workers in this era compare to that of the town or city dweller?
- ▶ What were the roles of women in early modern Europe, and did that role change from 1450 to 1648?

Historical**Thinking Skills****Materials****Instructional Activities and Assessments**

Causation

Contextualization

Interpretation

Instructional Activity: Secondary-Source Data Analysis

Students brainstorm a list of major cities in early modern Europe. They complete a chart on the board that lists the cities and (based on their research) the populations of these cities in the years 1400, 1500, 1600, and 1700. Once the chart is complete, students discuss what might have caused an increase or decline in a city's population based on their knowledge of the period from 1450 to 1648.

Continuity and Change

Periodization

Comparison

Evidence

Interpretation

McKay et al., chapters
13–16**Instructional Activity: Rural Versus Urban Life: A Snapshot**

Students are divided into two groups: one group researches the lives of rural workers, while the other group focuses on city dwellers. Students' research might focus on housing, food, clothes, family (including the roles of women), occupations, the laws that governed their actions, leisure-time activities, and punishments for nonconformists, as well as how these issues either changed or remained unchanged from the 14th to the 18th century. I guide students to narrow their research topics and find sources of merit. Groups present their findings using PowerPoint, Prezi, or a software of their choice.

Students could use both traditional and electronic research to find the necessary information. *Tertius Chandler's Four Thousand Years of Urban Growth: An Historical Census* and *George Modelski's World Cities: -3000 to 2000* are good traditional-source options.

Module 5: The Human Experience in Early Modern Europe (*continued*)**Essential Questions:**

- ▶ How did the price revolution affect European and non-European society economically, socially, and politically?
- ▶ What were the key social hierarchies in Europe from 1450 to 1648, and what made individuals start to question their place in society?
- ▶ What would have caused the growth in urban centers and the shifts in population away from rural communities?
- ▶ How did the lives of rural workers in this era compare to that of the town or city dweller?
- ▶ What were the roles of women in early modern Europe, and did that role change from 1450 to 1648?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Evidence

Argumentation

Interpretation

Synthesis

McKay et al., chapters 13–16

Formative Assessment: Student-Created Multiple-Choice Questions

Working again in their groups from the previous activity, students create at least two stimulus-based multiple-choice questions. The stimulus could be an image, population chart, diary entry, law, etc., from either a primary or secondary source. Using a document projector, students share their questions and ask their peers to choose the correct answer.

Causation

Continuity and Change

Comparison

Argumentation

Evidence

Interpretation

Synthesis

McKay et al., chapters 13 and 16

Bridenthal, Steward, and Wiesner, chapters 6–8

Brown, “History Circles: The Doing of Teaching History”

Web

Knox, “First Blast of the Trumpet on the Monstrous Regiment of Women”

Women in World History

Instructional Activity: History Circles

I set up 8–10 stations around the classroom that contain both primary and secondary sources relating to women in early modern Europe, and students move from station to station analyzing and taking notes on each. Sources could include paintings, illustrations, diary entries, sermons, manuals, pamphlets, and portions of essays. After completing the rotation, students divide into small groups to discuss their findings and reach conclusions about the roles of women in early modern Europe. Groups share their findings with the class and cite evidence to support their claims.

Writing multiple-choice questions is not an easy task; students must master the information in order to create viable questions. Feedback in this assessment comes from students’ harshest critics, their peers, who will question (as will I) why a specific distractor was chosen or why a question was phrased in a particular manner, prompting the question writer and question taker to think more deeply about the subject.

The Women in World History website provides many outstanding sources to use in this activity. I also listed other primary and secondary sources, but by no means is this an exhaustive list. History Circles work best when the sources at each station take about the same amount of time to analyze.

Module 5: The Human Experience in Early Modern Europe (*continued*)**Essential Questions:**

- ▶ How did the price revolution affect European and non-European society economically, socially, and politically?
- ▶ What were the key social hierarchies in Europe from 1450 to 1648, and what made individuals start to question their place in society?
- ▶ What would have caused the growth in urban centers and the shifts in population away from rural communities?
- ▶ How did the lives of rural workers in this era compare to that of the town or city dweller?
- ▶ What were the roles of women in early modern Europe, and did that role change from 1450 to 1648?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	Web	Summative Assessment: Multiple-Choice Test and Essay
Continuity and Change	AP European History	Students answer 50 multiple-choice questions and one of the following document-based questions:
Periodization	2004 Free-Response Questions, Section II, Part A	▶ Analyze attitudes toward and responses to “the poor” in Europe between approximately 1450 and 1700.
Comparison	AP European History	▶ Identify the various assumptions about children in early modern Europe, and analyze how these assumptions affected child-rearing practices.
Contextualization	2007 Free-Response Questions, Section II, Part A	(Learning objectives addressed: PP-6, PP-9, OS-4, IS-1, IS-2, IS-10)
Argumentation		
Evidence		
Interpretation		
Synthesis		

This summative assessment addresses the essential question, What were the key social hierarchies in Europe from 1450 to 1648, and what made individuals start to question their place in society?

Module 1: Absolutism and Constitutionalism

Essential Questions:

- ▶ What were the economic, social, and political factors that led to the rise of absolutist states in 17th- and 18th-century Europe? ▶ What social, political, and economic factors contributed to citizens refusing to conform to absolutism? ▶ How was the establishment of absolutism or constitutionalism reflected in the art and literature of a selected European country?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapters 16 and 17
Continuity and Change	
Periodization	
Contextualization	
Argumentation	
Evidence	
Interpretation	
Synthesis	

Instructional Activity: Research and Presentation

Prior to class, I assign students the textbook chapters, and I place them into one of five groups: France, Austria, Russia, England, or the Netherlands. To prepare for this activity, again, prior to class, they independently begin their research into the social, political, economic, religious, intellectual, and technological advances that allowed for absolutism or constitutionalism to establish itself as the form of the government in their assigned country. In class, students join their groups and continue their research. Students must utilize primary and secondary sources, and citations are expected. Over at least two to three class periods, groups present their findings in a formal 35–40 minute presentation to their peers. Group presentations must include notecards, an outline for their peers, and some form of electronic presentation.

Comparison
Contextualization
Evidence
Interpretation
Synthesis

Instructional Activity: Graphic Organizer for Absolutism and Constitutionalism

Students are regrouped, with each new group having a member from every one of the five countries researched in the previous activity. Students create two graphic organizers: one to compare the practices of the absolutist countries and one to compare those practicing constitutionalism. Points of comparison could include: types of economic practices, military, laws, religion of citizens, colonial holdings, power of nobility, diplomacy, war with other nations, etc. Groups share their graphic organizer categories and information with the class. Students brainstorm to draw conclusions and create descriptions of absolutism and constitutionalism.

The group research takes place during class so that students can ask clarifying questions and work on their presentations together. This is a complex activity — flexibility with time is crucial.

Module 1: Absolutism and Constitutionalism (*continued*)**Essential Questions:**

- ▶ What were the economic, social, and political factors that led to the rise of absolutist states in 17th- and 18th-century Europe?
- ▶ What social, political, and economic factors contributed to citizens refusing to conform to absolutism?
- ▶ How was the establishment of absolutism or constitutionalism reflected in the art and literature of a selected European country?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	<i>AP 5-Year Set of Free-Response Questions, 1995–1999: European History</i>	Formative Assessment: DBQ and Short-Answer Question
Continuity and Change		Students write a response to the DBQ from the 1996 exam, in which they are asked to “identify and analyze the challenges to the security, unity, and prosperity of the Dutch Republic, 1650–1713.”
Argumentation		Students, using their knowledge of European history, answer parts A and B.
Evidence		A. Briefly explain why the governmental developments in both the Netherlands and England in the 16th and 17th century could be viewed as a step toward constitutionalism. Provide evidence to support your claim.
Interpretation		B. Briefly explain why the governmental developments in both Austria and Prussia in the 17th century could be viewed as a step towards absolutism. Provide evidence to support your claim.
Synthesis		
Periodization	McKay et al., chapters 16 and 17	Instructional Activity: Art and Literature
Contextualization		Working with their groups from the earlier activity, students find a piece of art (e.g., a painting, architecture, a drawing, a political cartoon) and a work of literature (e.g., play, poem, novel) from the country they researched. As a group they decide how the pieces reflect the political, economic, or social times their country experienced. Groups project their artwork and explain the connection by citing evidence; then they summarize or read a portion of their chosen text and likewise relate it to their country and its experiences.
Argumentation		
Evidence		
Interpretation		
Synthesis		

These written responses accomplish two objectives: students practice the skills necessary to successfully write a response to a document-based question and I can assess their knowledge of the subjects.

I provide written feedback based on a scoring rubric. Students' performance on this assessment informs my decisions about future instruction. For example, we may practice the skills with which they struggled, and my students are always allowed to rewrite and resubmit.

c. 1648 to c. 1815

Module 2: Challengers to the Status Quo, Part 2 (the Enlightenment)

Learning Objectives:

▶ INT-6, OS-2, OS-3, OS-7, OS-8, OS-9, OS-11, SP-1, SP-3, SP-4, SP-7, SP-9, SP-10, IS-6, IS-9

Key Concepts:

▶ 2.1.I, 2.2.III, 2.2.IV, 2.3.I, 2.3.II

Estimated Time:

5 class sessions

Essential Questions:

▶ What impact did new ways of thinking have on monarchical absolutism and political development in Europe from 1648 to 1815? ▶ How did the ideas of the Enlightenment affect the way individuals viewed society and human relations?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapter 17	<p>Instructional Activity: Enlightenment-Thinkers Project</p> <p>Students are presented with Gardner’s theory of Multiple Intelligences via a handout. Working in small groups, students utilize the Eurodocs and Internet Modern History Sourcebook websites to research a group of Enlightenment thinkers and create a product to teach their peers about their selected thinkers (Enlightenment thinkers should be divided into groups based on the topics they wrote about, such as politics, religion, economics, and society; include “female enlightenment writers” as one of the groups). Products must represent at least seven of the nine Multiple Intelligences categories. Students read “Products for Multiple Intelligences” prior to conducting research so they can discuss their presentation strategies, as no presentation product can be repeated within a group (e.g., only one puzzle, one journal, etc.). An outline, a bibliography of writers, and citations are expected.</p>
Continuity and Change	Web	
Periodization	Eurodocs	
Comparison	Internet Modern History Sourcebook	
Contextualization	Taylor, “Products for Multiple Intelligences”	
Argumentation		
Evidence		
Interpretation		
Synthesis		
Causation	McKay et al., chapter 17	<p>Instructional Activity: Coffee or Tea? Which Beverage Caused a Revolution?</p> <p>Students self-select whether they belong on Team Coffee or Team Tea. They then independently read the Standage chapters and do additional research prior to class. Once in class, they join their team to organize their roles and responsibilities in preparation for a debate; they also create a logo and slogan to be displayed during it. The teams debate utilizing a standard debate format. Students rotate as participants in the activity to ensure the participation of entire class.</p>
Continuity and Change	Standage, chapters 7–10	
Periodization		
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

This project has always been fun and memorable for my students (they continue to mention the presentations all year!) and very informative for me, as the instructor. Students naturally choose to present in a style that appeals to them and how they best learn. This guides my future lesson planning. For example, if I have a class of visual learners, I will adapt my instruction to meet their learning needs. Allow at least 30–45 minutes per category presentation.

Essential Questions:

- ▶ What impact did new ways of thinking have on monarchical absolutism and political development in Europe from 1648 to 1815? ▶ How did the ideas of the Enlightenment affect the way individuals viewed society and human relations?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 17	Formative Assessment: Essay Question In essay form, students respond to the prompt, <i>Analyze whether the humanist thinkers of the Renaissance or the Enlightenment thinkers had a greater impact on the social and political development of Europe in their respective eras. Cite evidence from specific individuals and their works to support your response.</i>
Periodization	Standage, chapters 7–10	
Comparison		
Contextualization		
Argumentation		
Evidence		
Synthesis		
Periodization	McKay et al., chapter 17	Instructional Activity: Enlightened-Despots Graphic Organizer Working in small groups, students research either the enlightened or not-so-enlightened actions of Frederick the Great, Catherine the Great, and Emperor Joseph. Students choose to be in groups that research Catherine, Frederick, and Joseph to prove they were truly enlightened or in the opposing groups that research against their labels as enlightened monarchs. Groups share their findings via a document projector as students complete a graphic organizer that lists the three despots with two columns each: one labeled enlightened actions, the other nonenlightened actions.
Comparison		
Contextualization		
Argumentation		
Evidence		

As my students move further into the school year I implement the procedure of gradual release. In Unit 1 many writing assignments were completed as a group, simply outlined, or incorporated choice, whereas in Unit 2 there is greater emphasis on independent timed writing. Written feedback, along with the use of a rubric, is imperative as the students start this gradual-release process.

Essential Questions:

- ▶ What impact did new ways of thinking have on monarchical absolutism and political development in Europe from 1648 to 1815?
- ▶ How did the ideas of the Enlightenment affect the way individuals viewed society and human relations?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Periodization

McKay et al., chapter 17

Formative Assessment: Dear Voltaire

Comparison

Students write a personal letter to Voltaire arguing, by citing evidence, that Frederick the Great, Catherine the Great, or Emperor Joseph II was indeed an enlightened monarch or very much was not. Students write from a self-chosen, time-specific persona — perhaps they are the monarchs themselves or else simply a member of the relevant society, be it peasant or noble.

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Practice supporting an argument with evidence is the skill I am assessing in this quick activity. I read the letters and in our next class meeting I choose proficient examples to share with the class; this provides students an opportunity to question what makes one letter stronger than another. All students receive personal feedback on their letters as well.

Essential Questions:

▶ What were the social, economic, and political causes of the French Revolution? ▶ How was the constitutional monarchy established in France, and how did it affect its citizens both at home and in its colonies? ▶ Why did the constitutional monarchy fail to establish itself, and why was it replaced with a radical republic? ▶ How did Napoleon Bonaparte seize control of France, and what led to his downfall?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 20	<p>Instructional Activity: The Causes of the French Revolution</p> <p>Using the Liberty, Equality, Fraternity: Exploring the French Revolution website, students compile data folders (or primary and secondary sources documents) on the causes of the French Revolution. Students might create a data folder that contains similar or even some of the same materials as other students', or each folder could be unique. In small groups, students analyze the contents of their folders to generate a list of possible causes of the French Revolution. During the second half of class, student groups create a more comprehensive list by sharing the information they acquired from reading the documents.</p>	<p><i>This website is outstanding; there is material covering the entire French Revolution. Data folders could be compiled using other sources, as well.</i></p>
Periodization	Web		
Contextualization	Liberty, Equality,		
Argumentation	Fraternity: Exploring the		
Evidence	French Revolution		
Interpretation		<p>Formative Assessment: Short Writing on Demand</p> <p>In this quick writing-on-demand formative assessment, students generate a written response to the prompt, <i>Explain the role of social inequality in contributing to and affecting the nature of the French Revolution.</i></p>	<p><i>I create a minimal, basic, proficient, and advanced rubric to assess students' skills and content knowledge. The advanced category reads, "The student created a written response that explained and made judgments about the role of social inequity in contributing to and affecting the nature of the French Revolution by analyzing discipline-specific examples." This assessment acts as a review in addition to letting me know what students need in terms of further instruction of both skills and content.</i></p>
Causation			
Periodization			
Contextualization			
Argumentation			
Evidence			
Interpretation			
Synthesis			

Module 3: The French Revolution (*continued*)**Essential Questions:**

► What were the social, economic, and political causes of the French Revolution? ► How was the constitutional monarchy established in France, and how did it affect its citizens both at home and in its colonies? ► Why did the constitutional monarchy fail to establish itself, and why was it replaced with a radical republic? ► How did Napoleon Bonaparte seize control of France, and what led to his downfall?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation
Continuity and Change
Periodization
Contextualization
Evidence
Interpretation

McKay et al., chapter 20

Instructional Activity: Jigsaw Lecture and Giant Timeline

Students create a timeline that contains two headings: *Age of Montesquieu (1789–1792)* and *Age of Rousseau (1792–1799)*. Beneath the titles, every individual year should be given a place on the timeline. I provide students background information on the French Revolution either in the form of a reading or a lecture; then each student picks an envelope that contains four or five important and related terms/events written on individual slips of paper. They use the background information as general knowledge of their topics, and they do research to supplement their knowledge. In chronological order, students present their topics and explain the topics' importance to the revolution. At the completion of their mini-presentation, students place the individual slips of paper on the timeline in the appropriate place.

Causation
Continuity and Change
Periodization
Contextualization
Evidence
Interpretation

Web
AP European History
2008 Free-Response
Questions (Form B),
Section II, Part A

Formative Assessment: Document-Based Question

Students write a response to the 2008 (Form B) DBQ, *Explain the reasons for the adoption of a new calendar in revolutionary France and analyze reactions to it in the period 1789 to 1806.*

I provide written feedback to students' essay responses.

Module 3: The French Revolution (*continued*)**Essential Questions:**

► What were the social, economic, and political causes of the French Revolution? ► How was the constitutional monarchy established in France, and how did it affect its citizens both at home and in its colonies? ► Why did the constitutional monarchy fail to establish itself, and why was it replaced with a radical republic? ► How did Napoleon Bonaparte seize control of France, and what led to his downfall?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Comparison
Periodization
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapter 20
Munhall, “Portraits of Napoleon”
Video
Simon Schama’s Power of Art: David

Instructional Activity: Propagandist or Artist? Jacques Louis David
Students read and mark “Portraits of Napoleon” and then discuss as a class whether these are works of art or propaganda. Students who believe the works are propaganda should articulate their belief as to who was the propagandist, Napoleon or David? Students cite evidence from the reading and the portraits themselves (which are included in the article) to defend their responses. As a class, students discuss whether an artist can be a propagandist for only one individual. Show *Power of Art: David*. Class discussion on propaganda concludes with a debate on whether David was an artist or propagandist.

Causation
Continuity and Change
Periodization
Contextualization
Evidence
Interpretation
Synthesis

McKay et al., chapter 20
Web
“The Napoleonic Experience”
Schur, “Heroes or Tyrants”
Video
Napoleon

Instructional Activity: The Legacy of Napoleon

Prior to class, students read and mark the textbook chapter along with “The Napoleonic Experience.” Students view portions of episodes 2, 3, and 4 of the PBS series *Napoleon* as suggested in the “Heroes or Tyrants” lesson plan. Working in small groups and simultaneously via Google Docs, students write either a resume (hero) or a rap sheet (tyrant) for Napoleon and share their creations with the class.

◀ *For a slight variation on this activity, I introduce Leni Riefenstahl and her work for the Nazis. Ms. Riefenstahl gave numerous interviews referring to herself as a documentary filmmaker rather than propagandist. Portions of Triumph of the Will can be shown, with students then comparing the two individuals and drawing their own conclusions as to their place in history.*

Module 3: The French Revolution (*continued*)**Essential Questions:**

- ▶ What were the social, economic, and political causes of the French Revolution? ▶ How was the constitutional monarchy established in France, and how did it affect its citizens both at home and in its colonies? ▶ Why did the constitutional monarchy fail to establish itself, and why was it replaced with a radical republic? ▶ How did Napoleon Bonaparte seize control of France, and what led to his downfall?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation

Continuity and Change

Periodization

Contextualization

Evidence

Interpretation

Formative Assessment: Essay

Students write a written response to one of the following essay questions:

- ▶ Identify the grievances of the groups that made up the third estate in France on the eve of the French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.
- ▶ “Napoleon is a child of the Enlightenment.”
Assess the validity of the above statement. Use examples referring both to the specific aspects of the Enlightenment and to Napoleon’s policies and attitudes.
- ▶ In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750?

Evidence

Argumentation

Interpretation

Synthesis

Summative Assessment: Help Wanted — Resume and Cover Letter

Students respond to a “Help Wanted” ad (that I create) for a small country looking for a leader. They independently conduct traditional research and create a resume and cover letter for one of the infamous individuals of the French Revolutionary period who might aspire to have this new leadership position. Potential candidates include but are not limited to Louis XVI, Marie Antoinette, Robespierre, Danton, and Napoleon. Students are assessed on their ability to create a viable argument through the appropriate use of historical evidence.

(Learning objectives addressed: OS-9, SP-1, SP-4, SP-7)

I provide written feedback based on a scoring rubric. Because students have a choice in determining which question they answer, the rubric needs to be more generic. For example, an advanced category might read, “The student created an argument that addresses a historical question in the context of past and future historical events, and justified his or her assertion with specific and accurate historical facts and content vocabulary.” Student performance on this assessment informs my decisions about future instruction.

Depending on the leader students choose to apply as, this summative assessment may address all of the module’s essential questions or one of them.

Module 4: The Experiences of Everyday Life

Essential Questions:

- ▶ What important developments led to the agricultural revolution, and how did these impact the peasants' lives and lifestyles?
- ▶ Why did the population rise drastically in the 18th century, and what impact did this have on the citizens of Europe?
- ▶ How did the lifestyle of the citizens of Europe change over the course of the 17th, 18th, and 19th centuries?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Wiesner, Ruff, and Wheeler, chapter 4
Continuity and Change	
Periodization	
Comparison	
Contextualization	
Evidence	
Interpretation	
Synthesis	

Instructional Activity: Primary Source Quiz and Discussion
Prior to class, students read chapter 4, "A Statistical View of European Rural Life, 1600–1800," and answer the accompanying questions. Students independently take a true–false quiz based on the primary sources located within chapter 4. During class discussion of the true–false questions and the corresponding primary sources, students self-correct their own quiz.

When I distribute the quiz I do not mention that it will be a self-correcting activity. I want students to feel a bit of the pressure that accompanies having to analyze a primary source in a timely manner. The true–false questions created for each primary source are quite challenging, prompting a great discussion that helps my students build confidence in their analytical abilities.

Causation	McKay et al., chapters 18 and 19
Continuity and Change	
Periodization	
Contextualization	
Evidence	
Interpretation	
Synthesis	

Instructional Activity: Group Lecture
I assign students to one of the following groups: Agriculture and the Land, Population Explosion, Cottage Industry, Atlantic Economy and Adam Smith, Marriage and Family, Children and Education, Food and Medicine, Religious Authority and Beliefs, or Popular Culture and Consumerism. Groups become experts on their topics by studying McKay chapters 18 and 19 as well as conducting electronic research. Each group must create an outline of pertinent material for their classmates; the outline must contain at least one primary source that is topical. Groups present their information to the class and distribute a copy of their outline.

Module 4: The Experiences of Everyday Life *(continued)***Essential Questions:**

- ▶ What important developments led to the agricultural revolution, and how did these impact the peasants' lives and lifestyles?
- ▶ Why did the population rise drastically in the 18th century, and what impact did this have on the citizens of Europe?
- ▶ How did the lifestyle of the citizens of Europe change over the course of the 17th, 18th, and 19th centuries?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation
Continuity and Change
Periodization
Contextualization
Evidence
Interpretation
Synthesis

McKay et al., chapters 18 and 19

Formative Assessment: Short Writing on Demand

Students respond to both of the following prompts:

- ▶ Identify the changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe.
- ▶ Analyze how and why the nature and role of the family has changed over time.

Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters 18 and 19

Summative Assessment: Scholarly Article Critique and Creative Project

Students select a topic from the textbook chapters that is of interest to them, such as medicine, food, popular culture, or economics, and search a scholarly journal repository for a relevant article 20–30 pages in length. Students read and mark the article and write a one-page critique of the journal article; they should present the information learned in a creative manner, such as a pamphlet, cartoon, advertisement, or book cover. Creative projects must fit on an 8½ × 11-inch sheet of paper (and may be computer generated). This is written and created outside of class time.

(Learning objectives addressed: PP-1, PP-2, PP-13, IS-4)

I create a minimal, basic, proficient, and advanced rubric that assesses students' skills and content knowledge; each question requires a different rubric. This assessment acts as a review in addition to letting me know what students need in terms of further instruction of both skills and content.

This project is used to assess if my students have mastered all the necessary historical thinking skills, particularly historical argumentation, appropriate use of relevant historical evidence, interpretation, and synthesis. The rubric created for this project assesses their ability to mark a text, think critically about an author's thesis, and draft a written and creative response using their interpretation and synthesizing skills.

This summative assessment addresses all of the essential questions for this module.

c. 1815 to c. 1914

Module 1: The First and Second Industrial Revolutions and Their Impact on Everyday Life

Learning Objectives:

▶ PP-1, PP-3, PP-4, PP-6, PP-7, PP-13, PP-15, OS-4, OS-8, SP-5, IS-2, IS-3, IS-4, IS-5, IS-7, IS-9

Key Concepts:

▶ 3.1.I, 3.1.II, 3.1.III, 3.2.I, 3.2.II, 3.2.III, 3.2.IV, 3.3.II

Estimated Time:

4 class sessions

Essential Questions:

▶ **What were the origins of the first and second industrial revolutions in Great Britain, and how did these revolutions develop throughout the 19th century?** ▶ **How and why did the Industrial Revolution spread to the continent, and how was the continent's experience of the revolution different from that of Great Britain?** ▶ **What were the negative and positive ways in which the Industrial Revolution affected society?**

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and Change
Periodization

McKay et al., chapter 21

Instructional Activity: The First and Second Industrial Revolutions Mural
Prior to class, students read chapter 21 of the textbook. In class, students are divided into groups of three or four. Using about 4 feet of bulletin board paper and markers, each group of students creates a mural that visually depicts the first and second industrial revolutions, making sure they delineate between the two revolutions. Groups present their murals to the class and explain why they drew what they did and its connection to the first and second industrial revolutions.

Causation
Continuity and Change
Periodization
Contextualization
Argumentation
Evidence

AP European History
2002 Free-Response
Questions, Section II,
Part A

Formative Assessment: Establishing Change over Time Using DBQ Documents

Using a modified version of the 2002 DBQ, students read the documents independently and then gather in small groups to analyze them for content as well as audience, purpose, historical context, and/or point of view. Students discuss how the documents could be used to answer the question. On poster board, each group arranges an outline that includes an introduction, a thesis statement, and a viable arrangement of the documents with text evidence underlined. Groups should also answer each of the following for every document used: Who was the intended audience? What was the purpose of the document? What was the author's point of view? Posters are arranged on the walls and students move from poster to poster quietly discussing the merits and/or problems of each. The class reconvenes to discuss the posters.

My students arrive well versed in the Industrial Revolution, as it is taught intensively on the freshmen level. Therefore, a quick review of the chronology and important inventions is really all they need prior to moving on to the impact of the revolutions. Many AP European History teachers lead their students through the Urban Game, an excellent simulation activity. My students have already experienced that activity.

For this assessment I modify the DBQ by limiting the number of documents to seven and revising the prompt to now read, Evaluate the issues raised by the growth of Manchester, and analyze how reactions to these issues altered the lives of Manchester's citizens in the 18th century.

I circulate while students are working to answer questions and provide some feedback, but the real feedback comes in our concluding discussion when students share their thoughts on each other's posters.

Module 1: The First and Second Industrial Revolutions and Their Impact on Everyday Life (*continued*)**Essential Questions:**

► What were the origins of the first and second industrial revolutions in Great Britain, and how did these revolutions develop throughout the 19th century? ► How and why did the Industrial Revolution spread to the continent, and how was the continent's experience of the revolution different from that of Great Britain? ► What were the negative and positive ways in which the Industrial Revolution affected society?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 23	Instructional Activity: History Circles When students enter class, they take a position at one of the 12 or more stations I've set up around the room. Each station contains images (e.g., political cartoons, photographs, drawings) related to the positive and negative effects of the Industrial Revolution. Students view and take notes on the images as they rotate from station to station. The class reconvenes and generates a list of the positive and negative effects. Students view the online video and add any additional ideas to the list. They choose one of the topics and now must play devil's advocate by independently researching a "positive" that could become a negative and a "negative" that could result from the positive — if not immediately, then later. Students prepare 3–5 minute mini-presentations to present to the class.
Continuity and Change	Web	
Contextualization	Schoman, "The Industrial Dream"	
Argumentation		
Evidence		
Interpretation		
Causation	Wiesner, Ruff, and Wheeler, chapter 8	Instructional Activity: Vienna and Paris, 1850–1930 Prior to class, students are assigned to read chapter 8, "Vienna and Paris, 1850–1930: The Development of the Modern City." In class, I project the images used in the text to generate class discussion. Students create a Venn diagram to compare the modernization process of the two cities.
Continuity and Change		
Comparison		

Module 1: The First and Second Industrial Revolutions and Their Impact on Everyday Life (*continued*)**Essential Questions:**

► What were the origins of the first and second industrial revolutions in Great Britain, and how did these revolutions develop throughout the 19th century? ► How and why did the Industrial Revolution spread to the continent, and how was the continent's experience of the revolution different from that of Great Britain? ► What were the negative and positive ways in which the Industrial Revolution affected society?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Continuity and Change
Argumentation
Evidence

Formative Assessment: Short-Answer Question

Students are given a map that shows the development and expansion of Vienna in the mid-19th century and they answer the following question:

The map shows an 1857 project for the construction of new streets and city blocks in the Austrian capitol, Vienna. The old city is in the middle, bordered by a proposed ring of new boulevards and neighborhoods. Using the map and your knowledge of European history, answer both parts (A and B) of the question below.

- A. Briefly explain TWO features of European city life in the mid-1800s that prompted governments to embark on urban programs such as the one illustrated above.
- B. Briefly explain ONE way urban redesign programs such as the one in Vienna altered European social life.

The map and short-answer question are taken from the AP European History Curriculum Framework.

Individual feedback is given and is based on a rubric using minimal, basic, proficient, and advanced. The advanced category reads, "The student created a written response that explained two reasons why governments embarked on urban renewal programs and speculated as to how this altered social life in European cities."

► PP-8, PP-10, PP-14, PP-15, OS-8, OS-9, OS-12, SP-1, SP-4,
SP-7, SP-9, SP-11, SP-12, SP-13, SP-14, SP-16, SP-17, IS-5,
IS-7

► 2.1.V, 3.3.I, 3.3.II, 3.4.I

3 class sessions

Essential Questions:

► How did the European leaders of Russia, Great Britain, Austria, and Prussia facilitate a peace agreement after the defeat of Napoleon? ► How was the peace agreement of the Congress of Vienna going to be maintained by the conservative European leaders in a time when new ideologies were becoming popular? ► What were some of the new ideologies in Europe at the time, and how did their dislike of the decisions made at the Congress of Vienna fuel their decisions to revolt in the early 19th century?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapter 22	Instructional Activity: Congress of Vienna Simulation Prior to class, students are divided into groups, each representing the major countries at the Congress of Vienna: Austria, Prussia, Russia, Great Britain, and France. Students are given Handout 31 from the Art of Diplomacy lesson, and they research to complete Part A, in preparation for the simulation. Upon arrival to class, students sit according to their delegations, and one student presents a brief history of their country in the 19th century. Students, representing their delegations, negotiate for their countries' interests and priorities, react to Napoleon's 100 Days, and react to the results of the treaty. Students complete Part B of the lesson and conclude the simulation with one student interviewing the delegates to gain their reaction to the settlement.
Comparison	Caliguire, Leach, and Ober, "The Art of Diplomacy" lesson plan	
Argumentation		
Causation	McKay et al., chapter 22	Instructional Activity: Flipped Classroom Prior to class, students watch and take notes on David Heineman's lecture. Upon arrival in class, students read "Every Revolution is Different" and then, in pairs, find evidence (from their notes on the Heineman lecture) to support Applebaum's theory that the Arab Spring and Revolutions of 1848 had similar causes. Students determine which European countries weren't mentioned in the lecture (Great Britain and Russia) and find evidence as to why.
Continuity and Change	Web	
Periodization	Applebaum, "Every Revolution is Different"	
Comparison	Heineman, "Revolutions of 1848 and the 'isms' of 19th Century Europe"	
Contextualization		
Argumentation		Formative Assessment: Exit Card After completing the above activity and prior to the end of class, students respond to the question, <i>Did Russia and Britain experience revolutions in the early 19th century? Why or why not?</i>
Evidence		
Comparison	McKay et al., chapter 22	
Contextualization	Web	
Argumentation	Applebaum, "Every Revolution is Different"	
Evidence	Heineman, "Revolutions of 1848 and the 'isms' of 19th Century Europe"	

◀ *This is an excellent opportunity to provide students with written feedback while assessing their ability to formulate a topic sentence and provide evidence in support of their belief(s).*

Module 2: Early 19th Century and the Growth of -isms (continued)

Essential Questions:

► How did the European leaders of Russia, Great Britain, Austria, and Prussia facilitate a peace agreement after the defeat of Napoleon? ► How was the peace agreement of the Congress of Vienna going to be maintained by the conservative European leaders in a time when new ideologies were becoming popular? ► What were some of the new ideologies in Europe at the time, and how did their dislike of the decisions made at the Congress of Vienna fuel their decisions to revolt in the early 19th century?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Periodization
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters 24 and 25
Web
Heineman, "Revolutions of 1848 and the 'isms' of 19th Century Europe"
"Solutionism"
"Taking Apart the Top 25 Social Studies -ism's"

Instructional Activity: The -isms
Students watch some of the "Solutionism" videos, which are part of an ad campaign from Dow Chemical. Class discussion identifies the theme of the advertisement and defines *-ism*. In small groups, students research the origin of an assigned *-ism* and create an electronic presentation that is identical to the style and type of information presented in Heineman's lecture (from the previous activities). Additionally, groups create a superhero (student choice of hand drawn or computer generated) that contains images/symbols appropriate to their defined *-ism* to be displayed in the room. Student groups present their slideshows to the class and introduce their superhero. Students not presenting fill in a graphic organizer on the all the *-isms*.

Causation
Continuity and Change
Periodization
Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Web
AP European History 2001 Free-Response Questions, Section II, Part A

Summative Assessment: Document-Based Question
Students write a response to the 2001 DBQ, *Analyze the ways in which various people viewed the character and condition of Greeks in the Ottoman Empire during the Greek movement for independence in the 18th and early 19th centuries.*
(Learning objectives addressed: PP-10, OS-9, OS-12, SP-1, SP-9, SP-17, IS-5)

As a timesaver, students could complete the research, PowerPoint slideshow, and superhero outside of class.

This summative assessment addresses the essential question, What were some of the new ideologies in Europe at the time, and how did their dislike of the decisions made at the Congress of Vienna fuel their decisions to revolt in the early 19th century?

c. 1815 to c. 1914

Module 3: France, Italy, Germany, Russia, and Great Britain: The *-isms* in Practice, 1850–1914

Learning Objectives:

▶ INT-1, INT-2, INT-3, INT-6, INT-7, INT-9, INT-10, PP-14, OS-6, OS-8, OS-9, OS-10, OS-12, OS-13, SP-4, SP-5, SP-9, SP-13, SP-17, SP-18, IS-3, IS-5, IS-6, IS-7, IS-9, IS-10

Key Concepts:

▶ 3.2.V, 3.3.I, 3.3.II, 3.3.III, 3.4.II, 3.4.III, 3.5.I, 3.5.II, 3.5.III, 4.4.I, 4.4.II

Estimated Time:

7 class sessions

Essential Questions:

▶ How did the new ideologies continue to affect European countries politically, economically, and socially after the revolutions of 1848? ▶ Explain the causes that led to the growth of nationalistic tendencies post-1848. ▶ Why did European nations rush to build empires that included colonial holdings in Africa and Asia, and how did the scramble for colonies affect the relationships between European countries? ▶ How did the newly colonized respond to their European masters?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

McKay et al., chapters 22, 24, and 25

Web

"Introducing Documentaries: Viewing Guide"

"Watch POV Films"

Instructional Activity: Historical Documentary

Students discuss the words *represent* and *re-present*. In groups of four, students use tablets or computers to view several documentary clips from the "Watch POV Films" website and answer questions from the viewing guide. Each member of the group answers one of the four sets of questions, and the groups conduct a brief discussion after each clip. Student groups rotate the questions for each clip to ensure every group member has answered all questions. To conclude this activity, we hold a class discussion with each group contributing to create a description of the term *documentary*.

Comparison

Continuity and Change

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

McKay et al., chapters 24, 29, and 30

Web

"Case Study: Militants"

Knight, "Female Terrorists in the Russian Socialist Revolutionary Party"

Simkin, "The People's Will (Narodnaya Volya)"

Instructional Activity: Create a Graphic Organizer

Prior to class, students read and mark "Female Terrorists in the Russian Socialist Revolutionary Party." In class, in small groups, students analyze additional primary source documents on Russian women who were members of the People's Will. Remaining in their groups, students next look at primary sources on British Suffragettes from the British National Archives. Groups create a graphic organizer that compares the two groups of women. Categories could include economic background, type of government, level of education, religion, goals, tactics used to draw attention to their cause, etc. To conclude, students have a discussion comparing the motives and tactics of first-wave feminists to second-wave feminists.

PBS's "Lesson Plan: Introducing Documentaries to Your Students" Web page is an excellent introduction to documentaries. It can be used at the start of the year but I chose to incorporate it at this time because my students will be creating historical documentaries as their summative assessment in this module. Two class sessions are suggested for the activity, but it can be completed more quickly and the author gives many suggestions as to how to do so.

Essential Questions:

► How did the new ideologies continue to affect European countries politically, economically, and socially after the revolutions of 1848? ► Explain the causes that led to the growth of nationalistic tendencies post-1848. ► Why did European nations rush to build empires that included colonial holdings in Africa and Asia, and how did the scramble for colonies affect the relationships between European countries? ► How did the newly colonized respond to their European masters?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 25	Instructional Activity: Imperialism Students independently read the documents from the 2009 DBQ for 15 minutes. Together the class generates a list of reasons why European countries might have been motivated to imperialize Africa. Next, students view projected images of political cartoons (easily found online) that represent the scramble for colonies by European powers, and they discuss what they see and do not see in the images. Students read the article on the Berlin Conference and discuss if any of the images they saw could represent the conference and if so, how. Students conduct research and color a world map connecting European countries with their colonial holdings.
Periodization	Web	
Comparison	AP European History	
Contextualization	2009 Free-Response Questions, Section II, Part A	
Argumentation	Rosenberg, “Berlin Conference of 1884–1985 to Divide Africa”	
Evidence		
Interpretation		Instructional Activity: Effects of Imperialism on Native Populations Prior to class, students read and annotate one of the web resources. In class, students gather in groups with those students who read the same article to discuss the impact of imperialism on the respective native population. As a group, they locate additional sources to acquire the information necessary to fill in their section of a graphic organizer created via Google Docs. Points of comparison for the graphic organizer, determined by the class prior to research, could include the following: type of government prior to European arrival, how did Europeans gain control and why, reactions against colonization, and the end result of reactions against colonization. Groups summarize their research for their peers and decide if edits are necessary to the document.
Synthesis		
Causation	McKay et al., chapter 25	
Periodization	Lutsky, chapter 18	
Comparison	Web	
Contextualization	“The Boxer Movement of 1898–1901”	
Argumentation	“The Meiji Restoration and Modernization”	
Evidence	Patel, “Sepoy Mutiny of 1857”	
Interpretation		
Synthesis		

Essential Questions:

► How did the new ideologies continue to affect European countries politically, economically, and socially after the revolutions of 1848? ► Explain the causes that led to the growth of nationalistic tendencies post-1848. ► Why did European nations rush to build empires that included colonial holdings in Africa and Asia, and how did the scramble for colonies affect the relationships between European countries? ► How did the newly colonized respond to their European masters?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation

Periodization

Argumentation

Evidence

Synthesis

Formative Assessment: Short Writing on Demand

Students write a response to one of the following prompts at the conclusion of the previous activity:

- Assess the relative influence of economic, religious, and political motives in promoting exploration and colonization.
- Detail the extent of non-Europeans' adoptions of or resistance to European culture, institutions, and political or economic values; include explanations for their reactions.

Causation

Continuity and Change

Periodization

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Summative Assessment: Historical Documentaries

In groups of six, students conduct research, write historical narration, and then create a 20–30 minute historical documentary (using iMovie or Photo Story 3) on the history of Great Britain, France, Italy, Germany, Austria, or Russia in the latter half of the 19th century. The students should identify and analyze the significant economic, political, and social changes and challenges of their respective country's experience in their documentary. Groups present their finished documentaries to the class over at least two days.

(Learning objectives addressed: INT-1, OS-9, SP-5, SP-9, SP-17, SP-18)

This short written response is meant to assess students' understanding of imperialism. I use student responses to determine whether the instructional activity that preceded it met its instructional goal. Students are provided with individual informal written feedback, but the main goal here is to determine instructional direction.

The initial introduction of the project and one day of research is completed as a class approximately two weeks prior to the due date. Student groups then work via Google Docs to complete the narration and share their document with me so I can check progress prior to the completion of the documentary.

This summative assessment addresses all of the essential questions for this module.

c. 1815 to c. 1914

Module 4: The Three “R”s: Romanticism, Realism, and Relativism

Learning Objectives:

▶ INT-2, PP-4, PP-14, OS-8, OS-10, OS-12, OS-13, SP-1

Key Concepts:

▶ 3.5.III, 3.6.I, 3.6.II, 3.6.III, 4.3.I, 4.3.II, 4.3.III

Estimated Time:

3 class sessions

Essential Questions:

▶ What were some of the characteristics of the artistic and literary movements from the 15th century to the 20th century, and how did they reflect the historical times? ▶ In what ways did the new thinking in philosophy, the sciences, and literature create social, political, and economic tension?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapters 22, 23, 26, and 27	<p>Instructional Activity: The Artistic Movements and How They Reflect the Historical Times</p> <p>Prior to class, students are assigned to work in a group and research one of the following artistic movements in European history: Renaissance, Baroque, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Expressionism, Cubism, or Surrealism. The groups describe their assigned movement and its tie to history, and they choose the artist, writer/philosopher, and composer who best represent their movement and the historical period. Students present their findings via the electronic presentation software of their choice and submit appropriate citations.</p>
Continuity and Change		
Periodization		
Comparison		

Causation	McKay et al., chapters 22, 23, 26, and 27	<p>Instructional Activity: Controversial Topics and Political Cartoon Analysis</p> <p>Students draw symbols they are familiar with and discuss how symbols convey a message. Students brainstorm and create descriptions of the five elements of a political cartoon: symbolism, irony, exaggeration, labeling, and analogy. They access the Library of Congress's online activity to gain a greater understanding of the elements as they pertain to political cartoons. Small groups find a political cartoon and research the history of it for one of the following areas: evolution, psychology, nuclear weapons/power, or reproduction. Students choose political cartoons relevant to the topic, from any time period. Groups present a brief history of their topic, mention any important individual(s), and show their political cartoon, as well as lead a class discussion of the elements present in the cartoon.</p>
Continuity and Change		
Periodization	Web	
Comparison	“It’s No Laughing Matter”	
Evidence		
Interpretation		

This project serves many purposes and easily could be placed in Unit 3 or 4. It reviews artistic and literacy movements previously learned, allows students to research the new movements of the 19th and 20th centuries, and prepares my students for a trip to the Art Institute of Chicago. An alternative to visiting a museum would be to utilize The Metropolitan Museum of Art’s website to access their collections and choose paintings to share with students.

Module 4: The Three “R”s: Romanticism, Realism, and Relativism (*continued*)**Essential Questions:**

- What were some of the characteristics of the artistic and literary movements from the 15th century to the 20th century, and how did they reflect the historical times? ► In what ways did the new thinking in philosophy, the sciences, and literature create social, political, and economic tension?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Periodization	McKay et al., chapters 22, 23, 26, and 27	Formative Assessment: Political Cartoon and the Five Elements of Interpretation Students write a summary that includes an interpretation of the subject of a projected political cartoon. Responses include historical background as well as identification of the five elements present in the cartoon. Students also cite evidence (from within the cartoon) to support their interpretation.
Argumentation		
Evidence	Web	
Interpretation	“It’s No Laughing Matter”	

Causation
 Continuity and Change
 Periodization
 Comparison
 Contextualization
 Argumentation
 Evidence
 Interpretation
 Synthesis

Summative Assessment: Multiple-Choice Test and Essay

Students answer 50 multiple-choice questions and one of the following long essay free-response questions:

- Analyze the differences between the political ideals expressed in the visual arts or literary works of the Renaissance (15th–16th centuries) and the Neoclassical/Romantic period (18th–19th centuries).
- Analyze the differences between the impacts of Newtonian physics and Darwinian biology on European culture.

(Learning objectives addressed: INT-2, PP-14, OS-8, OS-10, OS-12, OS-13)

This short paragraph assesses whether students can successfully apply the political cartoon interpretation skills learned in the previous activity. A rubric, focused on skills, allows me to provide written feedback to students. Collecting all the work provides me with valuable information regarding student mastery of the skills, and helps me determine whether individual or class-wide remediation is necessary.

This summative assessment addresses all of the essential questions for this module.

Essential Questions:

▶ What were the causes of World War I, and how was it different from any other previous conflict? ▶ What led to the Russian Revolution, and what was its outcome? ▶ How were the peace settlements negotiated, and why did they fail?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 26	Instructional Activity: Causes of World War I Students brainstorm a list of potential causes of World War I. The class jigsaws the reading “The Great War: The Sidney Bradshaw Fay Thesis,” with each student summarizing for the class the contents of the portion they were assigned to read. The entire class reconsiders the original list of causes, making additions or subtractions to the list. Next, students view the video and make further changes to the list as necessary.
Periodization	Caliguire, Leach, and Ober, “The Great War: The Sidney Bradshaw Fay Thesis”	
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation	Video <i>The Great War and the Shaping of the 20th Century: Explosion</i>	Formative Assessment: Exit Card As their exit card from class, students write a paragraph in response to the prompt, <i>State your own thesis on the cause(s) of World War I and briefly identify the evidence that supports your position.</i>
Synthesis		
Causation	McKay et al., chapter 26	
Contextualization	Caliguire, Leach, and Ober, “The Great War: The Sidney Bradshaw Fay Thesis”	
Argumentation		
Evidence		
Interpretation	Video <i>The Great War and the Shaping of the 20th Century: Explosion</i>	
Synthesis		

◀ This exit card addresses both the skill of creating a thesis (argument) and identifying evidence in support of the thesis. Written feedback is provided to all students, and they receive more feedback during a sharing of some of the stronger responses at our next class meeting.

Essential Questions:

- What were the causes of World War I, and how was it different from any other previous conflict? ► What led to the Russian Revolution, and what was its outcome? ► How were the peace settlements negotiated, and why did they fail?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation
Continuity and Change
Periodization
Comparison
Contextualization

McKay et al., chapter 26

Instructional Activity: Jigsaw Lecture and Giant Timeline

Create a timeline that contains the following headings: *Last Two Tsars (1881–1917)*, *February Revolution/Provisional Government (1917)*, *October Revolution/Bolsheviks (1917–1918)*, and *Russian Civil War (1918–1922)*. Beneath the titles, every individual year should be given a place on the timeline. I provide students background information on the Russian Revolution either in the form of a reading or a lecture; then each student picks an envelope that contains four or five important and related terms/ events written on individual slips of paper. They use the background information as general knowledge of their topics, and they do research to supplement their knowledge. In chronological order, students present their topics and explain the importance to the revolution. At the completion of their mini-presentation, students place the individual slips of paper on the timeline in the appropriate place.

Causation
Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapter 26

Web

"The Great War: Evaluating the Treaty of Versailles"

Instructional Activity: Treaty of Versailles

Students view primary source documents to establish the motives of the Allied countries involved in treaty negotiations. Next, students read excerpts from Wilson's 14 Points and speculate as to why the French had different motives than the U.S. when it came to treaty negotiations. As a class, students brainstorm a list of goals each country might have brought to the negotiation table. In small groups, students read a section of the Treaty of Versailles that pertains to map changes, Rhineland and Saar Basin regulation, disarmament of the German military, or reparations. Groups report the terms to the class and discuss their impact on Germany. To conclude, students read excerpts from the German response to gain their perspective on the treaty and its fairness.

◀ *This EDSITEment lesson plan contains five activities that can be modified to meet various time needs. Links to the primary sources can be found on the "Preparation Instructions" and/ or "Lesson Activities" page, so students' online access is a necessity. Activity five, the German response to the treaty, is an excellent way to segue into the next topic of the interwar years.*

Essential Questions:

- ▶ What were the causes of World War I, and how was it different from any other previous conflict? ▶ What led to the Russian Revolution, and what was its outcome? ▶ How were the peace settlements negotiated, and why did they fail?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Comparison
Evidence

McKay et al., chapters
20 and 26

Instructional Activity: Comparison Graphic Organizer

Students create a graphic organizer comparing either the French Revolution with the Russian Revolution or the Congress of Vienna with the Treaty of Versailles.

Causation
Periodization
Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Summative Assessment: Multiple-Choice Test and Essay

Students answer 50 multiple-choice questions and one of the following long essay free-response questions:

- ▶ Analyze the social, economic, and political factors that will ultimately cause the citizens of France and Russia to revolt against their governments.
- ▶ Analyze the successes and failures of the decisions made at the Congress of Vienna versus those made at the Paris Peace Conference that resulted in the Treaty of Versailles.

(Learning objectives addressed: PP-8, PP-10, SP-6, SP-14, SP-18)

This summative assessment addresses the following essential questions:

- ▶ *What led to the Russian Revolution, and what was its outcome?*
- ▶ *How were the peace settlements negotiated, and why did they fail?*

Essential Questions:

- ▶ **What caused the economic problems in the 1920s and 1930s, and how did the affected nations respond to these challenges?** ▶ **How did the leaders of Germany, Italy, Spain, Russia, and Japan attempt to or successfully build totalitarian states in the 1920s and 1930s?** ▶ **How did governments try to eliminate individuals or groups of individuals within their respective states for ethnic, religious, or political reasons?**

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 27	Instructional Activity: Was Keynes Correct? In small groups, students read Emre's summary of John Maynard Keynes's book. Groups mark and summarize the passages as they read to establish Keynes's main ideas. The class discusses Keynes's main ideas and creates a list on a whiteboard. Back in their groups, students read Cooper's article to locate evidence that Keynes's ideas did or did not come to fruition. Students also consult the textbook for further evidence. The activity concludes with groups writing a response to the prompt, <i>Analyze the success of John Maynard Keynes in correctly predicting the economic and political future of Great Britain, France, the United States, and Germany in the interwar years.</i>
Periodization	Web	
Comparison	Cooper, "Fettered to Gold? Economic Policy in the Interwar Period"	
Contextualization	Emre, "The Economic Consequences of the Peace"	
Argumentation		
Evidence		
Interpretation		Instructional Activity: Comparing Totalitarianism and Democracy Students read the descriptions of totalitarianism and democracy located on The National WWII Museum's website and complete a Venn diagram to list the similarities and differences. As a class, students discuss the Venn diagram and which countries were democratic or totalitarian in the 1920s or 1930s.
Synthesis	McKay et al., chapter 28	
Causation	Web	
Periodization	"Hitler's Fatal Gamble: Comparing Totalitarianism and Democracy"	
Contextualization		
Evidence		
Interpretation		Instructional Activity: Totalitarian Dictator or Not? Students take the description of totalitarianism and further analyze it by breaking it into a totalitarian dictator's "to do" list. Students research Hitler, Mussolini, Stalin, Tojo, or Franco to analyze whether they fit the description of a true totalitarian dictator. Using the totalitarian dictator's to-do list as their research guide, students find evidence to support their claim that their guy was or was not a totalitarian leader. Students gather with those who researched the same dictator and lead a class discussion on the appropriateness of their individual being labeled a totalitarian dictator.
Causation	McKay et al., chapter 28	
Periodization	Web	
Comparison	"Hitler's Fatal Gamble: Comparing Totalitarianism and Democracy"	
Contextualization		
Argumentation		
Evidence		
Interpretation		

◀ *To save valuable class time students could read Emre's article prior to class and in class work in their groups to complete the remaining tasks. This option allows student groups time to share their written responses in a class discussion.*

Essential Questions:

- ▶ What caused the economic problems in the 1920s and 1930s, and how did the affected nations respond to these challenges?
- ▶ How did the leaders of Germany, Italy, Spain, Russia, and Japan attempt to or successfully build totalitarian states in the 1920s and 1930s?
- ▶ How did governments try to eliminate individuals or groups of individuals within their respective states for ethnic, religious, or political reasons?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 28	Formative Assessment: Short Writing on Demand Students write a response to one the following prompts: <ul style="list-style-type: none"> ▶ Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis. ▶ Analyze how democratic, authoritarian, and totalitarian governments of the left and right attempted to overcome the financial crises of the 1920s and 1930s. ▶ Explain how and why various groups, including communists and fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms.
Periodization	Web	
Comparison	"Hitler's Fatal Gamble: Comparing Totalitarianism and Democracy"	
Contextualization		
Evidence		
Argumentation		
Interpretation		
Synthesis		

Causation	McKay et al., chapters 26, 28, and 31	Instructional Activity: The Eight Stages of Genocide During a brief teacher-led presentation of the eight stages of genocide, students give examples from the Holocaust to support the premise — to show that the Holocaust did indeed follow the eight-stages pattern. Divided into groups, students research the Armenian Genocide, Stalin's Gulag, the Rape of Nanking, and the ethnic cleansing of the Bosnian Muslims to establish if they too followed the eight-stages pattern. Groups report their findings to the class.
Continuity and Change		
Comparison	Web	
Argumentation	Stanton, "The 8 Stages of Genocide"	
Evidence		

I give individual feedback to students. A generic rubric is used to assess each student's level of proficiency. For example, the advanced category might read, "The student created a written response that identified and evaluated appropriate evidence in support of a thesis." These short-writing responses are important to assess whether students have mastered the skills necessary to successfully answer a question by analyzing the question, evaluating the evidence necessary to address the question, and creating a written response.

Module 2: In Between the Wars: A Time of Turmoil (*continued*)**Essential Questions:**

- ▶ What caused the economic problems in the 1920s and 1930s, and how did the affected nations respond to these challenges?
- ▶ How did the leaders of Germany, Italy, Spain, Russia, and Japan attempt to or successfully build totalitarian states in the 1920s and 1930s?
- ▶ How did governments try to eliminate individuals or groups of individuals within their respective states for ethnic, religious, or political reasons?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapters 26, 28, and 31	Formative Assessment: Exit Slip At the conclusion of the previous activity, students write a response to the question, <i>Does an event have to follow the pattern Stanton established in “The 8 Stages of Genocide” to be labeled as such? Back up your opinion with evidence.</i>
Continuity and Change		
Comparison	Web	
Argumentation	Stanton, “The 8 Stages of Genocide”	
Evidence		
.....		
Causation	McKay et al., chapter 28	Instructional Activity: The 3-Minute Speech Prior to class, students are assigned to individually research and write a 3-minute (or less) informational speech on either an act of aggression that occurred prior to the outbreak of war or a major battle of the Second World War. Students include the “who, what, when, why, where, and how” of the situation. They present their speech to the class along with one image that they believe best exemplifies the situation.
Periodization		
Contextualization		
Argumentation		
Evidence		
Interpretation		

Support of an argument is the main skill being assessed with this short exit slip. For feedback, I encourage students to share their responses and ask their classmates to comment on whether the evidence provided was appropriate and meaningful.

Module 2: In Between the Wars: A Time of Turmoil (*continued*)**Essential Questions:**

- ▶ What caused the economic problems in the 1920s and 1930s, and how did the affected nations respond to these challenges?
- ▶ How did the leaders of Germany, Italy, Spain, Russia, and Japan attempt to or successfully build totalitarian states in the 1920s and 1930s?
- ▶ How did governments try to eliminate individuals or groups of individuals within their respective states for ethnic, religious, or political reasons?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation
 Periodization
 Comparison
 Contextualization
 Argumentation
 Evidence
 Synthesis

Formative Assessment: Essay

Students write a written response to the question, *Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.*

Causation
 Periodization
 Comparison
 Contextualization
 Argumentation
 Evidence
 Interpretation
 Synthesis

Summative Assessment: Creating a DBQ

Students select one of this module's essential questions and they create their own document-based question and response. First, students conduct traditional research to create a working thesis in response to their chosen essential question. Next, they locate at least six to eight primary or secondary source documents in support of their thesis: these serve as the "documents" for their question. Finally, students write a written response to the question that includes references to the sources they located as textual evidence in support of their thesis.

(Learning objectives addressed: INT-6, INT-8, PP-8, PP-11, PP-15, PP-16, OS-12, SP-5, SP-6, SP-8, SP-10, SP-13, SP-14, SP-17, IS-5, IS-7, IS-8, IS-10)

I provide written feedback based on a scoring rubric. The advanced category on the rubric reads, "The student created an argument analyzing the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s, and justified his or her assertion with specific and accurate historical facts and content vocabulary." Students' performance on this assessment informs my decisions about future instruction.

This summative assessment addresses one of the essential questions for this module.

Module 3: Cold War World

Essential Questions:

- ▶ How did the events at the end of World War II contribute to the emergence of the Cold War, and what was the result of the U.S.–Soviet rivalry? ▶ How did Western Europe recover so successfully post–World War II, and would that prosperity last? ▶ What circumstances led to the postwar colonial independence movements?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapter 29	Instructional Activity: Formation of the United Nations Students read and mark “Background on the United Nations” prior to class. In small groups, students work together in class to answer an assigned section of the discussion questions that accompany the article. Each group puts together a mini-report from their preassigned section of the questions and presents to the class. If time permits, students read and mark “A Call for Reform.”
Continuity and Change	Web	
Periodization	Timmons, “The United Nations and Reform”	
Contextualization		
Evidence		

Causation	McKay et al., chapter 29	Instructional Activity: The United States and the Soviet Union — Sources of Discord Utilizing “Lesson 1: Sources of Discord, 1945–1946,” each student is assigned an excerpt to read and mark on the decisions made at either the Yalta or Potsdam Conferences. Students pair with someone who did not read their excerpt and share information. Students next read and mark an account of either the first meeting or second meeting of the Council of Foreign Ministers to determine the fate of the decisions made at Yalta and Potsdam. Class discussion follows and students speculate as to whether the objectives and goals of the conferences were realistic. To conclude the activity, students read one of two primary sources from officials who speculate as to why cooperation between the superpowers broke down. Students summarize the opinions of these two sources and their validity.
Comparison	Web	
Contextualization	“The Origins of the Cold War, 1945–1949”	
Evidence		
Argumentation		
Interpretation		

“Background on the United Nations,” “Discussion Questions,” and “A Call for Reform” can all be found on “The United Nations and Reform” Web page.

If time remains after completion of the activity, I conduct a brief class debate as indicated in the Extension Activities section of the Web page. The second activity gives a list of suggested debate topics.

The next three activities come from the EDSITEment website, “The Origins of the Cold War, 1945–1949.” Each of these three lesson plans has numerous activities, textual primary resources, graphic organizers, and questions, as well as suggestions on how to save valuable class time. On the left side of the page, one can find “Guiding Questions,” “Learning Objectives,” and “Preparation Instructions.”

Essential Questions:

- ▶ How did the events at the end of World War II contribute to the emergence of the Cold War, and what was the result of the U.S.–Soviet rivalry?
- ▶ How did Western Europe recover so successfully post–World War II, and would that prosperity last?
- ▶ What circumstances led to the postwar colonial independence movements?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 29	Instructional Activity: Description of the U.S. Policy of Containment With my assistance, students read aloud two famous documents found through “Lesson 2: The Strategy of Containment, 1947–1948” on the EDSITEment website; the first document is Clark Clifford’s 1946 memo to President Truman and the second is a 1947 article by State Department official George Kennan. Periodically, students stop and answer questions regarding the two documents as they relate to the policy of containment. Next, divide students into two groups and assign each to read either a pro– or anti–Truman Doctrine source. Using evidence found in the sources, students create a pros-and-cons Truman Doctrine list. Students repeat the procedure with the documents regarding the Marshall Plan.
Comparison	Web	
Contextualization	“The Origins of the Cold War, 1945–1949”	
Evidence		
Argumentation		
Interpretation		
<hr/>		
Causation	McKay et al., chapter 29	Formative Assessment: Exit Slip At the conclusion of the above activity, as their exit slip from class, students write a response to the question, <i>Do you believe that Clifford and Kennan (sources read at the beginning of the previous activity) would have approved of the Marshall Plan? Use evidence to support your claim.</i>
Comparison	Web	
Contextualization	“The Origins of the Cold War, 1945–1949”	
Argumentation		
Evidence		
Interpretation		
Synthesis		

Given the difficulty of the Clifford and Kennan documents, this exit-slip activity is an excellent way to assess whether students understood the content and arguments made by these two gentlemen or whether the material needs to be reviewed. Written feedback is given to students, and the stronger responses are shared at the start of the next class.

Essential Questions:

- ▶ How did the events at the end of World War II contribute to the emergence of the Cold War, and what was the result of the U.S.–Soviet rivalry? ▶ How did Western Europe recover so successfully post–World War II, and would that prosperity last? ▶ What circumstances led to the postwar colonial independence movements?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	McKay et al., chapter 29	Instructional Activity: NATO versus Warsaw Pact Students arrive in class with knowledge of the Berlin Airlift and having read and marked the excerpts from the NATO alliance available on “Lesson 3: The Formation of the Western Alliance, 1948–1949” (under the “Lesson Activities” tab). I pair students to answer the corresponding questions. Students respond to the questions regarding NATO in a class discussion. In a brief PowerPoint presentation, I provide students with information regarding the Soviet response to NATO: the Warsaw Pact. Students discuss similarities and differences of the two alliance systems and color a map to indicate which countries belonged to which alliance.
Comparison	Web	
Contextualization	“The Origins of the Cold War, 1945–1949”	
Argumentation		
Evidence		
Interpretation		
Causation	McKay et al., chapters 29–31	Instructional Activity: What is the Welfare State? Students read and mark Daley’s article; then, in small groups, they write a description of the term <i>welfare state</i> . Next, students view the “From the Cradle to the Grave” clip from PBS’s <i>The Ascent of Money</i> . Using knowledge acquired from both the article and video, students create a pros-and-cons list regarding the creation and maintenance of the welfare state. Students conclude the activity by deciding to be in favor of a welfare state or against it. Each side creates a slogan that exemplifies their belief to share with the class.
Comparison	Web	
Contextualization	Daley, “Danes Rethink a Welfare State Ample to a Fault”	
Argumentation	“From the Cradle to the Grave”	
Evidence		
Interpretation		
Synthesis		
Continuity and Change	McKay et al., chapters 29–31	Instructional Activity: Political Cartoon Review Using as a reference the five elements of political cartoons learned in Unit 3, students begin class by analyzing two political cartoons. Students think-pair-share with one another to discuss which elements are present and how the cartoons relate to the information learned in the previous two activities. Partners share their thoughts on the political cartoons with their peers in a class-discussion format.
Comparison	Web	
Contextualization	“European Welfare State”	
Argumentation	Fitzpatrick, “Marshall Plan, 1947”	
Evidence		
Interpretation		
Synthesis		

Essential Questions:

- ▶ How did the events at the end of World War II contribute to the emergence of the Cold War, and what was the result of the U.S.–Soviet rivalry? ▶ How did Western Europe recover so successfully post–World War II, and would that prosperity last? ▶ What circumstances led to the postwar colonial independence movements?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation
Continuity and Change
Comparison
Contextualization
Argumentation
Evidence
Interpretation

Web
AP European History
2005 Free-Response
Questions, Section II,
Part A

Formative Assessment: Comparing Opposing and Changing Perspectives Using DBQ Documents

Using a modified version of the 2005 DBQ, students read the documents independently and then gather in small groups to analyze them for content as well as audience, purpose, historical context, and/or point of view. Students discuss how the documents could be used to answer the question. On poster board, each group arranges an outline that includes an introduction, a thesis statement, and a viable arrangement of the documents with text evidence underlined. Groups should also answer each of the following for every document used: Who was the intended audience? What was the purpose of the document? What was the author's point of view? Posters are arranged on the walls and students move from poster to poster quietly discussing the merits and/or problems of each. The class reconvenes to discuss the posters.

Causation
Continuity and Change
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

McKay et al., chapters
29–31

Instructional Activity: Decolonization Pamphlet

As a review of imperialism, students write a response to the bell ringer, *Why did European countries colonize Africa, Asia, and the Middle East in the late 19th century and early 20th century?* Students share their responses and then respond to a second question, *What factors contributed to the process of decolonization in the period 1914 to 1975?* Students respond and we create a list on the board. In small groups, students independently research the decolonization experiences of one country and create an informational pamphlet. Topics covered should include history before, during, and after colonization; why they were colonized; who led the movement to decolonize; how decolonization was achieved; and what the current state of the country is.

For this assessment I modify the DBQ by limiting the number of documents to seven and slightly revising the prompt to, Evaluate the various and changing views regarding Western European unity from 1946 to 1989.

I circulate while students are working to answer questions and provide some feedback, but the real feedback comes in our concluding discussion when students share their thoughts on each other's posters.

This pamphlet assignment was created to encourage students to delve more deeply into decolonization by researching a single country's experiences. Students are creating a pamphlet that is markedly different in purpose from the one they developed earlier in the year but it should still be electronically created. Students share their pamphlet with their peers upon completion, and a class discussion about the experiences of decolonization can occur, if time permits.

Essential Questions:

- ▶ How did the events at the end of World War II contribute to the emergence of the Cold War, and what was the result of the U.S.–Soviet rivalry?
- ▶ How did Western Europe recover so successfully post–World War II, and would that prosperity last?
- ▶ What circumstances led to the postwar colonial independence movements?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation

Continuity and Change

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Summative Assessment: Multiple-Choice Test and Essay

Students answer 25 multiple-choice questions and the following essay question:

Using specific examples from Eastern and Western Europe, discuss economic development during the period from 1945 to the present, focusing on one of the following:

- ▶ Economic recovery and integration
- ▶ Development of the welfare state and its subsequent decline

(Learning objectives addressed: INT-6, INT-8, PP-5, PP-15, SP-5)

This summative assessment addresses the following essential questions:

- ▶ *How did the events at the end of World War II contribute to the emergence of the Cold War, and what was the result of the U.S.–Soviet rivalry?*
- ▶ *How did Western Europe recover so successfully post–World War II, and would that prosperity last?*

► INT-6, INT-7, INT-11, PP-4, PP-5, PP-10, PP-12, PP-14, PP-15, OS-8, OS-10, SP-1, SP-5, SP-9, SP-10, SP-17, SP-19, IS-3, IS-4, IS-7, IS-8, IS-10

► 4.1.IV, 4.1.VI, 4.2.V, 4.3.II, 4.3.III, 4.4.I, 4.4.II, 4.4.III

4 class sessions

Module 4: Post–Cold War World

Essential Questions:

► **What caused the fall of communism in the Soviet Union? How has the leadership in countries that made up the former Soviet Union met the challenges of postcommunist reconstruction of their respective countries?** ► **How did the economic struggles of Europe in the 1970s contribute to the political and social changes both then and now?** ► **Why did anti-communist revolutions sweep through Eastern Europe in 1989, and what were the consequences?**

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	McKay et al., chapters 30 and 31	<p>Instructional Activity: Soviet Union, 1945 to the Present</p> <p>After a brief PowerPoint lecture on the Soviet Union and its leadership from 1945 to the present, students divide into five groups. Each group researches one of the following five topics: government and politics, the economy, geography, foreign relations, or culture and religion. Groups need to explore these topics under three distinct time periods: 1945–1991 (communism), 1991–1999 (new democracy and the Yeltsin years), and 1999–2014 (the Putin years). Students answer guiding questions and investigate key terms in order to understand the changes that occurred from 1945 to the present. Groups present their findings to the class in a presentation mode of their own choosing.</p>
Continuity and Change		
Comparison	Web	
Contextualization	Hambouz and Khan, “Out with the Old, in with the New”	
Evidence		
Causation	McKay et al., chapters 30 and 31	<p>Instructional Activity: Voices of Dissent Propaganda Poster</p> <p>As a bell ringer, students independently read documents from the 2009 (Form B) DBQ in order to establish possible causes of the 1968 crisis and locate textual evidence to support their beliefs. Students share their findings during a class discussion, then brainstorm additional groups that challenged traditional norms. In pairs, they research a group that represents another voice of dissent from this historical period, such as the Solidarity movement, Basque separatists, the IRA, Chechen rebels, the Green Party, the Austrian Freedom Party, WTO protests, or the French National Front. Student groups create propaganda posters that represent the objective of the group they researched, and the posters are displayed around the class. Students participate in a gallery walk to view each other’s work. A class discussion of the posters and the voices of dissent they represent ends the class period.</p>
Continuity and Change		
Comparison	Web	
Contextualization	AP European History 2009 Free-Response Questions (Form B), Section II, Part A	
Argumentation		
Evidence		
Interpretation		
Synthesis		

This lesson is loosely based on “Out with the Old, in with the New” from the New York Times. It was created to only include the Soviet era and the Yeltsin years. I altered it to include the Putin administration but still use the group distinctions, guiding questions, and key terms provided by the authors. Additional questions and key terms are added to represent the Putin years of power.

Essential Questions:

► What caused the fall of communism in the Soviet Union? How has the leadership in countries that made up the former Soviet Union met the challenges of postcommunist reconstruction of their respective countries? ► How did the economic struggles of Europe in the 1970s contribute to the political and social changes both then and now? ► Why did anti-communist revolutions sweep through Eastern Europe in 1989, and what were the consequences?

Historical**Thinking Skills****Materials****Instructional Activities and Assessments**

Causation

Continuity and Change

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Formative Assessment: Short Writing on Demand

Students write a response to both of the following prompts:

- Explain the ways in which the Common Market and collapse of the Soviet Union changed the political balance of power, the status of the nation-state, and global political alliances.
- Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of history.

Feedback is given individually to students. A generic rubric is used to assess student level of proficiency. For example, an advanced category might read, “The student created a written response that identified and evaluated appropriate evidence in support of a thesis.” These short responses are important to assess whether students have mastered the skills necessary to successfully answer a question by analyzing the question, evaluating the evidence necessary to address the question, and, finally, creating a written response.

Causation

Continuity and Change

Comparison

Contextualization

Argumentation

Evidence

Instructional Activity: Group Free-Response Question

In small groups, students research and write an outline to answer the question, *Identify four specific changes in sciences and technology, and explain their effects on Western family and private life between 1918 and 1970.* Groups write the thesis statement and outline their body paragraphs to share with the class.

Essential Questions:

► What caused the fall of communism in the Soviet Union? How has the leadership in countries that made up the former Soviet Union met the challenges of postcommunist reconstruction of their respective countries? ► How did the economic struggles of Europe in the 1970s contribute to the political and social changes both then and now? ► Why did anti-communist revolutions sweep through Eastern Europe in 1989, and what were the consequences?

Historical Thinking Skills**Materials****Instructional Activities and Assessments**

Causation	Web	Summative Assessment: Multiple-Choice Test and Essay
Continuity and Change	AP European History	Students answer 50 multiple-choice questions and write a written response to the 2011 (Form B) document-based question, <i>Analyze views concerning immigration to Europe in the second half of the 20th century and explain how these views changed.</i>
Comparison	2011 Free-Response Questions (Form B),	
Contextualization	Section II, Part A	
Argumentation		(Learning objectives addressed: INT-7, PP-12, PP-14, SP-9, SP-17, IS-7, IS-10)
Evidence		
Interpretation		
Synthesis		

◀ *This summative assessment addresses the essential question, How did the economic struggles of Europe in the 1970s contribute to the political and social changes both then and now?*

Resources

All links to online resources were verified before publication. In cases where links are no longer working, we suggest that you try to find the resource by doing a keyword Web search.

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