



AP[®] European History

Course Planning and Pacing Guide

Christopher W. Freiler

Hinsdale Central High School ▶ Hinsdale, IL

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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 four 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

Hinsdale Central High School ▶ Hinsdale, IL

School A public high school in suburban Chicago.

Student population Approximately 2,800 with the following demographics:

- ▶ 77 percent Caucasian
- ▶ 13.5 percent Asian
- ▶ 4.5 percent Hispanic
- ▶ 2.5 percent African American
- ▶ 2.5 percent two or more races

Approximately 5 percent of the student body are low-income students. Ninety-eight percent of our students attend college or university. Twenty-five percent of students take AP® European History.

Instructional time Hinsdale Central High School begins the school year in mid-to-late August. There are 182 instructional days, and class periods are 50 minutes long.

Student preparation AP European History is an elective course taken almost exclusively by sophomores, most of whom took World History Honors as freshmen.

Textbooks **Textbook:** Kishlansky, Mark, Patrick Geary, and Patricia O'Brien. *Civilization in the West: Since 1300*. Advanced Placement Edition. 6th ed. New York: Pearson Longman, 2006.

Primary source reader: Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretations: From the Renaissance to the Present*. 7th ed. New York: McGraw-Hill, 2008.

Overview of the Course

AP European History is the first AP course most students take at Hinsdale Central. This provides me the opportunity to shape student expectations and lay down important study habits. It also means that teaching this course requires more introductory work and skill reinforcement with our sophomore population. The majority of students come to the course with full knowledge of its rigor and workload; however, with our department's open enrollment policy, many students require significant preparatory work with primary sources, writing, and deeper historical analysis.

The curriculum framework fits well with the needs of my students and my teaching approach — a strong focus on meaning and connections. My students possess the enthusiasm to engage significant content, but they often lack the sophistication to see the big picture or recognize overarching themes. These strengths and weaknesses incline my teaching toward a continual reinforcement of course themes and unit key concepts. My approach is based on employing a variety of strategies, including lectures, discussions, seminars, projects, debates, small-group work, primary source jigsaws — anything to keep the classroom fast-paced and avoid a stale predictability. Occasionally I even offer students a choice in their summative assessments, providing those who want it a chance to perform, while others observe.

The outset of the course provides an opportunity to establish the important narratives and structures that define what follows. One of my tasks with social history is to “complexify” my students' understanding through the use of sources (primary and secondary), assignments, and in-class activities that elicit substantive accounts of issues like gender, family, and social group/class.

Students often find the material addressing great powers, monarchs, wars, and treaties from 1650–1789 to be overwhelming. To focus attention on the issue of balance of power (BOP), I encourage students to consider each nation at any given time according to this paradigm: Challenges (e.g., lack of resources, religious conflicts) → Response (e.g., policies [perhaps of reform, such Peter the Great's]) → Result (in terms of shifts in the BOP).

Much of the skill teaching and reinforcement in class revolves around posing accessible historiographical questions and then providing students with primary and secondary sources to answer them. In my experience, students need about six to eight opportunities for practice per year to master the document-based question (DBQ), particularly addressing point of view and deepening their analysis of the documents, especially the nuances of interpretation. For example, some students select for their quarter project a debate on whether Europe was better off by 1850 as a result of the Industrial Revolution. Prior to the debate, we may use the Manchester DBQ from the 2002 exam to identify the issues raised by industrialization and preview the varying perspectives it raised among contemporaries. The historiographical question drives the activities and discussion in class, providing an effective way to introduce students to the methods and goals of historians. The DBQ in this case acts, on one hand, as a microcosm of the process of historical investigation, and on the other, as a formative assessment — to measure students' abilities to interpret and employ sources in recreating the past and forming historical arguments.

Overview of the Course *(continued)*

If I need to gauge student understanding at the outset or conclusion of class, I often use a brief assessment that involves student choice. This is also the approach of the reading guide questions that I provide to students for each instructional unit and which I periodically collect. For example, if I want to give students a chance to demonstrate their understanding of Italian Renaissance humanism, I offer them a choice of prompts. They may select from one of the following and take 10–15 minutes to construct their response:

- ▶ Write a journal entry as a Renaissance humanist and convey the activities and attitudes of such.
- ▶ Explain two reasons why the Renaissance took root first in Italy and one reason why it spread to the rest of Europe.
- ▶ List five Renaissance humanists, identify their most important contributions, and then define the term *humanism*.
- ▶ Draw an organizer that provides three or four of the key features of humanism along with appropriate illustrations.

Short writing activities like these help prepare students for the short constructed responses that are now part of the exam format, and serve as a creative and concise method for engaging students and evaluating their understanding of those vital course themes and key concepts.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	c. 1450 to c. 1648	30–40	<p>To establish that we take social history seriously and encourage students to synthesize a wide range of developments into an explanatory framework, I assign a historiographical paper on the phenomenon of witchcraft accusation, drawing on a variety of sources. Likewise, when we address the Renaissance, Reformation, and scientific revolution in this unit, I draw students' attention to how these movements led to a new method of knowing and criteria for knowledge (epistemology) and a new model of the universe (cosmology). I find Alfred Crosby's <i>The Measure of Reality</i> a useful resource in presenting the shift from an ancient/medieval qualitative to a modern quantitative view of experience, addressing double-entry bookkeeping, perspective in art, Arabic numerals, cartography, and musical notation. For economic theory and developments, we concentrate on the rise of a money economy, which developed alongside the persistence of feudalism. In politics, this was a time of tension between centralization, on one hand, and localism and traditional corporate checks on the other; we discuss this tension along with the development of political theories and notions of legitimacy.</p>
2	c. 1648 to c. 1815	30–40	<p>In this unit, the course moves more explicitly from early modern to modern. A key driver toward modernism is the commercial revolution and its effects on both Europe and colonial areas. We connect the revolution in trade to alterations in the class structure, consumerism, and the diplomatic balance of power, as Europe comes to dominate a global network of trade. Commercial expansion fed rising expectations and notions of progress, leading to the Enlightenment, which was an effort to apply the principles of the scientific revolution to human endeavors. I link this scientific approach back to politics and political theory, emphasizing the social contract, natural laws, and the effort to rationalize the state in the interest of maximizing resources (e.g., enlightened despotism). It is important here to address developments in eastern Europe as important in their own right, and also as a contrast with western Europe, especially after 1650 when the two areas drew further apart.</p> <p>The axial point of this unit (and the course overall) is the French Revolution. I already have an eye on explaining it in this unit when teaching absolutism, particularly its French manifestation. I use Tim Blanning's <i>The Pursuit of Glory</i> to provide an excellent conceptual framework for this period and a framework for often-neglected topics such as the development of the public sphere and changes in communication.</p>

Pacing Overview *(continued)*

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
3	c. 1815 to c. 1914	30–40	<p>To provide a conceptual focus for an era rich in complex developments, I employ Eric Hobsbawm’s notion of the “dual revolution” — the major developments of this century can be traced back to the residual effects of the incomplete French Revolution and/or the transforming impact of the Industrial Revolution on economics. I lecture on the Congress of Vienna, and how the remainder of the 19th century takes its cue from that treaty and the French Revolution. In addition, I present the political ideologies as attempts at coherent belief systems that both explain the world as it is and seek to transform it according to a philosophical blueprint. Competition among these worldviews helps frame developments up to the First World War.</p> <p>By the end of this period, students should come away with a firm grasp of what it means to be “modern,” particularly for ideas and society. Gender and family become framing devices for examining the effects of the Industrial Revolution and also for how ideas and politics can alter them, as with the emergence of childhood and feminism. The unit concludes with a portrait of Europe on the eve of the First World War, which can be seen in the art, ideas, and other cultural artifacts of <i>la belle époque</i> (the golden age), or the <i>fin de siècle</i> (end of an era), depending on one’s perspective.</p>
4	c. 1914 to the Present	30–40	<p>In Unit 4, we get to 1914 — the “moral center” of my course. Up until that point Europe had been rising in power, only to be followed by the tragedy of the Great War. The First World War marks a turning point politically, economically, socially, and diplomatically. The aftermath of the war can be seen as a three-sided struggle between liberal democracy, fascism, and Soviet communism, as presented in Mark Mazower’s <i>Dark Continent</i>. This struggle reaches a climax with World War II, but it continues in a different form with the Cold War. The world wars and the Great Depression also transformed the relationship between the individual and society, whether in terms of economic theory or demographic and social developments. Moreover, by 1945, Europe had entered an intellectual watershed, as the devastation of European civilization called into question the optimistic assumptions of modernism, opening the door for a new skepticism in values, youth culture, postmodernism, and environmentalism.</p> <p>In the post-1945 era, I teach the causes, continuation, and conclusion of the Cold War (concentrating on responsibility); the relationship between the Soviet Union and Eastern Europe; Western Europe’s recovery in pulling back (from colonies) and together (through unity); the economic and social developments of a post-modern Europe (e.g., the welfare state, demographics, critics of Western society); and intellectual and cultural developments framed by the modernist/postmodernist tension.</p>

Essential Questions:

- ▶ What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture?
- ▶ To what extent did the Renaissance represent a distinct break from the Middle Ages?
- ▶ How and why did Europeans engage in overseas exploration and colonization? What impact did these encounters have on both Europe and the colonized?
- ▶ In what ways and how successfully did monarchs attempt to centralize their nations and justify this increase in state power?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Continuity and Change
 Periodization
 Comparison
 Argumentation
 Evidence
 Interpretation
 Synthesis

Kishlansky, Geary, and O'Brien, chapters 10 and 11
 Sherman, chapter 1
Web
 Art History Resources
 Internet Medieval Sourcebook (includes Renaissance)

Instructional Activity:
 Using primary sources, art, music, and secondary interpretations (Burckhardt and Burke in chapter 1), students identify two to three important cultural characteristics of the Middle Ages and Renaissance using a provided worksheet. This activity helps students address the historiographical question, *The Renaissance was a distinct break from the Middle Ages.*

Continuity and Change
 Periodization
 Comparison
 Argumentation
 Evidence
 Interpretation
 Synthesis

iTunes (search for “Gregorian chant” and “de Machaut” for polyphonic)

Instructional Activity:
 Students divide into two teams — pro and con on the question from the previous activity. They use their worksheets to argue their side, paying attention to issues of periodization, stereotyping, and selective use of data.

This activity establishes course expectations regarding higher-level thinking skills. Additionally, it focuses student attention on what historians do: generate arguments and use evidence. This chestnut of a historiographical question also provides a chance to debunk stereotypes most students have about the Middle Ages.

The impromptu debate gives me my first opportunity to evaluate students’ ability to interpret evidence, make arguments, and defend a position. This is particularly helpful to establish baselines at the beginning of the year and identify areas of focus throughout the year.

Module 1: Expanding Europe – Renaissance, Exploration, and New Monarchs, 1300–1550 (*continued*)**Essential Questions:**

► What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture? ► To what extent did the Renaissance represent a distinct break from the Middle Ages? ► How and why did Europeans engage in overseas exploration and colonization? What impact did these encounters have on both Europe and the colonized? ► In what ways and how successfully did monarchs attempt to centralize their nations and justify this increase in state power?

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

Causation Continuity and Change Periodization Comparison	Kishlansky, Geary, and O'Brien, chapter 10	Instructional Activity: Using the textbook chapter on the late Middle Ages, students work in small groups to identify 10 dates prior to 1450 that represent important trends and contributions of the ancient and medieval periods. In their groups, students analyze how the following relate to the themes of crisis and upheaval in the later Middle Ages: Black Death, peasant and urban revolts, Hundred Years' War/dynastic conflict, Babylonian captivity/Great Schism, vernacular literature/nominalism. Students take notes on a discussion connecting the trends of the late Middle Ages with those of the Renaissance.
Continuity and Change Contextualization Evidence	Kishlansky, Geary, and O'Brien, chapter 11	Instructional Activity: Students take notes as I give a lecture introducing relevant concepts of social history (e.g., class, gender, child rearing, demographics, education) and indicate their importance as categories of analysis throughout the course.
Continuity and Change Contextualization Evidence	Kishlansky, Geary, and O'Brien, chapter 11	Formative Assessment: From chapter 11, students identify two to three key trends and three to four relevant terms of the Renaissance, and using them, in small groups, they create and present a skit on the following elements of Renaissance social life: marriage negotiations, economic activities, civic activities/festivals, child rearing, and religion. Each group chooses just one topic for their skit.

This activity accounts for students who learn through creative application and allows me to gauge the connection between style and substance. I use a rubric that identifies the features of each category (style and substance) to provide specific feedback and encourage students to apply their learning in creative ways.

Module 1: Expanding Europe – Renaissance, Exploration, and New Monarchs, 1300–1550 (continued)

Essential Questions:

► What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture? ► To what extent did the Renaissance represent a distinct break from the Middle Ages? ► How and why did Europeans engage in overseas exploration and colonization? What impact did these encounters have on both Europe and the colonized? ► In what ways and how successfully did monarchs attempt to centralize their nations and justify this increase in state power?

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

Comparison	Wiesner, Ruff, and Wheeler, vol. 1, chapter 11	Instructional Activity: Students read brief selections from Castiglione's <i>The Courtier</i> (in chapter 11) on the education and ideal behavior of men and women. Using the APPARTS framework for document analysis (see Greer), students use a chart to compare and contrast gender roles during the Renaissance.
Contextualization		
Evidence		
Interpretation		
	Web Greer, "Primary Source Strategies"	
Contextualization	Kishlansky, Geary, and O'Brien, chapter 11	Instructional Activity: Students use chapter 11 and the primary and visual sources from chapter 1 to develop a conceptual map of Renaissance humanism. Students with computer access can use the Inspiration software program for their visual map. Otherwise, the map can be drawn using pen and paper.
Synthesis		
	Sherman, chapter 1	
Comparison	Kishlansky, Geary, and O'Brien, chapter 12	Instructional Activity: While I lecture, students take notes on some common features of the new monarchs' efforts at state building, such as taming nobles, creating agencies and bureaucracies, establishing taxation, controlling and creating armies, bringing churches under greater control, and exploration.
Contextualization		
Argumentation		
Interpretation		

The visual map shows the ability of students to use evidence to demonstrate a conceptual understanding of a key term. I check for understanding by noting student attention to the relation between evidence and concepts. For review, I explain related concepts, such as revival of the classics, glorification of human potential/body, virtú, secularism, etc. Students may use the map on their first in-class timed essay.

Module 1: Expanding Europe – Renaissance, Exploration, and New Monarchs, 1300–1550 (*continued*)**Essential Questions:**

► What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture? ► To what extent did the Renaissance represent a distinct break from the Middle Ages? ► How and why did Europeans engage in overseas exploration and colonization? What impact did these encounters have on both Europe and the colonized? ► In what ways and how successfully did monarchs attempt to centralize their nations and justify this increase in state power?

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

Comparison
Contextualization
Argumentation
Interpretation

Kishlansky, Geary, and
O'Brien, chapter 12

Formative Assessment:

Students select a specific nation (England, France, Spain, Russia, or the Holy Roman Empire) and write a brief and focused essay assessing its development according to the following model: Challenge → Response → Result. Students identify the challenges each nation faced (e.g., religious conflicts) and the policies rulers enacted (e.g., establishing courts), and assess the results on the balance of power.

Causation
Comparison
Evidence

Web
"Johannes Schöner's
Globe of 1520"
"Psalter World Map, c.
1265"

Instructional Activity:

Viewing a projection of the Psalter map and Schöner's 1520 map, in small groups, students discuss the conceptual differences between the two. Next, they take notes on a visual organizer during a slideshow presentation on the means and motives of European exploration, and they establish a connection between the phenomena of exploration and colonization and the change in worldviews suggested by the maps.

This assessment introduces an approach toward state building that we employ throughout the year and should focus student attention on the big picture of centralization versus localism, the competitive European state system, and ongoing themes for each nation. Students receive written and verbal feedback, and I provide additional examples if necessary for further conceptual depth on the assigned model.

Module 1: Expanding Europe – Renaissance, Exploration, and New Monarchs, 1300–1550 (*continued*)**Essential Questions:**

► What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture? ► To what extent did the Renaissance represent a distinct break from the Middle Ages? ► How and why did Europeans engage in overseas exploration and colonization? What impact did these encounters have on both Europe and the colonized? ► In what ways and how successfully did monarchs attempt to centralize their nations and justify this increase in state power?

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

Causation	Video	Instructional Activity:
Continuity and Change	<i>The Day the Universe Changed: Point of View: Scientific Imagination In the Renaissance</i>	Students take notes as they view the episode of <i>The Day the Universe Changed</i> .
Contextualization		Formative Assessment:
Argumentation		Using their notes from the previous activity, in a one-page essay, students respond to the question, <i>How were trade, exploration, revival of the classics, and new methods in art interrelated in the 15th century?</i>
Interpretation		

The video series by Burke models the ways in which historians seek connections and establish causal links. The prompt focuses students' attention on these tasks by asking them to use evidence in the service of argument, not just to consider it as a bunch of stand-alone facts. I provide written feedback to students and, if necessary, provide them with models of writing that make effective links of causation.

Causation	Kishlansky, Geary, and O'Brien, chapter 12	Instructional Activity:
Periodization	Sherman, chapter 3	Students think about why the year 1492 might be considered the most important of the last millennium. Then, using the textbook and the website, students identify the transfer of goods, practices, and microbes that constituted the Columbian Exchange (this can be done in class or for homework). In small groups, students jigsaw (divide and share) the secondary sources from chapter 3 (Reed, Bush, and Nash) and present this argument to their group members. To end the lesson, students discuss why 1492 might be considered a turning point in (European) history.
Contextualization		
Argumentation	Web	
Interpretation	"The Columbian Exchange: Plants, Animals, and Disease between the Old and New Worlds"	
Synthesis		

Module 1: Expanding Europe – Renaissance, Exploration, and New Monarchs, 1300–1550 (*continued*)**Essential Questions:**

- ▶ What were the features of Italian Renaissance humanism, and what impact did they have on European society, politics, ideas, and culture? ▶ To what extent did the Renaissance represent a distinct break from the Middle Ages? ▶ How and why did Europeans engage in overseas exploration and colonization? What impact did these encounters have on both Europe and the colonized? ▶ In what ways and how successfully did monarchs attempt to centralize their nations and justify this increase in state power?

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

Contextualization

Argumentation

Evidence

Synthesis

Summative Assessment:

After conducting research and producing a brief (three page) paper in which they analyze an assigned character's connection to humanism, selected students present a Renaissance humanist in a book-signing skit. Performing students portray one of the following: Castiglione, Machiavelli, Alberti, Gutenberg, Valla, de Pisan, Petrarch, Bruni, or Mirandola. Each character reads selections from a key work, places these ideas in context, and responds to the ideas of the other panelists through discussion and argument.

Observing students ask questions and complete a chart in which they use four adjectives to describe each figure, identify three ways in which each connects to humanism, and write out two questions they'd like to ask. These are collected to check for completion and attention to the themes of Renaissance humanism.

(Learning objectives addressed: OS-5, OS-9, SP-1, SP-10, IS-3, IS-4, IS-6, IS-7, IS-9)

Contextualization

Argumentation

Evidence

Synthesis

Summative Assessment:

All students answer 25 multiple-choice questions (with stimulus material) and select one extended essay from the following prompts:

- ▶ Analyze how humanist ideas affected TWO of the following areas of Italian Renaissance society: art, education, gender, politics.
- ▶ Choose TWO of the following nations in the 16th century and evaluate how successfully they centralized power: England, France, Spain, the Holy Roman Empire.
- ▶ Identify and analyze ONE significant impact that exploration had on Europe and ONE significant impact it had on the Americas.

(Learning objectives addressed: INT-7, INT-9, OS-5, OS-9, SP-1, SP-2, SP-11, SP-13, IS-6, IS-9)

I assess students with a rubric that for the paper measures student understanding of Renaissance themes and their research (40 percent), and for the presentation it measures research, understanding, and interest of the character portrayal (60 percent).

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

c. 1450 to c. 1648

Module 2: Religious Reform and Warfare, 1517–1648

Learning Objectives:

▶ INT-7, PP-9, PP-13, OS-2, OS-3, OS-9, OS-11, SP-1, SP-2, SP-3, SP-10, SP-11, SP-13, SP-15, IS-1, IS-3, IS-4, IS-6, IS-7, IS-9

Key Concepts:

▶ 1.1.I, 1.1.II, 1.1.III, 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III, 1.5.II, 1.5.III, 1.5.IV, 1.5.V

Estimated Time:

10–11 class sessions

Essential Questions:

▶ What were the causes of Protestant and Catholic Reformations? What was the nature of each? ▶ How did changes in religious doctrine and practice affect society, culture, and ideas? ▶ What impact did the religious wars have on the relationship between church and state and the balance of power?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation Contextualization Evidence	Web della Francesca, <i>Flagellation</i> Grünewald, <i>Crucifixion</i>	Instructional Activity: Viewing projected images of <i>Flagellation</i> and the <i>Crucifixion</i> , students compare the paintings in terms of subject matter, style, and goal of the artist. This discussion can be supplemented with additional works of art to bring out the different preoccupations of the northern Renaissance as compared with the Italian Renaissance.
Causation Contextualization Evidence		Instructional Activity: Students take notes on an overview of late medieval spirituality, focusing on the status of the papacy, heresy, the effects of the Black Death, the lay piety movement, and anxiety over salvation (e.g., indulgences). Students identify the key attributes of Christian humanism, with particular reference to Erasmus.
Continuity and Change Comparison Evidence Synthesis	Kishlansky, Geary, and O'Brien, chapter 13 Sherman, chapter 2	Instructional Activity: Students note the important issues of clerical abuses and differing notions of salvation and church authority while I lecture on the indulgence controversy and give background on Luther's spiritual journey and his attack on the Catholic Church. Next, using the selections in chapter 2 (three by Luther, one by Calvin, and one by Jesuits), which they read for homework, as well as the information from the lecture, students identify views of the Catholic Church, Luther, Zwingli, and Calvin on the following: justification, spiritual authority, sacraments and their meaning, church–state relations, and liturgy/style. For purposes of comparison, students create a visual organizer to compare Protestant and Catholic theology on the issues above.
Argumentation Evidence Interpretation Synthesis	Kishlansky, Geary, and O'Brien, chapter 13 Sherman, chapter 2	Instructional Activity: Students use their organizers from the previous activity for a discussion in which the class compares and contrasts how the various Christian theologies interpreted key doctrines such as salvation, church authority, views of sacraments, relationship between church and state, and style of worship.

For visuals throughout the course, students either receive hard copies (if available) or view projections. The latter are preferable in cases where fine detail and color are necessary for student analysis.

This comparison activity allows me to briefly check student understanding of the theological issues in which many students (in my experience) lack even a basic grounding. I clear up any stereotypes or misconceptions.

Module 2: Religious Reform and Warfare, 1517–1648 (continued)

Essential Questions:

► What were the causes of Protestant and Catholic Reformations? What was the nature of each? ► How did changes in religious doctrine and practice affect society, culture, and ideas? ► What impact did the religious wars have on the relationship between church and state and the balance of power?

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

Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 13
Sherman, chapter 2

Formative Assessment:

Students write a thesis paragraph in response to the prompt, *Comparing Luther's reform to other Protestant reform movements, explain whether he was a conservative or a radical. Justify your conclusion.*

Comparison
Contextualization
Evidence

Kishlansky, Geary, and O'Brien, chapters 13 and 15

Instructional Activity:

For homework, students research one of the following social groups (in the context of the 16th century and Reformation): peasants, bourgeoisie, nobility, women, youth, or the poor. In class, students break into groups organized by the social groups they researched. They exchange ideas with their groups and develop talking points. Students then discuss how the Reformation affected social classes, gender, family, and religious practices. I ask questions to elicit topics and perspectives from the various groups, as students interact and explore areas of agreement and disagreement. This discussion should include ways in which the movement left traditional norms unaffected.

The prompt encourages students to make an argument with evidence they have just encountered. Exercises such as this help train students for the short-answer constructed responses. I provide individual written feedback to students, and as a class we review the characteristics of an effective response to the question, perhaps using student examples.

Module 2: Religious Reform and Warfare, 1517–1648 (continued)

Essential Questions:

► What were the causes of Protestant and Catholic Reformations? What was the nature of each? ► How did changes in religious doctrine and practice affect society, culture, and ideas? ► What impact did the religious wars have on the relationship between church and state and the balance of power?

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

Causation	Sherman, chapter 2	<p>Instructional Activity:</p> <p>Students define, with my help, the terms <i>evangelical</i> (grassroots) and <i>magisterial</i> (top-down) <i>reform</i> as they relate to the Reformation. As an example of evangelical reform, students discuss the Anabaptists and the background they've been given on confessionalization (turning a movement into a set of dogmas) and the institutionalization of religious dogma.</p> <p>Students watch a clip from <i>A Man for All Seasons</i> (e.g., Thomas More at the Richmond inquest) and identify how secular and religious authority clashed in the 16th century. I give a brief lecture on the English Reformation from 1533 until the reign of Elizabeth I (1558–1603). Then students read the selections by Cameron and Elton in chapter 2 and discuss the changing relationship between church and state in the 16th century.</p>
Continuity and Change	<p>Video</p> <p><i>A Man for All Seasons</i></p>	
Comparison		
Argumentation		
Evidence		
Interpretation		
Synthesis		
Causation	Sherman, chapter 2	<p>Instructional Activity:</p> <p>While viewing a projected map of the Habsburg territories controlled by Charles V, students identify the difficulties he faced during his reign; they also discuss the features of Charles's rule that seem medieval and those that anticipate early modern conceptions of politics. Students identify the main features of the Catholic Reformation, such as new religious orders, the Council of Trent, and the strengthening of the Papacy. Based on their readings of the selection by Olin in chapter 2, students evaluate the degree of success of the Catholic response to the challenge of Protestantism in a class discussion.</p>
Contextualization	<p>Web</p> <p>"European History Interactive Map"</p>	
Interpretation		
Synthesis		

Module 2: Religious Reform and Warfare, 1517–1648 (continued)

Essential Questions:

► **What were the causes of Protestant and Catholic Reformations? What was the nature of each?** ► **How did changes in religious doctrine and practice affect society, culture, and ideas?** ► **What impact did the religious wars have on the relationship between church and state and the balance of power?**

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

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Causation Continuity and Change Comparison Contextualization Argumentation Evidence Interpretation Synthesis	Kishlanksy, Geary, and O'Brien, chapter 14 Sherman, chapter 4	Instructional Activity: For homework, students read the textbook accounts of religious wars and fill out a chart that includes the causes, course, key figures and groups, and outcome. In class, students divide into small groups and each is assigned a religious conflict (e.g., French wars, Dutch Revolt, England versus Spain, Thirty Years' War). They discuss the relative importance of religious versus political motives (and their evolving relationship), using evidence to support their conclusions. Then students form new groups composed of at least one student from each religious conflict, and they read the interpretations by Holborn and Friedrich from chapter 4. In small-group discussions, they evaluate these interpretations using examples from their respective conflicts — taking notes and testing the interpretations with evidence.

Causation Continuity and Change Comparison Contextualization Argumentation Evidence Interpretation Synthesis	Kishlanksy, Geary, and O'Brien, chapter 14 Sherman, chapter 4	Formative Assessment: Students write a thesis paragraph in response to the prompt, <i>Using evidence from TWO specific conflicts, argue for the primacy of either religious or political factors in the so-called religious wars.</i> If time permits, students discuss to bring out the key issues.
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◀ *The prompt brings students back to a central question on the relationship between religious and political authority. I provide individual written feedback to students and verbal feedback to the class, and if needed, I provide further explanation that emphasizes the outcomes for individual nations and Europe as a whole.*

Module 2: Religious Reform and Warfare, 1517–1648 (continued)

Essential Questions:

► **What were the causes of Protestant and Catholic Reformations? What was the nature of each?** ► **How did changes in religious doctrine and practice affect society, culture, and ideas?** ► **What impact did the religious wars have on the relationship between church and state and the balance of power?**

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

Periodization
Contextualization
Evidence
Interpretation
Synthesis

Web
Montaigne, “Of Cannibals”

Instructional Activity:

Students write down the term *age of crisis* and identify trends in the period that fit this characterization (e.g., “Little Ice Age,” enclosure, price revolution, religious wars, scientific revolution, famines, revolts). For homework, they read Montaigne’s essay. Then, in class, students explain the author’s thesis, and they place the document in historical context (i.e., humanism, French religious wars, exploration and colonization).

Periodization
Contextualization
Evidence
Interpretation
Synthesis

Instructional Activity:

Students view representative works of art from the Mannerist (e.g., El Greco, Tintoretto) and Baroque (e.g., Caravaggio, Rubens, Bernini) artistic movements and identify the subject matter, style, and goals of the artists. They complete a visual organizer to arrange the relevant features of the movements with the artists. Students then comment on the art’s connection to developments of the period, including Catholic Reformation mysticism, patronage by monarchs, etc.

Causation
Continuity and Change
Periodization
Comparison
Argumentation
Evidence
Interpretation

Summative Assessment:

Students answer 25 multiple-choice questions and write short-answer constructed responses to two of the following prompts:

- Which of the following dates represents the most significant turning point in the relationship of church and state: 1517, 1555, 1598, or 1648? Argue for your selection and pick one other date and explain why it is less important.
- Compare and contrast the Lutheran and Catholic Reformations with reference to TWO specific doctrines and/or practices.
- Identify TWO ways in which the Protestant and Catholic Reformations affected social life. Provide at least one specific example for each.

(Learning objectives addressed: PP-13, OS-2, OS-3, OS-11, SP-3, SP-13, SP-15, IS-1, IS-4, IS-7)

This summative assessment addresses the essential question, What impact did the religious wars have on the relationship between church and state and the balance of power?

Essential Questions:

- ▶ In what ways and to what extent were the lives of Europeans influenced by the growth of agricultural and commercial capitalism? ▶ How and why did witchcraft persecutions spread and then decline in the period from 1550 to 1680?

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

Causation	Web	Instructional Activity:
Continuity and Change	“Annotated Links of the European Witch Hunts (1400–1800)”	Students view images related to witch persecution and explain how they portray the phenomenon, and then speculate as to the reasons for witchcraft accusations during the period from 1550 to 1680. To understand the witchcraft phenomenon, students take into account that historians must consider several features of early modern society, including gender attitudes, religious ideology, the lack of available scientific explanation, social structure, economic changes, and political centralization. With a partner, and using existing content knowledge, students identify the factors of each of those areas that contribute to witchcraft accusations.
Comparison		
Contextualization	AP European History	
Evidence	2004 Free-Response Questions, Section II, Part A	
Interpretation		
Synthesis		

Causation	Web	Formative Assessment:
Continuity and Change	“Annotated Links of the European Witch Hunts (1400–1800)”	In small groups, students work with the 2004 document-based question, <i>Analyze attitudes toward and responses to “the poor” in Europe between approximately 1450 and 1700</i> . They identify the reasons for poverty and the ways in which various observers interpreted and responded to the problem. I lead a discussion in which students identify the historical context and connect the issues of poverty and witchcraft, after which they write a thesis paragraph and create an outline of their document groups.
Comparison		
Contextualization	AP European History	
Evidence	2004 Free-Response Questions, Section II, Part A	
Interpretation		
Synthesis		

Students will face their first timed DBQ exercise at the end of this module. This assessment provides them an opportunity to work in small groups developing skills of grouping, document interpretation, and point-of-view analysis. I provide students with individual written feedback on their paragraph and outline. I also provide a rubric and a sample essay, which students score. To address common mistakes, I review DBQ strategies in class.

Essential Questions:

- In what ways and to what extent were the lives of Europeans influenced by the growth of agricultural and commercial capitalism? ► How and why did witchcraft persecutions spread and then decline in the period from 1550 to 1680?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 15	Instructional Activity: Students view several appropriate clips from <i>The Return of Martin Guerre</i> (e.g., the marriage ceremony, <i>charivari</i> , harvest and/or wine making, magic ritual) and explain what they reveal about rural and village life in early modern Europe, first in writing with a partner and then as part of a class discussion. Students answer questions and complete charts while consulting chapter 15 on the following features of social life in early modern Europe: demographics, social status/group, family/gender/children, religion/magic, economic activities, leisure, crime, social controls, housing/material environment, and diet/food. Students discuss the connections between the film and the chapter to establish the features of early modern European society.
Continuity and Change		
Comparison	Video <i>The Return of Martin Guerre</i>	Formative Assessment: Students work with a partner to research how the economic and social developments of the period affected family life by focusing on a specific fictional occupation and geographic area. Their main resource is chapter 15, but that can be supplemented. Partners choose one of the following and integrate the key developments in economic and social life in the period 1500 to 1650 in a short paper and/or presentation: Russian serf, French peasant, Italian merchant (Jewish), Polish noble, Dutch guildsman, single woman in Germany, apothecary in Geneva. Students must incorporate the areas explored in the preceding activity (demographics, magic, etc.) and indicate this in their final product. To conclude, students participate in a roundtable discussion (in character or third person) in which they share and compare and contrast how various developments affected their family/occupation/region.
Contextualization		
Evidence	Golden, <i>The Social Dimension of Western Civilization</i> , vol. 1	
Synthesis		
Causation	Stearns, <i>Encyclopedia of European Social History</i>	
Continuity and Change		
Comparison	Stearns, <i>The Other Side of Western Civilization: Readings in Everyday Life</i> , vol. II	
Contextualization		
Evidence		
Synthesis		

This assessment requires students to apply their understanding of key features of early modern economic and social life to specific groups and regions. In addition, it requires use of evidence in context. To evaluate the paper, I use a rubric that addresses research, context, creativity, and writing. With the whole class, I review areas of misconception, such as gender roles, and re-explain key areas, such as the growth of a money economy.

Essential Questions:

- In what ways and to what extent were the lives of Europeans influenced by the growth of agricultural and commercial capitalism? ► How and why did witchcraft persecutions spread and then decline in the period from 1550 to 1680?

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

Causation	Web “Annotated Links of the European Witch Hunts (1400–1800)”	Instructional Activity: For homework, students access the repository of witchcraft documents and interpretations from the website and select seven to nine excerpts (both primary and secondary sources). They use a data collection sheet as they work in small groups to identify the main reasons for the rise and then the decline of witchcraft persecutions from 1550 to 1680, such as religious conflict or beliefs, evolving gender attitudes, the weather and climate, economic changes, war, prevalent magical beliefs, poverty, and social upheaval.		
Continuity and Change				
Periodization				
Contextualization				
Argumentation				
Evidence				
Interpretation				
Synthesis				
Causation			Web “Annotated Links of the European Witch Hunts (1400–1800)”	Summative Assessment: Following the previous homework activity, student groups work through their arguments in class. They then use their research to complete a timed, in-class response to the prompt, <i>Analyze three reasons for the rise and one reason for the decline of witchcraft persecutions during the period 1550 to 1680.</i> (Learning objectives addressed: PP-2, PP-7, OS-1, IS-1, IS-6, IS-7, IS-10)
Continuity and Change				
Periodization				
Contextualization				
Argumentation				
Evidence				
Interpretation				
Synthesis				

By focusing on a specific historical phenomenon, the prompt requires students to draw on all the historical thinking skills and account for the witchcraft accusations within a historical context.

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

Essential Questions:

- In what ways and to what extent were the lives of Europeans influenced by the growth of agricultural and commercial capitalism? ► How and why did witchcraft persecutions spread and then decline in the period from 1550 to 1680?

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

Continuity and Change
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Web
AP European History
2000 Free-Response
Questions, Section II,
Part A

AP European History
2007 Free-Response
Questions, Section II,
Part A

Summative Assessment:

Students review the requirements, skills, and rubric for their first full-length document-based question. They respond to a question on an issue related to early modern social history such as the following exam questions:

- Using specific examples from the documents below, analyze the purposes that rituals and festivals served in traditional European life. (Question from the 2000 exam.)
- Identify the various assumptions about children in early modern Europe, and analyze how these assumptions affected child-rearing practices. (Question from the 2007 exam.)

(Learning objectives addressed: PP-7, PP-13, OS-1, OS-2, OS-5, IS-1, IS-4, IS-10)

This summative assessment addresses the essential question, In what ways and to what extent were the lives of Europeans influenced by the growth of agricultural and commercial capitalism?

c. 1450 to c. 1648

Module 4: The Scientific Revolution, 1543–1687

Learning Objectives:

▶ INT-4, OS-1, OS-4, OS-5, OS-6, OS-11, SP-3, SP-10, IS-3, IS-6, IS-9

Key Concepts:

▶ 1.1.II, 1.1.IV, 1.4.II, 1.5.V

Estimated Time:

7–8 class sessions

Essential Questions:

▶ In what ways and to what extent did the new scientific thinking challenge traditional sources of authority, such as the classics and religious texts and institutions? ▶ How did the scientific revolution alter European culture, ideas, society, economics, and politics?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 17 Frick, <i>The Scientific Revolution</i>	Instructional Activity: To begin, students identify what they know about the natural world, and we discuss how this knowledge is derived (if only indirectly) from a method that involves investigation of the natural world. Students write a brief paragraph on how this scientific method contrasts with Aristotelian/Ptolemaic cosmology, and then we discuss the shift from authoritative sources of knowledge (classical and ecclesiastical) to an objective method of inquiry involving mathematics and materialism. Next, using the lesson plans and primary sources in <i>The Scientific Revolution</i> , students take notes and have a discussion to develop the features of the scientific revolution, such as empiricism, the scientific method, reason, and skepticism.
Continuity and Change		
Contextualization		
Evidence		
Synthesis		
Causation	Sherman, chapter 6	Instructional Activity: Students are presented, via lecture, with a brief background on women's involvement in previous movements of intellectual and cultural change, such as the Renaissance and Reformation, and they note how these movements were limited in improving women's position, as they were primarily designed to address other concerns and women lacked an institutional means to perpetuate their intellectual accomplishments.
Continuity and Change		
Comparison		
Contextualization		
Argumentation		
Interpretation		
Synthesis		
Causation	Sherman, chapter 6	Formative Assessment: Students read the Anderson and Zinsser argument from chapter 6 and then write an essay for 10–15 minutes in response to the prompt, <i>To what extent did women's participation in science alter attitudes toward gender and women's status?</i>
Continuity and Change		
Comparison		
Contextualization		
Argumentation		
Interpretation		
Synthesis		

The Frick resource does a superb job in reinforcing students' conceptual understanding of the scientific revolution through primary sources (some of which offer streamlined language) and engaging activities. The lesson plan should take approximately three class periods.

I provide a rubric, and students can assess each other's work in small groups and share out; this provides an opportunity for me to provide verbal feedback and check for understanding.

Module 4: The Scientific Revolution, 1543–1687 (continued)

Essential Questions:

► In what ways and to what extent did the new scientific thinking challenge traditional sources of authority, such as the classics and religious texts and institutions? ► How did the scientific revolution alter European culture, ideas, society, economics, and politics?

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

Causation	Video	Instructional Activity:
Continuity and Change	<i>The Day the Universe Changed: Infinitely Reasonable: Science</i>	Students watch the episode of <i>The Day the Universe Changed</i> with a focus on how the video portrays the development of a worldview based on the features of scientific thinking. They fill out a chart that labels key features of the new science and then identify evidence from the film for each, including empiricism, mathematics, natural laws, skepticism, challenge to authoritative sources of knowledge, and reason. Next, while I lecture on the subject, students consider how the intellectuals of the period, such as Pascal, Galileo, and Spinoza, addressed the relationship between science and religion. Students then make a brief diagram to compare and contrast traditional religious thought with the scientific method.
Contextualization	<i>Reasonable: Science</i>	
Argumentation	<i>Revises the Heavens</i>	
Evidence		
Synthesis		

Causation	Video	Formative Assessment:
Continuity and Change	<i>The Day the Universe Changed: Infinitely Reasonable: Science</i>	Students write a focused paragraph based on the film, answering the question, <i>How did the emergence of the new science alter the European view of knowledge and the cosmos? Use five specific examples from the film as support.</i>
Contextualization	<i>Reasonable: Science</i>	
Argumentation	<i>Revises the Heavens</i>	
Evidence		
Synthesis		

The video and the prompt tie directly to the course theme of Objective Knowledge and Subjective Visions. Whenever students view a film or clip, they complete an assignment. This should reinforce that visuals are just one of many sources that require reflection and evaluation. Students receive individual written feedback on the responses, and they share out some of their writing to the class, which allows for further discussion of the historical thinking skills of continuity and change and causation.

Module 4: The Scientific Revolution, 1543–1687 (continued)

Essential Questions:

- In what ways and to what extent did the new scientific thinking challenge traditional sources of authority, such as the classics and religious texts and institutions? ► How did the scientific revolution alter European culture, ideas, society, economics, and politics?

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

Comparison

Contextualization

Argumentation

Evidence

Synthesis

Kishlansky, Geary, and O'Brien, chapter 17

Gillispie, *Dictionary of Scientific Biography***Summative Assessment:**

Selected students research various thinkers and scientists of the period. They write a brief paper analyzing how their figures contributed to the development of a new scientific method. Students then adopt the persona of their figure and collaboratively present a Science Lab with demonstrations, visuals, and experiments. Encourage hands-on demonstrations and emphasize interaction among the panelists. The observing students take notes while working to develop a definition of the new scientific method. They also can be assigned to ask questions of the figures in an effort to tease out the principles of the scientific revolution.

(Learning objectives addressed: OS-1, OS-4, OS-5, OS-11, SP-3, IS-3)

Causation

Continuity and Change

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Summative Assessment:

Students answer 20–25 multiple-choice questions and write an extended essay response to one of the following prompts:

- In what ways and to what extent did scientific discoveries in the 16th and 17th centuries affect the role of religion?
- Using at least THREE historical figures, trace the development of the scientific method from 1543 to 1687 and evaluate how it altered conceptions of knowledge.

(Learning objectives addressed: OS-1, OS-4, OS-5, OS-11, SP-3, IS-3)

If available, the Dictionary of Scientific Biography is a very useful resource.

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

I use things like the previous project as a nontraditional way to assess student understanding through application and performance; ideally, it functions as a supplement for the pen-and-paper test. I've found that students draw heavily on the projects when writing tests.

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

c. 1648 to c. 1815

Module 1: The Growth of the State and the Balance of Power, 1648–1789

Learning Objectives:

▶ INT-1, INT-3, INT-7, INT-9, INT-10, INT-11, PP-1, PP-9, OS-6, OS-9, SP-1, SP-2, SP-3, SP-4, SP-5, SP-7, SP-11, SP-13, SP-15, IS-2, IS-7, IS-10

Key Concepts:

▶ 1.2.I, 1.2.II, 1.2.III, 1.3.II, 1.3.III, 1.4.I, 1.4.III, 1.5.I, 2.1.I, 2.1.II, 2.1.III, 2.2.I, 2.2.II, 2.2.III, 2.3.I, 2.3.III, 2.3.V

Estimated Time:

12–13 class sessions

Essential Questions:

▶ How was political power legitimated and advanced over the course of the 17th and 18th centuries? ▶ How and why did European powers promote commerce, and what impact did these efforts have on the European economy and balance of power? ▶ How did rivalry and changes in warfare among the great powers redraw the map of Europe?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and Change
Periodization
Comparison
Contextualization
Evidence
Synthesis

Kishlansky, Geary, and O'Brien, chapter 16
Sherman, chapters 4 and 5
Web
Internet Modern History Sourcebook

Instructional Activity:

Students are reminded of the age of crisis (1550–1650), and I review developments of this period (e.g., religious warfare, economic changes, new ideas, famine and crop failure, poor weather, rebellion) while they write briefly on how and why these developments led to a desire for order and security. Then, with my help, students trace a chronological outline on how political thought developed from 1450 to 1650. Finally, students read the relevant primary source selections (and images) from chapters 4 and 5, and using a chart they identify the arguments for and against absolutism OR they focus especially on Hobbes and Locke and identify their views on the state of nature, social contract, nature/role of government, rebellion, and rights (see Sherman or website).

Causation
Continuity and Change
Periodization
Comparison
Contextualization
Evidence
Synthesis

Kishlansky, Geary, and O'Brien, chapter 16
Sherman, chapters 4 and 5
Web
Internet Modern History Sourcebook

Formative Assessment:

Students fill out worksheets that summarize the arguments for and against absolutism, and in discussion, we reinforce concepts such as state of nature and the social contract. Then, students engage in an impromptu debate, in historical context (1600–1750), on the question of whether absolute monarchical power is necessary to provide order and security, as well as compete effectively with other powers.

I also remind students of the Challenge → Response → Result model to help them understand the competitive focus on state building and concentrate on the big picture of national development over time within historical context.

The written and spoken products provide evidence of student understanding of both the theories of absolutism and constitutionalism as well as the historical context. I employ a rubric that evaluates grasp of concepts, historical context, and ability to form arguments. I provide feedback on both elements of the assessment.

Module 1: The Growth of the State and the Balance of Power, 1648–1789 (continued)

Essential Questions:

► How was political power legitimated and advanced over the course of the 17th and 18th centuries? ► How and why did European powers promote commerce, and what impact did these efforts have on the European economy and balance of power? ► How did rivalry and changes in warfare among the great powers redraw the map of Europe?

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

Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 16
Sherman, chapter 5
Web
"Louis XIV"
Palace of Versailles images

Instructional Activity:

Students take notes during a lecture on the development of French absolutism prior to Louis XIV (under Henry IV and Louis XIII). Students add to the discussion based on their reading of chapter 16. They then view slides of Versailles and use these to explain Louis's conception of his rule and economic, political, administrative, religious, and diplomatic/military policies while completing a visual organizer.

Using the Saint-Simon primary source and the interpretation by Durand in chapter 5, students evaluate whether Louis's rule fit the theory of absolutism. Students discuss and debate this question, bringing out the achievements and limits of Louis's rule. To supplement the lesson, students watch the video biography and complete a video guide.

Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 16
Sherman, chapter 5
Web
"Louis XIV"
Palace of Versailles images

Formative Assessment:

Students write a constructed response (about 15 minutes) addressing the question, *To what extent did Louis XIV uphold the theory of absolutism from 1643 to 1715?*

In a continuation of the previous activity, this historiographical question requires that students identify the features of the theory, evaluate the secondary source by Durand, and employ the evidence from the text and sources. I provide individual written feedback to students and introduce Louis XIV's reign as a fundamental cause of the French Revolution.

Module 1: The Growth of the State and the Balance of Power, 1648–1789 (continued)

Essential Questions:

► How was political power legitimated and advanced over the course of the 17th and 18th centuries? ► How and why did European powers promote commerce, and what impact did these efforts have on the European economy and balance of power? ► How did rivalry and changes in warfare among the great powers redraw the map of Europe?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 16	Instructional Activity: Students provide examples of the ways various governments, especially England, resisted the trend toward absolutism. After they cover the textbook sections on the English Civil War and Glorious Revolution, they read the interpretations by Russell and Trevelyan in chapters 4 and 5 and discuss these in small groups. For homework, students use the BBC website and appropriate print sources (if desired) to research whether these interpretations are valid. Then, in groups of three or four, after having developed an outline, students report their findings to the class. They discuss England's unique form of government (the "king-in-parliament") in the 18th century, including the Act of Union (1707), Hanoverian succession, prime minister, Whigs and Tories, rotten boroughs, etc.
Continuity and Change		
Contextualization	Sherman, chapters 4 and 5	
Argumentation		
Evidence	Web	
Interpretation	"History: Civil War and Revolution"	
Synthesis		
Causation	Kishlansky, Geary, and O'Brien, chapter 17	Instructional Activity: Using maps from the textbook (or Wiki site), students explain mercantilism and the commercial revolution of the 17th and 18th centuries. They then view various scenes from Dutch artists (e.g., Rembrandt, Hals, de Hooch, Leyster, Vermeer) and, in pairs, they identify the unique features of Dutch society that help explain its rise to commercial prominence. Based on the maps, art, and textbook, students explain reasons for the rise and decline of the Dutch Republic from 1550 to 1700. To extend the lesson and connect to a world setting, students annotate "Commerce and Change: The Creation of a Global Economy" and discuss the effects of sugar cultivation from a European, African, and Caribbean perspective.
Continuity and Change		
Contextualization	Web	
Evidence	Goucher, LeGuin, and Walton, "Commerce and Change: The Creation of a Global Economy and the Expansion of Europe"	
Interpretation	"World History/Maps: The Colonial Age"	
Synthesis		

◀ *Dutch development in the 17th century forms an effective contrast with the absolutism of France. This sets up an essay prompt on the topic, which can exploit visual stimuli, given its use during this and the previous lesson on France and Louis XIV.*

Module 1: The Growth of the State and the Balance of Power, 1648–1789 (continued)

Essential Questions:

► How was political power legitimated and advanced over the course of the 17th and 18th centuries? ► How and why did European powers promote commerce, and what impact did these efforts have on the European economy and balance of power? ► How did rivalry and changes in warfare among the great powers redraw the map of Europe?

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

Causation	Kishlansky, Geary, and O'Brien, chapters 16 and 18	Instructional Activity: While I lecture, students process a conceptual framework on the factors that relate to national power within a competitive state system. In small groups, students revisit and clarify the framework relating to the balance of power in this period: Challenge → Response → Result.
Continuity and Change		
Comparison	Kennedy, chapters 1–3	Continuing in their small groups, students research an absolutist figure in central and eastern Europe (e.g., Frederick William the Great Elector, Frederick William I, Frederick II, Maria Theresa, Joseph II, Peter the Great, Catherine the Great) and provide an interpretation for how well he or she advanced the position of his or her nation. In a forum, students present their findings and explain the unique situation of each nation or empire and the historical context facing their monarchs.
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		
<hr/>		
Causation	Kishlansky, Geary, and O'Brien, chapters 16–18	Instructional Activity: Using print and online sources, in small groups, students choose and research one nation to analyze its relative position in the European balance of power (1648–1789). They use a conceptual approach (Challenge → Response → Result) and focus on the big picture. In a forum, groups present their findings. Each group concentrates on a clear thesis that explains the political, economic, religious, social, and diplomatic reasons for their nation's rise and fall over this period, including a focus on major turning points.
Continuity and Change		
Periodization		
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

I rely on *The Rise and Fall of the Great Powers for the conceptual framework on national competition and the balance of power in this period.*

Module 1: The Growth of the State and the Balance of Power, 1648–1789 (continued)

Essential Questions:

► How was political power legitimated and advanced over the course of the 17th and 18th centuries? ► How and why did European powers promote commerce, and what impact did these efforts have on the European economy and balance of power? ► How did rivalry and changes in warfare among the great powers redraw the map of Europe?

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

Causation
Continuity and Change
Periodization
Comparison
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapters 16–18

Formative Assessment:

Students respond to the prompt, *Select one event or development and explain how it significantly altered the balance of power in the period 1648 to 1789. Then select two nations and explain how one rose and one declined in response to this event or development.*

Causation
Continuity and Change
Comparison
Contextualization
Argumentation
Evidence
Synthesis

Summative Assessment:

Students answer 20 multiple-choice questions and respond to one of the following prompts in an extended essay:

- Compare and contrast the political theories of Hobbes and Locke, with reference to the historical contexts in which they wrote.
- Identify the features of the commercial revolution of the 17th and 18th centuries and assess its impact on the European economy and balance of power.
- Describe and account for the major shifts in the European balance of power from 1650 to 1763.

(Learning objectives addressed: INT-3, INT-11, PP-1, OS-9, SP-1, SP-2, SP-4, SP-7, SP-11, SP-15)

This question prepares students to address the summative assessment and provides me with a chance to gauge their understanding of the relevant factors affecting the balance of power and the historical context. Students combine their responses to create a wall chart of the various nations that synthesizes the material of the unit, while I reinforce the major economic and political developments of the period.

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

c. 1648 to c. 1815

Module 2: The Old Regime and the Enlightenment in the 18th Century

Learning Objectives:

► INT-5, INT-7, INT-11, PP-1, PP-2, PP-7, PP-9, PP-10, PP-13, OS-2, OS-3, OS-7, OS-8, OS-9, OS-10, OS-11, SP-1, SP-2, SP-3, SP-4, SP-5, SP-7, SP-9, SP-10, SP-11, SP-12, IS-2, IS-3, IS-4, IS-6, IS-7, IS-9, IS-10

Key Concepts:

► 2.1.I, 2.2.I, 2.2.II, 2.3.I, 2.3.II, 2.3.III, 2.3.IV, 2.3.V, 2.3.VI, 2.4.I, 2.4.II, 2.4.III, 2.4.IV

Estimated Time:

9–10 class sessions

Essential Questions:

► In what ways and to what extent did economic, social, and cultural developments of the 18th century lay the foundations for modern Europe? In what ways was Europe still medieval and feudal in the 18th century? ► In what ways and to what extent did Enlightenment *philosophes* and rulers put into practice the principles of the scientific revolution in reforming society and politics? ► What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 19
Continuity and Change	O'Brien, chapter 19
Periodization	Sherman, chapter 7
Contextualization	Web
Evidence	David, <i>The Oath of the Horatii</i>
Interpretation	Fragonard, <i>The Visit to the Nursery</i>
Synthesis	

Instructional Activity:

To introduce the 18th century, students view two paintings: *The Visit to the Nursery* and *The Oath of the Horatii*. They analyze the paintings for style, symbolism, content, and artist's purpose. I lead students in a discussion about changing attitudes toward family and children, the development of a civil society, and increased social and economic stability.

Continuing with the theme of cultural change (addressed in the textbook), in small groups, students conduct research for a 5-minute commercial in which they advertise a new product or process in one of the following fields: education and universities, literacy and publishing, crime and punishment, historical writing, agriculture, child rearing, medicine, popular culture, or music. During the commercial presentations, nonpresenting students complete a chart that identifies changes and continuities in each of the above topic areas.

Causation	Kishlansky, Geary, and O'Brien, chapter 19
Continuity and Change	O'Brien, chapter 19
Periodization	Sherman, chapter 7
Contextualization	Web
Evidence	David, <i>The Oath of the Horatii</i>
Interpretation	Fragonard, <i>The Visit to the Nursery</i>
Synthesis	

Formative Assessment:

Students read the Robert's interpretation from chapter 7 and with a partner take opposing positions on the prompt, *The 18th century was more dynamic than conservative*. We survey the arguments as a class and discuss the significance of the 18th century as a turning point in European History.

Despite their immersion in a world of images, many students struggle with visual literacy. Using art and other visuals to begin class not only connects effectively to content but also provides a basis for students to hone their skills of interpreting sources.

After the prompt, we review the themes and key concepts that connect to the topic, as well as the relevant historical thinking skill: continuity and change. I also provide reinforcement and feedback on the skill of periodization, making sure students understand the notion of a turning point and why selection of particular dates as such may privilege some developments over others.

Module 2: The Old Regime and the Enlightenment in the 18th Century (*continued*)**Essential Questions:**

► In what ways and to what extent did economic, social, and cultural developments of the 18th century lay the foundations for modern Europe? In what ways was Europe still medieval and feudal in the 18th century? ► In what ways and to what extent did Enlightenment *philosophes* and rulers put into practice the principles of the scientific revolution in reforming society and politics? ► What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 19 Sherman, chapter 8 Frick, <i>The Enlightenment</i>	Instructional Activity:
Continuity and Change		Using primary sources, brief writing activities, discussion, and a lecture, students address the major thinkers of the Enlightenment (note: this should include some examples of enlightened absolutism). We use either Frick, the documents in chapter 8, or both (each comes with discussion questions and the former with more detailed plans). Students identify the ideas of the authors and take notes on the following concepts: emergence of a new epistemology based on empiricism and reason, questioning of tradition, skepticism toward religious dogma, promotion of equality (by degrees), a universe governed by natural laws, a quantitative approach to knowledge, and the desire to bring all human experience under the control of the scientific method.
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

Causation	Kishlansky, Geary, and O'Brien, chapter 19 Sherman, chapter 8 Frick, <i>The Enlightenment</i>	Instructional Activity:
Continuity and Change		Having completed their review of the major figures of the Enlightenment, students read the four secondary source interpretations from chapter 8; they complete a chart to collect the following: main ideas, evidence used to support thesis, and agreement or contradiction with other interpretations.
Contextualization		
Argumentation		
Evidence		
Interpretation	Kishlansky, Geary, and O'Brien, chapter 19 Sherman, chapter 8 Frick, <i>The Enlightenment</i>	Formative Assessment:
Synthesis		In groups of four or five, students discuss the following prompt and then write individually for 15 minutes: <i>The Enlightenment philosophies radically challenged the assumptions and structure of the Old Regime. Agree or disagree.</i>

The Enlightenment lesson plan (in Frick) and related activities should take approximately three class periods and should include opportunities for students to write and share their analysis with partners or in small groups.

Once students complete their small-group discussion and writing, we survey responses as a class. I provide written feedback on the writing using a short-answer rubric and structure the discussion to bring out the issues of change and continuity over time.

Module 2: The Old Regime and the Enlightenment in the 18th Century (*continued*)**Essential Questions:**

► In what ways and to what extent did economic, social, and cultural developments of the 18th century lay the foundations for modern Europe? In what ways was Europe still medieval and feudal in the 18th century? ► In what ways and to what extent did Enlightenment *philosophes* and rulers put into practice the principles of the scientific revolution in reforming society and politics? ► What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

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

Causation

Continuity and Change

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Kishlansky, Geary, and

O'Brien, chapter 19

Sherman, chapter 8

Frick, *The Enlightenment***Instructional Activity:**

Students conduct a walking debate in which they take positions on the prompt from the previous activity.

A walking debate involves students taking an initial position on the question by placing themselves pro or con on opposite sides of the room. As the debate unfolds, students can change their position by moving across the room, but they should justify their moves. I record student arguments on a poster at the front of the room and allow them to use this for any upcoming assessments.

Module 2: The Old Regime and the Enlightenment in the 18th Century (*continued*)**Essential Questions:**

► In what ways and to what extent did economic, social, and cultural developments of the 18th century lay the foundations for modern Europe? In what ways was Europe still medieval and feudal in the 18th century? ► In what ways and to what extent did Enlightenment *philosophes* and rulers put into practice the principles of the scientific revolution in reforming society and politics? ► What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

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

Causation

Continuity and Change

Comparison

Contextualization

Evidence

Synthesis

Kishlansky, Geary, and O'Brien, chapter 19

Web

Internet Encyclopedia of Philosophy

Summative Assessment:

Selected students research a major Enlightenment thinker to portray in a class salon. They may choose Hume, Locke, Diderot, Voltaire, Montesquieu, Catherine the Great, B. Franklin, A. Smith, Rousseau, M. Wollstonecraft, Beccaria, or Madame Geoffrin (the host).

Students begin the salon mingling (with refreshments). Students not assigned to a figure may be included by listening in on the informal conversations; these students are assessed according to a chart they fill out during the formal exchanges. Participating students then engage in more structured exchanges on a variety of topics including the role of government in the economy, role of religion, (in)equality, women's rights, authority of science, social contract, paths to knowledge, and the possibility for progress/optimism.

(Learning objectives addressed: PP-10, OS-2, OS-7, OS-8, OS-9, OS-11, SP-1, SP-3, SP-4, SP-12, IS-6)

For teachers reluctant to use projects, this Enlightenment salon is a good place to begin. It allows students to apply their understanding of major figures in a creative setting that can build interest and excitement.

This summative assessment addresses the following essential questions:

- In what ways and to what extent did Enlightenment philosophes and rulers put into practice the principles of the scientific revolution in reforming society and politics?
- What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

Module 2: The Old Regime and the Enlightenment in the 18th Century (*continued*)**Essential Questions:**

► In what ways and to what extent did economic, social, and cultural developments of the 18th century lay the foundations for modern Europe? In what ways was Europe still medieval and feudal in the 18th century? ► In what ways and to what extent did Enlightenment *philosophes* and rulers put into practice the principles of the scientific revolution in reforming society and politics? ► What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

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

Causation

Continuity and Change

Comparison

Contextualization

Evidence

Interpretation

Synthesis

Scott, "State
Simplifications: Nature,
Space, and People"

Instructional Activity:

Students read the article by Scott, which provides a more critical view of the Enlightenment and challenges students' usually positive view of it. They participate in a seminar that focuses on the following:

- What is the process of narrowing one's field of intellectual vision?
- How do the examples of forestry, land tenure, and censuses relate to the author's thesis?
- What types of knowledge are privileged in these emerging intellectual systems? What types are marginalized? How do they differ?
- Evaluate how intellectual structures can (re-)create social, economic, and political realities.
- How does the author define high modernism, and how does it relate to the Enlightenment?
- What are the advantages and dangers of high modernism?

This is an advanced but important article that will challenge students. It may be more appropriate as an extra credit assignment for those willing and able to read patiently through the conceptual framework and examples. Students who engage in the extra-credit seminar can then report back to class on the author's thesis and their evaluation of it.

Module 2: The Old Regime and the Enlightenment in the 18th Century (*continued*)**Essential Questions:**

► In what ways and to what extent did economic, social, and cultural developments of the 18th century lay the foundations for modern Europe? In what ways was Europe still medieval and feudal in the 18th century? ► In what ways and to what extent did Enlightenment *philosophes* and rulers put into practice the principles of the scientific revolution in reforming society and politics? ► What new religious attitudes developed during the Enlightenment? How secular was 18th-century Europe?

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

Causation

Sherman, chapter 8

Continuity and Change

Web

Periodization

AP European History

Comparison

2013 Free-Response

Contextualization

Questions, Section II,

Argumentation

Part A

Evidence

Interpretation

Synthesis

Summative Assessment:

Students complete a relevant document-based question such as the 2013 question, *Analyze the arguments and practices concerning religious toleration from the 16th to the 18th century.*

In addition, students answer 20 multiple-choice questions and select two short-answer constructed responses from the following:

- Choose TWO of the following areas and analyze the extent to which they experienced reforms according to Enlightenment principles: child rearing, education, literacy, slavery, agriculture, medicine, crime/punishment, religion, popular culture.
- Choose TWO of the monarchs below and use one piece of evidence about each to evaluate whether the concept of enlightened absolutism is a useful one: Catherine the Great of Russia, Frederick the Great of Prussia, Joseph II of Austria.
- Using the painting by Wright (in chapter 8) and your knowledge of the 18th century, analyze TWO ways in which the Enlightenment altered conceptions of the natural world and human reason.

(Learning objectives addressed: PP-2, OS-7, OS-8, OS-9, OS-11, SP-2, SP-4, SP-11, SP-12, IS-4)

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

c. 1648 to c. 1815

Module 3: The French Revolution and Napoleon, 1789–1815

Learning Objectives:

▶ INT-7, INT-9, PP-6, PP-9, PP-10, OS-3, OS-4, OS-7, OS-9, OS-11, OS-12, SP-1, SP-3, SP-4, SP-5, SP-7, SP-9, SP-10, SP-11, SP-12, SP-13, SP-15, SP-16, SP-17, IS-2, IS-6, IS-7, IS-9, IS-10

Key Concepts:

▶ 2.1.IV, 2.1.V, 2.2.I, 2.2.II, 2.2.III, 2.3.I, 2.3.II, 2.3.III, 2.3.IV, 2.3.V, 2.3.VI, 2.4.IV

Estimated Time:

9–10 class sessions

Essential Questions:

▶ How did the French Revolution result from the intersection of both long- and short-term causes? ▶ In what ways and to what extent did the French Revolution advance the stated ideals of liberty, equality, and fraternity? ▶ What were the revolution's legacies? ▶ Did Napoleon preserve or pervert the ideals of the French Revolution?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and Change
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 20
Sherman, chapter 9
Web
Liberty, Equality, Fraternity: Exploring the French Revolution

Instructional Activity:

Students view an image of the storming of the Bastille and they explain how it portrays the causes and nature of the conflict. The class discusses the importance and “incompleteness” of the French Revolution and how its causes and course are often simplified as well as its being one of the most hotly debated topics in historiography, especially because this stance often influences current ideological perspectives.

Using the primary sources from the website and chapter 9 (including the interpretations by Lefebvre and Sutherland), students work in small groups to develop an interpretation of the primary cause of the French Revolution. They write a brief interpretation focusing on one particular cause: social inequality, political struggle between monarchy and nobles, Enlightenment ideas, or economic instability.

Causation
Continuity and Change
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 20
Sherman, chapter 9
Web
Liberty, Equality, Fraternity: Exploring the French Revolution

Formative Assessment:

In a continuation of the previous activity, students delve further with a full-blown DBQ including both primary and secondary sources. In small groups or individually they respond to the prompt, *Marxist historians, like Lefebvre, have portrayed the French Revolution as essentially a class struggle between a rising bourgeoisie and a reactionary nobility. Using examples from the sources and your knowledge of the period, write a focused paragraph in response.*

Students bring more stereotypes to some topics, and the French Revolution seems to be one of those that students believe they already understand. This assignment forces them to confront those preconceptions immediately and delve into the complexity of interpreting this axial event of the course.

This is a complex task but one that by now students have been trained to address with some facility. The prompt requires students to draw on both the causes as well as the course of the revolution in addressing the prompt. I survey responses, provide feedback, and lead a discussion that highlights the key interpretive issues, which will be reinforced through the chronology of the revolution.

Module 3: The French Revolution and Napoleon, 1789–1815 (continued)

Essential Questions:

► How did the French Revolution result from the intersection of both long- and short-term causes? ► In what ways and to what extent did the French Revolution advance the stated ideals of liberty, equality, and fraternity? ► What were the revolution's legacies? ► Did Napoleon preserve or pervert the ideals of the French Revolution?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 20	Instructional Activity: Students divide into two large groups. The first group investigates stages of the revolution: Liberal (1789-91), Radicalization (1791-93), Reign of Terror (1793-94), and Thermidor/Directory (1795-99). These students use chapter 9 and other sources to create an overview of each stage, including the causes, key issues, conflicts, major groups/leaders, and accomplishments. In a 10-minute presentation, the group shares their findings using visual aids.
Continuity and Change		
Periodization	Sherman, chapter 9	Formative Assessment: Students write a short paper (one to two pages) in which they evaluate the revolution's success (by 1799) in achieving its stated ideals of liberty, equality, and fraternity. Students use evidence from the previous presentations to support their responses.
Comparison	Web	
Contextualization	Liberty, Equality, Fraternity: Exploring the French Revolution	Group two is subdivided into the following social categories: women, peasants, bourgeoisie, clergy, nobles, artisans/workers, or slaves. These groups analyze the involvement of their social group in the revolution (1789-99) and the impact of the revolution on the group and present for 3–4 minutes, using visual aids.
Argumentation		
Evidence		
Interpretation		
Synthesis		

I help the class frame appropriate interpretive questions, identify key events, and give context.

It is easy for students to get bogged down in the details of the revolution. The purpose of this assignment is to refocus student attention on the big picture and questions of interpretation and evaluation. I provide individual written feedback and make note of the unresolved issues to be developed later in units addressing similar questions.

Module 3: The French Revolution and Napoleon, 1789–1815 (continued)

Essential Questions:

- ▶ How did the French Revolution result from the intersection of both long- and short-term causes? ▶ In what ways and to what extent did the French Revolution advance the stated ideals of liberty, equality, and fraternity? ▶ What were the revolution's legacies? ▶ Did Napoleon preserve or pervert the ideals of the French Revolution?

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

Causation	Video	Instructional Activity:
Continuity and Change	<i>French Revolution</i>	Students watch the documentary or clips from it and make a timeline. They identify the arguments of the historians commenting in the video.
Periodization		
Contextualization	Video	Formative Assessment:
Evidence	<i>French Revolution</i>	The video, like most for popular consumption, is flawed, particularly in overstating the role of certain figures (e.g., Robespierre) and engaging in melodramatic conflict. Students identify three or four exaggerations from the film (based on their previous reading and research) and also provide critiques of three or four interpretations by historians.
Interpretation		
Causation	Kishlansky, Geary, and	Instructional Activity:
Continuity and Change	O'Brien, chapter 20	Students write down the phrase “first modern man” and explain how this characterization might fit Napoleon (hint: he derived his power not from the old ecclesiastical or aristocratic structures but from his own talent and ambition). The class discusses some basic biographical background that helps explain Napoleon's rise to power. Then students view a brief clip from the PBS biography (e.g., the 14-minute clip that starts at the Brumaire coup and ends after portraying his use of secret police) and write down three ways in which Napoleon was able to consolidate his power. The class briefly discusses these three ways after the clip. Finally, using a worksheet and the textbook, students categorize Napoleon's actions as either “successes” or “failures.” We review these as a class.
Contextualization	Sherman, chapter 10	
Argumentation	Video	
Evidence	<i>Napoleon</i>	
Interpretation		
Synthesis		

There is a tendency to defer to those with professional titles and who convey their ideas authoritatively, so the video provides an opportunity beyond conveying content to the larger purpose of evaluating interpretations with evidence. I ask questions throughout the film and provide verbal feedback for student work. This exercise acts as a touchstone for subsequent exercises with historical interpretation.

Module 3: The French Revolution and Napoleon, 1789–1815 (continued)

Essential Questions:

- ▶ How did the French Revolution result from the intersection of both long- and short-term causes? ▶ In what ways and to what extent did the French Revolution advance the stated ideals of liberty, equality, and fraternity? ▶ What were the revolution's legacies? ▶ Did Napoleon preserve or pervert the ideals of the French Revolution?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 20	Formative Assessment: From the sources listed, selected students develop an interpretation of Napoleon as the last great enlightened despot, preserver of the revolution, or first modern dictator. Students use primary sources and evidence to support their conclusions, which are formulated into two-page papers. Students discuss/debate, defending their views and critiquing those of the students who developed different interpretations, OR selected students conduct a news conference in which eight to 10 students write the paper and portray the following roles: Napoleon, who gives an opening statement and answers questions; a domestic and foreign policy advisor, who assists in answering questions; and reporters, who ask questions of Napoleon. The historical context is 1814, after the retreat from Moscow but before Napoleon's abdication.
Continuity and Change		
Contextualization	Sherman, chapter 10	
Argumentation	Video <i>Napoleon</i>	
Evidence		
Interpretation		
Synthesis		

Causation	Web AP European History 2008 Free-Response Questions (Form B), Section II, Part A	Summative Assessment: Students answer either the 2008 (Form B) document-based question (<i>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>) OR one of the following extended essay prompts: ▶ Analyze TWO causes of the French Revolution and argue for the primacy of one of these causes. ▶ Select any TWO social groups and assess the extent to which the French Revolution and rule of Napoleon (1789–1815) promoted a greater degree of equality for these groups. (Learning objectives addressed: PP-9, PP-10, OS-7, OS-9, SP-1, SP-4, SP-7, SP-9, SP-11, IS-6, IS-7)
Continuity and Change		
Periodization		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

The activity connects students back to the related interpretive activity from the French Revolution and engages them in another critique and evaluation of historical sources. The press conference allows for further application and creativity on a topic that many students find fascinating. I provide feedback to students based on a rubric for both the paper and presentation and build off of this activity when we discuss modern leadership techniques for Napoleon III, Cavour, and Bismarck.

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

Learning Objectives:

▶ INT-6, PP-1, PP-3, PP-4, PP-7, PP-10, PP-13, PP-14, PP-15, OS-4, OS-8, OS-9, OS-10, OS-12, SP-1, SP-3, SP-4, SP-5, SP-7, SP-10, SP-11, SP-12, SP-16, SP-17, IS-2, IS-3, IS-4, IS-5, IS-6, IS-7, IS-9, IS-10

Key Concepts:

▶ 3.1.I, 3.1.II, 3.2.I, 3.2.II, 3.2.III, 3.2.V, 3.3.I, 3.3.II, 3.3.III, 3.4.I, 3.6.I

Estimated Time:

12–13 class sessions

Essential Questions:

▶ **Why was Great Britain the first nation to industrialize? ▶ How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ▶ In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ▶ How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ▶ How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?**

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 21	Instructional Activity: In writing, students respond to the prompt, <i>Many historians consider the Industrial Revolution the most important event in human history. Provide two or three arguments or examples for this claim.</i> Then, using the visual sources from chapter 11, students work in small groups to jigsaw the sources and identify the issues they reveal about industrialization. Groups share responses with the whole class.
Continuity and Change		
Comparison	Sherman, chapter 11	
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis	Kishlansky, Geary, and O'Brien, chapter 21	Instructional Activity: In small groups, students work with a list of 20–25 reasons (that I've cut into small strips) for Great Britain's lead in industrialization in the period 1730 to 1830 (see chapter 21). They arrange the reasons in a coherent format and then explain their decisions to the rest of the class. They may choose to arrange them according to the following categories: geographic, social, chronological, economic, political, imperial/commercial, and military.
	Sherman, chapter 11	
Causation	Kishlansky, Geary, and O'Brien, chapter 21	Formative Assessment: Students engage in an impromptu debate, arguing that one of the following areas most influenced Britain's industrial lead: geography, economic institutions, political factors, or social factors.
Continuity and Change		
Comparison	Sherman, chapter 11	
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

This is the ideal time to explain the concept of the dual revolution and reinforce it as a framing device for the module.

This is a classic interpretive question and a good opportunity to call on those students who may be more reluctant to participate in class discussion. Also, it draws student attention immediately to the essential questions of the module. I provide verbal feedback and remind students that these same factors also explain the (in)ability of other regions of Europe to industrialize.

Module 1: Industrialization, Revolution, and Reform, 1750–1850 (continued)

Essential Questions:

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Continuity and Change
Contextualization
Argumentation
Evidence
Synthesis

Kishlansky, Geary, and O'Brien, chapter 21
Web
"The Industrial Revolution"
"Victorian Technology"

Instructional Activity:
Students review the key industries of early industrialization in Britain (e.g., textiles, steam power, coal-mining, iron and steel, railroads, chemicals) and create a visual map using Inspiration software or simply paper and pencil to show how these industries were causally related. (Another option is to have students pick an industry and work up a brief report using the Spartacus site.) Students share responses as I emphasize that the process from guilds to cottage industry to the factory system was incremental and took generations for full mechanization. Next, students view statistics on the production in key industries (see websites) and note the change over time. As students consider the data, they write a brief assessment about the change this reveals in the economic position of Great Britain.

Causation
Continuity and Change
Periodization
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 21
Sherman, chapter 11
Web
"The Urban Game"

Instructional Activity:
As I read the instructions from the Urban Game, students use a blank sheet of letter-size paper to portray the effects of industrialization and urbanization as an English village is transformed from a village to a major industrial city. To extend the activity, students divide into small groups and jigsaw the primary text sources from chapter 11, along with the interpretations by Stearns and Chapman and Anderson.

◀ *Students should hold on to their completed cities for a subsequent activity.*

Module 1: Industrialization, Revolution, and Reform, 1750–1850 (continued)

Essential Questions:

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 21	Formative Assessment: Students share evidence from their Urban Game cities (e.g., crowding, unplanned development, pollution, etc.) and chapter 11 readings (using a visual organizer) and then complete a thesis statement or longer essay in response to the prompt, <i>Analyze the social, economic, and environmental consequences of the Industrial Revolution from 1780 to 1850. Assess the extent to which this transformation provided a higher quality of life to Europeans by 1850.</i>
Continuity and Change		
Periodization	Sherman, chapter 11	
Contextualization	Web "The Urban Game"	
Argumentation		
Evidence		
Interpretation		
Synthesis		
Continuity and Change	Kishlansky, Geary, and O'Brien, chapter 21	Instructional Activity: In small groups, students are assigned one of the following nations or regions from chapter 21: France, Germany, or Russia/eastern Europe. For their regions, they identify the advantages, disadvantages, and policies related to industrialization, as well as an assessment of the level of industrial progress by 1850. Groups take 4–6 minutes and use a visual device (e.g., chart, map, work of art) to present their findings to the class. Students then discuss the major factors that promoted and hindered industrialization in their region, and technological change is addressed, with an emphasis on the key role played by governments on the continent.
Comparison		
Contextualization		
Argumentation		
Evidence		

◀ I encourage students to develop three or four coherent arguments, using evidence to support them, and I urge them to be clear about what "higher quality of life" entails. I provide verbal feedback on their arguments.

Module 1: Industrialization, Revolution, and Reform, 1750–1850 (continued)

Essential Questions:

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 22	Instructional Activity: For homework, students are assigned to research one of the following responses to industrialization: classical laissez-faire economics (e.g., Smith, Malthus, Ricardo), parliamentary reform, unions, Chartism, utopian socialism, or Luddism (see textbook and websites). In class, students gather in small groups with others who researched a different response. With the response terms on the board, students explain their response to their group; then, as a group, they arrange the responses on a continuum from "acceptance" to "rejection" of industrial capitalism. To conclude the class, we discuss, with context and detail, the conclusions as they are placed appropriately on the board.
Continuity and Change		
Comparison	Web	
Contextualization	"The Industrial Revolution"	
Evidence	"Victorian Technology"	
Causation	Kishlansky, Geary, and O'Brien, chapter 22	Instructional Activity: Students view maps of Europe in the following three years: 1789, 1810, and 1815. Students explain and contextualize the territorial changes evident in each map. Next, students take notes while I lecture on a chart in which the Vienna settlement and Congress System is explained, paying particular attention to the following concepts: restoration, legitimacy, balance of power, collective security, Conservatism, role of Metternich, and divergent views of Great Britain.
Continuity and Change	Sherman, chapter 12	
Periodization		
Argumentation	Web	
Evidence	"European History Interactive Map"	

Many students are unfamiliar with ideological terminology, particularly the use of such terms in the 19th century. It is important to bring attention to the ways in which these terms have shifted in the past century or so. This point is also relevant to the upcoming activity on ideologies.

Module 1: Industrialization, Revolution, and Reform, 1750–1850 (continued)

Essential Questions:

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 22	Formative Assessment: Students read the selection by Holborn in chapter 12 and write a short paragraph in response to the prompt, <i>Give ONE reason for the success and ONE reason for the failure of the Congress of Vienna settlement.</i>
Continuity and Change	O'Brien, chapter 22	
Periodization	Sherman, chapter 12	
Argumentation	Web "European History Interactive Map"	
Evidence		

◀ *The Congress of Vienna is one of the most important treaty settlements of their course, and it is essential that students understand its effects for future politics and diplomacy. In many ways, it defines the 19th century, a point which should be apparent at the conclusion of this assessment. I survey responses and draw out reasons and criteria used for determinations of success and/or failure. The settlement forms the diplomatic structure leading up to World War I.*

Comparison	Kishlansky, Geary, and O'Brien, chapter 22	Instructional Activity: In small groups, students research one of the following ideologies for homework: conservatism, liberalism, socialism, feminism, or nationalism. Groups create a brief chart with the historical roots of their ideology; a selected primary source (from chapter 12 or the websites); a one-page pamphlet that includes the key ideas, figures, and groups; and a brief presentation explaining how the ideology would best address the issues created by the political and economic revolutions of the day. The charts, primary sources, and pamphlets are copied for class, and each group takes 10 minutes to explain its chart, analyze the primary source in historical context, and argue for the primacy of its ideology in addressing the political and economic revolutions of the era.
Contextualization	O'Brien, chapter 22	
Argumentation	Sherman, chapter 12	
Interpretation	Web Internet Modern History Sourcebook	
Synthesis	"Lectures on Modern European Intellectual History"	

◀ *To add creativity, I turn this activity into a "fair." Students take up stations around the room and take turns visiting other ideologies and hearing brief presentations (perhaps in character), as they collect the pamphlets from the other groups.*

Essential Questions:

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Causation

Kishlansky, Geary, and

Instructional Activity:

Continuity and Change

O'Brien, chapter 22

For homework, students completed a "baseball card" of a key Romantic

Periodization

Sherman, chapter 12

figure, which includes a visual of the figure, key "stats" on his or her

Contextualization

accomplishments, and a two-sentence assessment of which Romantic

Evidence

themes the figure expresses. In class, students begin by identifying

Synthesis

the characteristic features of the Enlightenment. Though some figures

contributed to both movements (e.g., Rousseau), the class addresses how

Romanticism is often viewed as a reaction to the Enlightenment. Students

view selected slides of Romantic artists, read the poem by Wordsworth in

chapter 12, and listen to excerpts of music (e.g., Beethoven, Berlioz, Chopin)

as they note features of Romanticism. Students conclude this exercise with a

visual organizer and an exchanging of information from their baseball cards.

Essential Questions:

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 22	Summative Assessment: A group of selected students presents a news broadcast on the revolutions of 1848. The broadcast should include the following segments: background on causes and revolutions in 1815–1847, updates from geographic areas, interviews, an editorial, a mini-debate, and a wrap-up on its significance. (Learning objectives addressed: PP-7, PP-8, PP-10, PP-13, PP-14, PP-15, SP-5, IS-3, IS-5, IS-7)
Continuity and Change	Sherman, chapter 12	
Periodization		
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

This project should be focused not simply on the rapidity of events in 1848-49 but also on the historical context of the dual revolution that plays out during the 19th century. This summative assessment addresses the following essential questions:

- *In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy?*
- *How and how successfully did governments, reformers, and workers respond to the problems of industrialization?*
- *How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?*

Module 1: Industrialization, Revolution, and Reform, 1750–1850 *(continued)***Essential Questions:**

► Why was Great Britain the first nation to industrialize? ► How did the industrialization of the continent differ from that of Britain in its pace, nature, and effects? ► In what ways and to what extent did industrialization alter the family, society, the nature of work, and the government's relationship to the economy? ► How (and how successfully) did governments, reformers, and workers respond to the problems of industrialization? ► How did the Congress of Vienna redraw the map of Europe, and how successful was this agreement in ensuring European stability and security?

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

Causation	Web	Summative Assessment:
Continuity and Change	AP European History	Students complete one of the following document-based questions:
Periodization	2002 Free-Response Questions, Section II, Part A	► Analyze various arguments that emerged over the course of the 19th century about how to improve the lives of European workers. (Question from the 2012 exam.)
Comparison	AP European History	► Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the 19th century. (Question from the 2002 exam.)
Contextualization	2012 Free-Response Questions, Section II, Part A	OR students address one of the following extended essay prompts:
Argumentation		► Compare and contrast the industrialization of Great Britain with ONE other continental nation.
Evidence		► Identify TWO problems created by industrialization in the 19th century and analyze how TWO different groups proposed to address these problems.
Interpretation		► Choose ONE of the following dates and argue for why it should be considered a turning point in European politics and diplomacy: 1789, 1799, 1815, or 1848.
Synthesis		(Learning objectives addressed: PP-3, PP-7, PP-8, PP-10, PP-13, PP-14, PP-15, SP-5, SP-16, SP-17)

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

Essential Questions:

- ▶ How did the new diplomatic situation after 1850 create the circumstances for the emergence of *Realpolitik* leaders to unify Italy and Germany? What impact did these unifications have on the balance of power in Europe?
- ▶ How did continuing industrialization create challenges and opportunities for national unification? ▶ How and why did European powers pursue colonies worldwide, and what impact did this new imperialism have on Europe and the colonized areas?

Historical Thinking Skills

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Causation Continuity and Change Periodization Comparison Contextualization Evidence	Kishlansky, Geary, and O'Brien, chapter 23 Sherman, chapter 13	Instructional Activity: Students create a visual map identifying the characteristics that promote a common identity in a nation (e.g., language, history, heroes, flag, folklore, religion, common enemy, culture). They then note the difference between a nation (a people) and a state (a political entity). People can have a sense of nationhood without necessarily having a state (e.g., contemporary Kurds or Palestinians).
Causation Continuity and Change Periodization Comparison Contextualization Evidence	Kishlansky, Geary, and O'Brien, chapter 23 Sherman, chapter 13	Instructional Activity: To illustrate the shift from Romantic to realist nationalism, students read selections by Mazzini and Bismarck in chapter 13 and complete a worksheet for comparison on the following points: tone, bases of unity, effects of unity, and context. Students then discuss the historical evolution of nationalism in light of the failed revolutions of 1848 and the emergence of <i>Realpolitik</i> leaders such as Napoleon III, Cavour, and Bismarck.

Students should understand the evolution of nationalism from an ideology of change to a tool of conservative leaders trying to provoke revolution from above. In addition, this is a good point to reinforce the outcomes of the (failed) revolutions of 1848, a “turning point at which history failed to turn.”

Module 2: Nation-Building and Imperialism, 1850–1914 (continued)

Essential Questions:

- ▶ How did the new diplomatic situation after 1850 create the circumstances for the emergence of *Realpolitik* leaders to unify Italy and Germany? What impact did these unifications have on the balance of power in Europe?
- ▶ How did continuing industrialization create challenges and opportunities for national unification? ▶ How and why did European powers pursue colonies worldwide, and what impact did this new imperialism have on Europe and the colonized areas?

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

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Kishlansky, Geary, and

O'Brien, chapter 23

Sherman, chapter 13

Instructional Activity:

While I lecture, students take notes on the Crimean War's following points: the breakdown of the Concert of Europe, role of nationalism, "Eastern Question," results for subsequent diplomacy, and industrialization of warfare and new weapons. Students note how the war led to the unification of Italy and Germany. They then trace (via timeline) the policies of Cavour and Bismarck, placing them in historical context with reference to the history of Italian and German disunity throughout the course.

Students divide into groups: one assigned to Cavour and one to Bismarck. Each group identifies the policies that demonstrate its leader's *Realpolitik* approach (e.g., promotion of industry, policies toward internal political groups, relations with their monarchs, diplomacy, use of warfare) for the debate below.

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Kishlansky, Geary, and

O'Brien, chapter 23

Sherman, chapter 13

Formative Assessment:

Students debate which leader from the previous activity is most deserving of the higher rank as a statesman, based on the challenges he faced and the importance of his accomplishments. Students cite evidence from the text and their group preparation.

For the second half of the assessment, students read the selections from Grew and Blackbourn in chapter 13. They respond to the interpretations by writing a letter to the editor of a "nationalism" newspaper (they can take any perspective they wish).

The debate should reinforce the features of Realpolitik and the policies of Italian and German unification, with some appreciation for how this altered the political and diplomatic situation in Europe. I provide verbal feedback on the debate and written feedback on the letters. This activity forms a reference point for subsequent diplomacy.

Module 2: Nation-Building and Imperialism, 1850–1914 (continued)

Essential Questions:

- ▶ How did the new diplomatic situation after 1850 create the circumstances for the emergence of *Realpolitik* leaders to unify Italy and Germany? What impact did these unifications have on the balance of power in Europe?
- ▶ How did continuing industrialization create challenges and opportunities for national unification? ▶ How and why did European powers pursue colonies worldwide, and what impact did this new imperialism have on Europe and the colonized areas?

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

Continuity and Change
Comparison
Contextualization
Evidence

Kishlansky, Geary, and
O'Brien, chapter 23

Instructional Activity:

Students are assigned to groups, and each group directs their attention to the textbook reading in an effort to understand the model of reform for one of the following: Great Britain, France, Russia, or Austria-Hungary. In their groups, students prepare for a presentation to the class: a brief skit highlighting their nation's problems and reforms and a one-page analysis (to be copied for the class) of the effect of these reforms. Each group takes 5–8 minutes to present its skit and read its analysis. Observing students complete a data collection sheet. To conclude, the class discusses the following in the context of the activity: the role of nationalism, use of technology and mass communications, development of bureaucracy, and similarities and differences among nations.

Causation
Continuity and Change
Periodization
Contextualization
Evidence
Synthesis

Kishlansky, Geary, and
O'Brien, chapters 23
and 25

Web

Mokyr, "The Second
Industrial Revolution,
1870–1914"

Instructional Activity:

Students write down the dates 1875–1910 and note how, even including the present age of computer technology, this period represents the greatest explosion of technological and scientific progress in human history. Students provide a list of innovations from that time. Next, based on the text or website, students brainstorm with a partner on the impact of these technologies, processes, and developments on European society, especially with regard to imperialism, urbanization (and reform), mass politics, leisure, production, labor, and consumerism. Students write a short paragraph on the impact of the second industrial revolution.

Module 2: Nation-Building and Imperialism, 1850–1914 (*continued*)**Essential Questions:**

- ▶ How did the new diplomatic situation after 1850 create the circumstances for the emergence of *Realpolitik* leaders to unify Italy and Germany? What impact did these unifications have on the balance of power in Europe?
- ▶ How did continuing industrialization create challenges and opportunities for national unification? ▶ How and why did European powers pursue colonies worldwide, and what impact did this new imperialism have on Europe and the colonized areas?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 25	Instructional Activity: Students view a map of Africa circa 1870 and then another circa 1914, and they explain what differences they notice between the maps and account for these differences (based on text reading). Students review as I lecture, and we hold a discussion on some of the major technological, transportation, and communications developments that allowed for the creation of direct overseas empires. In addition, they identify the economic, political, and cultural motives for the new imperialism, as we place these reasons in context for the following exercise.
Periodization		
Contextualization	Sherman, chapter 13	
Argumentation		
Evidence		
Interpretation		
Synthesis		
.....		
Causation	Kishlansky, Geary, and O'Brien, chapter 25	Instructional Activity: Students use a visual organizer that allows them to gather data and make conclusions from the primary, visual, and secondary sources in chapter 13 related to imperialism. Students form small groups and jigsaw the relevant readings.
Periodization		
Contextualization	Sherman, chapter 13	
Argumentation		
Evidence		
Interpretation		
Synthesis		
.....		

Module 2: Nation-Building and Imperialism, 1850–1914 (*continued*)**Essential Questions:**

- ▶ How did the new diplomatic situation after 1850 create the circumstances for the emergence of *Realpolitik* leaders to unify Italy and Germany? What impact did these unifications have on the balance of power in Europe?
- ▶ How did continuing industrialization create challenges and opportunities for national unification? ▶ How and why did European powers pursue colonies worldwide, and what impact did this new imperialism have on Europe and the colonized areas?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 25	Formative Assessment: In a paragraph, with evidence from the sources, students respond to the prompt, <i>Evaluate the relative importance of economic versus political factors in driving imperial expansion</i> . They then discuss the question and justify their conclusions.
Periodization		
Contextualization	Sherman, chapter 13	
Argumentation		
Evidence		
Interpretation		
Synthesis		

Causation	Kishlansky, Geary, and O'Brien, chapter 25	Instructional Activity: For homework, students research one of the following areas to identify and assess their responses to European imperialism: Africa, India, China, or Japan. In class, each group presents its area for 3–5 minutes, while students organize their ideas for purposes of comparison and contrast. Class discussion then draws out the different approaches of European imperialism toward Africa and Asia. Students establish clear similarities and differences through the use of a chart.
Comparison		
Contextualization		
Evidence		
Interpretation		
Synthesis		

When students take a position, I encourage them to defend it with reference to specific incidents and nations' involvement in imperial ventures. Also, I draw student attention, with verbal and written feedback, to making connections between the primary sources, secondary sources, and content of the period. We connect imperialism to previous examples of Europe's interaction with the world and anticipate anti-colonial movements in the 20th century.

Module 2: Nation-Building and Imperialism, 1850–1914 (continued)

Essential Questions:

- ▶ How did the new diplomatic situation after 1850 create the circumstances for the emergence of *Realpolitik* leaders to unify Italy and Germany? What impact did these unifications have on the balance of power in Europe?
- ▶ How did continuing industrialization create challenges and opportunities for national unification? ▶ How and why did European powers pursue colonies worldwide, and what impact did this new imperialism have on Europe and the colonized areas?

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

Causation	Orwell, "Shooting an Elephant"	In advance, students read the (very) short story by George Orwell, "Shooting an Elephant." In class, they participate in a discussion that draws out the cultural consequences of imperialism, such as dependency, neo-colonialism, racial conflict, and ongoing issues in former colonial areas, especially Africa.
Comparison		
Contextualization		
Evidence		
Interpretation		
Synthesis		

Causation	Web AP European History 2009 Free-Response Questions, Section II, Part A	Summative Assessment: Students complete the 2009 document-based question (<i>Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914</i>) OR I assign them two of the following short-answer questions: ▶ Using maps of Europe from 1848 and 1871, provide TWO reasons for the changes depicted. ▶ Identify TWO new technologies or processes of the second industrial revolution and explain how these were used by states for nation-building and imperialism. ▶ Explain ONE impact that the new imperialism (1870–1914) had on Europe and ONE impact it had on a colonial area. (Learning objectives addressed: INT-1, INT-2, INT-3, INT-7, INT-9, INT-10, SP-14, SP-17, SP-18, IS-10)
Continuity and Change		
Comparison		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

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

c. 1815 to c. 1914

Module 3: The Crisis of Modernism, 1850–1914

Learning Objectives:

▶ INT-7, PP-1, PP-4, PP-6, PP-7, PP-8, PP-10, PP-13, PP-14, PP-15, OS-3, OS-4, OS-9, OS-10, OS-12, OS-13, SP-1, SP-3, SP-4, SP-5, SP-7, SP-9, SP-10, SP-11, SP-12, IS-3, IS-4, IS-5, IS-6, IS-7, IS-9, IS-10

Key Concepts:

▶ 3.1.III, 3.2.I, 3.2.II, 3.2.III, 3.2.IV, 3.3.I, 3.3.II, 3.3.III, 3.4.II, 3.5.III, 3.6.I, 3.6.II, 3.6.III

Estimated Time:

10–11 class sessions

Essential Questions:

▶ How did industrialization lead to the development of a modern society, particularly in relation to cities, social classes, family and gender, and work and leisure, by the second half of the 19th century? ▶ What were the features of mass politics, and how did various European states manifest the growing tensions between authoritarianism and democracy? ▶ How did ideas and culture represent both the fulfillment of and challenge to Enlightenment ideals of reason and progress?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 24	<p>Instructional Activity: Students define <i>modern</i>, and with my help they identify its specific historical meaning:</p> <ul style="list-style-type: none"> ▶ authority of science and scientific method ▶ orientation toward technological solutions ▶ communications and transportation developments that accelerate the pace of life ▶ high degree of organization/structure/impersonality in institutional life ▶ self-expression and inner states in the arts ▶ exploration and glorification of the irrational ▶ relativism in knowledge and values <p>Students view <i>Dynamism of a Cyclist</i> or <i>Unique Forms of Continuity in Space</i> and note the subject matter, style, and purpose of the painting and the sculpture. Then, using their texts, students connect the art to features of mass society, such as medical advances, mass education, mass leisure, urban reform, etc. These are developed further throughout the unit.</p>	<p>It is important that students come away with a clear picture of modernism, beyond a vague sense of “current.” This is a good time to introduce the concept of positivism — that all knowledge claims can be reduced to sensory observations and only those entities that can be verified with methods of science could exist.</p>
Continuity and Change			
Contextualization			
Evidence			
Synthesis			
Causation	Kishlansky, Geary, and O'Brien, chapter 24	<p>Instructional Activity: Students use the cities from the previous Urban Game. They “reform” these cities according to the new principles of urban planning. They consider this thought experiment: <i>Imagine you are walking through a European city c. 1910. What new technologies and amenities would you note compared to the same city c. 1840?</i> Student ideas are placed on the board as they take notes. Students view the historical maps (see website or text ancillaries) of cities pre- and post-reform (such as Paris or Vienna). Students take a new sheet of paper and, using the basic structure of the old city, add the new features and introduce an element of urban planning.</p>	
Continuity and Change			
Periodization			
Contextualization			
	The 1900 Collection: Maps & Plans of Yesteryear		

Module 3: The Crisis of Modernism, 1850–1914 (*continued*)**Essential Questions:**

► How did industrialization lead to the development of a modern society, particularly in relation to cities, social classes, family and gender, and work and leisure, by the second half of the 19th century? ► What were the features of mass politics, and how did various European states manifest the growing tensions between authoritarianism and democracy? ► How did ideas and culture represent both the fulfillment of and challenge to Enlightenment ideals of reason and progress?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 24	Formative Assessment: In a substantive paragraph, students respond to the prompt, <i>Identify TWO features of urban reform in the period 1850 to 1914 and analyze ONE social impact of these changes.</i>
Continuity and Change		
Periodization	Web The 1900 Collection: Maps & Plans of Yesteryear	Instructional Activity: In small groups, students research one of the following topics: education, sports, the “new woman”/feminism, white collar jobs, medicine, workers and unions, or communications and transportation. Each group produces the following for a modernism expo: a tri-fold pamphlet with key figures, developments, and analysis; a chart or poster with relevant visuals; costumes and props (optional); and a high-interest and cogent presentation of 2–3 minutes. For the expo, students take turns at their “stations,” giving their presentation while partners process through the other stations, completing a data collection sheet. After the expo, class reassembles for a discussion that places topics in the context of modern society.
Contextualization		
Evidence	Kishlansky, Geary, and O'Brien, chapter 24	Instructional Activity: In small groups, students research one of the following topics: education, sports, the “new woman”/feminism, white collar jobs, medicine, workers and unions, or communications and transportation. Each group produces the following for a modernism expo: a tri-fold pamphlet with key figures, developments, and analysis; a chart or poster with relevant visuals; costumes and props (optional); and a high-interest and cogent presentation of 2–3 minutes. For the expo, students take turns at their “stations,” giving their presentation while partners process through the other stations, completing a data collection sheet. After the expo, class reassembles for a discussion that places topics in the context of modern society.
Interpretation		

Following the writing part of the assessment, class discussion reinforces the features of modern life outlined in the previous activity. I provide verbal feedback to the class and written feedback (using a rubric) to individuals, while reminding them of how modernism will shape the lives of Europeans in upcoming decades.

This project can be adapted depending on time. For an abbreviated version, students can simply create the pamphlets, with the teacher either copying them for the class or posting them on a class website and then requiring students to fill out a brief worksheet based on their reading of the materials.

Module 3: The Crisis of Modernism, 1850–1914 (*continued*)**Essential Questions:**

► How did industrialization lead to the development of a modern society, particularly in relation to cities, social classes, family and gender, and work and leisure, by the second half of the 19th century? ► What were the features of mass politics, and how did various European states manifest the growing tensions between authoritarianism and democracy? ► How did ideas and culture represent both the fulfillment of and challenge to Enlightenment ideals of reason and progress?

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

Historical Thinking Skills	Materials	Instructional Activities and Assessments
Causation Comparison Contextualization Argumentation Evidence Interpretation	Kishlansky, Geary, and O'Brien, chapters 23 and 24	Instructional Activity: For homework, students research Great Britain, France, Germany, Austria-Hungary, Russia, Italy, or Spain, focusing on how the following key features of mass politics were evident in their assigned nation: reliance on new communication and transportation technologies, a blend of democracy and authoritarianism, and increased conflict (especially with "outsider" groups such as women, Jews and ethnic minorities, workers, etc.). In class, using the textbook, they identify the features; then, in an informal setting, students exchange what they learned in their research with at least one student from each of the other nations.

Causation Comparison Contextualization Argumentation Evidence Interpretation	Kishlansky, Geary, and O'Brien, chapters 23 and 24	Formative Assessment: We begin with a discussion that emphasizes the role of mass politics in the period 1870 to 1914. Students respond to the prompt, <i>Choose ONE event from the period 1848 to 1914 and evaluate ONE impact it had on the development of mass politics.</i>
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◀ *In the discussion and prompt, I encourage students to make the connection between the conceptual framework of mass politics and its varying expression in different national settings. Students peer grade with a partner using a rubric provided. Also, this is a good time to look forward to the causes of World War I in providing a sense of the various pressures acting on the national politics.*

Module 3: The Crisis of Modernism, 1850–1914 (continued)

Essential Questions:

► How did industrialization lead to the development of a modern society, particularly in relation to cities, social classes, family and gender, and work and leisure, by the second half of the 19th century? ► What were the features of mass politics, and how did various European states manifest the growing tensions between authoritarianism and democracy? ► How did ideas and culture represent both the fulfillment of and challenge to Enlightenment ideals of reason and progress?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 24	<p>Instructional Activity: Students note the significance of the period 1850 to 1914 for the richness of developments in science, social science, and philosophy. To emphasize the point, students view a relevant clip from either episode of <i>The Day the Universe Changed</i>. Then, using a data collection chart, students jigsaw the relevant readings, images, and interpretations in chapter 14 (and from the website if desired). They focus on the relevant themes: confidence in science, glorification of the irrational, alienation, struggle, subjectivity, and randomness. We conduct a class discussion to bring out how these themes apply to the major intellectual figures of the period, including Darwin, Freud, Marx, and Einstein.</p>
Continuity and Change	O'Brien, chapter 24	
Periodization	Sherman, chapter 14	
Comparison	Web	
Contextualization	Internet Modern History Sourcebook	
Argumentation	Video	
Evidence	<i>The Day the Universe Changed: Fit to Rule: Darwin's Revolution</i>	
Interpretation	<i>The Day the Universe Changed: Making Waves: The New Physics – Newton Revisited</i>	
Synthesis		
Continuity and Change	Kishlansky, Geary, and O'Brien, chapter 24	<p>Instructional Activity: Students view clips from <i>The Rite of Spring</i> (easily found online) and speculate why it provoked a riot in a Paris theater. Next, they read a portion of Apollinaire's essay on art and discuss how the artist sees the task of the painter. They should note how this task changed with the advent of photography and other artistic trends in the period 1850 to 1914, such as self-expression, abstraction, use of light and shadow, everyday scenes, technology, and social commentary. For homework, students research one of the following movements: Realism, Impressionism, Post-Impressionism, Expressionism, Futurism, Dadaism, Cubism, or (modern) architecture. In groups the next day, students present two to three characteristic works that convey their movement. Their attention should be focused on connecting to the themes above.</p>
Periodization	Apollinaire, "Pure Painting"	
Comparison	Web	
Contextualization	Picasso, <i>Les Femmes d'Alger (O. J. R. Version O)</i>	
Argumentation	Video	
Evidence	<i>The Shock of the New</i> (episode 1: <i>Mechanical Paradise</i>)	
Interpretation		
Synthesis		

Module 3: The Crisis of Modernism, 1850–1914 (continued)

Essential Questions:

► How did industrialization lead to the development of a modern society, particularly in relation to cities, social classes, family and gender, and work and leisure, by the second half of the 19th century? ► What were the features of mass politics, and how did various European states manifest the growing tensions between authoritarianism and democracy? ► How did ideas and culture represent both the fulfillment of and challenge to Enlightenment ideals of reason and progress?

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

Continuity and Change

Periodization

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Kishlansky, Geary, and O'Brien, chapter 24

Apollinaire, "Pure Painting"

WebPicasso, *Les Femmes d'Alger (O. J. R. Version O)***Video***The Shock of the New* (episode 1: *Mechanical Paradise*)**Formative Assessment:**

Acting as a contemporary art critic, students write a review of Picasso's *Les Femmes d'Alger (O. J. R. Version O)*.

Continuity and Change

Periodization

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Summative Assessment:

Students answer 20 multiple-choice questions and respond to one of the following in an extended essay:

- Choose TWO of the following groups and assess the extent to which they were able to achieve equality in 1850–1914: women, Jews, workers.
- Choose TWO of the following and analyze the extent to which they either supported or challenged Enlightenment ideals of rationality and progress from 1850 to 1914: art, Darwin, Freud, Marx, physics.

(Learning objectives addressed: PP-8, PP-14, OS-4, OS-10, OS-13, SP-9, IS-5, IS-7, IS-9, IS-10)

We post the reviews on a bulletin board with several characteristic art movements of the era, and I write an overall commentary that accompanies the display. I finish with a brief discussion that highlights how artistic expression connects to the broader themes of the module and anticipates those of the interwar period.

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

Module 3: The Crisis of Modernism, 1850–1914 (continued)

Essential Questions:

- ▶ What long-and short-term causes produced the First World War? Was the conflict inevitable? Which power was most responsible?
- ▶ How did total war alter European society, economy, government power, and diplomatic landscape?
- ▶ How did the Russian Revolution represent both the unique features of Russian history and the crisis of the First World War?

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

Causation	Kishlansky, Geary, and O'Brien, chapters 25 and 26	<p>Instructional Activity: Students view an image of the Vietnam Veterans Memorial and reflect on its importance for the 58,000 Americans killed. A similar memorial for the 9 million killed during WWI would be 14 miles! Next, as I lecture, students take notes on the First World War as a major historical controversy along with its causes, including nationalism, the alliance system, mass politics, imperialism, militarism, and culture. In groups, students use the websites to write a two to three page précis on 1) the key causes of WWI and 2) which nation bears the largest responsibility. Students then discuss in a forum, with groups using examples from their research. To supplement, students watch the first episode of <i>The Great War</i>.</p>
Continuity and Change	Sherman, chapter 15	
Contextualization	Web "The First World War" FirstWorldWar.com	
Argumentation	Video <i>The Great War: And the Shaping of the 20th Century</i>	
Evidence		
Interpretation		<p>Instructional Activity: Students identify the technologies that defined the First World War (see textbook) as we list them on the board. They discuss how these affected the nature of the conflict, especially the discrepancy between Napoleonic tactics (taught in war colleges) and modern, industrialized weapons. Next, during a lecture, students make a visual guide and map on the phases of the conflict (1914: War of Illusion, 1915: Stalemate and Expansion, 1916-17: Slaughter, 1917-18: Exhaustion and Revolution). To give a sense of trench warfare, students view several brief clips from the PBS film (e.g., the scenes from the Battle of Verdun from episode 4).</p> <p>A motivated student (perhaps with an acting background) can provide a dramatic reading of Owen's "Dulce Et Decorum Est" from chapter 15.</p>
Synthesis		
Continuity and Change	Kishlansky, Geary, and O'Brien, chapter 26	
Periodization	Sherman, chapter 15	
Contextualization	Video <i>The Great War: And the Shaping of the 20th Century</i>	
Evidence		

This assignment takes several days and should introduce students to some of the key interpretive issues of the First World War, such as causes, decision making, and the question of inevitability. This conflict occupies a central role in my course, and I try to frame the issue in terms of the notions of tragedy and hubris.

c. 1914 to the Present

Module 1: The Great War and Russian Revolution, 1914–1924

Learning Objectives:

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

Key Concepts:

► 3.3.I, 3.3.III, 3.4.III, 3.5.III, 3.6.III, 4.1.I, 4.1.II, 4.2.I, 4.3.I, 4.3.II, 4.3.IV, 4.4.I, 4.4.II

Estimated Time:

9–10 class sessions

Essential Questions:

► What long-and short-term causes produced the First World War? Was the conflict inevitable? Which power was most responsible? ► How did total war alter European society, economy, government power, and diplomatic landscape? ► How did the Russian Revolution represent both the unique features of Russian history and the crisis of the First World War?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 26
Continuity and Change	
Contextualization	Web
Argumentation	“The First World War”
Evidence	FirstWorldWar.com
Interpretation	Video
Synthesis	<i>The Great War: And the Shaping of the 20th Century</i>

Instructional Activity:
Students define the features of *total war* (from the textbook reading) and discuss its effect on the political and economic regimes of the combatant nations. Next, they view relevant clips from episode 3 of *The Great War: And the Shaping of the 20th Century* and develop an outline or visual map of the concept. For homework, students research (using the textbook or websites) the experience of total war for one of the following nations: Germany, France, Great Britain, or Russia. In class the next day, they discuss similarities and differences for those nations.

Causation	Kishlansky, Geary, and O'Brien, chapter 26
Continuity and Change	
Contextualization	Web
Argumentation	“The First World War”
Evidence	FirstWorldWar.com
Interpretation	Video
Synthesis	<i>The Great War: And the Shaping of the 20th Century</i>

Instructional Activity:
We continue the lesson with a special focus on the use of propaganda, as students view images of the posters available on FirstWorldWar.com and discuss the types of appeals and symbols used. Students identify the ways in which these demonized the enemy (the basis for the genocides of the 20th century, beginning with that of the Armenians during WWI).

Formative Assessment:
In a written paragraph, students respond to the prompt, *Identify TWO features of total war from 1914 to 1918 and analyze TWO effects of these features on European society.* When their paragraphs are complete, in small groups, students argue for the primacy of one factor.

The theme of total war is carried throughout this chronological unit, so I highlight key issues such as the role of women, government powers, dissent, mobilization, propaganda, rationing, etc. Once students complete the assessment, I survey responses and provide written feedback to individual students.

Essential Questions:

- ▶ What long- and short-term causes produced the First World War? Was the conflict inevitable? Which power was most responsible?
- ▶ How did total war alter European society, economy, government power, and diplomatic landscape?
- ▶ How did the Russian Revolution represent both the unique features of Russian history and the crisis of the First World War?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 26 Sherman, chapter 15 The Choices Program, <i>The Russian Revolution</i>	Instructional Activity: For homework, students read background essays from <i>The Russian Revolution</i> . In class, students note that the Soviet Union was the first experiment in socialism, and that its time in existence (1914–1991) coincides with the traumatic 20th century. During a lecture, they complete a chart on the long- and short-term factors leading up to the Russian and Bolshevik Revolutions, and then we discuss the Lenin documents in chapter 15. To conclude the activity, students engage in an abbreviated Choices unit with a focus on the peasants and the simulation of options for Russia's future (summer of 1917).
Comparison		
Contextualization		
Periodization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

Causation	Kishlansky, Geary, and O'Brien, chapter 26 Sherman, chapter 15 The Choices Program, <i>The Russian Revolution</i>	Formative Assessment: Students read and engage the interpretation by Service in chapter 15 and then divide into two groups: those who support the interpretation and those who contradict it (each side must have TWO pieces of evidence). The class debates the interpretation while I moderate.
Comparison		
Contextualization		
Periodization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

Causation	Web "The First World War" FirstWorldWar.com The Online Otto Dix Project "Paul Nash"	Instructional Activity: Students view paintings from artists such as Paul Nash and Otto Dix and comment on how the works capture the emotional impact of the First World War. As they watch several brief clips from the PBS video, such as "Shellshock" from episode 5 and "The Road Back" and "Pilgrimage" from episode 8, students take notes, focusing on the psychological and cultural impact of the war. Lastly, students use statistics (see first two websites) and maps to capture the economic, political, diplomatic, and social impact of the conflict and discuss the overall impact.
Continuity and Change		
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis	Video <i>The Great War: And the Shaping of the 20th Century</i>	

The abbreviated Choices units can work as weeklong or two-day units of instruction. What we do in this activity takes one and a half to two class periods.

This activity requires students to evaluate the interpretation and also employ evidence for their own position. I draw student attention to the similarities and differences with the French Revolution after providing verbal feedback on student arguments.

Module 1: The Great War and Russian Revolution, 1914–1924 (continued)

Essential Questions:

- ▶ What long-and short-term causes produced the First World War? Was the conflict inevitable? Which power was most responsible?
- ▶ How did total war alter European society, economy, government power, and diplomatic landscape?
- ▶ How did the Russian Revolution represent both the unique features of Russian history and the crisis of the First World War?

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

Causation	Web	Formative Assessment:
Continuity and Change	“The First World War”	Students use their notes from the previous activity to do one of the following:
Contextualization	FirstWorldWar.com	▶ Write a letter home from a soldier at the front that conveys the reality of trench warfare.
Argumentation	The Online Otto Dix Project	▶ Write a poem that captures the trauma of total war.
Evidence	“Paul Nash”	▶ Draw a diagram that depicts the outcomes of the First World War.
Interpretation	Video	
Synthesis	<i>The Great War: And the Shaping of the 20th Century</i>	
Causation	Web	Summative Assessment:
Continuity and Change	AP European History	Based on my preference, students either answer the 2003 document-based question (<i>Describe and analyze changing views toward the concept of a “civil peace” (Burgfrieden) in Germany from 1914 to 1918</i>) OR they complete 20 multiple-choice questions and address two of the following short constructed-response questions:
Contextualization	2003 Free-Response Questions, Section II, Part A	▶ Choose ONE cause and explain why it was the most important in bringing on the First World War. Then choose ANOTHER and explain why this cause was not as important.
Argumentation		▶ Analyze TWO factors that explain the discrepancy between the war Europeans expected and the war Europeans got in 1914.
Evidence		▶ Explain TWO ways in which Marxism was adapted to fit Russia by Lenin.
Interpretation		(Learning objectives addressed: PP-8, PP-10, SP-6, SP-8, SP-13, SP-14, SP-17, SP-18, IS-8)
Synthesis		

This assignment can be modified based on time. Students share their work in small groups, with a whole-class discussion to bring together some of their ideas on the effects of the Great War. Students get written feedback from peers and verbal feedback from me; in addition, they retain their work as the basis for introducing the issues of the next unit.

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

c. 1914 to the Present

Module 2: The Crisis of Democracy and World War II, 1918–1945

Learning Objectives:

▶ INT-2, INT-3, INT-7, INT-8, INT-9, INT-10, INT-11, PP-1, PP-4, PP-8, PP-10, PP-11, PP-13, PP-14, PP-15, PP-16, OS-3, OS-8, OS-9, OS-10, OS-12, OS-13, SP-5, SP-6, SP-8, SP-10, SP-13, SP-14, SP-17, SP-18, IS-3, IS-4, IS-5, IS-6, IS-7, IS-8, IS-9, IS-10

Key Concepts:

▶ 4.1.II, 4.1.III, 4.1.VII, 4.2.I, 4.2.II, 4.2.III, 4.3.I, 4.3.II, 4.3.III, 4.3.IV, 4.4.I, 4.4.II

Estimated Time:

12–13 class sessions

Essential Questions:

▶ In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ▶ What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ▶ What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 27	Instructional Activity: In small groups, students jigsaw the secondary sources from chapter 16 and identify the problems facing Europe during the postwar period. They then discuss and place these in context.
Continuity and Change	O'Brien, chapter 27	
Periodization	Sherman, chapter 16	
Contextualization	Video	
Argumentation	<i>Modern Times</i>	To provide background on elite cultural developments, students view images from painters and architects, as well as excerpts from “lost generation” writers. The themes they see may include disillusionment, alienation, exploration of consciousness, subjectivity, and irrationality. In popular culture at the time, the prevalent themes were the influence of the U.S., experimentation, shifting moral codes, escapism, and technology. On a worksheet, students analyze the impact of new technologies (e.g., radio, automobiles, film, airplanes) on social and political life. To illustrate technology issues, students view clips from Chaplin's <i>Modern Times</i> (e.g., eating machine) and from Fritz Lang's <i>Metropolis</i> (e.g., workers sacrificed to Moloch).
Evidence	<i>Metropolis</i>	
Interpretation		
Synthesis		

Causation	Kishlansky, Geary, and O'Brien, chapter 27	Formative Assessment: In a paragraph, students respond to the prompt, <i>What role did new communication and transportation technologies play in the interwar period, and what impact did they have on the postwar mood? Use ONE example from chapter 16 and ONE other example for support.</i>
Continuity and Change	O'Brien, chapter 27	
Periodization	Sherman, chapter 16	
Contextualization	Video	
Argumentation	<i>Modern Times</i>	
Evidence	<i>Metropolis</i>	
Interpretation		
Synthesis		

My usual practice is to address cultural themes at the end of a module, usually to connect the art to other themes. In this module, I reverse that practice to help students immediately zero in on the postwar mood. You may want to introduce the term age of anxiety as an organizing concept to connect the cultural climate with political and economic developments.

I provide feedback with a rubric and note the use of technology by governments to mobilize public opinion. As Nazi Minister of Propaganda, Goebbels, noted, National Socialism “would not have been possible” without the radio and airplane.

Essential Questions:

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Causation Continuity and Change Contextualization Evidence Interpretation Synthesis	Kishlansky, Geary, and O'Brien, chapters 26 and 27 Web GCSE Modern World History (select "Treaty of Versailles," "League of Nations," and "Road to WWII")	Instructional Activity: For homework, students use the textbook and website to research the postwar settlement and efforts at collective security for a class discussion on these topics. In class, students engage in a group discussion with questions targeted to identify the features of the Versailles settlement, conflict over its vision, failures of the League of Nations, French efforts at security, U.S. isolationism, German revisionism, and lack of enforcement. This can be done as a whole class or in two sets of inner and outer circles in which each group evaluates the other for half the period (discussion leaders need to be chosen).
Causation Continuity and Change Contextualization Evidence Interpretation Synthesis	Kishlansky, Geary, and O'Brien, chapters 26 and 27 Web GCSE Modern World History (select "Treaty of Versailles," "League of Nations," and "Road to WWII")	Formative Assessment: Students answer 10 multiple-choice questions, using stimulus material, on the decisions and impact of the Treaty of Versailles.

I review answers with students and note, with student discussion, the similarities and differences with the Congress of Vienna, particularly with relation to goals, success, and issues faced by the diplomats. This topic connects directly to the other essential questions of this unit. If students demonstrate that they are struggling with any of the material, we review some of the important ideas.

Module 2: The Crisis of Democracy and World War II, 1918–1945 (*continued*)**Essential Questions:**

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 27	<p>Instructional Activity: For homework, students research responses to the Great Depression of one of the following areas: Great Britain, France, Scandinavia, Spain, or Eastern Europe. In class, students read from Keynes's article and discuss its main points, emphasizing connections between WWI and Versailles and postwar economic problems, particularly shifts that occurred in the world economy between 1914 and 1920 as a result of the war. Next, students organize into groups, with one student from each researched nation or region, and they explain the problems their area faced in the interwar period and how successful it was in responding to these problems. With my help, students identify difficulties faced by governments in this period. To complete the lesson they read the Laux interpretation in chapter 16, and I survey students' understanding.</p>
Comparison	O'Brien, chapter 27	
Contextualization	Sherman, chapter 16	
Evidence	Web	
Synthesis	Keynes, "The Economic Consequences of the Peace, 1920"	
Causation	Kishlansky, Geary, and O'Brien, chapter 27	<p>Instructional Activity: For homework, students read the Mussolini excerpt in chapter 17 and identify the key features of fascism. In class, students make a Venn diagram that compares 17th-century absolutism (including both the theory and actual practice of rulers) and 20th-century totalitarian governments, and they discuss the importance of mass politics and mass communications in the modern era (consult the interpretations by Kedward and Carsten in chapter 17 for background information). Next, using the Mussolini selection, we identify the primary components of fascist ideology — militarism, anti-democracy, anti-communism, anti-individualism, inequality and racism, glorification of state and leader, and paganism. Finally, as I lecture, students note the rise of fascism in Italy and the ways in which Mussolini consolidated his power after appointment as prime minister in 1922.</p>
Contextualization	O'Brien, chapter 27	
Argumentation	Sherman, chapter 17	
Evidence	Web	
Interpretation	AP European History 2002 Free-Response Questions (Form B), Section II, Part A	
Synthesis	AP European History 2002 Free-Response Questions (Form B), Section II, Part A	

Essential Questions:

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 27 Sherman, chapter 17 Web AP European History 2002 Free-Response Questions (Form B), Section II, Part A	Instructional Activity: To highlight the features of fascist society, students work in small groups and read through the sources of the 2002 exam question and, in an introductory paragraph, they address the prompt, <i>Analyze fascist Italy's population policy and reactions to it</i> . We then conduct a class discussion, focusing on fascist goals and the extent to which these were successful, and I also work in additional policies (particularly foreign) to provide further context.
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		
Continuity and Change	Kishlansky, Geary, and O'Brien, chapter 27 Web "Russian Revolution"	Instructional Activity: For homework, students read appropriate selections on Stalinism from the website. They should consult sources by Stalin himself on the goals of Soviet policy in the interwar period. In class, students take notes as I play the role of a supporter of Stalin and present a 10-minute positive perspective on how Stalin provides strong leadership and creates an advancing socialist society (especially in the context of the Great Depression). In small groups, students evaluate this perspective using the textbook and the documents they accessed for homework. They then develop a balance sheet of perspectives (pro and con) on Stalin's policies during this era.
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

This provides an additional opportunity to work with DBQs but without a commitment to grading an entire essay. I provide students with a model essay, and we discuss its merits and weaknesses to remind them of effective DBQ writing.

The positive presentation on behalf of Stalin can be in the third person, but some teachers may wish to get in character. In the past, I've periodically portrayed either well-known figures of the course or, in this case, invented a fictional backstory of how someone's life was changed positively by the advent of communism. The scenario can provide immediacy and give something to which students can react.

Essential Questions:

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 27	Instructional Activity: Students consider the modified (from the 2010 exam) document-based question, <i>Analyze the economic and political reasons for the failure of parliamentary democracy in Germany, 1918–1933</i> . They use the textbook reading or an investigation of the website. Then we look at the Choices unit on Weimar Germany and/or the website, using the visuals and charts from both to highlight the issues facing the Weimar Republic. Documents in chapters 16 and 17 can also be used for this purpose.
Continuity and Change	Sherman, chapters 16 and 17	Students partner up and present the four political party programs and speeches from the Choices unit (i.e., KPD, SPD, Center, Nazis) while the rest of the class acts as German citizens, who may ask questions of the politicians.
Contextualization	The Choices Program, <i>Weimar Germany and the Rise of Hitler</i>	
Argumentation	Web AP European History 2010 Free-Response Questions, Section II, Part A	Formative Assessment: We discuss effective essay writing techniques by focusing on the introduction (historical context and clear thesis), clear organization and explicit use of evidence, and conclusion (placing the topic in perspective). Students write one part of the essay response to the DBQ from the previous activity and share with the class.
Interpretation		
Synthesis		
.....		
Causation	"Weimar Republic"	
Continuity and Change		
Contextualization		
Argumentation		
Interpretation		
Synthesis		
.....		

◀ *This is a good point in the year to reinforce and reteach effective writing habits. To enhance student conclusions, I provide examples of effective writing that connect the topic explicitly to the course themes and unit key concepts. For those students struggling, we meet in individual tutoring sessions.*

Essential Questions:

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 27	Instructional Activity: Students watch clips from the most (in)famous propaganda film ever made — <i>Triumph of the Will</i> . As they watch, they create a visual map of Nazi goals, rhetoric, and methods of rule. Students then discuss how the Nazis came to and consolidated power and the goals they pursued from 1933 to 1945. Students interactively present an overview of the following areas in Nazi Germany (based on previously assigned research using the websites): political control, education, gender/family, leisure, race, economy, and rearmament. To conclude the lesson, students read the selections by Fischer and Goldhagen in chapter 17, after which they react to the issue of Germans' involvement in the Nazi Third Reich.
Contextualization	Sherman, chapter 17	
Argumentation		
Evidence	Web	
Interpretation	"Nazi Germany"	
Synthesis	"The Second World War"	
	Video	
	<i>Triumph of the Will</i>	
Causation	Kishlansky, Geary, and O'Brien, chapters 27 and 28	Instructional Activity: For homework, students read the documents on appeasement from the websites and take notes in preparation for a parliamentary debate. In class, students identify the key foreign policy crises provoked by the fascist powers in the period 1933 to 1939 in the context of their goals. Using notes and Robert's Rules of Order, students conduct a British parliamentary debate (circa 1938 — the time of Sudeten crisis) on the efficacy and morality of appeasing fascism. They use specific historical instances from the period to support their points. To conclude, and stepping out of character, students take a position on the following statement: "Given the circumstances, the policy of appeasement by the Western democracies was appropriate."
Contextualization		
Argumentation		
Evidence	Web	
Interpretation	GCSE Modern World History (select "Road to WWII")	
	"Robert's Rules of Order – Summary Version"	
	"The Second World War" (select the "European Diplomacy" link)	

Essential Questions:

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Causation	Kishlansky, Geary, and O'Brien, chapter 28	Instructional Activity: Students note that World War II constitutes the largest event in human history. They then take notes while I give a lecture on an overview of the war's phases, focusing on tactics, building the Grand Alliance, and the reasons for Axis defeat. For homework, students research Nazi occupation in one of the following countries: France, Denmark, Yugoslavia, Poland, Lithuania, or Norway. In class, groups organize with students from different nations, and they discuss similarities and differences.
Continuity and Change		
Periodization	Laqueur, <i>The Holocaust Encyclopedia</i>	As I lecture, students consider that Nazis fought another war in Europe — against Jews and other ethnic minorities — and they trace the development of Nazi policies, noting how Jews were killed, what other groups were targeted, any collaboration or resistance, and the extent of the world's knowledge about the genocide. Students also view clips from episode 20 of <i>The World at War</i> .
Comparison	Web “European History Interactive Map”	
Contextualization	“US Holocaust Memorial Museum: The Holocaust and WWII—Timeline”	
Evidence	Video <i>The World at War</i>	

Essential Questions:

► In what ways did the fallout from the First World War and the Treaty of Versailles present economic, political, and intellectual challenges to the new democratic governments and to Europe's collective security? ► What were the features of totalitarian movements and regimes, and how did they threaten the postwar order? ► What caused the Second World War, and in what ways did the conflict challenge Europe's position and sense of superiority?

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

Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapter 28
Laqueur, *The Holocaust Encyclopedia*
Web
"The Second World War"
"World War Two"

Formative Assessment:

In advance, students research and write a brief paper on one of the following topics: 1) To what extent did the outside world know about the Holocaust, and should it have done more to stop it? 2) Analyze the economic, diplomatic, and military reasons for Germany's failure to win WWII. 3) Was strategic bombing of Axis cities, including that of Hiroshima and Nagasaki, successful and justified? Students may identify their own sources as well as use those listed.

In class, students conduct a forum, with each group presenting their differing perspectives (for about 15 minutes) on the question, using their research and papers. Groups develop talking points in advance and on a focused itinerary of topics. If time permits, students finish with a brief reflection of the economic, material, political, diplomatic, moral, environmental, and psychological impacts of WWII.

Causation
Continuity and Change
Periodization
Contextualization
Argumentation
Evidence
Interpretation
Synthesis

Summative Assessment:

Students complete 25 multiple-choice questions and an extended essay response to one of the following prompts:

- Compare and contrast TWO of the following regimes with respect to how strongly they fulfilled the theory of totalitarianism: fascist Italy, Nazi Germany, the Soviet Union under Stalin.
- Compare and contrast the structure of European diplomacy prior to World War I (1890–1914) with that prior to World War II (1919–1939).

(Learning objectives addressed: PP-8, PP-11, PP-16, OS-13, SP-5, SP-6, SP-8, SP-14, IS-3, IS-8)

This assessment allows for a wider range of student responses and viewpoints, including some ethical decision making. When conducting the forum, I encourage students to justify their perspectives with evidence and argument, as well as to bring the conversation back to the essential questions. I provide written comments on student papers, focusing on their ability to use evidence to make arguments.

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

c. 1914 to the Present

Module 3: The Cold War, Recovery, and Unity, 1945 to the Present

Learning Objectives:

▶ INT-2, INT-3, INT-6, INT-7, INT-8, INT-9, INT-10, PP-1, PP-3, PP-4, PP-5, PP-8, PP-10, PP-12, PP-13, PP-14, PP-15, OS-3, OS-4, OS-8, OS-9, OS-10, OS-11, OS-12, OS-13, SP-1, SP-3, SP-5, SP-8, SP-9, SP-10, SP-12, SP-14, SP-17, SP-19, IS-3, IS-4, IS-6, IS-7, IS-8, IS-9, IS-10

Key Concepts:

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

Estimated Time:

12–13 class sessions

Essential Questions:

▶ What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945? ▶ How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities? ▶ In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Kishlansky, Geary, and O'Brien, chapter 29	<p>Instructional Activity:</p> <p>Students view photographs of cities destroyed during World War II, such as Warsaw and Berlin, and they identify the postwar issues that these pictures suggest: displaced persons, physical destruction, political division, and a vacuum of power. Students also note that a consequence of the war was Europe's division into blocs, dominated by two peripheral powers — the U.S. and the USSR. To illustrate the point, students listen to “Russians” by Sting and comment on what the song conveys about the Cold War. Next, students take notes as I lecture, giving them an overview of the Cold War and its phases, emphasizing its military, political, economic, and ideological nature.</p>
Continuity and Change	O'Brien, chapter 29	
Periodization	Sting, “Russians”	
Contextualization		
Evidence		
Causation	Kishlansky, Geary, and O'Brien, chapters 29 and 30	<p>Instructional Activity:</p> <p>Students form three teams for interpretations on the Cold War: 1) the Soviet Union is primarily to blame, 2) the U.S. is primarily to blame, or 3) a combination of inevitable tensions and misperceptions is to blame. They use both primary sources and secondary interpretations to support their sides, including the textbook, chapter 18, and the websites. Each team devises three to four major interpretations and three to four counterarguments, and they employ a list of 40 key terms. Some of this research can be completed for homework. To supplement the research, students view segments from the CNN <i>Cold War</i> series (e.g., parts of “Marshall Plan,” “Berlin,” and “The Wall Comes Down”) as they complete a visual organizer.</p>
Continuity and Change	Sherman, chapter 18	
Comparison		
Contextualization		
Argumentation	Web	
Evidence	“The Cold War”	
Interpretation	The Cold War Files: Interpreting History Through Documents	
Synthesis	GCSE Modern World History (select “The Origins of the Cold War” and “How the Cold War Developed”)	
	Video	
	<i>Cold War</i>	

Essential Questions:

- What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945? ► How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities? ► In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

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

Causation	Kishlansky, Geary, and O'Brien, chapters 29 and 30	Formative Assessment: Continuing in their teams from the previous activity, students take 3 minutes in a series of rounds to develop arguments, provide support, and refute the points of the other two groups. Students should use the entire chronology (1943-90) and explain the nuances of their positions.
Continuity and Change		
Comparison	Sherman, chapter 18	
Contextualization	Web “The Cold War”	
Argumentation		
Evidence	The Cold War Files: Interpreting History Through Documents	
Interpretation		
Synthesis	GCSE Modern World History (select “The Origins of the Cold War” and “How the Cold War Developed”)	
	Video <i>Cold War</i>	

Causation	Kishlansky, Geary, and O'Brien, chapters 29 and 30	Instructional Activity: Students outline Soviet history from 1945 to 1991 on an organizer, emphasizing economic productivity, internal dissent, and changing fortunes of reform. Next, one group of students uses the documents from chapter 19 to research the reasons for the collapse of the USSR. The remainder of the class divides into groups to research an Eastern bloc nation: Poland, East Germany, Hungary, Czechoslovakia, Romania, or Yugoslavia. Each group uses the textbook as well as any print and online sources to provide the following: an overview of key events, important leaders and groups, an analysis of how communism collapsed, and a status report of post-1990 developments. Groups can supplement their presentations with visuals. Students then participate in a seminar on the issues facing Eastern Europe (including the Soviet Union) after 1945.
Continuity and Change		
Periodization	Sherman, chapter 19	
Comparison	Web “European History Interactive Map”	
Contextualization		
Argumentation		
Evidence		
Interpretation		
Synthesis		

The forum can be loosely or formally structured. Students must have a sense of what each position entails before they begin research. This interpretive question usually captures student attention and produces fairly strong opinions. I also provide teams and individuals with feedback via a rubric. This assessment provides a structure for subsequent political discussions in this module.

Again, it is important for these lessons to focus on the macro issues with a few specific examples from each nation to flesh out the key concepts. Students should be careful not to become mired in too much detail.

Essential Questions:

- What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945? ► How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities? ► In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

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

Causation	Kishlansky, Geary, and O'Brien, chapters 29 and 30	Instructional Activity: Students view maps of NATO and EU membership from 1949 to the present and account for the trends in the maps. Next, they note, as I lecture, the postwar political and economic trends in Western Europe, with balance to macro trends and issues of recovery and integration in Britain, France, Germany, and Italy. They identify the history and functions of the EU in a discussion.
Continuity and Change		
Periodization	Web “European History Interactive Map”	Instructional Activity: Students view maps of decolonization and identify reasons for Europe's loss of colonies. In small groups they make a Venn diagram that portrays comparative decolonization (e.g., France, Britain, Netherlands). They use the textbook or their own research in considering the following areas: Indonesia, India, Indochina, Algeria, Congo, and Egypt. Then, using a contemporary map, students analyze areas experiencing renewed ethnic conflict following the fall of the Berlin Wall (e.g., Ireland, Belgium, Yugoslavia).
Comparison		
Contextualization	“The History of the European Union”	Formative Assessment: To bridge the lesson to the assessment, we connect Western Europe during the postwar period to the theme of “Pulling Back and Together.” Students respond to the prompt, <i>Pick TWO postwar policies adopted by Western European governments and evaluate their success in assisting recovery after 1945.</i>
Argumentation		
Evidence	“A Short History of NATO”	
Interpretation		
Synthesis		

As the course nears a close, I require students to be as explicit as possible in focusing on the historical thinking skills, as with this exercise for causation, continuity and change, and interpretation. I give students individual written feedback and may arrange conferences if some are still struggling with such prompts.

Essential Questions:

- ▶ What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945?
- ▶ How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities?
- ▶ In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

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

Continuity and Change
Comparison
Contextualization
Argumentation
Evidence
Synthesis

Kishlansky, Geary, and O'Brien, chapters 29 and 30

Instructional Activity:

Students respond in a brief paragraph to the question, *What lessons did governments learn from the period 1918 to 1945 regarding economic and social policy?* We discuss the following areas: growth of the welfare state, economic planning, and international economic/financial organizations. Then students fill out an organizer for each of those areas as I lecture on comparisons between Western and Eastern Europe, identifying the macro trends but also giving examples from specific nations.

Continuity and Change
Comparison
Contextualization
Argumentation
Evidence
Synthesis

Kishlansky, Geary, and O'Brien, chapters 29 and 30

Instructional Activity:

In preparation for a forum, students research one of the following groups, considering position, status, goals, and activities: feminists, technocrats, domestic terrorists (e.g., IRA, ETA, Baader-Meinhof, Red Brigade), foreign workers, Greens, the traditionally religious, youth/students, or Marxist intellectuals (e.g., Marcuse).

Essential Questions:

- ▶ What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945?
- ▶ How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities?
- ▶ In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

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

Continuity and Change
Comparison
Contextualization
Argumentation
Evidence
Synthesis

Kishlansky, Geary, and O'Brien, chapters 29 and 30

Web
AP European History 2009 Free-Response Questions, (Form B), Section II, Part A

Formative Assessment:

Students participate in a forum in which they present their views and interact with each other's views on the following topics: the “economic miracle,” the welfare state, the environment, changing sexual mores, consumerism, medical and genetic advances, the generation gap, inequality and racism, and technology. Then students step out of character and analyze the impact of postwar economic and social trends. If time permits, or to supplement the forum, students work with the 2009 exam question (*Analyze the causes of and responses to the 1968 crisis in France*) on the 1968 student revolts and then jigsaw the documents to address the prompt. We discuss their conclusions in context of the forum.

Causation
Continuity and Change
Periodization
Comparison
Contextualization
Evidence
Interpretation
Synthesis

Kishlansky, Geary, and O'Brien, chapters 29 and 30

Web
“Postmodernism”

Instructional Activity:

Students define the term *modern* in a short paragraph. After a survey of responses, with my guidance, students define *postmodernism*. To help, students work with 10 terms for each movement to show the differences between the two as they sort them into the appropriate categories (e.g, objectivity and subjectivity, “old left” and “new left”).

Postwar economic and social developments often get short shrift as teachers tend to concentrate on the Cold War and related issues when short on time. This assignment and the prompt are designed to organize student understanding on the topic and help them to take it seriously. Students engage in peer editing of the DBQ responses, and I work collectively with the groups to determine how much additional practice students need with advanced DBQ strategies before the AP Exam.

Essential Questions:

► What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945? ► How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities? ► In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

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

Causation Continuity and Change Periodization Comparison Contextualization Evidence	Kishlansky, Geary, and O'Brien, chapters 29 and 30 Web “Postmodernism”	Instructional Activity: In small groups, students research one of the following cultural or intellectual areas and create a poster, tri-fold pamphlet, and brief presentation on their postwar topic for a Culture Fair: art, architecture, philosophy, sports, television/film, music, religion, literature, communications technology, or 1968.
Interpretation Synthesis	Kishlansky, Geary, and O'Brien, chapters 29 and 30 Web “Postmodernism”	Formative Assessment: On the day of the Cultural Fair, students take turns manning their stations and visiting the other topics. They complete a visual organizer or worksheet based on material gathered from the other groups. In addition, students identify the themes of both elite and popular culture of the postwar period and analyze the effects of World War II on European intellectual and cultural life.

Causation Continuity and Change Periodization Argumentation	Kishlansky, Geary, and O'Brien, chapter 30 Sherman, chapter 19	Instructional Activity: Students write down the phrase “interaction with the world” and take 3–4 minutes to brainstorm the key events and developments of the course oriented around this theme for European history. We survey responses briefly. For homework, students read the appropriate selections on this theme from the textbook and chapter 19. When they return to class, students discuss how Europe's position in and interaction with the world evolved from 1450 to the present, paying particular attention to changes since 1914. Students define and analyze the theme of globalization, especially on the opportunities and challenges it presents.
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This activity is a fitting way to end the year, as it allows a wide range of student approaches, invites student participation, and also provides an atmosphere where students can learn at their own pace. I provide feedback with a written rubric and also verbally to each group in response to their presentations.

Essential Questions:

- ▶ What were the origins of and nature of the Cold War, and what impact did it have on the development of Eastern and Western Europe after 1945?
- ▶ How did Europe recover economically and politically after the war, and how did the “economic miracle” produce new challenges and opportunities?
- ▶ In what ways and to what extent have Europeans challenged traditional values and redefined what it means to be “European”?

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

Causation
Continuity and Change
Periodization
Argumentation

Kishlansky, Geary, and O'Brien, chapter 30
Sherman, chapter 19

Formative Assessment:

Students write a letter to the editor of a European newspaper either in support of or questioning globalization, in terms of immigration, security issues, terrorism, neo-colonialism, etc.

Causation
Continuity and Change
Periodization
Comparison
Contextualization
Evidence
Interpretation
Synthesis

Web
“Europe 1955”

Summative Assessment:

Students complete 20–25 multiple-choice questions and two of the following short constructed responses:

- ▶ Choose ONE of the following developments and provide two reasons why it represents the most significant change in post-1945 Europe: the fall of the Berlin Wall, founding of European Union (including EEC), events of 1968, Second Vatican Council.
- ▶ Using the map from Europe 1955, provide ONE explanation for Europe's political and diplomatic boundaries and ONE effect this had on the respective development of Western and Eastern Europe.
- ▶ Analyze ONE major social and ONE major intellectual change in post-1945 Europe.

(Learning objectives addressed: INT-7, INT-8, PP-12, OS-10, SP-5, SP-9, SP-10, SP-19, IS-3, IS-9, IS-10)

This activity reinforces one of the course themes and provides an opportunity to give a broad historical perspective, conclude the course content on a fitting note, and signal the approach for review activities. I provide written feedback on the letters and comment on student approaches to the whole class.

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

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.

General Resources

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Unit 1 (c. 1450 to c. 1648) Resources

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Unit 2 (c. 1648 to c. 1815) Resources

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