



AP[®] European History

Course Planning and Pacing Guide

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Welcome to the AP European History Course Planning and Pacing Guides

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

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

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Instructional Setting

West High School ▶ Knoxville, TN

School A public high school in a diverse community that is both urban and suburban.

Student population Approximately 1,300 with the following composition:

- ▶ 68 percent Caucasian
- ▶ 25 percent African American
- ▶ 5 percent Hispanic
- ▶ 2 percent Asian American

Forty-three percent of our students live below the federal poverty level.

Instructional time The school year begins in mid-August and lasts for 180 days. Students are on an A/B block schedule where they meet for 90 minutes every other day. There are approximately 85 teaching days between the first day of school and the AP[®] European History Exam.

Student preparation There are two sections of AP European History, with enrollment usually between 20 and 25 students. The class is open to all students from grades 10 to 12, but mostly 11th-graders enroll in it as it is combined with their junior English course. Students must complete World History in the ninth grade prior to enrolling, and it is strongly recommended that they complete AP U.S. History during 10th grade.

Textbooks **Textbook:** Spielvogel, Jackson J. *Western Civilization*. 6th ed. Belmont, CA: Thomson Wadsworth, 2006.

Primary Source Reader: Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue. *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*. 5th ed. Boston: Houghton Mifflin Company, 2004.

Overview of the Course

Teaching historical thinking skills has been the driving force behind my lesson planning since I began teaching. The new *AP European History Curriculum Framework* has made this easier as it lists and explains the nine historical thinking skills that are now a part of all AP history courses. The activities I selected for this guide incorporate these nine skills into the historical content. I use varying teaching methodologies in my classroom, including lecture and discussion, cooperative-learning projects, simulations, and debate. These various methodologies appeal to a diverse range of students and expose them to many different learning styles. To enhance instruction and discussions, I expect students to read the assigned sections of the textbook prior to class.

The majority of my students are juniors who took AP U.S. History their sophomore year, so they have already been exposed to the historical thinking skills. They still need guidance with content, however, as this is likely their first in-depth examination of European history; in addition, they need to continue to develop and refine their historical thinking skills. My role is to assist them while keeping the class moving at an appropriate pace.

The activities I use allow students to research and study a variety of readings including the textbook, primary sources, and other secondary sources. I want my students to see the “big picture” of European history while encouraging them to study selected topics in greater detail. For example, while teaching the Enlightenment era and enlightened absolutism (one of the key concepts of the revised curriculum and part of the “big picture”), I cover specific enlightened despots in depth. Students read and interpret a secondary source about Catherine the Great, and we use this reading along with the textbook to compare the results of her rule with those of Frederick the Great and Joseph II. Students write an essay that evaluates the degree to which all three should be considered enlightened despots. I use this activity as an assessment to determine how students are progressing with their writing skills as well as their understanding of the historical content.

Additionally, the new curriculum allows for differentiated instruction. For example, during our study of the First World War, students choose a particular topic that is meaningful to them and study it in detail at their own pace. They present their findings to the class in a format of their choosing — anything from a simple PowerPoint presentation to a more complex game, song, or poem. This allows me to identify those students who are lacking skills or need more assistance. I provide extra help or tutoring sessions before or after school.

In addition to providing a nice survey of European history, this course also focuses on the development of students' writing skills. SCAR charts are used throughout the year to organize pertinent information and assist in the process of writing analytical paragraphs. SCAR is an acronym that stands for Subject, Causes, Actions, and Results. When used with a person, students identify what the person is most known for and examine the causes and results of their most significant actions. For example, if students were completing a SCAR chart about Catherine the Great, I would expect the subject box to be that she was a somewhat enlightened ruler of Russia; the causes box would be why she enacted her policies; the actions box would be how she came to power, when she ruled, and her policies; and the results box would be the impact on Russia. I have students use this as a guideline while taking notes, as well.

I grade almost all writing activities with SCAR as a template because it forces students to consistently explain “why” and it helps their writing go from simply descriptive to more analytical. Most of my formative assessments give students the opportunity to practice their writing and me the chance to evaluate their progress.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	c. 1450 to c. 1648	35 hours	<p>There are five major areas of study in this unit: the Renaissance, the Age of Exploration, the Reformation and Religious Wars, the new monarchies, and European life between 1450 and 1648. Although the Renaissance is the obvious link between these areas, the biggest challenge of this unit is keeping students focused on the linkage between all the major areas. Emphasizing these connections helps students further develop their historical thinking skills (particularly historical causation and contextualization), and it is important for a general knowledge of the time period.</p> <p>We begin the unit by reviewing the connections and contrasts between the High Middle Ages and the Renaissance while incorporating the politics of the Italian city-states. I don't spend much time reviewing the Age of Exploration; instead, we focus on the causes and motivations as well as the global impact of European exploration and colonization. We work on skills during the first module, and one day is reserved for writing rules and expectations and reviewing sample short-answer responses and long essays. I teach the Reformation period in depth because there is high student interest and it is a critical building block for the rest of the school year. Religious changes and the wars of religion blend well with the new monarchies and provide a backdrop for the upheaval of the 16th and early 17th centuries. Finally, we get to socioeconomic life and the scientific revolution. The scientific revolution is introduced as a continuation of Renaissance learning. Students also continue their writing development in the final module and begin to focus on the timing of the short-answer responses and the long essays.</p>
2	c. 1648 to c. 1815	35 hours	<p>There are multiple areas of study emphasized in Unit 2, including the age of absolutism, emergence of constitutionalism, Enlightenment era, and French revolutionary and Napoleonic era. The major challenge in teaching this unit is helping students organize and comprehend how much and how rapidly Europe changes during this time.</p> <p>In the first module, we examine the simultaneous development of absolutism and constitutionalism in 17th-century Europe. I focus on absolutism using France and Russia as the model absolute/autocratic countries of the period; Britain is the country used to help students understand the development of constitutionalism. The Enlightenment and its effects on 18th-century Europe are next — with a focus on the reforms of the enlightened despots. I wait until this point to introduce the document-based question (DBQ) because I want students to be comfortable writing a long essay first. We work on all three types of writing (short answer, long essay, and DBQ) throughout the remainder of the course. At the end of Unit 2, we cover the characteristics of the multiple French governments from Louis XVI through the First French Empire. Students also examine the effects of this period on the rest of Europe and how this era set the foundation for the 19th-century idea of liberalism in western Europe.</p>

Pacing Overview *(continued)*

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
3	c. 1815 to c. 1914	30 hours	<p>Many students consider this to be the most challenging unit and at times it can be a difficult era to teach because of the enormous amount of historical change that took place. I find it best to divide the unit chronologically, with 1848 as my dividing point. The major areas of study include industrialization, revolutions and reform, the ideological <i>-isms</i>, imperialism, and the alliance system.</p> <p>To begin, I focus on how European leaders tried to turn back the clock but instead were faced with new ideas, such as liberalism and nationalism, and a population in western Europe that was not willing to take a step backward. This leads to the study of the many revolutions and reform movements that were a part of this time. The second module traces the consequences of the upheavals in 1848 and examines the changes caused by growing liberalism and nationalism. Britain, France, and Russia are examples of how liberal reform occurred differently across the continent. Nationalism is studied using three examples as well: the unifications of Italy and Germany, the ethnic minority issue in eastern and central Europe, and the imperialist era. In addition, students study the growth of socialist movements and artistic and cultural changes. Finally, students learn how all of these factors led to a change in the balance of power and the alliance system.</p>
4	c. 1914 to the Present	36 hours	<p>The major areas of study in this unit are World War I, totalitarian governments, World War II, the Cold War, and the post–Cold War world. Even though these areas of study are largely defined by the political events of the 20th century, I connect each one to economics, politics, science and technology, and art and music. Students generally find this to be a high-interest unit mostly because it helps them understand current issues. One of the greatest challenges is teaching the Cold War from multiple perspectives (e.g., the American versus the Soviet point of view).</p> <p>The first module helps students better understand the previous unit because they see the effects of the tensions of the 19th century. They learn about World War I and the aftermath in Western Europe, as well as the Russian Revolution of 1917 and its effects on the rest of the continent. Next, we cover the totalitarian dictatorships. Students study the ideologies of both communists and fascists and examine how these ideologies helped lead to World War II. Students also study the causes, actions, and results of World War II. We discuss the influence of the U.S. and USSR on the post–World War II world, as well as the Cold War, the growth of the welfare state in Western Europe, and the development of the Eastern bloc countries through 1989. To conclude, students examine how and why the Cold War came to an end and the issues facing Europe since 1989.</p>

c. 1450 to c. 1648

Module 1: Renaissance and Exploration

Learning Objectives:

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

Key Concepts:

► 1.1.I, 1.1.II, 1.1.III, 1.2.I, 1.4.I, 1.4.II, 1.4.III, 1.4.IV, 2.2.II

Estimated Time:

10 class sessions

Essential Questions:

► To what extent did the Renaissance usher in a new era for Europe? ► What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance? ► How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ► What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation Periodization	Spielvogel, chapter 12	<p>Instructional Activity: Students were given a summer assignment to review the major concepts of the High Middle Ages. This provides them solid background knowledge with which to begin the semester. When they get to class, in small-group discussions, students go over what they learned and talk about how daily life was changing during the Italian Renaissance.</p>	
Continuity and Change Comparison	Spielvogel, chapter 12	<p>Instructional Activity: Students draw a freehand map of the Italian peninsula that labels the five major Italian powers (i.e., Milan, Venice, Florence, Rome and the Papal States, and Naples) and identifies important learning centers. Students then complete a graphic organizer that compares and contrasts the political and economic characteristics of the five states.</p>	
Argumentation Evidence	Spielvogel, chapter 12 Perry, Peden, and Von Laue, chapter 1	<p>Formative Assessment: Students select any excerpt from Machiavelli's <i>The Prince</i> (from chapter 1), and they write a short paragraph based on their selection to answer the question, <i>Which Italian city-state would have been considered the most powerful by 1500? Give evidence to support your response.</i> I read aloud some of the student paragraphs to initiate a discussion on Machiavelli.</p>	<p><i>This assessment provides students with practice articulating and supporting a main point, which is the first step toward being able to develop an essay. It also allows me to both correct any student misunderstanding and assess how well students are able to write and support a main point. I give verbal feedback on a few of the student paragraphs, providing models of what a good paragraph would include. This helps students think through the process of writing an analytical paragraph.</i></p>

Module 1: Renaissance and Exploration (*continued*)**Essential Questions:**

- ▶ To what extent did the Renaissance usher in a new era for Europe? ▶ What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance? ▶ How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ▶ What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

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

Evidence	Spielvogel, chapter 12	Instructional Activity: Class starts with a discussion of the causes and characteristics of Italian humanism and why Petrarch is considered by many historians to be the father of humanism. Then, working in small groups, students select another Italian humanist and examine his or her works. Finally, they select one other primary source by an Italian humanist (other than Petrarch or Machiavelli) from the Internet Modern History Sourcebook and write a two-paragraph primary source critique: the first paragraph is to be an abstract that simply summarizes the primary source and the second a more analytical paragraph that explains the historical context, purpose, intended audience, and author’s point of view. The analysis should also include a discussion of the limitations of this document as well as its significance. Groups present their critiques to the class.
Causation	Perry, Peden, and Von Laue, chapter 1	
Continuity and Change		
Periodization		
Contextualization	Web Internet Modern History Sourcebook	
Causation	Spielvogel, chapter 12	Instructional Activity: In small groups, students select and research any five pieces of Renaissance art and any three artists. (They may not research <i>School of Athens</i> because I use that piece for the following formative assessment.) While conducting their research, students look for new artistic or cultural developments during the period (e.g., perspective, portraits), the possible personal motivations of the artists, and any influence that humanism may have had on their chosen works (e.g., <i>Birth of Venus</i> is linked to the humanists’ fascination with all things Greco-Roman).
Comparison		

← This is the template for primary source reading (PSR) critiques, which are used throughout the school year.

Module 1: Renaissance and Exploration (*continued*)**Essential Questions:**

- ▶ To what extent did the Renaissance usher in a new era for Europe? ▶ What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance? ▶ How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ▶ What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

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

Evidence

Spielvogel, chapter 12

Formative Assessment:

Using the textbook or other sources, students work in pairs to research Raphael's *School of Athens* and analyze the influence that humanism may have had on this work.

Causation

Contextualization

Argumentation

Instructional Activity:

Using the textbook, students complete SCAR (Subject, Causes, Actions, Results) charts for Louis XI of France, Henry VII of England, and Ferdinand and Isabella of Spain. We then discuss reasons why strong monarchies did not develop in Poland or the Holy Roman Empire.

This formative assessment fuses Renaissance humanism with Renaissance art. While monitoring students' engagement with this activity, I ask each pair to explain to me what they are doing. As a result, I can assess how well they applied their content knowledge to this particular piece and provide verbal feedback to those that need further assistance.

Module 1: Renaissance and Exploration (*continued*)**Essential Questions:**

► To what extent did the Renaissance usher in a new era for Europe? ► What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance? ► How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ► What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

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

Causation
Continuity and Change

Spielvogel, chapter 12

Instructional Activity:

In small groups, students research the Catholic Church during the Renaissance and explain the unsuccessful early reform movements of John Wycliffe and Jan Hus as well as the actions of the Renaissance popes.

Contextualization
Evidence
Synthesis

Spielvogel, chapter 12

Formative Assessment:

Students form small groups and I assign each group one significant personality that we have studied. Students create skits that involve their assigned personality. Each group performs their skit while the rest of the class guesses which individuals they are trying to portray. For example, a group could create a dinner scene that involves Ferdinand and Isabella with Columbus.

Causation
Contextualization
Evidence

Spielvogel, chapter 14

Instructional Activity:

Students work individually to create a graphic organizer that explains the reasons for the new era of exploration and discovery and lists the accomplishments of significant personalities (e.g., Prince Henry the Navigator, Columbus, Magellan, Cortez, Pizarro). When completed, the graphic organizers are used to facilitate a class discussion on topic.

Causation
Interpretation

Annual Editions:
Western Civilization
Volume II, article 4

Instructional Activity:

Students read Susan Miller's article about the connection between the sugar industry and the growth of slavery and the slave trade. Then, in a whole-class discussion, students discuss how the conditions for slaves on the plantations were affected by the sugar industry.

I use this verbal activity as a way to assess whether students understand the historical significance of the people that we have discussed so far and to correct any misunderstandings. I take notes while the students are performing and ask questions at the end of each skit.

Module 1: Renaissance and Exploration (*continued*)**Essential Questions:**

► To what extent did the Renaissance usher in a new era for Europe? ► What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance? ► How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ► What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

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

Causation Contextualization Evidence	Spielvogel, chapter 14	<p>Instructional Activity: In small groups, students research at least two sources that explain the rise and impact of the slave trade (one can be the textbook). They then share with the class in a think-pair-share activity.</p>	<p>Rather than using a basic recitation method in which I pose a question and one student offers a response, think-pair-share encourages a high degree of student response and can help keep them on task.</p> <p>I also like this activity because it facilitates active student discussion of a topic, meaning students need not fear that they're going to miss something important that I say in class.</p>
Comparison Argumentation Evidence	Spielvogel, chapter 14	<p>Instructional Activity: Students independently research (and cite) various primary sources and create a graphic organizer that examines the effects of the European Age of Exploration on the Americas, Africa, and Asia. Students then participate in a classroom discussion about the impact of the Columbian Exchange, utilizing information from their graphic organizers.</p>	
Contextualization Synthesis	Spielvogel, chapter 14	<p>Formative Assessment: Students choose to either write a journal article about someone impacted by the European Age of Exploration or create a poem or song in such a person's voice.</p>	

Module 1: Renaissance and Exploration (*continued*)**Essential Questions:**

- ▶ To what extent did the Renaissance usher in a new era for Europe? ▶ What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance? ▶ How and why did the Renaissance lead to the “new monarchies” and more centralized political systems? ▶ What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

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

Causation Continuity and Change Contextualization	Spielvogel, chapter 14	Instructional Activity: Students take notes during a lecture that focuses on the price and commercial revolutions along with the theory of mercantilism and its effect on the European economy.
Causation Continuity and Change Contextualization Argumentation Evidence Synthesis	Web AP European History 2004 Free-Response Questions, Section II, Part C AP European History 2010 Free-Response Questions, Section II, Part B	Summative Assessment: Students answer 25–30 multiple-choice questions, two to three short-answer questions, and one of the following long essay questions: <ul style="list-style-type: none"> ▶ Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis. (Question from the 2004 exam.) ▶ Analyze the various effects of the expansion of the Atlantic slave trade on the economy of western Europe in the period circa 1450–1700. (Modified question from the 2010 exam.) (Learning objectives addressed: INT-1, INT-2, INT-3, INT-4, INT-5, INT-6, INT-7, INT-9, INT-11, PP-1, PP-6, OS-2, OS-5, OS-6, SP-1, SP-2, SP-3, SP-5, SP-10, SP-13, IS-1, IS-2, IS-3)

Some of the multiple-choice questions come from prior AP European History Exams and some are questions I have created that are accompanied by primary or secondary sources. This assessment is modeled on the format of the new exam. This summative assessment addresses all of the essential questions for this module.

c. 1450 to c. 1648

Module 2: Reformation and Wars of Religion

Learning Objectives:

► PP-9, OS-2, OS-3, OS-11, SP-2, SP-3, SP-10, SP-11, SP-13, SP-15, IS-1, IS-3

Key Concepts:

► 1.1.II, 1.1.III, 1.2.I, 1.2.II, 1.3.I, 1.3.II, 1.3.III, 1.5.III

Estimated Time:

7 class sessions

Essential Questions:

► What were the underlying and immediate causes of the Protestant Reformation? ► What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? ► How did the Catholic Church revive itself and slow down the spread of Protestantism? ► What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation Comparison Contextualization	Spielvogel, chapter 13	Instructional Activity: Students read an excerpt from Erasmus's <i>In Praise of Folly</i> that belittles the monks. This serves as a springboard for a class discussion about the goals of the Christian humanists. After a brief lecture and discussion, students create SCAR charts on both Erasmus and Sir Thomas More, identifying similarities and differences.
Causation Contextualization	Spielvogel, chapter 13 Web Luther's 95 Theses Video <i>Luther</i>	Instructional Activity: Students take notes during a lecture on the abuses of the Catholic Church during the Renaissance that led to Luther posting his 95 Theses. Next, students read selected parts of the 95 Theses and watch an excerpt from the movie <i>Luther</i> that shows Johann Tetzel's arrival and "sales pitch" in Wittenberg. After viewing the excerpt, students work in small groups to analyze the political and economic reasons that explain why Luther gained support from the German nobles. Finally, they watch another excerpt from <i>Luther</i> that shows the meeting at Worms, and this generates a class discussion about how the nobles continued to support Luther after he was declared an outlaw.

◀ *The Spielvogel text that I use has terrific primary sources throughout, including the excerpt from In Praise of Folly; however, any Erasmus source that calls for church reform or highlights church abuses will suffice for this activity.*

Module 2: Reformation and Wars of Religion (*continued*)**Essential Questions:**

► What were the underlying and immediate causes of the Protestant Reformation? ► What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? ► How did the Catholic Church revive itself and slow down the spread of Protestantism? ► What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

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

Causation Contextualization Argumentation Evidence	Spielvogel, chapter 13 Web AP European History 2008 Free-Response Questions, Section II, Part A	Instructional Activity: Students read the DBQ documents about the German Peasant's War (from the 2008 exam) and complete a SPRITE chart based on the documents and the textbook reading.
Synthesis	Spielvogel, chapter 13 Web AP European History 2008 Free-Response Questions, Section II, Part A	Formative Assessment: Students respond to the 2008 document-based question, <i>Analyze the causes of and the responses to the peasants' revolts in the German states, 1524–1526</i> . When students have completed their work, I review the elements of a good essay and they peer grade one another's work.

SPRITE charts are six-columned charts with each column represented by a letter: S = Social, P = Political, R = Religious, I = Intellectual, T = Technology, E = Economic. Further explanation is easily found online. This is another tool I use in class to help students brainstorm different periods and/or events in European history.

I circulate among the students, reviewing the essays with individuals as they're writing, checking their progress and seeing how well they incorporate outside information with the documents. I assist those who need extra help. Students receive feedback from their peers during the peer grading, and I also collect the essays and give students written feedback on their work.

Module 2: Reformation and Wars of Religion (*continued*)**Essential Questions:**

► What were the underlying and immediate causes of the Protestant Reformation? ► What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? ► How did the Catholic Church revive itself and slow down the spread of Protestantism? ► What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

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

Continuity and Change
Comparison

Spielvogel, chapter 13

Instructional Activity:

Students take notes during a brief lecture on the second-generation reform movements. They complete a five-column graphic organizer that categorizes doctrinal differences between the major Christian religions of western Europe (excluding Anglicanism) at that time. The first column is for Anabaptists, the second for Calvinists, the third for Lutherans, and the fifth for Catholics; students are instructed to leave the fourth column blank. I deliver a brief lecture on the causes and characteristics of the English Reformation (from Henry VIII through Elizabeth I) and how the resultant religion was different from other forms of Protestantism. After the lecture, students complete the blank column, now designated for Anglicanism.

Causation
Contextualization
Argumentation
Evidence

Spielvogel, chapter 13

Web
AP European History
2006 Free-Response
Questions, Section II,
Part B

Instructional Activity:

In small groups, students research and outline a response to the 2006 exam question, *Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the 16th century*. Then selected groups lead class discussions highlighting the Council of Trent, the Jesuits and new religious orders, the Inquisition and the Index of Prohibited Works, and the Baroque and Mannerist art movements. I moderate the discussions to make sure that students have the necessary knowledge about the topics.

Argumentation
Synthesis

Spielvogel, chapter 13

Web
AP European History
2006 Free-Response
Questions, Section II,
Part B

Formative Assessment:

In a continuation of the previous activity, students now write a response to the 2006 exam question.

The organization of the columns from the most radical Protestants on the far left to Catholicism on the far right helps students see the gradations of differences among different Protestant reformers.

I collect the essays to make sure that all students understand the content and are able to apply their content knowledge to successfully writing an essay. I provide additional essay-writing assistance to those who need it.

Module 2: Reformation and Wars of Religion (*continued*)**Essential Questions:**

► What were the underlying and immediate causes of the Protestant Reformation? ► What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? ► How did the Catholic Church revive itself and slow down the spread of Protestantism? ► What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

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

Evidence	Spielvogel, chapter 13	Instructional Activity: Working in small groups, students locate at least five examples of Reformation-era woodcuts. They research the origins of the woodcuts as well as the target audience and prepare to present what they've found to the class. Groups then take turns presenting their findings to the class.
Causation Continuity and Change	Spielvogel, chapter 13	Instructional Activity: In small groups, students complete SCAR charts while researching the German and French wars of religion. We have a whole-class discussion after they complete the charts.
Causation Continuity and Change Comparison	Spielvogel, chapter 13 Web Queen Elizabeth I, "Against the Spanish Armada, 1588"	Instructional Activity: Students compare and contrast Philip II's Spain with Elizabeth I's England. Next, they complete a primary source critique of Elizabeth I's 1588 speech. After a class discussion, students complete a SCAR chart for both the Dutch revolt and the Spanish Armada.
Argumentation Evidence	Spielvogel, chapter 13	Formative Assessment: I assign small groups of students one significant personality from the period, and working together each group creates a skit to represent their assigned person in a performance for the class. Each group performs their skit, while the rest of the class guesses which individuals they are trying to portray.

◀ *I use the performances as a way to assess whether students understand the historical significance of the people that we have discussed so far, and I give verbal feedback in order to correct any misunderstandings. I also ask questions at the end of each skit.*

Module 2: Reformation and Wars of Religion (*continued*)**Essential Questions:**

► What were the underlying and immediate causes of the Protestant Reformation? ► What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? ► How did the Catholic Church revive itself and slow down the spread of Protestantism? ► What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

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

Causation

Spielvogel, chapter 15

Contextualization

Instructional Activity:

Students take notes while I lecture on the origins of the Thirty Years' War and the early actions in Prague. Then students work on a graphic organizer that focuses on the four phases of the war along with the significant people, events, and results of each phase. We have a whole-class discussion on the Peace of Westphalia and the results of the Thirty Years' War.

Argumentation

Mitchell, part 2, issue 8

Interpretation

Instructional Activity:

Students read two articles in "Did Martin Luther's Reforms Improve the Lives of European Christians?" from the Mitchell text. While reading, students explain what they believe are each author's three main points in a blog via our School Fusion website's blog feature. At the end of the activity, they explain in a final blog post which article they believe to be the better interpretation and why the other article is not.

The blog feature is setup so that I know who is saying what, while the students remain anonymous to each other. I am able to clarify any misconceptions or give additional help to any student without singling them out.

Module 2: Reformation and Wars of Religion (*continued*)**Essential Questions:**

► What were the underlying and immediate causes of the Protestant Reformation? ► What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? ► How did the Catholic Church revive itself and slow down the spread of Protestantism? ► What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

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

Causation	Web AP European History 2000 Free-Response Questions, Section II, Part B	Summative Assessment: Students answer 5–10 multiple-choice and two short-answer questions, which I’ve created using primary source material from the textbook, and the following long essay question (adapted from the 2000 exam), “ <i>Leadership determines the fate of a country.</i> ” Evaluate this quotation as it relates to any national leader from 1517 to 1648 that we have discussed. (Learning objectives addressed: PP-9, OS-11, SP-2, SP-3, SP-13, SP-15, IS-3)
Continuity and Change		
Contextualization		
Argumentation		
Evidence		
Synthesis		
Comparison		Summative Assessment: In a continuation of the assessment, students work in small groups to create a Monopoly game set based in the 16th and early 17th centuries: “Reformation-opoly.” Cheaper properties must be named after a person or event of less importance than the more expensive properties. For example, Boardwalk and Park Place might become Martin Luther Boulevard and 95 Theses Way, while Baltic Avenue might become Juana la Loca Avenue. Railroads must be named after important Reformation cities or regions (e.g., the G & Z Railroad named after Geneva and Zurich). I encourage students to be creative with the utilities and the Chance and Community Chest cards. Students must give a reason why each character or event is ranked higher or lower than the ones beside it and use historical evidence in their explanations. (Learning objectives addressed: PP-9, OS-2, OS-3, OS-11, SP-10, SP-11, IS-3)
Contextualization		

I develop multiple-choice question sets and short-answer questions incorporating primary sources from our textbook. The long essay question relates directly to this unit and gives students the opportunity to choose a historical figure in whom they have a strong interest. Continuing the assessment, “Reformation-opoly” gives students the chance to research events more in depth and to come up with their own historical argumentation. This summative assessment addresses all of the essential questions for this module.

c. 1450 to c. 1648

Learning Objectives:

► PP-2, PP-6, PP-7, PP-9, OS-1, OS-4, OS-6, IS-1, IS-4, IS-6, IS-9, IS-10

Key Concepts:

► 1.1.IV, 1.5.I, 1.5.II, 1.5.III, 1.5.IV, 1.5.V, 2.2.II

Estimated Time:

5 class sessions

Module 3: Social and Cultural Changes

Essential Questions:

► In what ways did everyday life stay the same during this era? In what ways did it change? ► How and why did the scientific revolution occur? ► What were the effects of the new science on politics, religion, and learning?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Periodization

Spielvogel, chapters 13 and 15

Instructional Activity:

Students complete a SPRITE chart that identifies characteristics of the time period (mid-to-late 1500s) based on the textbook readings. Then, over two class periods, students watch *The Return of Martin Guerre*. While watching, they can add new characteristics to their charts, better explain existing characteristics, and/or point out any inconsistencies between the textbook and the video. When the movie is over, students discuss it and their charts in small groups for 15 minutes. We end the activity with a whole-class discussion about changes that occurred in Europe from the beginning of the Renaissance through the end of the 16th century.

Contextualization

Video
The Return of Martin Guerre

Evidence

Causation

Spielvogel, chapter 16

Instructional Activity:

Students take notes while I lecture on the development of the scientific method and the change from geocentric to heliocentric theory. After the lecture, students work in groups to brainstorm the connections between the scientific revolution and all the other events of this unit (the Renaissance, Reformation, etc.). This activity concludes with a whole-class discussion about the connections they come up with.

Continuity and Change

Contextualization

Argumentation

This film, based on the book by Natalie Zemon Davis, is the only video that I show in its entirety during the school year. I recommend reading the book before showing the film. I stop at various points during the viewing to explain some features and characteristics of common life during the period. I focus on superstition, the witch hunts, the role of women, the role of the Church, the idea of wealthy peasants, charivari and communal norms, and family features.

Module 3: Social and Cultural Changes (*continued*)**Essential Questions:**

► In what ways did everyday life stay the same during this era? In what ways did it change? ► How and why did the scientific revolution occur? ► What were the effects of the new science on politics, religion, and learning?

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

Evidence
Synthesis

Spielvogel, chapter 16
Web
AP European History
2000 Free-Response
Questions, Section II,
Part B

Formative Assessment:

In response to a prompt from the 2000 exam, students write a thesis statement that analyzes the development of the scientific method and its impact upon traditional sources of authority.

Contextualization
Argumentation
Evidence
Interpretation

Spielvogel, chapter 16

Instructional Activity:

During this multiday activity, students individually read and take notes on the scientific revolution chapter before then participating in our Scientist of the Century presentation. For the presentation, each student is assigned a character (someone significant from the period) and they must find at least two sources (one primary and one secondary) written by and/or about their character and prepare a persuasive speech. They make the speech to the class, attempting to convince their classmates to vote them “Scientist of the Century.” When everyone has made their speeches, the class votes and selects a winner.

I collect the statements and provide written feedback. This is an activity that I repeat throughout the year to get students to focus on thesis writing. Writing a good thesis statement is important for success on the AP Exam as well as in college. In my class, a thesis statement is not limited to a single sentence but can in fact be several sentences. At this point, I offer before-school and/or peer tutoring to those students who are still struggling with developing a good thesis statement.

It's also fun to have students take videos of the presentations and post them on YouTube. I sometimes invite other classes to watch and vote.

Module 3: Social and Cultural Changes (*continued*)**Essential Questions:**

- In what ways did everyday life stay the same during this era? In what ways did it change? ► How and why did the scientific revolution occur? ► What were the effects of the new science on politics, religion, and learning?

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

Argumentation
Evidence
Synthesis

Summative Assessment:

Students respond to the long essay question, *Explain at least TWO aspects of everyday life that remained constant from the beginning of the Renaissance through the scientific revolution and TWO aspects that changed.*

They also write letters of recommendation for any TWO scientists they believe should be admitted into the Science Hall of Fame. Letters must be at least 200 words and provide several specific and relevant examples why that scientist should be included.

(Learning objectives addressed: PP-2, PP-7, PP-9, OS-1, OS-4, OS-6, IS-1, IS-4, IS-6, IS-9)

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

c. 1648 to c. 1815

Module 1: Absolutism and Constitutionalism in 17th-Century Europe

Learning Objectives:

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

Key Concepts:

▶ 1.2.III, 2.1.I, 2.1.II, 2.1.III, 2.3.V

Estimated Time:

7 class sessions

Essential Questions:

▶ How did absolutism develop in Europe during the 17th century, and how was it different than the new monarchies? ▶ What were the common features of the absolute monarchies in the 17th and early 18th centuries? ▶ What were the similarities and differences between absolutism in France and in Russia? ▶ Why did a constitutional form of government develop in England, and how was it different from the absolute monarchies?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Spielvogel, chapter 15	<p>Instructional Activity: Students read an excerpt from James I's "True Law of Free Monarchies" speech (in chapter 1). The excerpt introduces the idea of divine-right monarchy. We have a class discussion about the rise of and reasons for the development of absolute monarchy in France under Cardinal Richelieu. Then students form small groups and discuss reasons why the nobility would be unhappy with Richelieu's policies. Class concludes with a short lecture on the Fronde.</p>	<p><i>I like to introduce the idea of divine-right theory using this reading so that students understand that it was not about political power, it was more about duty.</i></p>
Continuity and Change	Perry, Peden, and Von Laue, chapter 1		
Comparison			
Contextualization			
Continuity and Change	Spielvogel, chapter 15	<p>Instructional Activity: Working in small groups, students complete a SPRITE chart on the reign of Louis XIV. We have a class discussion about Louis's policies as king, after which we view pictures of the Palace of Versailles and discuss the connection between Versailles and Louis's philosophy, "L'État, c'est moi."</p>	
Contextualization	<p>Web Palace of Versailles images</p>		
Argumentation	Spielvogel, chapter 15	<p>Formative Assessment: Students write a short-answer response to the question, <i>How did Louis XIV show that he was the state through the Palace of Versailles?</i> I loop different images of Versailles on the projector so that students are able to refer to the images in their answers.</p>	<p><i>I collect students' work and provide written feedback. This assessment helps me to determine whether students can use images and relate them to the time period, which directly relates to several of the historical thinking skills that are a part of the new curriculum. Additionally, they are getting more practice developing a thesis and supporting a main point.</i></p>
Evidence	<p>Web Palace of Versailles images</p>		

Module 1: Absolutism and Constitutionalism in 17th-Century Europe (continued)

Essential Questions:

- ▶ How did absolutism develop in Europe during the 17th century, and how was it different than the new monarchies?
- ▶ What were the common features of the absolute monarchies in the 17th and early 18th centuries?
- ▶ What were the similarities and differences between absolutism in France and in Russia?
- ▶ Why did a constitutional form of government develop in England, and how was it different from the absolute monarchies?

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

Causation Comparison	Spielvogel, chapter 15	Instructional Activity: Students take notes during a lecture that focuses on the rise of Prussian and Austrian absolutism through 1713.
Causation Continuity and Change Contextualization	Spielvogel, chapter 15 Video <i>Russia: Land of the Tsars</i>	Instructional Activity: Students complete a SPRITE chart while watching a video that summarizes the life and achievements of Peter the Great in Russia. After viewing the video, we have a class discussion in which we review key events during Peter's reign and we have an informal debate on whether or not his policies were beneficial to the Russian people. We conclude class with students writing a primary source critique on an excerpt about the second Streltsy rebellion.
Comparison Argumentation Evidence	Spielvogel, chapter 15	Formative Assessment: Students work in pairs to create Venn diagrams that illustrate the similarities and differences between Louis XIV and Peter the Great. Once they've completed their diagrams, they individually write an essay that compares and contrasts the rule of Louis XIV with Peter the Great.

I collect student work and provide written feedback. This assessment helps me see whether students recognize similar themes between Louis and Peter. For example, I would expect them to discuss the Fronde and how it related to the building of Versailles, as well as the first Streltsy rebellion and how it related to the building of St. Petersburg. Students who struggle with this activity will be given additional assistance from me or a peer tutor.

Module 1: Absolutism and Constitutionalism in 17th-Century Europe (continued)

Essential Questions:

- ▶ How did absolutism develop in Europe during the 17th century, and how was it different than the new monarchies?
- ▶ What were the common features of the absolute monarchies in the 17th and early 18th centuries?
- ▶ What were the similarities and differences between absolutism in France and in Russia?
- ▶ Why did a constitutional form of government develop in England, and how was it different from the absolute monarchies?

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

Causation	Spielvogel, chapter 15 Perry, Peden, and Von Laue, chapter 1	Instructional Activity: From chapter 1, students read James I's "A Speech to Parliament," in which he advocates his position on divine right. After the reading, students form small groups and discuss reasons that the English Parliament would be upset with James.
Continuity and Change Contextualization	Spielvogel, chapter 15	Instructional Activity: Students take notes during a lecture that focuses on the causes and development of the English Civil War.
Continuity and Change Comparison Contextualization	Spielvogel, chapter 15	Instructional Activity: Students individually complete a SCAR chart on the policies of Oliver Cromwell, Charles II, and James II, and then we have a class discussion elaborating on their charts. We discuss why the English were unhappy with Cromwell's rule, why they accepted the restoration of Charles II, and why the policies of James II were so unpopular. Next, students form small groups to read the English Bill of Rights (in the textbook) and complete a SCAR chart on the Glorious Revolution.

This is a very complex topic; I find it best to guide students through the related activities and help them synthesize the information.

Module 1: Absolutism and Constitutionalism in 17th-Century Europe *(continued)***Essential Questions:**

- ▶ How did absolutism develop in Europe during the 17th century, and how was it different than the new monarchies?
- ▶ What were the common features of the absolute monarchies in the 17th and early 18th centuries?
- ▶ What were the similarities and differences between absolutism in France and in Russia?
- ▶ Why did a constitutional form of government develop in England, and how was it different from the absolute monarchies?

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

Evidence
Synthesis

Perry, Peden, and Von Laue, chapter 1

Formative Assessment:

Students read an excerpt from Hobbes's *Leviathan* (in chapter 1). They write an essay that assesses the validity of Hobbes's theories with regard to the development of constitutionalism in England. Students take turns reading their essays aloud in class.

After reading their essays, students receive verbal feedback from their peers and from me. I use this activity as a way to assess whether students understand English constitutionalism. Hobbes's theories in this passage would not seem to support constitutionalism; however, there are many components of the English system that are supported in this passage. I need to be sure that students understand this complexity as it directly leads into an area of study in our next module — the Enlightenment.

c. 1648 to c. 1815

Module 2: 18th-Century Europe: A New Age

Learning Objectives:

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

Key Concepts:

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

Estimated Time:

8 class sessions

Essential Questions:

▶ What are the general characteristics of the Enlightenment, and how did this period impact intellectual thought in the 18th century? ▶ Who were the most important enlightened despots of this period, and to what degree did they successfully implement enlightened policies in their countries? ▶ Why did new political rivalries develop between the great powers of Europe during the 18th century? ▶ How did Europe change socially, economically, and culturally during the 18th century?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation
Continuity and Change
Contextualization
Argumentation
Interpretation

Spielvogel, chapter 17

Instructional Activity:

Students work on a multiday project that simulates an 18th-century salon. Each student takes on and researches the role of someone significant to the era using both primary and secondary sources. Students write a summary analyzing their characters' beliefs and include a bibliography. Meanwhile, I review the general characteristics of the Enlightenment with the class. During the next class session (or two), students spend 75–90 minutes socializing with each other in character; they debate from the position of their characters' specific ideas while taking notes on the main ideas of the other characters. For example, Hobbes would be arguing that men were born weak and need a strong ruler, whereas Locke would disagree and explain why. At the conclusion of the “salon,” we debrief and discuss the beliefs of each of the characters in the activity.

Periodization
Comparison
Contextualization
Argumentation
Evidence
Interpretation

Spielvogel, chapter 18
Madariaga, “Catherine the Great: A Personal View”

Instructional Activity:

Working in small groups, students list some common features of the enlightened despots of the time. Then, back on their own, they read the article on Catherine the Great. Based on their group activity and the reading, we have a class debate on the proposition that Catherine the Great should not be considered an enlightened despot. We conclude class with a discussion of the enlightened policies of Frederick the Great and Joseph II.

This is one of my favorite activities of the school year. It gives students the opportunity to conduct an in-depth historical investigation of a particular character. I encourage students to hypothesize about their characters' thoughts on the American Revolution, based on what they know about their character, even though that person may not have been alive during the revolution. In essence, they are working as amateur historians.

Module 2: 18th-Century Europe: A New Age *(continued)***Essential Questions:**

► What are the general characteristics of the Enlightenment, and how did this period impact intellectual thought in the 18th century? ► Who were the most important enlightened despots of this period, and to what degree did they successfully implement enlightened policies in their countries? ► Why did new political rivalries develop between the great powers of Europe during the 18th century? ► How did Europe change socially, economically, and culturally during the 18th century?

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

Evidence
Synthesis

Spielvogel, chapter 18

Formative Assessment:

Students write a response to the prompt, *Assess the degree to which each of the following should be considered an enlightened despot: Frederick the Great, Catherine the Great, and Joseph II.*

Causation
Contextualization
Interpretation

Spielvogel, chapter 18
Palmer, Colton, and
Kramer, chapter 8

Instructional Activity:

Students study a map of Europe (from chapter 8) that identifies Bourbon and Habsburg dominions in 1740. Using the map as a guideline, I ask students what geographical features would have contributed to the competition between the two dynasties in 1740. Students identify Prussia in 1740 and the Silesian province in Austria and explain how the addition of Silesia to Prussia changed the country. Students continue to read and take notes from chapter 8 about 18th-century warfare, explaining why the book refers to the period between the wars as “The Diplomatic Revolution.” I ask students why they think Spielvogel spends much less time on this era. We conclude with a discussion about the mid-century wars and their impact.

I pick several essays and read them aloud so that I can give verbal feedback to the class and they can give valuable feedback to each other; including some well-written essays gives students still struggling with their writing skills a chance to learn from them. This formative assessment is used for both content and skills: I want to see whether students can synthesize what they've learned about the enlightenment with the political realities of the time period.

Module 2: 18th-Century Europe: A New Age *(continued)***Essential Questions:**

► What are the general characteristics of the Enlightenment, and how did this period impact intellectual thought in the 18th century? ► Who were the most important enlightened despots of this period, and to what degree did they successfully implement enlightened policies in their countries? ► Why did new political rivalries develop between the great powers of Europe during the 18th century? ► How did Europe change socially, economically, and culturally during the 18th century?

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

Contextualization
Evidence
Synthesis

Spielvogel, chapters 17 and 18
Wiesner, Ruff, and Wheeler, chapter 4

Instructional Activity:

Working in pairs, students move through stations that are setup with sources regarding rural life in the 17th through 19th centuries. The sources can be found in chapter 4, and they include statistics and artwork on subjects ranging from wheat prices and weather to infant and child mortality. Once they've gone through the stations, students come up with three general statements about rural life and we have a class discussion based on them.

Continuity and Change
Periodization

Spielvogel, chapters 17 and 18

Instructional Activity:

Working in pairs, students complete a graphic organizer on the social, economic, and cultural changes that occurred in 18th-century Europe. We discuss the organizers as a class.

Formative Assessment:

Students work in groups of four to six to develop and perform a skit based on the previous activity. One group portrays a bourgeois family having a dinner conversation about some of the new ideas of the time (e.g., they could choose to discuss Beccaria's ideas on punishment or another topic that they find interesting). Another group portrays a peasant family involved in a cottage industry. A third group portrays sons of the British aristocracy about to embark on the Grand Tour of Europe. A fourth group hosts a talk show with a representative from each class (i.e., urban worker, peasant, bourgeois/gentry, and nobility). A fifth group portrays an upper-class family working out a marriage contract. Groups perform their skits.

I provide verbal feedback in response to students' performances. This assessment helps students synthesize the historical information they have learned, and it helps me direct discussion of our next reading about slavery and get students to relate views on slavery to the different social classes.

Module 2: 18th-Century Europe: A New Age *(continued)***Essential Questions:**

► What are the general characteristics of the Enlightenment, and how did this period impact intellectual thought in the 18th century? ► Who were the most important enlightened despots of this period, and to what degree did they successfully implement enlightened policies in their countries? ► Why did new political rivalries develop between the great powers of Europe during the 18th century? ► How did Europe change socially, economically, and culturally during the 18th century?

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

Comparison

Spielvogel, chapter 18

Instructional Activity:

Argumentation

Perry, Peden, and Von Laue, chapter 3

Students read an excerpt from chapter 3 that condemns slavery (suggestions in supplementary resources). Then they research additional sources on the Internet to find reasons why people supported the slave system. They share with the class what they find in a think-pair-share activity.

Causation

Summative Assessment:

Continuity and Change

Students respond to three short-answer questions: one about the development of constitutionalism in England; a second about the changes in life for the nobles, bourgeoisie, and peasantry; and a third that addresses attitudes toward women participating in intellectual life.

Contextualization

Evidence

Synthesis

Students choose one of the following long essay prompts:

- Analyze the characteristics of absolutism and apply them to any three absolute monarchs of the 17th and 18th centuries.
- Choose any two 18th-century thinkers and explain how their ideas challenged traditional values and ideas.

Students write two speeches nominating one 17th- and one 18th-century person as “Person of the Century.” Students’ speeches must provide specific and relevant examples of why the selected person deserves this honor and be no more than 200 words.

(Learning objectives addressed: PP-2, PP-7, OS-4, OS-7, OS-8, SP-1, SP-2, SP-3, SP-7, SP-11, SP-13, IS-4, IS-9)

This summative assessment addresses all of the essential questions of Unit 2, modules 1 and 2.

Essential Questions:

▶ **What were the immediate and underlying causes of the French Revolution? ▶ What were the new goals and ideologies of the different political groups during the French revolutionary era? ▶ To what degree should Napoleon be considered a benevolent despot?**

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

Causation Continuity and Change Periodization	Spielvogel, chapter 19	Instructional Activity: Working in small groups, students create a graphic organizer that lists the characteristics of 18th-century France that led to discontent among the different classes and groups, such as nobility, parliaments, bourgeoisie, peasantry, and urban workers. We spend some time discussing the graphic organizers, and the class concludes with students explaining how the characteristics they chose led to the storming of the Bastille in June 1789.
Comparison Contextualization	Spielvogel, chapter 19 Perry, Peden, and Von Laue, chapter 4	Instructional Activity: Class begins with a jigsaw primary source activity in which students are assigned different readings from chapter 4 about the goals of different groups, such as the Mountain or Gironde, during the period from 1789 to 1793. After they independently complete the reading, students work in groups with the students who were assigned the same reading to critique it using the PSR critiques (first discussed in Unit 1, Module 1). Then students form new groups in which each member has read a different passage; they take turns summarizing and explaining the importance of their sources and what the different groups were hoping for during that time.
Comparison Contextualization	Spielvogel, chapter 19	Instructional Activity: Using the textbook and other sources available to them, students work in small groups to research the political groups in France that formed after the storming of the Bastille and identify significant personalities within each group, as well as each group's goals. Next, they search online for two visuals of King Louis XVI: one that shows a positive image and one that shows a negative image. Groups present their images to the class. We conclude with students taking notes on a lecture that focuses on the political changes that took place from 1789 to 1795 (from National Assembly to National Convention).

Jigsaw activities work well when I want students to be exposed to a variety of sources but do not have the class time to do so.

The specific chapter 4 readings are listed in the resources for this unit. This activity would also work well if students researched different sources on the Internet.

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

► What were the immediate and underlying causes of the French Revolution? ► What were the new goals and ideologies of the different political groups during the French revolutionary era? ► To what degree should Napoleon be considered a benevolent despot?

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

Comparison

Spielvogel, chapter 19

Formative Assessment:

Students read two sources from chapter 19 (excerpts from “Declaration of the Rights of Man and the Citizen” and “Declaration of the Rights of Woman and the Female Citizen”), and they write a short-answer response comparing, contrasting, and explaining the origins of the documents.

Causation

Continuity and Change

Instructional Activity:

Students take notes on a lecture about the rise of Napoleon and his ascension to the role of Emperor Napoleon I.

Argumentation

Evidence

Spielvogel, chapter 19

Caliguire et al., Book 1, “Napoleon: The Legacy of the Legend”

Instructional Activity:

Students complete the graphic organizer in “Napoleon: The Legacy of the Legend” that lists several of Napoleon’s policies. Using the textbook; Perry, Peden, and Von Laue; and Internet sources, students assess the extent to which his policies were successful.

Argumentation

Evidence

Interpretation

Synthesis

Spielvogel, chapter 19

Caliguire et al., Book 1, “Napoleon: The Legacy of the Legend”

Formative Assessment:

Using the textbook along with information from the previous activity, students work in small groups to brainstorm reasons why Napoleon Bonaparte would be considered enlightened and reasons why he would be considered a tyrant. Groups then search online for two secondary sources: one that portrays Napoleon as enlightened and one that portrays him as a tyrant. Finally, students write a newspaper editorial that takes a position either for or against Napoleon and his policies.

I collect the assessments and provide both verbal and written feedback. I use verbal feedback to demonstrate that there can be multiple interpretations as long as they are supported by evidence. This formative assessment allows students to use higher-level thinking skills in order to interpret and analyze historical text.

I provide written feedback on this assessment. I like this assessment because it provides students an opportunity to take a position and justify it with evidence. If students struggle with any aspect of it, I address their misconceptions and provide further assistance as needed.

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

► **What were the immediate and underlying causes of the French Revolution?** ► **What were the new goals and ideologies of the different political groups during the French revolutionary era?** ► **To what degree should Napoleon be considered a benevolent despot?**

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

Causation Continuity and Change	Spielvogel, chapter 19	Instructional Activity: Students take notes during a class discussion on the events from 1812 to 1815 that led to the fall of Napoleon.
Causation Contextualization Evidence Synthesis	Spielvogel, chapter 19 Web AP European History 2007 Free-Response Questions, Section II, Part C	Summative Assessment: Students write a response to the 2007 exam question, <i>Identify the grievances of the groups that made up the Third Estate in France on the eve of the French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.</i> (Learning objectives addressed: PP-9, OS-3, OS-4, SP-3, SP-4, SP-7, SP-11)
Continuity and Change Argumentation Evidence Interpretation Synthesis	Spielvogel, chapter 19 Web "The Trial of Napoleon Bonaparte"	Summative Assessment: Students participate in a mock trial of Napoleon Bonaparte. I conduct the activity so that all students are being assessed, not just the trial participants: The lawyers and witnesses are assessed on their performance during the trial and how convincingly they use evidence to make their point. The jury members must write a paper that proclaims Napoleon innocent or guilty and use evidence from both the trial and from other sources (e.g., the textbook, primary and secondary sources). (Learning objectives addressed: INT-10, SP-3, SP-4, SP-7, SP-16, SP-17)

I am using two summative assessments for this module: one a traditional long essay question and the other a performance-based assessment.

This summative assessment addresses the following essential questions:

- *What were the immediate and underlying causes of the French Revolution?*
- *What were the new goals and ideologies of the different political groups during the French revolutionary era?*

This summative assessment addresses the essential question, To what degree should Napoleon be considered a benevolent despot?

Learning Objectives:

► PP-1, PP-3, PP-4, PP-6, PP-7, OS-12, SP-4, SP-5, SP-7,
SP-16, IS-2, IS-3, IS-5

Key Concepts:

► 2.4.IV, 3.1.I, 3.1.II, 3.2.I, 3.2.II, 3.2.III, 3.2.V,
3.3.I, 3.4.I, 3.6.I

Estimated Time:

8 class sessions

Essential Questions:

► Why did the Industrial Revolution begin in Great Britain, and how was it different from industrialization on the continent? ► How did both the Industrial and French Revolutions lead to changes in the social structure of Europe? ► To what degree should the Congress System be considered a success? ► What were the characteristics of the Romantic period, and how did they relate to the changes during this time?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation Contextualization	Spielvogel, chapter 20	Instructional Activity: Working in small groups, students brainstorm and take notes on the reasons why the Industrial Revolution began in Great Britain. We then have a class discussion about those reasons. We look at a map from chapter 20 that links the growth of the railroads with industrialization, and students use the map to write a paragraph explaining the connections. We conclude class with a discussion in which students identify common themes of this subject that could be used in a long essay question.
Causation Comparison Contextualization	Spielvogel, chapter 20	Instructional Activity: Students work in pairs to create a graphic organizer that compares and contrasts the Industrial Revolutions in France and Prussia with the Industrial Revolution in Great Britain. They use the SPRITE method as a guide while working on this activity. Next, we have a class discussion about the differences between British and continental industrialization. Class concludes with students completing a SCAR chart on the Zollverein, followed by a quick class discussion.
Causation Comparison	Spielvogel, chapter 20	Formative Assessment: Students answer a short-answer question that asks them to: A. Briefly analyze TWO reasons why the Industrial Revolution began in Great Britain. B. Briefly analyze ONE important similarity between the industrialization of Great Britain and the industrialization of the continent. C. Briefly analyze ONE important difference between the industrialization of Great Britain and the industrialization of the continent.

This is the beginning of a very challenging unit for students. This assessment helps me determine if they understand the great changes that occurred during the industrial era. I collect their work and provide written feedback. I am able to address any misconceptions and provide extra help to those students who need it before we begin discussing the many effects of the Industrial Revolution.

Module 1: Changes in Early 19th-Century Europe (*continued*)**Essential Questions:**

► Why did the Industrial Revolution begin in Great Britain, and how was it different from industrialization on the continent? ► How did both the Industrial and French Revolutions lead to changes in the social structure of Europe? ► To what degree should the Congress System be considered a success? ► What were the characteristics of the Romantic period, and how did they relate to the changes during this time?

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

Argumentation
Evidence
Synthesis

Spielvogel, chapter 20
Perry, Peden, and Von Laue, chapter 5

Instructional Activity:

Students read two primary sources regarding industrialization (from chapter 5): one an excerpt from *The Wealth of Nations* that analyzes the division of labor and the other an excerpt from the Sadler Report. After reading, we have a formal class discussion based on those sources as well as our textbook; we debate whether the positives of industrialization outweighed the negatives. Students use the readings as evidence throughout the discussion.

Causation
Continuity and Change
Comparison
Contextualization

Spielvogel, chapter 20

Instructional Activity:

Working in pairs, students create a graphic organizer that shows the social effects of the industrial era on population growth, urbanization, urban reform movements, the new middle class, the new working class, working-class women and children, the Chartist movement, and Parliamentary legislation. We discuss their findings as a class and compare them with the ways in which the French Revolution affected society.

Argumentation
Interpretation

Annual Editions:
Western Civilization
Volume II, article 16

Instructional Activity:

Students read the article by Shirley Tomkiewicz about the contributions of Mary Wollstonecraft. After reading, students form small groups and discuss whether Wollstonecraft should be considered the first feminist and what effect, if any, she had on the women's movement of the 19th century. Groups share their conclusions with the class.

I use Accountable Talk from the University of Pittsburgh as the model for discussion in this activity.

Module 1: Changes in Early 19th-Century Europe (*continued*)**Essential Questions:**

► Why did the Industrial Revolution begin in Great Britain, and how was it different from industrialization on the continent? ► How did both the Industrial and French Revolutions lead to changes in the social structure of Europe? ► To what degree should the Congress System be considered a success? ► What were the characteristics of the Romantic period, and how did they relate to the changes during this time?

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

Argumentation
Evidence

Spielvogel, chapter 20
Perry, Peden, and Von
Laue, chapter 5

Formative Assessment:

Students read an excerpt from Thomas Malthus's *An Essay on the Principle of Population* in chapter 5 and in small-group discussions answer both of the following:

- A. Explain what Malthus meant by preventative and positive checks to population growth.
- B. How do you view Malthus's theories? Support your answer using the text as evidence.

Causation
Periodization
Evidence

Spielvogel, chapter 21

Instructional Activity:

In this activity, students simulate the Congress of Vienna. To begin, students form groups representing the countries in attendance: Great Britain, Russia, Prussia, Austria, and France. In these groups, they discuss the goals for their country and what they want for Europe as a whole. Then they form new groups, which are comprised of one person from each country, in which they negotiate and write a treaty that addresses the map of Europe, compensation from France, and how to prevent another Europe-wide war, all while keeping in mind their own countries' goals. Each group presents its treaty to the class while taking notes on the actual decisions made at Vienna.

Causation
Contextualization

Spielvogel, chapter 21

Instructional Activity:

Students take notes during a lecture and then class discussion about the effects of the Concert of Europe on Latin American and Greek independence.

This assessment is nice because it gives students the opportunity to show me what they know without having to use pen and paper. Furthermore, it takes a pretty dry subject (Malthus's theories) and creates debates that students find interesting. Finally, it forces students to use evidence to support their ideas. As the assessment proceeds, I monitor the different groups and give verbal feedback.

Module 1: Changes in Early 19th-Century Europe (*continued*)**Essential Questions:**

- ▶ Why did the Industrial Revolution begin in Great Britain, and how was it different from industrialization on the continent?
- ▶ How did both the Industrial and French Revolutions lead to changes in the social structure of Europe?
- ▶ To what degree should the Congress System be considered a success?
- ▶ What were the characteristics of the Romantic period, and how did they relate to the changes during this time?

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

Causation	Spielvogel, chapter 21	Instructional Activity: Students work in small groups writing SCAR charts for the July Revolution in France and the Polish Rebellion of 1830. We discuss their findings and then students take notes during a short lecture about the events leading up to the revolution of 1848 in France. They go back to their small groups and create a graphic organizer that compares the results of the 1848 revolutions on France, Austria, Prussia, and the Italian states.
Periodization		
Comparison		
Contextualization		
Causation	Spielvogel, chapter 21	Instructional Activity: Students take notes during a brief lecture on the characteristics of Romanticism and how they relate to this era. Then students research works from the period; they are to find and connect the characteristics of Romanticism to two examples each of paintings, poems, literature, architecture, and music.
Evidence		

Module 1: Changes in Early 19th-Century Europe (*continued*)**Essential Questions:**

► Why did the Industrial Revolution begin in Great Britain, and how was it different from industrialization on the continent? ► How did both the Industrial and French Revolutions lead to changes in the social structure of Europe? ► To what degree should the Congress System be considered a success? ► What were the characteristics of the Romantic period, and how did they relate to the changes during this time?

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

Comparison
Evidence
Synthesis

Spielvogel, chapter 21

Summative Assessment:

Students respond to two short-answer questions: one about how the Industrial Revolution led to social change in Europe and another that contrasts the way in which the Concert of Europe handled revolts in Greece and Poland.

Students answer the long essay question, *Assess the extent to which the decisions at Vienna were beneficial to the continent.*

Students choose any two Romantic works and write an analysis of how they represent the characteristics of the Romantic period.

(Learning objectives addressed: PP-1, PP-3, PP-4, PP-6, PP-7, OS-12, SP-4, SP-5, SP-7, SP-16, IS-2, IS-3, IS-5)

This summative assessment addresses the following essential questions:

- *How did both the Industrial and French Revolutions lead to changes in the social structure of Europe?*
- *To what degree should the Congress system be considered a success?*
- *What were the characteristics of Romanticism, and how did that era relate to the changes of this time period?*

The module's other essential question was assessed during an earlier formative assessment; it is a prerequisite for success in mastering the three essential questions here.

Learning Objectives:

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

Key Concepts:

► 2.4.IV, 3.1.III, 3.2.I, 3.2.II, 3.2.III, 3.2.IV, 3.2.V, 3.3.I, 3.3.II, 3.3.III, 3.4.II, 3.4.III, 3.5.I, 3.5.II, 3.5.III, 3.6.II, 3.6.III

Estimated Time:

9 class sessions

Essential Questions:

► How did nationalism impact Europe in the late 19th and early 20th centuries? ► What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses? ► Why was Europe able to dominate the world during the age of imperialism? How did that impact both Europe and the people who were colonized?

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Instructional Activities and Assessments

Causation	Spielvogel, chapter 21	Instructional Activity:
Contextualization	Perry, Peden, and Von Laue, chapters 6 and 7	In small groups, students research and prepare a presentation on one of the following 19th-century movements: conservatism, liberalism, nationalism, communism, socialism, or anarchism. Each group's presentation should explain what their movement is, important works and people associated with it, and the significance of the movement to the period. To prepare for their presentation, students find and read one primary source (from chapter 21, any of the chapter 6 or 7 options listed in Unit 3's supplementary resources, or the Internet).
Evidence		
Causation	Spielvogel, chapter 22	Formative Assessment:
Contextualization	Perry, Peden, and Von Laue, chapters 6 and 7	The student groups formed in the previous activity present their <i>-ism</i> to the class. After each presentation, groups take turns leading a brief class discussion about their primary source reference and the impact of their <i>-ism</i> during the late 19th and early 20th centuries.
Evidence		
Causation	Spielvogel, chapter 22	Instructional Activity:
Contextualization		I introduce this lesson by talking about reform in Europe and the following three models: parliamentary reform in Great Britain, authoritarian reform in Russia, and a hybrid of the two in France. Then students take notes during a short lecture on the Crimean War, which is linked to the reform movements in the aforementioned countries. After the lecture, students form small groups and create a graphic organizer on the effects of the Crimean War on the belligerent nations.

I provide immediate verbal feedback on this assessment. Understanding the -isms is important but it can be challenging for students. As a result of this assessment, I know if I need to spend some extra time on this area.

Module 2: Upheaval in Europe (1848–1914) (continued)

Essential Questions:

► How did nationalism impact Europe in the late 19th and early 20th centuries? ► What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses? ► Why was Europe able to dominate the world during the age of imperialism? How did that impact both Europe and the people who were colonized?

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

Continuity and Change
Argumentation

Spielvogel, chapter 22

Instructional Activity:

Using the textbook and Internet sources, students individually create a timeline that highlights the domestic achievements and foreign affairs of France during the reign of Napoleon III. Upon completion, students form small groups to discuss their findings. While in their groups, they label and discuss the successes, the failures, and the in-betweens. We have a class discussion that summarizes their findings.

Comparison
Evidence

Spielvogel, chapter 22

Instructional Activity:

In pairs, students create a Venn diagram that compares and contrasts the unifications of Italy and Germany, and we have a class discussion on how both countries achieved unification. After the discussion, students read the text of Bismarck's edited Ems Dispatch and discuss why he wanted war with France and how Napoleon III was so easily tricked into war. Finally, students research Bismarck's policies in a united Germany regarding the Kulturkampf, Social Democrats, social welfare, and parliamentary government.

Argumentation
Interpretation

Annual Editions:
Western Civilization
Volume II, article 19

Instructional Activity:

Students read an article on Giuseppe Garibaldi's contributions during the Risorgimento. After reading, students write a critique that analyzes Garibaldi's influence on Italian unification, politics, and socialism.

Argumentation
Evidence

Spielvogel, chapter 22

Formative Assessment:

Using our School Fusion website's blog feature, students engage in a whole-class debate that assesses whether Bismarck's ends justified his means. Students utilize their access to the Internet and the textbook throughout the debate to give evidence that supports their ideas.

I give both verbal and written (via the blog) feedback to students while they are debating. Due to the blog's semi-anonymous nature, I am able to clarify any misconceptions and give additional help to students without singling them out.

Module 2: Upheaval in Europe (1848–1914) (continued)

Essential Questions:

► How did nationalism impact Europe in the late 19th and early 20th centuries? ► What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses? ► Why was Europe able to dominate the world during the age of imperialism? How did that impact both Europe and the people who were colonized?

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

Causation	Spielvogel, chapter 22	Instructional Activity: Students take notes while I lecture on the origins and characteristics of the Dual Monarchy of Austria-Hungary. Using maps in the textbook as a reference, students hand draw a map of Austria-Hungary that identifies nationalities, and they shade in the industrial areas as well. I use this activity to link Austria-Hungary to the Russian Empire and how they had similar issues with subject nationalities and the lack of industrialization. Students then complete a SPRITE chart while watching <i>Russia: Land of the Tsars</i> episodes, from “Rights of Kings” though “Nicholas II.”
Continuity and Change	Video	
Contextualization	<i>Russia, Land of the Tsars</i>	
Argumentation	Spielvogel, chapter 22	Formative Assessment: Students write an outline and thesis statement that addresses the prompt, <i>Compare and contrast the challenges that Austria-Hungary and Russia faced from 1848–1914.</i>
Evidence	Video	
Synthesis	<i>Russia, Land of the Tsars</i>	
Causation	Spielvogel, chapter 22	Instructional Activity: Students complete the graphic organizer in “Britain: A Case Study in the Evolution of Democracy” that has them explain the rationale, significance, and reaction to major Parliamentary legislation that led to the furthering of British democracy.
Continuity and Change	Caliguire et al., Book 2, “Britain: A Case Study in the Evolution of Democracy”	
Contextualization		

The issues in these countries can be difficult for students to grasp, and I use this assessment to make sure they understand what we have already done and to determine if we need to spend more time on Austria-Hungary and Russia during this time period. I also want to continue to emphasize the importance of writing a good thesis. I provide written feedback for this assignment.

Essential Questions:

► How did nationalism impact Europe in the late 19th and early 20th centuries? ► What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses? ► Why was Europe able to dominate the world during the age of imperialism? How did that impact both Europe and the people who were colonized?

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

Comparison

Spielvogel, chapter 22

Instructional Activity:

Contextualization

Perry, Peden, and Von Laue, chapter 7

Class begins with a jigsaw primary source activity in which students are each assigned one reading (from five different readings, all about thought and culture during the second half of the 19th century) from chapter 7. After they complete the readings, students work in groups with the other students who were assigned the same reading to critique their reading using the PSR critiques. Next, students form new groups in which everyone has read a different passage; they take turns summarizing and explaining the importance of their sources.

Comparison

Spielvogel, chapter 23

Instructional Activity:

Contextualization

Perry, Peden, and Von Laue, chapters 7 and 8

In small groups, students go through stations that are setup with readings and other sources from the late 19th century. (Specific sources from chapters 7 and 8 are located in the resource list.) They are encouraged to read the sources and discuss with their peers. The stations include:

Video*Mary Poppins*

- The Second Industrial Revolution
- Urbanization
- Women and the Work Place
- The Growth of Socialism and Evolutionary Socialism
- Social Structure of Mass Society
- The Cult of Domesticity
- The Mary Poppins Station (shows Victorian standards)
- New Leisure Activities

I pick the readings from chapter 7, but similar readings can be found online. The topics that I use are excerpts from Dickens, Zola, Darwin, Spencer, and an eyewitness account on the use of anesthesia.

Essential Questions:

► How did nationalism impact Europe in the late 19th and early 20th centuries? ► What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses? ► Why was Europe able to dominate the world during the age of imperialism? How did that impact both Europe and the people who were colonized?

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

Argumentation Evidence	Spielvogel, chapter 23	<p>Formative Assessment: In small groups, students create the “front page” of their very own newspaper. Groups pick four important issues (from the two previous activities) and write an article for each that explains the issue and why it is significant. They must also name their newspapers and include graphics.</p>
Causation Continuity and Change Contextualization	Spielvogel, chapters 23 and 24	<p>Instructional Activity: In pairs, students work on SCAR charts that illustrate the new intellectual trends of the late 19th and early 20th centuries. They might include Nietzsche, Freud, Einstein and the New Physics, and Marie and Pierre Curie.</p>
Causation Comparison	Spielvogel, chapters 23 and 24	<p>Instructional Activity: Students discuss and analyze changes in art from Realism through Cubism during a PowerPoint presentation that exhibits pieces of art from these periods.</p> <p>Instructional Activity: In small groups, students study a graph in the textbook on European Emigration from 1876 to 1910. Each group writes a paragraph based on this chart as well as class notes and readings from the textbook.</p>
Causation Contextualization	Spielvogel, chapters 23 and 24	<p>Instructional Activity: In small groups, students discuss the causes of the “new imperialism” of the late 19th and early 20th centuries. Then students individually pick one technological development that they believe contributed most to the new imperialism and find evidence to support their claim. Students share their findings in a class discussion. Next, students complete SCAR charts on the Sepoy Mutiny and the Zulu Resistance. Finally, we have a class discussion on the results of the new imperialism.</p>

I give verbal feedback, and I answer any questions that students still have and clarify any misconceptions.

Module 2: Upheaval in Europe (1848–1914) (continued)

Essential Questions:

► How did nationalism impact Europe in the late 19th and early 20th centuries? ► What were the various political, economic, intellectual, and social reform movements in Europe in the late 19th and early 20th centuries, and how did they affect both governments and the masses? ► Why was Europe able to dominate the world during the age of imperialism? How did that impact both Europe and the people who were colonized?

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

Causation
Contextualization
Evidence
Synthesis

Spielvogel, chapter 24
Perry, Peden, and Von Laue, chapter 8

Summative Assessment:

Students write a primary source critique of any two sources in chapter 8 regarding anti-Semitism in Europe.

Students respond to one of the following long essay prompts:

- Analyze how nationalism in the late 19th century led to the unification of some countries, while causing great chaos in others. Use three countries that we have studied in this module.
- Choose any three 19th-century thinkers and explain how their ideas challenged traditional values and ideas.

Students complete the following Letter to the Editor activity: Write a letter to the newspaper either supporting or opposing the new imperialism of the late 19th and early 20th centuries. Write it from the perspective of either an upper-class British citizen, a German follower of Marx, or an upper-class Indian who participated in the sepoy revolt. It should be no more than 200 words and must make a valid point.

(Learning objectives addressed: INT-2, INT-3, INT-4, INT-6, INT-7, INT-9, INT-10, INT-11, PP-4, PP-6, PP-8, PP-14, PP-15, OS-4, OS-8, OS-12, OS-13, SP-4, SP-5, SP-7, SP-9, SP-12, SP-13, SP-14, SP-17, SP-18, IS-3, IS-4, IS-5, IS-6, IS-7, IS-9, IS-10)

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

Learning Objectives:

► INT-8, INT-9, PP-8, PP-10, PP-11, PP-14, PP-16, OS-4, OS-12, OS-13, SP-6, SP-9, SP-13, SP-14, SP-17, SP-18, IS-6, IS-8, IS-9

Key Concepts:

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

Estimated Time:

7 class sessions

Essential Questions:

► What were the causes, actions, and results of the First World War? ► What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin? ► How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?

Historical Thinking Skills

Materials

Instructional Activities and Assessments

Causation
Contextualization
Evidence

Spielvogel, chapter 25
Perry, Peden, and Von Laue, chapter 11

Instructional Activity:

Students take notes while I lecture on the underlying causes of World War I and the events that led to the declarations of war. Afterward, I assign students to read one of four sources from chapter 11 on the perception of war in July/August 1914: Doregeles's "That Fabulous Day," Russell's "Average Men and Women Were Delighted at the Prospect of War," Scheidemann's "The Hour We Yearned For," or Zweig's "The Rushing Feeling of Fraternity." I put students into groups of four where they complete a jigsaw activity of the readings.

We have a whole-class discussion about the European perception of warfare with students backing up their main points with evidence from the sources.

Causation
Argumentation
Interpretation

Caliguire et al., Book 2, "Origins of the First World War"

Instructional Activity:

Students work on an activity from the Book 2 resource titled "Interpreting the Origins of the Great War." There are 10 secondary sources, all from historians, explaining various interpretations of the causes of World War I. After students complete the readings, they work on a blog activity on our School Fusion Web page where they choose the one argument they feel is the most convincing and explain why.

I monitor and contribute to the discussion to be sure that all students participate.

Essential Questions:

► What were the causes, actions, and results of the First World War? ► What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin? ► How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?

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

Causation

Spielvogel, chapter 25

Contextualization

Evidence

Interpretation

Instructional Activity:

Students work in small groups on a project about World War I. They spend 90 minutes of class time and approximately the same amount of time at home researching and preparing a presentation on one of the following topics:

- New Weapons/New Technology
- The Western Front and Trench Warfare
- The Christmas Truce
- The Eastern Front
- The Armenian Genocide
- Propaganda
- Women and World War I
- The Home Front
- The Spanish Flu

They must use at least three sources other than the textbook and/or encyclopedias, including both primary and secondary sources, and they must turn in a bibliography. Creativity is encouraged, and the presentations can be as simple as a PowerPoint, something more creative, or a little bit of both.

The choice of topics are of high student interest, and I like this activity because it allows students to study one area in depth and still allows them get an introduction to some of the other interesting topics regarding World War I.

Essential Questions:

► What were the causes, actions, and results of the First World War? ► What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin? ► How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?

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

Causation	Spielvogel, chapter 25	Formative Assessment:
Contextualization		Students present their projects from the previous activity to the class.
Evidence		
Interpretation		

Causation	Spielvogel, chapter 25	Instructional Activity:
Periodization		Students complete a graphic organizer for at least three reasons why 1917 was a turning point in the war. Then students take notes while I lecture on the events that led to the armistice in November 1918.

Argumentation	Spielvogel, chapter 25	Instructional Activity:
Evidence	Perry, Peden, and Von Laue, chapter 11	Students read excerpts from Woodrow Wilson's Fourteen Points. We have a whole-class discussion during which we analyze aspects of the Fourteen Points that could have worked and aspects that were not very practical.
	Web "President Woodrow Wilson's Fourteen Points"	Then students complete a graphic organizer that details the results of the Peace of Paris, and they contrast a map of Europe in 1919 with a map of Europe in 1914.

I provide immediate verbal feedback. Students are assessed on content knowledge, analysis, and ability to use evidence to interpret text. The class is encouraged to use a "parking lot" (students put post-it notes with questions on the side whiteboard so they do not interrupt the presentation) for questions to be addressed at the end of the presentations. This enables me to help the students in the class not presenting and it guides the pace of future instruction.

Essential Questions:

► What were the causes, actions, and results of the First World War? ► What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin? ► How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?

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

Argumentation
Evidence
Synthesis

Spielvogel, chapter 25

Formative Assessment:

In a parliamentary-style discussion, students debate whether the Treaty of Versailles failed because it was too harsh or because the Allies were not willing to enforce it.

Causation
Contextualization

Spielvogel, chapter 25

Instructional Activity:

Students use a SPRITE chart to brainstorm reasons why revolution broke out in Russia in February 1917. We discuss their findings, and then students list and explain the events that occurred during the provisional government that led to the Bolshevik regime and the events of the Russian Civil War.

Continuity and Change
Periodization
Comparison
Evidence

Spielvogel, chapter 25

Web

“Crane Brinton’s Anatomy of a Revolution: The Course that a Revolution Seems to Take”

Formative Assessment:

Class begins with students listening while I explain Crane Brinton’s *Anatomy of a Revolution* (I give students the handout). In pairs, students apply the stages of it to the Russian, French, and English Revolutions. Pairs present their findings to the class.

I provide verbal feedback after the debate and use the results to determine whether to move on to our next topic.

I find that I usually have to guide students through the events of the Russian Revolution and the Civil War. Sometimes this activity will take them more than 90 minutes and require extensive debriefing.

I pick this topic so students can practice comparisons across the historical periods. I have them present their findings to the class for verbal feedback from their peers and as a mini-review for the entire class prior to the AP Exam. I also give verbal and written feedback.

Essential Questions:

► What were the causes, actions, and results of the First World War? ► What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin? ► How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?

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

Causation	Spielvogel, chapter 26	Instructional Activity: In small groups, students go through stations that are setup with both primary and secondary source readings regarding the interwar period in Western Europe. They are encouraged to read the sources and discuss with their peers. Stations are setup for the following: <ul style="list-style-type: none"> ► Erich Maria Remarque ► Surrealism and Dadaism ► The Ruhr Crisis ► The Locarno Treaties ► The Dawes and Young Plans ► Kellogg-Briand Pact ► The Maginot Line ► The Great Depression in Europe
Contextualization	Palmer, Colton, and Kramer, chapters 19 and 20 Perry, Peden, and Von Laue, chapter 11	
Evidence		Formative Assessment: Students consider the previous activity as they write a thesis statement and long essay outline assessing the extent to which Europeans feared another war. They must use at least three specific sources in their outlines to support their thesis statements.
Synthesis		

The readings and topics in this activity are specifically chosen to demonstrate for students how pre-WWII Europe contrasted with pre-WWI Europe. The readings I use from chapter 11 are listed in Unit 4's resources.

I provide written feedback on this assessment and use it to determine how I will introduce the next module: Totalitarianism and World War II.

Essential Questions:

► What were the causes, actions, and results of the First World War? ► What were the factors that enabled both the February/March and October/November revolutions in Russia, and why did a civil war begin? ► How did the fear of another Europe-wide war affect politics, economics, and culture during the interwar years?

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

Causation

Continuity and Change

Periodization

Comparison

Contextualization

Argumentation

Evidence

Interpretation

Synthesis

Summative Assessment:

Students answer 20–25 multiple-choice items based on text passages related to this module.

Students write an editorial to a newspaper from either the German, French, Austrian, or British point of view about what they believe to be the greatest threat to peace in Europe in early June 1914 (prior to the assassination).

Students respond to one of the following long essay prompts:

- Analyze how either the First World War or the Russian Revolution can be considered a major turning point in European history.
- Assess the extent to which the First World War led to changes in the perception of women.

(Learning objectives addressed: INT-8, INT-9, PP-8, PP-10, PP-11, PP-14, PP-16, OS-4, OS-12, OS-13, SP-6, SP-9, SP-13, SP-14, SP-17, SP-18, IS-6, IS-8, IS-9)

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

c. 1914 to the Present

Module 2: Totalitarianism and World War II

Learning Objectives:

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

Key Concepts:

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

Estimated Time:

7 class sessions

Essential Questions:

- ▶ What were the factors that led to the rise of totalitarian governments, and how were ideologies of communist and fascist regimes similar and different? ▶ Why did the Nazis try to create a “New Order,” and what were the results? ▶ Why did the Western powers appease fascist expansionism prior to the Second World War, and what were the results? ▶ How were the Allies able to win the Second World War?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation Comparison	Spielvogel, chapter 26	<p>Instructional Activity: Students research the conditions that fostered the rise of totalitarian regimes and the characteristics that defined them. Afterward, students use a Venn diagram to show the similarities and differences between fascism and communism.</p>	<p><i>This activity is important because fascism and communism are very similar, as both are totalitarian regimes. But the philosophy behind the two ideologies is remarkably different and this ideological divide was the reason for the bulk of the fighting and deaths during World War II. This activity also helps students put these ideas into the greater context of the time period, thus furthering the historical thinking skill of contextualization.</i></p>
Causation Continuity and Change Contextualization	<p>Spielvogel, chapter 26</p> <p>Perry, Peden, and Von Laue, chapter 12</p> <p>Video <i>Vladimir Lenin: Voice of Revolution</i></p>	<p>Instructional Activity: Students take notes while watching a video about Vladimir I. Lenin. We discuss the video and the fact that the New Economic Plan (NEP) seemed to go against Lenin's ideals. We also discuss his death and the power struggle between Stalin and Trotsky that followed. Next, students work in small groups to complete SCAR charts on the Five-Year Plans, collectivization, and the Great Purges. We conclude with a primary source reading from chapter 12 titled “The Cult of Stalin” and a class discussion about the source.</p>	

Essential Questions:

- ▶ What were the factors that led to the rise of totalitarian governments, and how were ideologies of communist and fascist regimes similar and different? ▶ Why did the Nazis try to create a “New Order,” and what were the results? ▶ Why did the Western powers appease fascist expansionism prior to the Second World War, and what were the results? ▶ How were the Allies able to win the Second World War?

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

Comparison

Spielvogel, chapter 26

Instructional Activity:

I briefly introduce the concept of fascism, referring to the Venn diagram that students previously completed. Next, students read two sources from chapter 12: “Benito Mussolini: Fascist Doctrines” and “Adolf Hitler: Mein Kampf.” They begin working on a graphic organizer based on the sources that compares and contrasts the doctrine of fascism in Italy and Germany. After students briefly discuss their findings as a class, they use the primary sources and the textbook to complete SPRITE charts on characteristics of fascist Italy and Nazi Germany.

Evidence

Perry, Peden, and Von Laue, chapter 12

Contextualization

Spielvogel, chapter 26

Formative Assessment:

Students work individually on a graphic organizer that applies the characteristics of totalitarianism to the Soviet Union, Italy, and Germany.

Evidence

I give written feedback on this formative assessment and use it to determine whether to move on to my next stage of instruction — the aggression of the fascist regimes — or to reteach the characteristics.

Essential Questions:

- ▶ What were the factors that led to the rise of totalitarian governments, and how were ideologies of communist and fascist regimes similar and different?
- ▶ Why did the Nazis try to create a “New Order,” and what were the results?
- ▶ Why did the Western powers appease fascist expansionism prior to the Second World War, and what were the results?
- ▶ How were the Allies able to win the Second World War?

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

Causation	Spielvogel, chapter 26	<p>Instructional Activity: Students work in pairs creating SCAR charts for each of the following events:</p> <ul style="list-style-type: none"> ▶ Repudiation of the Versailles Treaty ▶ German rearmament ▶ Germany sends troops into the Rhineland ▶ Anschluss ▶ Munich Conference and Pact ▶ Germany takes the rest of Czechoslovakia ▶ Nazi–Soviet Non-Aggression Pact and the invasion of Poland ▶ The Spanish Civil War ▶ Italian invasion of Ethiopia ▶ Italian annexation of Albania <p>When they are finished, students draw a freehand map that indicates German and Italian aggression in Europe during the 1930s. We have a class discussion about those events and create a graphic organizer about the British, French, and Soviet responses to Axis aggression.</p>
Periodization		
Contextualization		
Argumentation	Spielvogel, chapter 26	<p>Formative Assessment: Students read two sources from chapter 13 on appeasement: one by Neville Chamberlain in defense of the policy and the other by Winston Churchill that attacks the Munich Agreement. In a parliamentary-style discussion, students debate whether the policy of appeasement was appropriate for the time period.</p>
Evidence	Perry, Peden, and Von	
Synthesis	Laue, chapter 13	

I provide verbal feedback after the debate and use the results to determine whether to move on to our next topic.

Module 2: Totalitarianism and World War II (continued)

Essential Questions:

- ▶ What were the factors that led to the rise of totalitarian governments, and how were ideologies of communist and fascist regimes similar and different? ▶ Why did the Nazis try to create a “New Order,” and what were the results? ▶ Why did the Western powers appease fascist expansionism prior to the Second World War, and what were the results? ▶ How were the Allies able to win the Second World War?

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

Causation Continuity and Change Contextualization	Spielvogel, chapter 27	Instructional Activity: Students take notes on a lecture about the various campaigns of World War II. Then we have a class discussion about how the largest war within the war was between Germany and the Soviet Union and how and why World War II was an ideological war. Finally, we review a map from the textbook that shows the campaigns of World War II in Europe and North Africa.
Causation Continuity and Change Contextualization	Spielvogel, chapter 27 Video <i>The Holocaust: In Memory of Millions</i>	Instructional Activity: We begin class with a discussion about the Holocaust and watch selected scenes from the video. Then, in small groups, students go through stations that I have set up with readings and other sources on the Holocaust. They read and discuss the various sources within their groups. We have a whole-class discussion about the activity and what they've learned about the Holocaust that they did not already know.
Causation Evidence	Spielvogel, chapter 27 Video <i>World War II: The Lost Color Archives</i>	Instructional Activity: We watch part 3 from the video, which details the final events of World War II from D Day through the Japanese surrender. In small groups, students brainstorm reasons why the Allies were able to win the war. We conclude the activity with each group explaining to the class their top two reasons for the Allied victory.
Synthesis	Spielvogel, chapter 27 Web AP European History 2006 Free-Response Questions, Section II, Part C	Formative Assessment: Students write an outline and essay in response to the 2006 exam question, <i>Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany's defeat in the Second World War.</i>

Most of my students have already learned about the Holocaust; this activity provides a way for them to study it in a little more detail. For the stations, I use various sources including victims' journals, statistical charts, laws, and other sources that are available in print and/or online.

After I give written feedback on each student's work, as a class, we discuss that work, so they can also give feedback to each other.

Essential Questions:

- ▶ What were the factors that led to the rise of totalitarian governments, and how were ideologies of communist and fascist regimes similar and different?
- ▶ Why did the Nazis try to create a “New Order,” and what were the results?
- ▶ Why did the Western powers appease fascist expansionism prior to the Second World War, and what were the results?
- ▶ How were the Allies able to win the Second World War?

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

Causation

Spielvogel, chapter 27

Instructional Activity:

Comparison

Caliguire et al., Book 2, “War Crimes Trials”

In a graphic organizer, students list and explain the decisions made at the Tehran, Yalta, and Potsdam conferences and we discuss their results. Next, students read the two sources in “Testimony at Nuremberg” (the testimonies of Herman Goering and Rudolf Hoss), which can be found in the Book 2 resource. After reading, students pair up and with their partner create a Venn diagram that highlights the similarities and differences between the two men’s testimonies.

Essential Questions:

- ▶ What were the factors that led to the rise of totalitarian governments, and how were ideologies of communist and fascist regimes similar and different?
- ▶ Why did the Nazis try to create a “New Order,” and what were the results?
- ▶ Why did the Western powers appease fascist expansionism prior to the Second World War, and what were the results?
- ▶ How were the Allies able to win the Second World War?

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

Causation	Spielvogel, chapter 27
Continuity and Change	Web
Periodization	AP European History
Comparison	2011 Free-Response Questions, Section II, Part C
Contextualization	AP European History
Argumentation	2012 Free-Response Questions, Section II, Part C
Evidence	
Interpretation	
Synthesis	

Summative Assessment:

Students answer 20–25 multiple-choice questions based on text passages related to this unit.

Students respond to the following short-answer prompt:

Historians have proposed various events as the most devastating mistake of the 20th century, including:

- ▶ The 1914 July Crisis
- ▶ The 1919 Paris Peace Conference
- ▶ Appeasement policies of the 1930s
- ▶ The Nazi–Soviet Non-Aggression Pact

A. Briefly explain why ONE of the developments on the list above represents the most devastating mistake of the 20th century.

B. Briefly explain why the three other developments on the list above are not as devastating.

Students respond to one of the following long essay prompts:

- ▶ Analyze various ways in which ideology shaped the foreign policy of Nazi Germany in the period 1933 through 1945. (Question from the 2012 exam.)
- ▶ Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin. (Question from the 2011 exam.)

(Learning objectives addressed: INT-8, INT-11, PP-8, PP-11, PP-13, PP-16, OS-9, SP-5, SP-6, SP-8, SP-10, SP-13, SP-14, SP-17, IS-3, IS-5, IS-7, IS-8, IS-10)

The short-answer prompt focuses on the skills of periodization and comparison, while the long essay focuses on patterns of continuity and change over time, appropriate use of relevant historical evidence, and synthesis.

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

c. 1914 to the Present

Module 3: Post-World War II Europe: The End of European Hegemony

Learning Objectives:

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

Key Concepts:

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

Estimated Time:

7 class sessions

Essential Questions:

▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically? ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world? ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

Historical

Thinking Skills

Materials

Instructional Activities and Assessments

Causation	Spielvogel, chapter 28	Instructional Activity:	
Contextualization	Perry, Peden, and Von Laue, chapter 14	In small groups, students discuss the state of affairs in Europe in the summer of 1945. Next, they complete a timeline and SCAR charts for the following events that occurred from 1945 to 1949:	
		▶ Soviet domination of Eastern Europe	
		▶ The creation of the United Nations	
		▶ The Truman Doctrine	
		▶ The Marshall Plan	
		▶ The Berlin Blockade/Airlift	
		▶ Development of NATO and the Warsaw Pact	
		▶ The two Germanys	
		We discuss the events and read “Winston Churchill: The ‘Iron Curtain’” from chapter 14.	
Contextualization	Spielvogel, chapter 28	Instructional Activity:	
Evidence	Wiesner, Ruff, and Wheeler, chapter 13	Students take notes during a short lecture on events in the Soviet Union from 1945 through the death of Stalin. Then they go through stations that are setup with readings and other sources from the Wiesner book on the city of Berlin being the center of Cold War activity. After they proceed through all the stations, we discuss the sources and the differing motives and actions of the U.S. and the USSR regarding Berlin.	▶ Any Cold War sources on espionage and/or tension in Berlin can be used to replace the Wiesner resource.

Essential Questions:

- ▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?
- ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world?
- ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

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

Causation Continuity and Change Contextualization	Spielvogel, chapter 28 Perry, Peden, and Von Laue, chapter 14	<p>Instructional Activity: I begin this activity with a short overview of the power struggle between Malenkov and Khrushchev. Next, students read an excerpt from Khrushchev's "Report to the Twentieth Party Congress" (in chapter 14). After a class discussion, students form small groups and take notes on a graphic organizer about the following Cold War topics:</p> <ul style="list-style-type: none"> ▶ The Hungarian Crisis of 1956 ▶ The Suez Crisis ▶ Peaceful coexistence ▶ The U2 incident ▶ The Berlin Wall ▶ The Cuban Missile Crisis ▶ Soviet relations with China ▶ Cold War conflict in Korea and Vietnam <p>We discuss the organizers as a class.</p>
Interpretation	Caliguire et al., Book 2, "The Cold War: Who Was Responsible?"	<p>Instructional Activity: Students work on an activity titled "Changing Attitudes During the Cold War," which can be found in the Book 2 resource. There are three secondary sources providing different interpretations of the Cold War — traditional and revisionist — in the activity. The sources were written during the Cold War and it's interesting to see whether students notice that while reading.</p>
Causation Contextualization Evidence Synthesis	Spielvogel, chapter 28	<p>Formative Assessment: Students write an editorial from the Soviet point of view that explains why they consider the U.S. to be the most aggressive nation in the years from 1945 to 1965.</p>

Students receive feedback from me on the evidence and argument that they use. I address any concerns prior to the next activity.

Essential Questions:

- ▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?
- ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world?
- ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

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

Causation Continuity and Change Contextualization Interpretation	Spielvogel, chapter 28 Caliguire et al., Book 2, "Postwar France: A Study of Political Instability"	Instructional Activity: Students conduct research and then complete a graphic organizer on the postwar recovery of Britain, France, and West Germany and the origins of the European welfare state as well as European integration. Then they read a secondary source and answer questions from "The Trials of France after World War II" (located in the Book 2 resource).
Causation Contextualization Periodization	Spielvogel, chapter 28	Instructional Activity: In small groups, students research in detail one of the following former colonies' movements for independence: <ul style="list-style-type: none"> ▶ India ▶ Algeria ▶ French Indo-China ▶ Indonesia We discuss their findings in a whole-class discussion.
Causation Contextualization	Spielvogel, chapters 28 and 29	Instructional Activity: In small groups, students research and discuss the question, <i>What were the events that led to the creation of the European Union?</i> We have a class discussion that answers the "how" and "why."

This activity gives students the option to study in detail one particular area that may interest them, while at the same time getting an overview of the other independence movements through class discussion.

Essential Questions:

- ▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?
- ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world?
- ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

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

Causation Continuity and Change Evidence	Spielvogel, chapters 28 and 29 Web AP European History 2005 Free-Response Questions, Section II, Part A	Formative Assessment: Students read documents from the 2005 document-based question on Western European unity and outline an answer to the prompt based on both the documents and their own knowledge of the time period.	<p>◀ I use this older DBQ because it helps students understand the process of achieving unity. I make sure to emphasize that they have to use their own outside knowledge as well. I give them both verbal and written feedback, and I clarify any concerns prior to the next activity.</p> <p>◀ This documentary is an interesting way for students to understand the intense feelings and everyday effects of the Cold War.</p> <p>◀ This activity is modified from the curriculum module.</p>
Causation Continuity and Change Contextualization	Spielvogel, chapter 29 Video <i>Do You Believe in Miracles? The Story of the 1980 U.S. Hockey Team</i>	Instructional Activity: We begin this activity with a short discussion about the Brezhnev era in the USSR. Next, students work on SCAR charts for each of the following events: <ul style="list-style-type: none"> ▶ Prague Spring of 1968 ▶ U.S. relations with China ▶ Détente ▶ Helsinki Accords ▶ The Invasion of Afghanistan (1979) Students watch selected scenes from the documentary.	
Causation Periodization Contextualization	Spielvogel, chapter 29 Perry, Peden, and Von Laue, chapter 15 College Board, <i>AP European History Curriculum Module: Teaching Post-Cold War Europe</i> , pp. 26–29	Instructional Activity: This activity begins with a quick introduction of the events that led to Gorbachev coming to power in the Soviet Union. Then students read several documents by Gorbachev regarding his proposed changes. Students complete a graphic organizer on the revolutions of 1989 in Eastern Europe and read a document by Vaclav Havel (in both chapter 15 and 29). We conclude the lesson with a class discussion about German reunification.	

Essential Questions:

- ▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?
- ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world?
- ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

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

Causation

Spielvogel, chapter 29

Formative Assessment:

Evidence

Perry, Peden, and Von Laue, chapter 14

In a parliamentary-style discussion, students debate the reasons for the fall of the Soviet Union.

Causation

Spielvogel, chapter 29

Instructional Activity:

Contextualization

Perry, Peden, and Von Laue, chapter 14

Students conduct research and complete a graphic organizer on important people and events in Britain, France, and West Germany/Germany from 1968 to the present.

I want students to debate the many reasons for the fall of the USSR, and this is a unique way to make sure they are aware that there is not a simple answer. I expect to hear some give Reagan credit, while others blame Gorbachev. Some may touch on economics. I use this assessment to make sure students understand that there were several factors involved. I provide verbal feedback and use the results to determine whether we are ready to move to our next topic.

Module 3: Post-World War II Europe: The End of European Hegemony (*continued*)**Essential Questions:**

- ▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?
- ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world?
- ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

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

Causation

Spielvogel, chapter 29

Instructional Activity:

Continuity and Change

Perry, Peden, and Von

In small groups, students go through the following stations, which are setup with readings and other sources regarding issues in modern Europe:

Contextualization

Laue, chapter 14

- ▶ Second Vatican Council
- ▶ Women's Issues
- ▶ Women in Politics
- ▶ Counter-Culture
- ▶ Minorities
- ▶ Environmental Movements
- ▶ Post-Modernist Art and Literature
- ▶ Science and Technology
- ▶ Terrorism

Students are encouraged to read the source at each station and discuss what they've read with their group. To conclude the activity, we discuss the impact these issues have had in modern Europe.

Causation

Instructional Activity:

Continuity and Change

In small groups, students research one of the following nationalistic and/or separatist movements in Europe:

Contextualization

- ▶ Ireland
- ▶ Chechnya
- ▶ Basque
- ▶ Bosnia
- ▶ Kosovo

Groups share their findings in a whole-class discussion.

This activity is important because nationalism has been a prominent issue in Europe since the end of World War II, increasing even more dramatically since the end of the Cold War, and leading to ethnic cleansing in the Balkans.

Module 3: Post-World War II Europe: The End of European Hegemony (*continued*)**Essential Questions:**

- ▶ To what extent did the postwar recovery and the Cold War change Europe politically, socially, and economically?
- ▶ How and why did the end of the Second World War lead to the end of European hegemony in the world?
- ▶ What were the continuities and changes that occurred in Europe as a result of the end of the Cold War in 1989?

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

Causation	Mitchell, part 5, issue 20	Instructional Activity:
Contextualization		Students read “Were Ethnic Leaders Responsible for the Disintegration of Yugoslavia?” from the Mitchell text. In small groups they are to come to a consensus about what the authors’ most important points were and share this during in a class discussion.
Interpretation		
Continuity and Change	Spielvogel, chapter 29	Summative Assessment:
Comparison	Perry, Peden, and Von	Students write a primary source critique of any two sources in chapter 14 regarding Cold War political tension.
Contextualization	Laue, chapter 14	Students write a recommendation letter for a person that they nominate as the most significant person of the 20th century.
Argumentation		Students write a long essay in response to the prompt, <i>Considering the period from 1945 to 2000, analyze what you believe to be the three most important social and economic events of the period.</i>
Evidence		(Learning objectives addressed: INT-6, INT-8, INT-11, PP-3, PP-5, PP-12, PP-13, PP-15, OS-8, SP-1, SP-5, SP-9, SP-13, SP-19, IS-6, IS-7, IS-8, IS-9, IS-10)
Synthesis		

The primary source critique focuses on the skill of contextualization, the recommendation focuses on comparison and historical argumentation, and the long essay focuses on patterns of continuity and change over time, appropriate use of relevant historical evidence, and synthesis. 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

“The AP European History Exam.” College Board. Accessed January 30, 2014. http://apcentral.collegeboard.com/apc/members/exam/exam_information/2085.html.

Caliguire, Augustine, Jeanne M. Kish, Patricia A. Komosinski, Roberta J. Leach, and Lawrence M. Ober, SJ. *Advanced Placement European History, Book 2: Westernizing the World, 1870 to the Present*. Culver City: Center for Learning, 2008.

Internet Modern History Sourcebook. Paul Halsall. Fordham University. Accessed January 29, 2014. <http://www.fordham.edu/Halsall/mod/modsbook.asp>.

Mitchell, Joseph R., and Helen Buss Mitchell. *Taking Sides: Clashing Views on Controversial Issues in Western Civilization*. Guilford, CT: Dushkin/McGraw-Hill, 2000.

Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue. *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*. 5th ed. Boston: Houghton Mifflin Company, 2004.

Spielvogel, Jackson J. *Western Civilization*. 6th ed. Belmont, CA: Thomson Wadsworth, 2006.

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

Annual Editions: Western Civilization Volume II: Early Modern through the Twentieth Century. 8th ed. Edited by William Hughes. Guilford, CT: The Dushkin Publishing Group, Inc., 1995.

Luther. Directed by Eric Till. 2003. Los Angeles: MGM, 2003. DVD.

Luther's 95 Theses. Fordham University. Accessed February 22, 2014. http://origin.web.fordham.edu/TESTING_SITE/Halsall%20Transition%202011/source/luther95.txt.

Queen Elizabeth I. “Against the Spanish Armada, 1588.” Internet Modern History Sourcebook. Fordham University. Accessed February 22, 2014. <http://www.fordham.edu/Halsall/mod/1588elizabeth.asp>.

The Return of Martin Guerre. Directed by Daniel Vigne. 1982. New York: Fox Lorber, 1998. DVD.

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

“Arthur Young: Plight of the French Peasants.” In Perry, Peden, and Von Laue, *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*.

Caliguire, Augustine, Jeanne M. Kish, Roberta J. Leach, and Lawrence M. Ober, SJ. *Advanced Placement European History, Book 1: The Modern World: New Directions*. Culver City: Center for Learning, 2008.

“Declaration of the Rights of Man and of Citizens.” In Perry, Peden, and Von Laue, *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*.

“Emmanuel Sieyès: Bourgeois Disdain for Special Privileges of the Aristocracy.” In Perry, Peden, and Von Laue, *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*.

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