

## Standards – Based Instructional Unit by Unit Curriculum Guide

**Subject: Social Studies**

**COURSE: AP European History**

**GRADE/LEVEL: 12**

### **PERIOD 1: c. 1450 to c. 1648**

***Key Concept 1.1 The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.***

- 1.1.I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.
- 1.1.II. The invention of printing promoted the dissemination of new ideas.
- 1.1.III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.
- 1.1.IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, though folk traditions of knowledge and the universe persisted.

***Key Concept 1.2: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.***

- 1.2.I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
- 1.2.II. The competitive state system led to new patterns of diplomacy and new forms of warfare.
- 1.2.III. The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states.

***Key Concept 1.3: Religious pluralism challenged the concept of a unified Europe.***

- 1.3.I. The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture.
- 1.3.II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.
- 1.3.III. Conflicts among religious groups overlapped with political and economic competition within and among states.

***Key Concept 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.***

- 1.4.I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
- 1.4.II. Advances in navigation, cartography, and military technology allowed Europeans to

establish overseas colonies and empires.

- 1.4.III. Europeans established overseas empires and trade networks through coercion and negotiation.
- 1.4.IV. Europe’s colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.

***Key Concept 1.5: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.***

- 1.5.I. Economic change produced new social patterns, while traditions of hierarchy and status persisted.
- 1.5.II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.
- 1.5.III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- 1.5.IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.
- 1.5.V. Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms.

***21<sup>st</sup> Century Graduation Expectation Outcomes:***

- ❖ *1.1 acquiring and applying knowledge and skills within and across the curriculum.*
- ❖ *1.2 Analyzing and evaluating information.*
- ❖ *1.3 Applying technology as a learning tool across all disciplines.*
- ❖ *2.1 Working cooperatively and/ or independently.*
- ❖ *2.2 Applying problem solving strategies.*
- ❖ *2.3 Utilizing resources and time effectively.*
- ❖ *2.4 Accessing, compiling, interpreting and presenting data and information.*
- ❖ *3.2 Recognizing and respecting the diversity and individuality of others.*
- ❖ *4.1 Reading widely and critically.*
- ❖ *4.2 Writing clearly, concisely and persuasively.*
- ❖ *4.3 Speaking, listening and interpreting effectively.*

***Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:***

- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.
- ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities.

***Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:***

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and how they are/ can be changed.
- C&G 3-1: Citizens’ rights and responsibilities.

- ❖ C&G 4: People engage in political processes in a variety of ways.
- ❖ C&G 5: As members of an interconnected world, the choices we make impact others locally, nationally, and globally.
- ❖ HP 1: History is an account of human activities that is interpretive in nature.
- ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form.
- ❖ HP 3: The study of history helps us understand the present and shape the future.

***National Standards in Historical Thinking:***

- ❖ Standard I: Chronological Thinking
- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.

C&G 4-1: Political systems and political processes.

C&G 5-1: The many ways Earth’s people are interconnected.

C&G 5-2: The benefits and challenges of an interconnected world.

C&G 5-3: How the choices we make impact and are impacted by an interconnected world.

HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.

HP 2-1: Connect the past with the present.

HP 2-2: Chronicle events and conditions.

HP 2-3: Show understanding of change over time.

HP 3-1: Demonstrate an understanding of how the past frames the present.

HP 3-2: Make personal connections in an historical context.

***National Standards in Historical Thinking Benchmarks:***

- ❖ Interpret data presented in time lines.
- ❖ Draw upon data and historical maps.
- ❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- ❖ Draw upon visual, literary, and musical sources.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data.
- ❖ Interrogate historical data.
- ❖ Evaluate alternative courses of action.

- ❖ Formulate a position or course of action on an issue and evaluate decisions.

### **Grade Span Expectations**

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Chronological Thinking
- SS2: Historical Comprehension
- SS3: Historical Analysis and Interpretation
- SS4: Historical Research Capabilities
- SS5: Historical Issues – Analysis and Decision-Making
- T1 Creativity and Innovation
- T2 Communication and Collaboration
- T3 Research and Information Fluency
- T4 Critical Thinking, Problem Solving, and Decision Making
- T5 Digital Citizenship
- T6 Technology Operations and Concepts

### **Applied Learning Standards**

- A1 Problem Solving
- A2 Communication (oral and/or written)
- A3 Research
- A4 Critical Thinking
- A5 Reflection and Evaluation

### ***Essential Questions:***

- ◆ What were the characteristics of the Renaissance and of Humanism?
- ◆ Why did the Renaissance begin in Italy?
- ◆ How did the growth of individualism and self-interest affect life during the Renaissance?
- ◆ How did the Renaissance affect culture and science?
- ◆ In what ways did warfare change in the sixteenth century?
- ◆ What factors lead to the Reformation and what beliefs did each of the major reformers hold?
- ◆ How did the Roman Catholic Church react to the Protestant Reformation?
- ◆ How were the religious wars of the sixteenth and seventeenth centuries motivated by political and economic factors as well as religious differences?
- ◆ How did the Protestant Reformation change life in Europe?
- ◆ To what extent did the exploration and colonization of the New World change the European Economy?
- ◆ How did early modern exploration and colonization transform life in the New World and in Europe?

### ***Content Topics:***

- ◆ Black Death
- ◆ 100 Year's War
- ◆ Changes in the Church
- ◆ Social Unrest, Uprisings and tensions

- ◆ Origins of the Renaissance
- ◆ Changing to Society, the Political structure, Culture and Intellectual movements
- ◆ Italian v. Northern Renaissance
- ◆ State of the Church 16<sup>th</sup> Century
- ◆ Origins of the Reformation
- ◆ Impact of the Reformation
- ◆ Catholic Reform
- ◆ Wars of Religion
- ◆ Pre-Columbus
- ◆ Causes of Exploration
- ◆ Empire Building
- ◆ Life in the Colonies
- ◆ Impact of Exploration and Conquest
- ◆ Thirty Year's War

***Student Learning Tasks and Opportunities:***

- ◆ Students will analyze the characteristics of the major Italian city-states.
- ◆ Students will analyze the ways in which Renaissance ideas were reflected and transformed in France and England.
- ◆ Students will analyze the factors and which led to the Reformation and its impact on Western society.
- ◆ Students will examine the ideology of each of the major reformers
- ◆ Students will analyze the motivations for exploration and the discoveries made by the explorers.
- ◆ Students will analyze the impact of colonization on the New World.

***Instructional Resources and Equipment:***

- ◆ Textbook – *The West in the World* AP Edition – Dennis Sherman
- ◆ Primary source documents
- ◆ Sherman, *Western Civilization Sources, Images, and Interpretations-Volume I*
- ◆ Sherman, *Western Civilization Sources, Images, and Interpretations-Volume II*
- ◆ Computer with internet access

***Assessment Tasks:***

- ◆ Formative and Summative Assessment
- ◆ Class Discussion
- ◆ Quizzes/Tests
- ◆ Response papers
- ◆ Student Led Lesson
- ◆ AP Practice Test Components

## Standards – Based Instructional Unit by Unit Curriculum Guide

**Subject: Social Studies**

**COURSE: AP European History**

**GRADE/LEVEL: 12**

### **PERIOD 2: c. 1648 to c. 1815**

***Key Concept 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals.***

- 2.1.I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.
- 2.1.II. Challenges to absolutism resulted in alternative political systems.
- 2.1.III. After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.
- 2.1.IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.
- 2.1.V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction.

***Key Concept 2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.***

- 2.2.I. Early modern Europe developed a market economy that provided the foundation for its global role.
- 2.2.II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.
- 2.2.III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

***Key Concept 2.3: The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.***

- 2.3.I. Rational and empirical thought challenged traditional values and ideas.
- 2.3.II. New public venues and print media popularized Enlightenment ideas.
- 2.3.III. New political and economic theories challenged absolutism and mercantilism.
- 2.3.IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.
- 2.3.V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.
- 2.3.VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling.

**Key Concept 2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.**

- 2.4.I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth.
- 2.4.II The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.
- 2.4.III. By the 18th century, family and private life reflected new demographic patterns and the effects of the Commercial Revolution.
- 2.4.IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.

**Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:**

- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.
- ❖ C&G 3: In a democratic society, all people have certain rights and responsibilities.
- ❖ C&G 4: People engage in political processes in a variety of ways.
- ❖ C&G 5: As members of an interconnected world, the choices we make impact others locally, nationally, and globally.
- ❖ HP 1: History is an account of human activities that is interpretive in nature.
- ❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form.
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**National Standards in Historical Thinking:**

- ❖ Standard I: Chronological Thinking

**Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:**

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and how they are/ can be changed...
- C&G 3-1: Citizens' rights and responsibilities.
- C&G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.
- C&G 4-1: Political systems and political processes.
- C&G 5-1: The many ways Earth's people are interconnected.
- C&G 5-2: The benefits and challenges of an interconnected world.
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- HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.
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| <ul style="list-style-type: none"> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>   | <p>frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Interpret data presented in time lines.</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</li> <li>❖ Draw upon visual, literary, and musical sources.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data.</li> <li>❖ Interrogate historical data.</li> <li>❖ Evaluate alternative courses of action.</li> <li>❖ Formulate a position or course of action on an issue and evaluate decisions.</li> </ul> |
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## Applied Learning Standards

- A1 Problem Solving
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### *21<sup>st</sup> Century Graduation Expectation Outcomes:*

- ❖ *1.1 acquiring and applying knowledge and skills within and across the curriculum.*
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- ❖ *2.4 Accessing, compiling, interpreting and presenting data and information.*
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- ❖ *4.1 Reading widely and critically.*
- ❖ *4.2 Writing clearly, concisely and persuasively.*
- ❖ *4.3 Speaking, listening and interpreting effectively*

### *Essential Questions:*

- ◆ *What social and economic problems afflicted seventeenth century Europe?*
- ◆ *How did the monarchs in eastern and central Europe attempt to consolidate their power in the seventeenth century?*
- ◆ *What factors led to the triumph of constitutionalism in England and the Dutch Republic?*
- ◆ *What were the major developments in astronomy, physics, medicine, chemistry and scientific methodology that created the new scientific view of reality by the end of the seventeenth century?*
- ◆ *What were the major characteristics and ideas of the Enlightenment?*
- ◆ *To what extent did Enlightenment ideas pose a threat to political and religious authorities?*
- ◆ *How did the investigations and discoveries of sixteenth and seventeenth century scientists lead to the reform ideas of eighteenth century philosophers?*
- ◆ *Describe the culture of the elites and lower classes during the eighteenth century*
- ◆ *What are the causes of the industrial revolution and what are the reasons why the British were the leaders in industrialization?*
- ◆ *How did the industrial revolution affect everyday life for Europeans?*
- ◆ *Compare and contrast middle-class and working-class attitudes toward family life and gender roles.*
- ◆

### *Content Topics:*

- ◆ Absolutism in western Europe: Spain, France, Austria and Prussia
- ◆ Constitutionalism in England and the Dutch Republic
- ◆ Absolutism in Eastern Europe: Russia and the Ottoman Empire
- ◆ John Locke

- ◆ Baroque Art v. Rococo Art
- ◆ Scientific Thinking
- ◆ Enlightenment
- ◆ Enlightened Absolutism: Prussia, Austria and Russia
- ◆ Agricultural Revolution: Cause and Impact
- ◆ Population Change: Cause and Impact
- ◆ Rural Industry: Causes, New Model of Production and Impact
- ◆ Changing Urban Life
- ◆ Guilds and Economic Liberalism
- ◆ Colonial Wars
- ◆ Trade
- ◆ Slave Trade
- ◆ Atlantic World
- ◆ Pacific World
- ◆ Global Economy
- ◆ Marriage and Family: changing practices, causes of changes and impact
- ◆ Children and Education: Changing attitudes about, spread of education and impact of changes
- ◆ Consumer Society
- ◆ Changes in Protestant v. Catholic Church and impact of new views.
- ◆ Medical Practices
- ◆ Revolution in Politics 1789 – 1815
- ◆ Causes of Revolutions
- ◆ French Revolution
- ◆ Reign of Terror
- ◆ Thermidorian Reaction
- ◆ Directory
- ◆ Napoleonic Era
- ◆ Romanticism
- ◆ Industrial Revolution
- ◆ Congress of Vienna
- ◆ Liberalism, Conservatism, Nationalism, Utopian
- ◆ Socialism, Marxism

***Student Learning Tasks and Opportunities:***

- ◆ Students will analyze the development of French absolutism in the sixteenth and seventeenth centuries.
- ◆ Students will examine the causes and effects of the Scientific Revolution.
- ◆ Students will analyze the factors which accounted for the spread of new scientific ideas in the seventeenth century.
- ◆ Students will analyze the foundations of the Enlightenment.
- ◆ Students will analyze the political and economic rivalries between and within the great European powers in the eighteenth century.
- ◆ Students will analyze the ways in which enlightened absolutists attempted to combine the qualities of absolutism with those of the Enlightenment.
- ◆ Students will analyze the demographic changes that affected country and city life in the late seventeenth and eighteenth centuries.
- ◆ Students will analyze the major steps in the British industrial revolution.
- ◆ Students will examine and trace the expansion of industrialization from Britain to the European continent.

- ◆ Students will analyze the causes and effects of urbanization during the industrial era.
- ◆ Students will analyze the advances in medical care that occurred during the industrial revolution.

***Instructional Resources and Equipment:***

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***Assessment Tasks:***

- ◆ Formative and Summative Assessment
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**Subject: Social Studies**

**COURSE: AP European History**

**GRADE/LEVEL: 12**

### **PERIOD 3: c. 1815 to c. 1914**

***Key Concept 3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.***

- 3.1.I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.
- 3.1.II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.

***Key Concept 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.***

- 3.2.I. Industrialization promoted the development of new classes in the industrial regions of Europe.
- 3.2.II. Europe experienced rapid population growth and urbanization, leading to social dislocations.
- 3.2.III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.
- 3.2.IV. A heightened consumerism developed as a result of the Second Industrial Revolution.
- 3.2.V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization, while facing famine, debt, and land shortages.

***Key Concept 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.***

- 3.3.I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.
- 3.3.II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.
- 3.3.III. Political movements and social organizations responded to the problems of industrialization.

***Key Concept 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.***

- 3.4.I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.
- 3.4.II. The breakdown of the Concert of Europe opened the door for movements of national

unification in Italy and Germany, as well as liberal reforms elsewhere.

- 3.4.III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

***Key Concept 3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.***

- 3.5.I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.
- 3.5.II. Industrial and technological developments (i.e., the Second Industrial Revolution) facilitated European control of global empires.
- 3.5.III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

***Key Concept 3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.***

- 3.6.I. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.
- 3.6.II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.
- 3.6.III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

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- ❖ *1.3 Applying technology as a learning tool across all disciplines.*
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- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.

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| <p><b><i>National Standards in Historical Thinking:</i></b></p> <ul style="list-style-type: none"> <li>❖ Standard I: Chronological Thinking</li> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul>   | <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Interpret data presented in time lines.</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</li> <li>❖ Draw upon visual, literary, and musical sources.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data.</li> <li>❖ Interrogate historical data.</li> </ul>  |

- ❖ Evaluate alternative courses of action.
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### **Grade Span Expectations**

OC1: Interactive Listening  
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 T1 Creativity and Innovation  
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### **Applied Learning Standards**

A1 Problem Solving  
 A2 Communication (oral and/or written)  
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 A5 Reflection and Evaluation

### ***Essential Questions:***

- ◆ In what ways did conservatism manifest itself in years immediately following the Congress of Vienna?
- ◆ What reforms and liberal changes occurred as a result of the Revolutions and the British reform movement in the 1820s and 1830s?
- ◆ Why was Count Camillo di Cavour able to successfully unify the Italian nation?
- ◆ How did the leadership of Otto Von Bismarck make German Unification possible?
- ◆ How did the struggle for national unity affect North America in the mid-nineteenth century?
- ◆ What extremist groups emerged on the left and on the right, and how did these groups challenge the established center, liberal and conservative politics?
- ◆ What were the factors that led to widespread emigration from Europe in the nineteenth century?
- ◆ How did advances in science, technology, and industry create economic growth in the second half of the nineteenth century?
- ◆ How did cities change in the late nineteenth century Europe?
- ◆ Discuss the scientific discoveries and medical advances of the late nineteenth century.
- ◆ How was the late nineteenth century both an age of optimism and an age of uncertainty?
- ◆ How did World War I transform the home front politically, economically and socially?
- ◆ What are causes and effects of the Russian Revolution?

***Content Topics:***

- ◆ Reform and Revolutions 1815 – 1847
- ◆ City Life: Growth of Cities, Public Health and City Planning
- ◆ Social Changes: Middle Class, Working Class and New Elite
- ◆ Changing Families: Marriage, Kinship, Gender Roles, Child Rearing
- ◆ Science and Technological advances in the Eighteenth century
- ◆ Darwin and Natural Selection
- ◆ Realism
- ◆ Nationalism 1850 – 1914
- ◆ France Second Republic
- ◆ Crimean War
- ◆ New Nations: Italy and Germany
- ◆ Modernization of Russia
- ◆ Great Reform
- ◆ Modernization of the Ottoman Empire
- ◆ Jewish Emancipation and Modern Anti-Semitism
- ◆ German Empire
- ◆ Great Britain and Ireland
- ◆ Austro-Hungarian Empire
- ◆ French Republic
- ◆ Marxism and Socialism: Social Internationalism, Unions, and Revisionism
- ◆ Global Inequality and Expanding Global Market
- ◆ Changing Migration in Europe and Asian
- ◆ Western Imperialism 1880 – 1914: Old v. New Imperialism, Motivation for Imperialism, Scramble for Africa
- ◆ Impact and Response to Imperialism: Europe, Asian and Africa
- ◆ Russian Revolution

***Student Learning Tasks and Opportunities:***

- ◆ Students will analyze the principles that guided world leaders at the Congress of Vienna.
- ◆ Students will analyze the ideals of the major early nineteenth century ideologies.
- ◆ Students will analyze the causes and effects of the Revolutions of 1848.
- ◆ Students will analyze the problems faced by authorities striving for unity in the Austrian and Ottoman Empire.
- ◆ Students will analyze the ways in which French and Russian leaders used nationalism in the mid-nineteenth century.
- ◆ Students will analyze the political, economic, and social factors which supported and impeded the spread of democracy in Europe.
- ◆ Students will analyze the causes and consequences of new imperialism.
- ◆ Students will analyze the newly developed social order that emerged in late nineteenth century cities.
- ◆ Students will analyze late nineteenth century trends in literature, art and intellectual life.
- ◆ Students will analyze the underlying and immediate causes of World War I.
- ◆ Students will analyze the impact of major World War I battles.
- ◆ Students will examine the forces that brought an end to World War I and analyze the human cost of the war.
- ◆ Students will analyze the terms of the Treaty of Versailles.

***Instructional Resources and Equipment:***

- ◆ Textbook – *The West in the World* AP Edition – Dennis Sherman
- ◆ Primary source documents
- ◆ Sherman, *Western Civilization Sources, Images, and Interpretations-Volume I*
- ◆ Sherman, *Western Civilization Sources, Images, and Interpretations-Volume II*
- ◆ Computer with internet access

***Assessment Tasks:***

- ◆ Formative and Summative Assessment
- ◆ Class Discussion
- ◆ Quizzes
- ◆ Response papers
- ◆ AP Practice test components
- ◆ Student Led Lesson

## Standards – Based Instructional Unit by Unit Curriculum Guide

**Subject: Social Studies**

**COURSE: AP European History**

**GRADE/LEVEL: 12**

### **PERIOD 4: c. 1914 to the Present**

***Key Concept 4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union.***

- 4.1.I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.
- 4.1.II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
- 4.1.III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.
- 4.1.IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.
- 4.1.V. In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.
- 4.1.VI. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.
- 4.1.VII. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

***Key Concept 4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism.***

- 4.2.I. The Russian Revolution created a regime based on Marxist-Leninist theory.
- 4.2.II. The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.
- 4.2.III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.
- 4.2.IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.
- 4.2.V. Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

**Key Concept 4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.**

- 4.3.I. The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.
- 4.3.II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.
- 4.3.III. Organized religion continued to play a role in European social and cultural life, despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.
- 4.3.IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

**Key Concept 4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.**

- 4.4.I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.
- 4.4.II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.
- 4.4.III. New voices gained prominence in political, intellectual, and social discourse.

**21<sup>st</sup> Century Graduation Expectation Outcomes:**

- ❖ *1.1 acquiring and applying knowledge and skills within and across the curriculum.*
- ❖ *1.2 Analyzing and evaluating information.*
- ❖ *1.3 Applying technology as a learning tool across all disciplines.*
- ❖ *2.1 Working cooperatively and/ or independently.*
- ❖ *2.2 Applying problem solving strategies.*
- ❖ *2.3 Utilizing resources and time effectively.*
- ❖ *2.4 Accessing, compiling, interpreting and presenting data and information.*
- ❖ *3.2 Recognizing and respecting the diversity and individuality of others.*
- ❖ *4.1 Reading widely and critically.*
- ❖ *4.2 Writing clearly, concisely and persuasively.*
- ❖ *4.3 Speaking, listening and interpreting effectively.*

**Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives:**

- ❖ C&G 1: People create and change structure of power, authority, and governance in order to accomplish common goals.

**Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives Benchmarks:**

- C&G 1-1: Origins, forms and purpose of government.
- C&G 1-2: Sources of authority and use of power, and

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| <ul style="list-style-type: none"> <li>❖ C&amp;G 3: In a democratic society, all people have certain rights and responsibilities.</li> <li>❖ C&amp;G 4: People engage in political processes in a variety of ways.</li> <li>❖ C&amp;G 5: As members of an interconnected world, the choices we make impact others locally, nationally, and globally.</li> <li>❖ HP 1: History is an account of human activities that is interpretive in nature.</li> <li>❖ HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</li> <li>❖ HP 3: The study of history helps us understand the present and shape the future.</li> </ul> <p><b><i>National Standards in Historical Thinking:</i></b></p> <ul style="list-style-type: none"> <li>❖ Standard I: Chronological Thinking</li> <li>❖ Standard II: Historical Comprehension</li> <li>❖ Standard III: Historical Analysis and Interpretation</li> <li>❖ Standard IV: Historical Research Capabilities</li> <li>❖ Standard V: Historical Issues – Analysis and Decision Making</li> </ul> | <p>how they are/ can be changed...</p> <p>C&amp;G 3-1: Citizens’ rights and responsibilities.</p> <p>C&amp;G 3-2: How individuals and groups exercise (or are denied) their rights and responsibilities.</p> <p>C&amp;G 4-1: Political systems and political processes.</p> <p>C&amp;G 5-1: The many ways Earth’s people are interconnected.</p> <p>C&amp;G 5-2: The benefits and challenges of an interconnected world.</p> <p>C&amp;G 5-3: How the choices we make impact and are impacted by an interconnected world.</p> <p>HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships.</p> <p>HP 2-1: Connect the past with the present.</p> <p>HP 2-2: Chronicle events and conditions.</p> <p>HP 2-3: Show understanding of change over time.</p> <p>HP 3-1: Demonstrate an understanding of how the past frames the present.</p> <p>HP 3-2: Make personal connections in an historical context.</p> <p><b><i>National Standards in Historical Thinking Benchmarks:</i></b></p> <ul style="list-style-type: none"> <li>❖ Interpret data presented in time lines.</li> <li>❖ Draw upon data and historical maps.</li> <li>❖ Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.</li> <li>❖ Draw upon visual, literary, and musical sources.</li> <li>❖ Hypothesize the influence of the past.</li> <li>❖ Obtain historical data.</li> </ul> |
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- ❖ Interrogate historical data.
- ❖ Evaluate alternative courses of action.
- ❖ Formulate a position or course of action on an issue and evaluate decisions.

### **Grade Span Expectations**

OC1: Interactive Listening  
 OC2: Make Oral Presentations  
 SS1: Chronological Thinking  
 SS2: Historical Comprehension  
 SS3: Historical Analysis and Interpretation  
 SS4: Historical Research Capabilities  
 SS5: Historical Issues – Analysis and Decision-Making  
 T1 Creativity and Innovation  
 T2 Communication and Collaboration  
 T3 Research and Information Fluency  
 T4 Critical Thinking, Problem Solving, and Decision Making  
 T5 Digital Citizenship  
 T6 Technology Operations and Concepts

### **Applied Learning Standards**

A1 Problem Solving  
 A2 Communication (oral and/or written)  
 A3 Research  
 A4 Critical Thinking  
 A5 Reflection and Evaluation

### ***Essential Questions:***

- ◆ Analyze the political, economic and social issues that arose in Europe in the decade following the conclusion of World War I.
- ◆ What factors led to the rise of dictatorships and fascism in East-Central Europe and Italy?
- ◆ What caused the rise of Nazism and how did it impact life in the 1930s Germany?
- ◆ What are the causes of World War II?
- ◆ What factors led to early victories by the Axis powers?
- ◆ What factors eventually allowed the Allied forces to achieve victory in World War II?
- ◆ What are the events that caused the outbreak and development of the Cold War?
- ◆ How did Cold War rivalries affect Asia and the Americas?
- ◆ Compare and contrast the paths to recovery in Eastern and Western Europe following World War II?
- ◆ How did the Cold War shatter traditional beliefs about society and the role of the individual and create a sense of relativity in thought and culture?
- ◆ What are the causes and effects of the collapse of communism in Eastern Europe and the USSR?
- ◆ How did international and domestic politics begin to shift after the collapse of communism?

***Content Topics:***

- ◆ World War I
- ◆ Russian Revolution
- ◆ Revolution in Austria-Hungary and Germany
- ◆ Modern Thought: Philosophy, Psychology, Literature, Art, Architecture, and Music
- ◆ Mass Culture: Consumer Society, New Technology and Impact
- ◆ Economic Depression 1918 – 1939
- ◆ Rise of Totalitarian Dictators: Fascism v. Communism
- ◆ Diplomacy and the search for Political Stability
- ◆ World War II
  
- ◆ Yalta and Potsdam Conferences
- ◆ The Iron Curtain
- ◆ The Cold War: Origins, Diplomatic actions, Role of Technology, Changing political ideologies, changing societies, changing economies (Eastern and Western Europe)
- ◆ Decolonization: Causes, effects and outcomes.
- ◆ End of the Cold War: Major events, final stages and Key players.
- ◆ Post-Cold War World
- ◆ Collapse of Communism
- ◆ New conflicts in a Post-Cold War World.
- ◆ Global Systems: Origins, Areas of Development, Impact and Future.
- ◆ European Union
- ◆ Changing Populations: Causes, Reactions, Impact and Future.
- ◆ Western Europe’s relation with Muslims and Islamic World

***Student Learning Tasks and Opportunities:***

- ◆ Students will analyze the policies of Lenin and Stalin and the impact of those policies on the USSR.
- ◆ Students will analyze the causes and effects of the Great Depression.
- ◆ Students will analyze the impact of Nazi policies on occupied areas and the home fronts during World War II.
- ◆ Students will analyze the factors which influenced Allied leaders in their quest to create peace at the end of World War II
- ◆ Students will analyze the events that caused the outbreak and development of the Cold War.
- ◆ Students will analyze the causes and characteristics of decolonization and evaluate the legacy of colonization in Asia and Africa.
- ◆ Students will analyze the causes and effects of challenges to social peace during the Cold War years.
- ◆ Students will analyze the major changes that transformed postindustrial societies.
- ◆ Students will analyze the global changes and challenges in the contemporary world.

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