

**Randolph Township Schools
Randolph High School**

Advanced Placement European History

“History will be kind to me, for I intend to write it.”

-Winston Churchill

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**Randolph Township Schools
Department of Social Studies
Advanced Placement European History**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Social Studies
Advanced Placement European History

Introduction

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility to teach certain topics of their choice in depth.

Students in the course will explore European History since 1450 with an emphasis on the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they currently live. Students will engage in the study of European intellectual and cultural history. This will include changes in religious thought and institutions, ideologies characterized as “-isms” (socialism, liberalism, nationalism), and the diffusion of new intellectual concepts among different social groups. The political and diplomatic history, characterized by the rise and functioning of the modern state in its various forms, will be studied. Cultural diffusion will also form a core of student investigation. This includes the diffusion of new intellectual concepts, colonialism, imperialism, decolonization, and the study of social and economic history related to the growth of interdependence in national and world markets. Students will participate in a variety of activities designed to prepare them for the Advanced Placement Examination.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Advanced Placement European History

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Renaissance Europe
3 weeks	II	Europe Expands & Divides
3 weeks	III	Political and Economic Changes in Early Modern Europe
3 weeks	IV	Social and Cultural Changes in Early Modern Europe
3 weeks	V	The French Revolution
6 weeks	VI	Era of Industrialization and Ideologies
6 weeks	VII	Imperialism and Global Conflict
4 weeks	VIII	Modern Europe
6 weeks	IX	European History Past and Present

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT I: Renaissance Europe

TRANSFER: Students will be able to evaluate ways intellectual advances have led to changed social norms in contemporary society and draw parallels and comparisons to changed social norms during the Renaissance.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,</p>	<p>Massive social and economic upheaval in the Late Middle Ages disrupted feudalism in Western Europe and aided in the formation of nation-states.</p> <p>A revival of classical texts led to new methods of scholarship and new values in both society and religion and supported new models for individual and political behavior.</p> <p>A new focus on humanism, secularism, and individualism began a transformation of European cultural attitudes.</p>	<ul style="list-style-type: none"> ● What role does chaos play in the creative process? ● To what extent are contemporary values shaped by a reevaluation of past knowledge? ● Do societal changes reflect cultural works, or do cultural works reflect societal changes?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Europe in the fourteenth and fifteenth centuries was dominated by the religious and political hierarchies of feudalism and the Catholic Church.</p>	<p>Students will be able to:</p> <p>Analyze the structure of the feudal foundation and Catholic Church and evaluate the effect of these institutions on the economy, culture, and society of Europe.</p>

<p>reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.</p>	<p>The Hundred Years' War disrupted the political stability of Europe, redrew boundaries, and created concepts of nationalism throughout Europe.</p> <p>The Black Death resulted in the death of one quarter of the population of Europe, and resulted in a dramatic change in economic, social, and cultural life in Europe.</p> <p>The development of Renaissance humanism and the printing press contributed to the emergence of a new theory of knowledge and conception of the universe.</p> <p>New theories of government and politics, such as those of Machiavelli and Thomas More, attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.</p> <p>Due to new intellectual developments, individualism, subjectivity, and emotion came to be considered a valid source of knowledge.</p> <p>The new concepts of virtù and humanism applied to civic life helped contribute to the growing political importance and rights of the individual.</p> <p>Religious authorities commissioned painting and architectural works based on classical styles to promote personal, political, and religious goals.</p> <p>Renaissance artists and architects employed specific new techniques of to create works with both religious and secular themes.</p>	<p>Identify key individual and nations involved in the Hundred Years War and evaluate the effect of this conflict on the concept of nationalism.</p> <p>Evaluate the effects of the Black Death on the social, political, and economic life of Europe.</p> <p>Analyze the development of Renaissance humanism and evaluate how it contributed to new theories of knowledge and conceptions of the universe.</p> <p>Evaluate the importance of politics and geography in the development of Italian city-states, and compare how governmental development differed across the continent.</p> <p>Compare and contrast the ideas and values of the Renaissance with those of the Middle Ages.</p> <p>Analyze the changing role of the individual within European society in light of new concepts of civic and political authority.</p> <p>Analyze and evaluate the artistic examples of Renaissance works and explain how they encompass Renaissance ideas.</p> <p>Inspect examples of Renaissance art and architecture, and discern the various new techniques used in their creation.</p>
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<p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>Renaissance values and ideas spread to Northern Europe, where emphasis was placed on religious reform movements.</p> <p>VOCABULARY & KEY TERMS: city-states, cinquecento, Great Schism, Hanseatic League, humanism, individualism, national monarchies, patronage, primogeniture, quattrocento, Renaissance, secularism, vernacular</p>	<p>Compare and contrast the ideas and values of the Northern Renaissance with the early Renaissance movement.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will produce a multimedia presentation in which they analyze and annotate a piece of Renaissance artwork from a variety of different perspectives.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will identify the key characteristics of Renaissance art through reading the first chapter in *The Annotated Mona Lisa*.
- Students will compare developments in art made during the Renaissance to earlier artistic movements through a classroom gallery walk.
- Students will analyze how themes, symbolism, and meaning in Renaissance art reflected changing societal values through classroom discussions and a practice analysis of *The Mona Lisa* and *The Arnolfini Wedding*.
- Students will select a piece of artwork, research the artist, dissect all elements of the work, and present their analysis to the class.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit I: Renaissance Europe

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit I: Renaissance Europe <ul style="list-style-type: none"> ● Crisis and Disintegration in the 14th Century <ul style="list-style-type: none"> ○ Black Death and Social Crisis ○ War and Political Instability ○ Decline of the Church ○ The Cultural World of the 14th Century ○ Society in an Age of Adversity ● Recovery and Rebirth: The Age of the Renaissance <ul style="list-style-type: none"> ○ Meaning and Characteristics of the Italian Renaissance ○ The Making of Renaissance Society ○ The Italian States in the Renaissance ○ The Intellectual Renaissance in Italy ○ The Artistic Renaissance ○ The European State in the Renaissance ○ The Church in the Renaissance 	Richard Wunderli, <i>Peasant Fires</i> Carol Strickland, <i>The Annotated Mona Lisa</i> Baldassare Castiglione, <i>The Book of the Courtier</i> Niccolo Machiavelli, <i>The Prince</i> Desiderius Erasmus, <i>The Praise of Folly</i> Thomas More, <i>Utopia</i> Jacob Burckhardt, <i>The Civilization of the Renaissance in Italy</i> Peter Burke, <i>The Myth of the Renaissance</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit II: Europe Expands & Divides

TRANSFER: Students will be able to identify instances involving religious conflict in the modern world. They will be able to compare modern examples to contentious historical religious issues and analyze the causes and consequences that result from religious conflict.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>Religious reformers protested Catholic abuses which led to the Protestant Reformation, fundamentally changing European theology, religious institutions, and culture.</p>	<ul style="list-style-type: none"> ● How does institutional reform impact society?
	<p>The Catholic Reformation revived the Church but cemented the division within Christianity.</p>	<ul style="list-style-type: none"> ● When does it become necessary for individuals to question and criticize authority?
	<p>Voyages of exploration, enabled by technological advances, were driven by Christian evangelism, national prestige, and a desire for wealth.</p>	<ul style="list-style-type: none"> ● Why would individuals and nations engage in policies of discovery and exploration?
	<p>Europe’s colonial expansion led to cultural diffusion with, and the destruction of, indigenous civilizations, leading to a shift toward global European dominance politically and economically.</p>	<ul style="list-style-type: none"> ● What are the benefits and drawbacks of global interaction? ● Why have people throughout history been willing to enslave others?
	<p>Conflicts among religious groups overlapped with political and economic competition within and among states.</p>	<ul style="list-style-type: none"> ● Is unity of faith possible or desirable?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>

<p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS</p>	<p>Students will know:</p> <p>New monarchies, such as those in England and Spain, laid the foundation for the centralized modern state by establishing a monopoly on tax collection, military force, and gaining the right to determine the religion of their subjects.</p> <p>Using coercion, religious conversion, and new martial and navigational technologies, European nations carved out colonial empires to lessen the economic, demographic, and religious pressures on the continent.</p> <p>Exploration and expansion gave rise to the Atlantic Slave Trade, a practice with long-term negative consequences for the African continent and the larger world.</p> <p>Martin Luther, John Calvin, Henry VIII and other religious/political leaders challenged the authority of the Catholic Church; this would contribute to the amelioration of Church authority and the creation of new religions.</p> <p>The Catholic Church attempted to stop the spread of Protestantism through a movement known as the Catholic Reformation, which was exemplified by the Jesuit Order, the Council of Trent, and a return to mysticism.</p> <p>Monarchs, such as Henry VIII and Elizabeth I, initiated religious reform from the top down in an effort to exercise greater control over religious life and morality.</p>	<p>Students will be able to:</p> <p>Analyze the economic and political causes of the consolidation of state power by the New Monarchies, and evaluate corresponding effects on subject populations.</p> <p>Assess both the factors and underlying motivations that led to European exploration and colonization of indigenous populations during the Sixteenth Century.</p> <p>Evaluate the role of European contact on overseas territories through the introduction of disease, indigenous subjugation, and slavery.</p> <p>Identify the challenges raised by religious reformers, and analyze the changing relationship between state and ecclesiastical authorities during the Protestant Reformation.</p> <p>Evaluate the effectiveness and legacy of the Catholic Church's attempt to address the grievances raised by Protestant Reformers during the Catholic Reformation.</p> <p>Compare the use of religious reforms by European monarchs as a tool to exercise greater control over religious life and morality of their subject populations.</p>
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<p>6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.B.2.b - Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p>	<p>Religious conflicts, caused by groups questioning the monarch's power, became a basis for challenging state control of religious institutions, as evidenced by the Huguenots in France and the Puritans in England.</p> <p>Issues of religious reform, exacerbated by conflicts between the monarchy and the nobility, led to the French Wars of Religion. This resulted in a tenuous agreement of religious freedom for French Huguenots in order to maintain domestic peace.</p> <p>Political localism and religious pluralism in central Europe led to the decline of the ideal of a united Christian empire, and the outbreak of the Thirty Years' War.</p> <p>The Peace of Westphalia accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion.</p> <p>VOCABULARY & KEY TERMS: Act of Supremacy, Anabaptists, Anglican Church, Catholic Counter-Reformation, Diet of Worms, Edict of Nantes, Elizabethan Settlement, indulgences, Huguenots, justification, Lutheranism, Ninety-Five Theses, Peace of Augsburg, politiques, predestination, Puritans, reformation, Schmalkadic League, simony, audiencias, Aztecs, balance of trade, Columbian Exchange, conquistadors, encomienda, Incas, joint-stock company, mercantilism, Middle Passage, Mughal Empire, price revolution, Treaty of Tordesillas, Triangular Trade, viceroy</p>	<p>Interpret the political, social, and economic causes of the European religious conflicts that spread throughout the continent immediately after the Protestant Reformation.</p> <p>Explore the divisions between Catholic and Protestants in France, and propose an alternative arrangement that may have avoided conflict.</p> <p>Evaluate how the concept of localized religious control and toleration contributed to a shift in the balance of power in central Europe.</p> <p>Dissect the inputs and immediate effects of the Peace of Westphalia, and estimate the long-term effects on political and religious power structures.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will produce study materials to differentiate all sects and religious leaders relevant to the unit (chart, flash cards, technological solutions, etc.), and share them with the rest of the class.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will compare and contrast Christian sects and their related founders, creators, and religious/political leaders in sixteenth- and seventeenth-century Europe including (but not limited to): Anabaptism, Calvinism, Puritanism, Lutheranism, Anglicanism, Presbyterian, Society of Friends. Students will then share results and created materials with a jigsaw-style activity.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit II: Europe Expands & Divides

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit II - Europe Expands and Divides <ul style="list-style-type: none"> ● Reformation and Religious Warfare in the 16th Century <ul style="list-style-type: none"> ○ Prelude to Reformation ○ Martin Luther and the Reformation in Germany ○ The Spread of the Protestant Reformation ○ The Social Impact of the Protestant Reformation ○ The Catholic Reformation ○ Politics and the Wars of Religion in the 16th Century ● Europe & the World: New Encounters 1500-1800 <ul style="list-style-type: none"> ○ On the Brink of a New World ○ New Horizons: The Portuguese and Spanish Empires ○ New Rivals on the World Stage ○ The Impact of European Expansion ○ Toward a World Economy 	Johann Tetzel, <i>The Spark for the Reformation: Indulgences</i> Martin Luther, <i>Justification by Faith</i> Martin Luther, <i>Condemnation of the Peasant Revolt</i> John Calvin, <i>Institutes of the Christian Religion</i> Ignatius of Loyola, <i>Constitution of the Society of Jesus</i> Euan Cameron, <i>What Was the Reformation?</i> G.R. Elton, <i>A Political Interpretation of the Reformation</i> Steven Ozment, <i>The Legacy of the Reformation</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit III: Political & Economic Changes in Early Modern Europe

TRANSFER: Using both historical and modern examples, students will be able to investigate and argue whether or not the benefits of a strong, centralized government outweigh the potential for abuses of power.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences,</p>	<p>After the challenges of religious and civil warfare of the sixteenth and seventeenth centuries, many European monarchs turned to absolute, divine-right political systems.</p> <p>Some European nations turned to limited government and constitutionalism, which produced unique conflicts between the interests of monarchs, the aristocracy, and the people.</p> <p>Conflicts in the eighteenth century no longer arose from the religious disputes, but rather from economic competition, territorial ambitions, and the balance of power on the continent.</p> <p>In response to rapid inflation and agricultural innovation, Europe embraced a new view of the economy based on manufactured goods, a market economy, and colonial exploitation.</p>	<ul style="list-style-type: none"> ● What is the best response to unrest and uncertainty? ● From where does power originate? ● How can a government best balance the needs of all its citizens? ● Why do nations seek to dominate others? ● How can innovation make people's lives easier and more difficult?

	KNOWLEDGE	SKILLS
<p>paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p style="text-align: center;">Students will know:</p> <p>Some European monarchs, responding to previous conflicts that had roiled their nations, sought to extend their total control over political and state affairs, a form of government known as absolute monarchy.</p> <p>In France, Louis XIV and his stable of advisors and ministers provided a model for absolutism by extending state control to administrative, financial, military, and religious matters.</p> <p>Chief among the fractious German states, Prussia and its rulers found success with an efficient bureaucracy, streamlined military, and enlightened absolutist mentality, challenging Austria as the most influential Germanic nation-state.</p> <p>Guided by principles of absolutism and Westernization, Russian monarchs Peter the Great and Catherine the Great consolidated power and established Russia as the dominant player in Eastern Europe, largely at the expense of Sweden and Poland.</p> <p>Absolutist rulers found resistance to their attempts to increase their power in the aristocracy and other elite</p>	<p style="text-align: center;">Students will be able to:</p> <p>Contrast the consolidated power of absolute monarchies with the decentralized power structure of feudalism.</p> <p>Analyze the existing conditions in France that allowed Louis XIV to institute his vision for absolute rule, and judge how successful he actually was in asserting full control.</p> <p>Evaluate Frederick the Great's role as an enlightened despot, and compare his accomplishments and rule with other historical "enlightened" rulers.</p> <p>Relate the difficulties faced by Russian monarchs in reforming and modernizing Russian society with the difficulties faced by another modern nation attempting reform.</p> <p>Describe instances in the seventeenth and eighteenth centuries of both successful and unsuccessful attempts by</p>

<p>audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.2.c – Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.C.2.a - Relate the development of more modern banking and financial systems to European economic influence in the world.</p>	<p>groups, who typically sought more localized and shared power structures.</p> <p>The English Civil War, a conflict between the absolutist-minded monarchy and Parliament’s disaffected elites, exemplified the issues inherent in balancing strong, centralized rule with outside interests.</p> <p>By the end of the English Civil War and Glorious Revolution, Parliament and the aristocracy assured themselves rights that protected them against the overreach of the monarchy.</p> <p>Nations like Poland and the Dutch Republic, wary of increased centralized monarchies, turned to more limited forms of government with mixed results.</p> <p>After the Peace of Westphalia, religion was no longer a primary cause for war among European nations, replaced by a focus on the delicate balance of power on the continent.</p> <p>Increased competition for economic resources and opportunities outside of Europe fueled national rivalries and conflict.</p> <p>Exploitation of colonies and foreign lands across the globe resulted in a large-scale exchange of raw materials, forced and free labor, and new agricultural products to</p>	<p>elites to increase their power.</p> <p>Trace the developments of the abolition and restoration of the English monarchy, and evaluate the short- and long-term effects these events had on English (and possibly American) politics.</p> <p>Analyze the victories earned by Parliament and the English aristocracy in the English Civil War, and create a rationale as to why this success was not achieved by other European nobles.</p> <p>Describe the major differences between nations that embraced absolutism and nations that embraced limited government.</p> <p>Compare the causes of selected European conflicts in the fifteenth and sixteenth centuries.</p> <p>Identify one specific resource or commodity that was highly sought-after by Europeans and explain the reasons for its high importance/appeal.</p> <p>Compare one or two focuses of today’s modern consumer culture to the one established through trade in Europe in the eighteenth century.</p>
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	<p>Europe, in turn developing a nascent consumer culture.</p> <p>Commerce, new financial centers, and a new focus on a money economy led to the growth of an economic elite, sometimes separate from the existing social elite.</p> <p>The Agricultural Revolution and the manufacturing output of cottage industries helped to increase economic productivity, helping to develop a market economy.</p> <p>VOCABULARY & KEY TERMS:</p> <p>Absolutism, Act of Toleration, baroque, Battle of Lepanto, Bill of Rights, Bourbon dynasty, boyars, Defenestration of Prague, divine-right monarchy, Dutch realism, Fronde, Glorious Revolution, Habsburg dynasty, Hohenzollern dynasty, intendants, janissaries, Junkers, mannerism, mercantilism, oligarchy, Parlements of France, Parliament of England, Peace of Westphalia, procurator, Romanov dynasty, Stuart monarchy, Treaty of Utrecht, urban gentry, Versailles, War of Spanish Succession, Westernization, Agricultural Revolution, balance of power, cottage industry, enlightened absolutism, estates, Grand Tour, market economy, putting-out system, reason of state, Seven Years' War, slave labor system, War of Austrian Succession</p>	<p>Debate the merits of the rise of economic elitism.</p> <p>Judge the benefits and/or drawbacks of a market economy to a nation, including upper, middle, and lower classes.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will take part in a Socratic Seminar in order to evaluate whether or not absolutism was an effective style of ruling.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate various primary source documents that serve as the justifications of absolutism as a governing

system. These primary source documents include the *Edict of Fountainbleau*, *Memoirs of the Duc de Saint-Simon*, *Politics Drawn from the Very Words of Holy Scripture*, and *True Law of Free Monarchies*. A class discussion on the primary sources will follow to assess students' comprehension.

- Students will read, highlight, and annotate various historical interpretations of absolutism in order to gain an understanding of the historiography surrounding the governing system. These secondary source documents include *The Age of Louis XIV*, *A Short History of the French People*, *The XVIth and XVIIth Centuries*. A class discussion on these secondary sources will follow to assess comprehension.
- Students will prepare for the Socratic Seminar by responding to reading analysis questions that will be used during the discussion, as well as by preparing and answering their own analysis questions to bring to the discussion.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit III: Political and Economic Changes in Early Modern Europe

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit III – Political and Economic Changes in Early Modern Europe</p> <ul style="list-style-type: none"> • State Building and the Search of Order in the Seventeenth Century <ul style="list-style-type: none"> ○ Social Crises, War, and Rebellions ○ The Practice of Absolutism: Western Europe ○ Absolutism in Central, Eastern, and Northern Europe ○ Limited Monarchy and Republics ○ The Flourishing of European Culture • The Eighteenth Century: European States, International Wars, and Social Change <ul style="list-style-type: none"> ○ The European States ○ Wars and Diplomacy ○ Economic Expansion and Social Change ○ The Social Order of the Eighteenth Century 	<p><i>English Bill of Rights</i> James I, <i>True Law of a Free Monarchy</i> Catherine the Great, <i>Memoirs</i> Louis XIV, <i>Edict of Fountainbleau</i> <i>Memoirs of the Duc de Saint-Simon</i> J.B. Bossuet, <i>Politics Draws from the Very Words of the Holy Scripture</i> Voltaire, <i>The Age of Louis XIV</i> Cecil Jenkins, <i>A Short History of the French People</i> Roland Mousnier, <i>The XVIth and XVIIth Centuries</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit IV: Social and Cultural Changes in Early Modern Europe

TRANSFER: Using natural rights theories from the Enlightenment, students will be able to evaluate modern-day threats to those rights.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs,</p>	<p>Experimentation and observation based on the scientific method led to a revolution in human understanding of many scientific fields, including astronomy, anatomy, and biology.</p>	<ul style="list-style-type: none"> ● What drives humans to search for knowledge?
	<p>The emergence of rationalism and empirical thinking during the Enlightenment challenged long-held ideas and values of traditional social and cultural institutions.</p>	<ul style="list-style-type: none"> ● Why can change inspire fear?
	<p>Enlightenment ideals and thought heavily influenced both contemporary and future political and economic theorists, incorporating natural rights, social contract, and free market theories into political life.</p>	<ul style="list-style-type: none"> ● What makes a right a human right?
	<p>Everyday life transformed dramatically as a result of advances in human thought and understanding commonplace problems, positively addressing issues of demographics and quality of life.</p>	<ul style="list-style-type: none"> ● How can thought and theory be made practical? ● What is the power of an idea?

	KNOWLEDGE	SKILLS
<p>and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p>Students will know:</p> <p>Concepts and ideas sprang from the Scientific Revolution that conflicted with the accepted assumptions supported by ancient institutions, including mankind's and Earth's place in the universe.</p> <p>Astronomers and physicists in the Scientific Revolution came to understand and codify new concepts in their disciplines, including heliocentrism and gravity.</p> <p>Shifting from a medieval emphasis on humors, medical theories and practice in the sixteenth century moved toward an integrated understanding of anatomy and epidemiology.</p> <p>Philosophers of the Enlightenment period applied reason and empirical thinking to matters related to government, the church, and medicine, leading to a reexamining of the existing social and cultural landscape.</p> <p>Women, still undermined and oppressed even under new Enlightenment ideals, argued for sexual equality and inclusion in all aspects of social, cultural, and political life.</p> <p>Enlightenment political and economic thinkers, such as Locke and Smith, ordered their theories around the</p>	<p>Students will be able to:</p> <p>Contrast the enshrined views on social institutions and natural laws with the concepts espoused by the Scientific Revolution.</p> <p>Explain how the emergence of scientific principles in the fields of astronomy and physics directly impacted life in the Scientific Revolution time period.</p> <p>Provide examples of at least one public health failure before the Scientific Revolution and apply the new understandings of anatomy and disease to retroactively "solve" it.</p> <p>Identify specific areas of public life that were influenced by Enlightenment philosophy and detail the specific transformations that occurred.</p> <p>Develop an argument countering the sexist worldview held by the new social and political order constructed by the Enlightenment.</p> <p>Trace the development theories on the individual vs. society from ancient philosophy through the</p>

<p>audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.2.a - Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez- faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.</p> <p>6.2.12.A.2.b - Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>concepts of liberty and individual rights rather than statist absolutism or traditional power structures.</p> <p>An increased focus on individualism and privacy during the seventeenth and eighteenth centuries led to a novel approach to faith and religion, deemphasizing sect and dogma and emphasizing toleration and the personal nature of spirituality.</p> <p>Artistic movements of the seventeenth and eighteenth centuries largely concerned themselves with the burgeoning middle class and individualism, in contest to the previous system of state and religious patronage.</p> <p>Though population growth remained relatively steady through the pre-industrial period, new social and demographic trends emerged such as leisure time, urban poverty, and public health/safety crises.</p> <p>VOCABULARY & KEY TERMS:</p> <p>Alchemy, Aristotelian philosophy, astrology, Cartesian dualism, cosmology, deductive method, empiricism, geocentric conception, heliocentric model of the universe, Hermeticism, inductive method, Principia Mathematica, Ptolemaic/geocentric model of the universe, querelles des femmes, rationalism, Royal Academy of the Sciences, Royal Society, scholasticism, scientific method, Scientific Revolution, world machine, Deism, general will, laissez- faire, natural law, natural rights, neoclassicism,</p>	<p>Enlightenment and beyond.</p> <p>Judge the spiritual ideas embraced by the Enlightenment against the effects that organized religion had on Europe to this point, including benefits and harms.</p> <p>Examine various cultural works, and outline the shift from state/religious patronage to new topics, inspirations, and themes.</p> <p>Generate a plan to solve a demographic problem experienced in pre-industrial Europe using Enlightenment- or Scientific Revolution-era solutions or ideas.</p>
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	mercantilism, Methodism, old order, original state of nature, philosophe, physiocrat, Pietism, Rococo, salon, separation of powers, tabula rasa, the social contract	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Choose a specific human or natural rights theory. Using understandings of the theory, relate it to specific events, theories, movements, individuals, or actions that exist today that threaten or undermine it. Then, analyze these threats using the lens of empiricism and/or rationalism and produce an evaluation of the seriousness of the threat.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will complete readings of Enlightenment primary sources (using selected supplemental unit resources) and modern current event sources.
- Students will produce a written report discussing an enumeration of relevant threats in the form of political/social/economic ideas, theories, movements, individuals, as well as an identification of vulnerabilities of chosen/selected rights or principles.
- Students will create a threat analysis and evaluation based on knowledge of past issues and current political/social/economic climate.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit IV: Social and Cultural Changes in Early Modern Europe

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit IV – Social and Cultural Changes in Early Modern Europe</p> <ul style="list-style-type: none"> • Toward a New Heaven and a New Earth: The Scientific Revolution and the Emergence of Modern Science <ul style="list-style-type: none"> ○ Background to the Scientific Revolution ○ Toward a New Heaven: A Revolution in Astronomy ○ Advances in Medicine and Chemistry ○ Women in the Origins of Modern Science ○ Toward a New Earth: Descartes, Rationalism, and a New View of Humankind ○ The Scientific Method and the Spread of Scientific Knowledge • The Eighteenth Century: An Age of Enlightenment <ul style="list-style-type: none"> ○ The Enlightenment ○ Culture and Society in the Enlightenment ○ Religion and the Churches 	<p>René Descartes, <i>The Discourse on Method</i> Galileo Galilei, <i>Letter to Christina of Tuscany: Science and Scripture</i> Immanuel Kant, <i>What Is Enlightenment?</i> Denis Diderot, <i>Prospectus for the Encyclopedia of Arts and Sciences</i> Jean Jacques Rousseau, <i>The Social Contract</i> John Locke, <i>Second Treatise of Government</i> Adam Smith, <i>Wealth of Nations</i> Voltaire, <i>Candide</i> Baron de Montesquieu, <i>Spirit of the Laws</i> Bonnie S. Anderson & Judith P. Zinsser, <i>Women in the Salons</i> Lester G. Crocker, <i>The Age of Enlightenment</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT V: The French Revolution

TRANSFER: Students will be able to analyze a modern day revolution and compare the differences in ideologies between the historical and contemporary examples.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs,</p>	<p>The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crisis.</p>	<ul style="list-style-type: none"> ● How do people know when a system is unfair?
	<p>The French Revolution posed a fundamental challenge to Europe’s existing political and social order.</p>	<ul style="list-style-type: none"> ● What would motivate people to rebel against institutions of power? ● What accounts for the dominance of some ideologies over others?
	<p>After a phase of moderate political developments during its early stages, discontent with foreign and domestic policies led to a radical backlash in revolutionary France.</p>	<ul style="list-style-type: none"> ● How do people judge the success or failure of a revolutionary movement?
	<p>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 that led to his defeat.</p>	<ul style="list-style-type: none"> ● What are the limits of conquest?

	KNOWLEDGE	SKILLS
<p>and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection</p>	<p>Students will know:</p> <p>The moderate phase of the French Revolution established a constitutional monarchy, and led to the abolishment of the Old Regime in France.</p> <p>Opposition to the Revolution at home and war abroad led to the radicalization of the Revolution, the Reign of Terror, and the Thermidorian Reaction.</p> <p>The spread of Enlightenment ideas and institutions contributed to the growing discontent of Frenchmen on the eve of the Revolution.</p> <p>The financial fallout from French involvement in the American Revolution and bad harvests leading to food shortages led to the outbreak of violence in 1789.</p> <p>Reformers during the moderate phase of the Revolution increased popular participation in French politics, nationalized the Catholic Church, and abolished hereditary privileges for the nobility in France.</p> <p>After the execution of Louis XVI, the radical Jacobin Republic responded to opposition at home and war abroad by instituting the Reign of Terror, and pursuing a policy of de-Christianization.</p> <p>Revolutionary ideals in France spread throughout Europe,</p>	<p>Students will be able to:</p> <p>Discuss the extent to which the reforms made during the initial stages of the Revolution undermined the original goals of 1789.</p> <p>Construct an argument based on historical evidence that discusses whether the later stages of the Revolution were a continuation of, or break from the early stages of the Revolution.</p> <p>Analyze the long-term causes that contributed to the general feeling of discontent within the classes of French Society on the eve of the Revolution.</p> <p>Evaluate the political, social, and economic events that served to spark the outbreak of violence and the start of the Revolution in 1789.</p> <p>Analyze how new political and economic theories from the 17th century and the Enlightenment influenced the outcome of the moderate phase of the French Revolution.</p> <p>Assess the degree to which the goals of moderate phase were addressed during the early Revolution, and analyze the underlying causes behind the radicalization of the Revolution.</p> <p>Describe the trajectory and results of the spread of</p>

<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.</p> <p>6.2.12.A.3.b - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.D.3.a - a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period</p>	<p>where revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.</p> <p>Across the Atlantic, revolutionary ideals inspired a slave revolt led by Toussaint L’Ouverture in the French colony of Saint Domingue, which became the independent nation of Haiti in 1804.</p> <p>While many throughout Europe embraced the wave of nationalism brought on by the Revolution, members of the elite classes throughout Europe condemned its disregard for traditional authority, leading to a conservative backlash.</p> <p>Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.</p> <p>As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.</p> <p>Napoleon’s new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.</p> <p>After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna attempted to restore the balance of power in Europe and contain the danger of</p>	<p>Revolutionary nationalism and reforms to the remainder of the European Continent during the Era of the French Revolution.</p> <p>Evaluate how the ideologies and social reform of the French Revolution contributed to the growing sense of discontent and independence in the French colony of Saint Domingue.</p> <p>Compare the reaction of the general European population to the ideas of the French Revolution to that of the ruling elites across the continent.</p> <p>Compare the role of women in French society on the eve of the French Revolution with that of women during the Napoleonic Era based on the changes that took place during the French Revolution.</p> <p>Evaluate the extent to which Napoleon’s domestic reforms and policies were built upon the framework established during the French Revolution.</p> <p>Assess the strategies and tactics used by Napoleon to help exert direct or indirect control over much of the European continent.</p> <p>Interpret the ideological underpinnings of Napoleon’s defeat and analyze its consequences to the balance of power in Europe.</p>
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revolutionary or nationalistic upheavals in the future.

VOCABULARY & KEY TERMS:

Bastille, cahiers de doleances, Great Fear, Jacobin Republic, Code Napoleon, Louis XVI, Committee of Public Safety, Napoleon Bonaparte, Congress of Vienna, National Assembly, Constituent Assembly, nationalism, Constitution of 1791, Old Regime, consulate, Reign of Terror, Continental System, Republic of Virtue, Declaration of the Rights of Man and Citizen, Robespierre, Jean-Paul Marat, Georges Danton, Declaration of the Rights of Woman, sans-culottes, Society for Revolutionary Republican Women, De-Christianization, Tennis Court Oath, the three estates, Estates-General, Thermidorean Reaction, Toussaint L'Ouverture, Women's March on Versailles

ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will take part in a Socratic Seminar in which they discuss whether or not Napoleon was a child of the French Revolution.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate Napoleon's *Memoirs* for a deeper understanding of his goals and outlook as the French Leader.
- Students will be introduced to the discussion question for the first time, and will have an initial classroom discussion on whether or not Napoleon was a child of the French Revolution, in order to ensure all students', understand the topic.
- Students will review primary sources from the French Revolution, including "What is the Third Estate?", "The Declaration of the Rights of Man and Citizen", & the "Declaration of the Rights of Woman and the Female Citizen" in order to revisit the goals of the Revolution.
- Students will read excerpts from Louis Bergeron's, *France Under Napoleon*, and Martyn Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution* in order to gain an understanding of two historical perspectives on the relationship between Napoleon and the French Revolution.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit V: The French Revolution

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit V: The French Revolution <ul style="list-style-type: none"> • A Revolution in Politics: The Era of the French Revolution & Napoleon <ul style="list-style-type: none"> ○ The Beginning of the Revolutionary Era: The American Revolution ○ Background to the French Revolution ○ Reaction and the Directory ○ The Age of Napoleon ○ The Fall of Napoleon 	Emmanuel Joseph Sieyes, <i>What is the Third Estate?</i> <i>The Cahiers: Discontents of the Third Estate</i> <i>The Declaration of the Rights of Man and Citizen</i> Olympe de Gouges, <i>Declaration of the Rights of Woman and the Female Citizen</i> Maximilien Robespierre, <i>The Terror Justified</i> Napoleon Bonaparte, <i>Memoirs</i> Georges Lefebvre, <i>The Coming of the French Revolution</i> Donald Sutherland, <i>The Revolution of the Notables</i> William Doyle, <i>An Evaluation of the French Revolution</i> Louis Bergeron, <i>France Under Napoleon</i> Martyn Lyons, <i>Napoleon Bonaparte and the Legacy of the French Revolution</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT VI: Era of Industrialization and Ideology

TRANSFER: Using evidence, students will be able to construct a contemporary worldview based on 21st century society and current ideologies, and analyze the evolution of this worldview from the time of the Industrial Revolution.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>A confluence of various economic and social factors and conditions, first appearing in Great Britain, sparked the Industrial Revolution on the European continent.</p>	<ul style="list-style-type: none"> ● What conditions must exist for an agricultural society to develop into an industrial society? ● How do larger societal movements affect the lives of everyday individuals?
	<p>Issues raised by both industrialization and the spread of nationalism provoked a range of ideological, governmental, and collective responses.</p>	<ul style="list-style-type: none"> ● How do new ideologies originate?
	<p>European states struggled to maintain international stability and sovereignty in an age of nationalism and revolutions.</p>	<ul style="list-style-type: none"> ● How do governments balance political development with a need for stability within society?
	<p>The Industrial Revolution and unification movements in central Europe led to a shift in the global balance of power, as industrialized nations dominated the rest of the world.</p>	<ul style="list-style-type: none"> ● When does a nation have the right to interfere in the affairs of another nation?
	<p>The European worldview shifted to reflect a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.</p>	<ul style="list-style-type: none"> ● To what extent can objective knowledge and subjective visions coexist?

	KNOWLEDGE	SKILLS
<p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.3.b - Relate the responses of</p>	<p>Students will know:</p> <p>A combination of economic conditions, political will, energy and natural resources led to the start of the Industrial Revolution in Great Britain.</p> <p>Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.</p> <p>Due to state sponsorship in places such as France and Prussia, continental Europe soon followed Britain's lead in industrialization with mixed success.</p> <p>A combination of factors, including geography and a lack of resources, led to a lag of industrial development and persistence of serfdom in eastern and southern Europe.</p> <p>The Second Industrial Revolution of the 19th century led to more complex industrial activity across the continent; include new chemical developments, and technological means of mass communication and transportation.</p> <p>Industrialization led to socioeconomic changes that created greater divisions of labor, leading to the development of self-conscious classes.</p> <p>The Industrial Revolution altered the family structure and relations of middle and working-class families, as the</p>	<p>Students will be able to:</p> <p>Debate a ranked order of the most important economic, political, and natural factors that led to the start of the Industrial Revolution in Great Britain.</p> <p>Evaluate the factors that combined to allow Great Britain to be the leader in industrialization in Europe.</p> <p>Compare the role of government in the spread of industrialization in western Europe with that of Great Britain during the Industrial Revolution.</p> <p>Explain the lack of industrialization in eastern and southern Europe during the Industrial Revolution, and propose a plan that might have solved this issue.</p> <p>Evaluate whether the first or second Industrial Revolution had a greater impact on the lives of everyday Europeans during the 19th century.</p> <p>Assess the development of class-consciousness in European history in light of the developments made during the Industrial Revolution.</p> <p>Examine the changing role of family structure in the lower, middle, and upper classes of European society</p>

<p>various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.c - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.d - Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.C.3.a - Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding</p> <p>6.2.12.C.3.b - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d - Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.D.3.b - Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p>middle class became focused on a new consumerism, the nuclear family and cult of domesticity.</p> <p>Ideologies such as liberalism, conservatism, socialism, and communism took root throughout society as a response to industrial and political revolutions.</p> <p>The Concert of Europe was established at the Congress of Vienna and sought to maintain the status quo in European affairs through collective action and adherence to conservatism.</p> <p>The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, transforming the European balance of power.</p> <p>Romanticism broke with neoclassical forms of artistic representation with rationalism, placing more emphasis on intuition and emotion.</p> <p>A new relativism in values brought on by philosophers like Friedrich Nietzsche, and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.</p> <p>VOCABULARY & KEY TERMS: Anti-Corn Law League, Bessemer Process, bourgeoisie, capital, capitalism, Chartist movement, Crystal Palace, entrepreneur, Factory Act of 1833, Flora Tristan, Great Exhibition of 1851, Industrial Revolution, Jeremy Bentham, John Stuart Mill, joint-stock investment bank, Luddites, mass production, Mines Act of 1842, Proletariat, tariff, Ten Hours Act of 1847, trade union, Concert of</p>	<p>from the Renaissance through the Industrial Revolution.</p> <p>Formulate a criticism to various European ideologies, such as liberalism, conservatism, socialism, and communism, from the perspective of a competing ideology during the time period.</p> <p>Identify the founding principles of the Concert of Europe and assess the degree to which they were successfully achieved during the first half of the 19th century.</p> <p>Predict the future of the European balance of power with evidence from the unification movements of Italy and Germany.</p> <p>Evaluate how European art and literature evolved in content and structure to reflect changing societal values during the Industrial Revolution.</p> <p>Discuss the evolution of the European worldview from the start of the Renaissance to the start of the 20th century.</p>
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<p>Europe, Congress of Vienna, conservatism, Decembrist Revolt, Friedrich Engels, Charles Fourier, Grossdeutsch, July Revolution, Kleindeutsch, liberalism, Karl Marx, nationalism, Robert Own, Peterloo Massacre, principle of intervention, principle of legitimacy, Quadruple Alliance, Reform Act of 1832, Revolutions of 1848, Risorgimento, Romanticism, Saint Simon, socialism, utopian socialists, Austro-Prussian War, Austro-Sardinian War, The Communist Manifesto, Crimean War, Franco-Prussian War, materialism, natural selection, organic evolution, pasteurization, populism, Realism, Realpolitik, Red Shirts, Reform Act of 1867, Second Empire, anarchism, cartels, depression, emigration, evolutionary socialism, Kulturkampf, Paris Commune, Second Industrial Revolution, Social Democratic Party, Third Republic</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will evaluate the main problems faced by industrial workers during the Industrial Revolution, as well as the philosophies of those purporting to help them through taking part in a culminating “Workers’ Rally” project.
- Students will complete a follow-up writing assignment reflecting on the success of all ideologies in meeting the needs of the workers.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and interpret primary source materials that discuss the plight faced by industrial working class populations in the 19th century, including *Inquiry into the Condition of the Poor* and *The Condition of the Working Class in England* in order to create an annotated list of grievances of the working class.
- Students will read, highlight, and annotate foundational documents of various ideologies from the 19th century including *On Liberty*, *The Organization of Work*, *The Communist Manifesto*, and *Conservative Principles*. As they read, students will be annotating the materials from the perspective of an industrial worker, in order to evaluate how well each ideology addresses their needs.
- Students will take part in a classroom discussion and simulation in which they analyze philosophies, as well as criticisms of the philosophies from multiple perspectives.
- Students will be broken into groups, assigned an ideology, and work with their group to prepare a three minute “pitch” to a group of industrial workers discussing why the lower classes’ needs would best be addressed through the assigned philosophy.
- Students will act in the roles of supporters of their ideologies and create posters to sway a group of industrialized workers as part of an in-

class simulation of a “Workers’ Rally.”

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT VI: Era of Industrialization and Ideology

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	Unit VI: Era of Industrialization and Ideology <ul style="list-style-type: none"> ● The Industrialization and Its Impact on European Society <ul style="list-style-type: none"> ○ The Industrial Revolution in Great Britain ○ Technological Changes and New Forms of Industrial Organization ○ Britain’s Great Exhibition of 1851 ○ Industrialization on the Continent ○ The Social Impact of the Industrial Revolution ○ Efforts at Change: The Workers ● Reaction, Revolution, and Romanticism, 1815-1850 <ul style="list-style-type: none"> ○ The Conservative Order (1815-1830) ○ The Ideology of Conservatism ○ Conservative Domination: The Concert of Europe ○ The Ideologies of Change ○ Revolution and Reform (1830-1850) ○ The Emergence of an Ordered Society ○ Culture in an Age of Reaction and Revolution: The Mood of Romanticism ○ The Revival of Religion in the Age of Romanticism ● An Age of Nationalism and Realism, 1850-1871 	Klemens von Metternich, “Conservative Principles” “Testimony for the Factory Act of 1833” Benjamin Disraeli, “Sybil, or the Two Nations: Mining Towns” Friedrich Engels, “The Condition of the Working Class in England” Louis Blanc, <i>The Organization of Work</i> <i>The Carlsbad Decree, 1819</i> Jeremy Bentham, <i>English Liberalism</i> <i>The First Chartist Petition: Demands for Change in England</i> Otto von Bismarck, “Speeches on Pragmatism and State Socialism” Giuseppe Mazzini, <i>The Duties of Man</i> Heinrich von Treitschke, <i>Militant Nationalism</i> Charles Darwin, <i>The Origin of Species and the Descent of Man</i> Herbert Spencer, <i>Liberalism and Social Darwinism</i> John Stuart Mill, <i>On Liberty</i> Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> Houston Stewart Chamberlain, “Foundations of 19 th Century Racism” Friedrich Nietzsche, <i>Beyond Good and Evil</i> Sigmund Freud, <i>The Interpretation of Dreams</i>

	<ul style="list-style-type: none">○ The France of Napoleon III○ National Unification: Italy and Germany○ Nation Building and Reform: The National State at Midcentury○ Industrialization and the Marxist Response○ Science and Culture in an Age of Realism● Mass Society in an “Age of Progress”, 1871-1894<ul style="list-style-type: none">○ The Growth of Industrial Prosperity○ The Emergence of a Mass Society○ The National State	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit VII: Imperialism and Global Conflict

TRANSFER: Students will be able to examine a multinational corporation’s relationship with a developing country and determine whether the relationship has led to a new form of imperialism.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.</p>	<p>European nations entered into a period of imperialism in the late nineteenth and early twentieth centuries, which resulted in the domination by European countries of the continent of Africa and Southeast Asia.</p>	<ul style="list-style-type: none"> ● How did imperialism affect society & culture? ● What new advances allowed Europeans to colonize Africa and Asia? How did they justify their actions? ● How was social Darwinism used to justify racist, anti-Semitic and imperialist policies?
	<p>Militarism, alliances, imperialism, and nationalism led to World War I, a war of destruction never before seen that would eventually contribute to further global conflict.</p>	<ul style="list-style-type: none"> ● How can people avoid war, and when is war necessary? ● How has technology affected warfare, and what are the ethical obligations of nations during times of war?
	<p>The political and social unrest that followed World War I led to the rise of totalitarian dictators in Europe that resulted in human oppression and genocide.</p>	<ul style="list-style-type: none"> ● What factors propel change? ● How do individuals respond to injustice?
	<p>The failure to resolve political, economic, social, and diplomatic factors ignited a second global conflict, World War II.</p>	<ul style="list-style-type: none"> ● Why is peace difficult to maintain?
	<p>The world wars altered nations politically, economically, and socially creating a new balance of power in the world.</p>	<ul style="list-style-type: none"> ● How does conflict provoke change?

<p>WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</p> <p>WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>Total war and political instability gave way to a polarized state order and eventually to efforts at transnational union.</p>	<ul style="list-style-type: none"> How does war affect the belligerent nation's governmental and political institutions, economic affairs and social life?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Economic, political, and ideological factors led to and justified European imperialism in Africa and Asia in the 1800s-1900s.</p> <p>Despite resistance movements, European imperialism influenced and altered the development of Asian and Africa societies.</p> <p>When Western nations focused their imperial ambitions on East Asia, the reaction and results differed in China and Japan.</p> <p>As a result of imperialism, numerous Asian and African nations lagged in developing well-functioning political and economic systems.</p> <p>Militarism, alliances, imperialism, and nationalism led to World War I.</p> <p>World War I and long-term social unrest resulted in revolution in Russia.</p>	<p>Students will be able to:</p> <p>Explain the means, motives and justifications of European imperialism in the 19th century.</p> <p>Determine the advantages and disadvantages of imperialism and explain how it influenced social, economic, and political changes in Asia and Africa during this time period.</p> <p>Compare imperialism in India and Africa with imperialism in China and Japan.</p> <p>Analyze the legacy of imperialism on Asian and African nations.</p> <p>Explain how the alliance system, militarism, nationalism, and imperialism contributed to war.</p> <p>Explain how the Russian Revolution contributed to restructuring of the country politically, economically, and socially.</p>

<p>WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a</p>	<p>The terms of the peace agreement contained harsh penalties for Germany and established the first global organization whose purpose was to maintain global peace.</p> <p>Following World War I, Austria-Hungary and the Ottoman Empire were broken apart, forming new independent nations and changing political boundaries.</p> <p>Political instability, economic crises, and social unrest that followed World War I allowed totalitarian dictators to rise to power in Europe.</p> <p>Totalitarian dictators used violence, political skill, and propaganda to maintain power.</p> <p>Hitler used strong anti-Semitic beliefs, hostility toward or prejudice against Jews, as an explanation for Germany's problems and excluded Jews from mainstream German life through measures such as the Nuremberg Laws and Kristallnacht.</p> <p>As the Axis powers became increasingly aggressive, leaders sought to appease them in order to avoid conflict; this tactic backfired and led to the outbreak of World War II.</p> <p>During the Holocaust, Germany's Nazi government deliberately murdered approximately 6 million Jews and 5 million non-Jews in Europe.</p> <p>The Allied Powers differed on their visions for the postwar world.</p>	<p>Describe how the Treaty of Versailles affected Germany. Identify the architect and explain the purpose of the League of Nations.</p> <p>Compare and contrast the political boundaries of the world in 1914 and 1939.</p> <p>Explain how Mussolini, Stalin, and Hitler rose to power and instituted totalitarian governments in Italy, the Soviet Union, and Germany.</p> <p>Identify the common features of totalitarian governments.</p> <p>Compare and contrast how Mussolini, Stalin, and Hitler rose to power and kept power.</p> <p>Compare how the Allies responded to the militaristic and expansionist actions of the Axis Powers (Germany, Italy, Japan).</p> <p>Assess governments' responses to incidents of ethnic cleansing and genocide during this time.</p> <p>Compare and contrast the visions of various Allied powers (Great Britain, United States, Soviet Union) for the postwar world.</p>
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<p>single day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.3.g Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p> <p>6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</p> <p>6.2.12.C.3.e Assess the impact of imperialism on economic development in Africa and Asia.</p> <p>6.2.12.A.4.a Explain the rise of fascism and spread of communism in Europe and Asia.</p> <p>6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and</p>	<p>During the World Wars, both sides used science and technology to create wartime weapons, which had terrifying consequences on society and the environment.</p> <p>VOCABULARY & KEY TERMS: imperialism, ideology, colonialism, protectorate, feudal system, dynasty, isolationism, extraterritoriality, westernization, reforms, alliance, neutral, assassination, propaganda, genocide, proletariat, armistice, mandates, gulag, fascism, totalitarianism, anti-Semitism, appeasement, deportation, ghetto, collectivization, purge, annex, lebensraum, scapegoat, isolationism, total war, direct rule, indirect rule, spheres of influence, Social Darwinism, British East India Company, Sepoy Mutiny, Raj, Indian National Congress, Muslim League, Qing Dynasty, Opium Wars, Treaty of Nanjing, unequal treaties, Taiping Rebellion, Boxer Rebellion, Tokugawa Shogunate, Treaty of Kanagawa, Meiji Period, Sino-Japanese War, Berlin Conference, Scramble for Africa, Boer War, Maji Maji Rebellion, Triple Alliance, Triple Entente, Central Powers, Allied Powers, Western Front, trench warfare, total war, Bolshevism, Marxism-Leninism, U-boats, Zimmerman Note, Fourteen Points, Treaty of Versailles, League of Nations, Balfour Declaration, fascism, propaganda, functionalism, Nazi Party, Lebensraum, Fuhrer Prinzip, Nuremberg Laws, Kristallnacht, Axis Powers, appeasement, nonaggression pact, blitzkrieg, Allies, Battle of Stalingrad, Battle of Midway, kamikazes, concentration camps, Einsatzgruppen, Holocaust, D-Day, V-E Day, V-J Day, Yalta Conference, United Nations, Potsdam Conference</p>	<p>Compare and contrast World War I and World War II in terms of technological innovations and social/ environmental impact.</p>
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<p>genocide.</p> <p>6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.</p> <p>6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p> <p>6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p> <p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and</p>		
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<p>alliances led to World War I.</p> <p>6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p>6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p>6.2.12.D.4.g Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.4.1 Assess the cultural impact of World War I, the Great Depression, and World War II.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will identify, research, and create a written threat analysis of a region of Europe where geopolitical tensions could potentially ignite a new

global conflict.

KEY LEARNING EVENTS AND INSTRUCTION:

- Through research of historical examples and a classroom discussion on the topic, students will identify and evaluate the factors that are necessary to successfully industrialize a country both historically and in the modern world.
- Create a cost-benefit analysis chart of European and indigenous perspectives of imperialism.
- Class discussion as to whether imperialist relationships exist in the modern world.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
Unit VII: Imperialism and Global Conflict

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit VII: Imperialism and Global Conflict</p> <ul style="list-style-type: none"> ● An Age of Modernity, Anxiety, and Imperialism, 1894-1914 <ul style="list-style-type: none"> ○ Toward the Modern Consciousness: Intellectual and Cultural Developments ○ Politics: New Directions and New Uncertainties ○ The New Imperialism ○ International Rivalry and the Coming of War ● The Beginning of the 20th Century Crisis, War and Revolution <ul style="list-style-type: none"> ○ The Road to World War I ○ The War ○ War and Revolution ○ The Peace Settlement ● The Futile Search for Stability: Europe Between the Wars, 1919-1939 <ul style="list-style-type: none"> ○ An Uncertain Peace ○ Democratic States in the West 	<p>Political Cartoons – “European Views of Imperialism”: 41 Google Images Rudyard Kipling, <i>The White Man’s Burden</i> Henry Labouchere, <i>The Brown Man’s Burden</i> J.A. Hobson, <i>Imperialism</i> Ernst Junger, “The Author’s Preface.” <i>Storm of Steel</i>. Political Cartoon: “Powers of Europe and the Balkans” Woodrow Wilson. <i>The Fourteen Points</i> World War II Posters: http://www.loc.gov/pictures/collection/wwipos/ Father John A. Siemes, <i>Hiroshima</i> <i>The Atlantic Charter</i></p>

	<ul style="list-style-type: none">○ Authoritarian and Totalitarian States○ Expansion of Mass Culture and Mass Leisure○ Cultural and Intellectual Trends in the Interwar Years● Deepening of the European Crisis: World War II<ul style="list-style-type: none">○ Prelude to War○ The Course of World War II○ The New Order○ The Home Front○ Aftermath of the War	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT VIII: Modern Europe

TRANSFER: Students will be able to examine a modern European political issue, explore realistic policy options to resolve it, and advocate persuasively for a specific course of action.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,</p>	Society, culture and alliances across Europe changed dramatically after World War II.	<ul style="list-style-type: none"> ● How did the Cold War affect politics and society in Europe? 	
	New nations in Europe, Asia and Africa struggled to unify their diverse populations, often resulting in authoritarian or military rule.	<ul style="list-style-type: none"> ● In what ways do religious and cultural differences create problems for the stability of a nation? 	
	The globalized economy has brought the world closer together than ever before but it has affected nations across Europe differently.	<ul style="list-style-type: none"> ● In what ways can powerful nations affect weaker nations? 	
	A renewed international focus on human rights issues in Europe has improved the lives of women, ethnic minorities, and other often-marginalized groups.	<ul style="list-style-type: none"> ● What responsibilities do humans have to one another, and how can individuals or groups affect change? 	
	Modern Europe faces security issues stemming from terror, ethnic violence, and energy concerns.	<ul style="list-style-type: none"> ● How and why do threats to stability arise? 	
	Recent advances in technology and scientific understanding have upended centuries-old social and cultural norms with varying results.	<ul style="list-style-type: none"> ● What are the benefits and drawbacks to progress? 	

reasoning, and evidence.	KNOWLEDGE	SKILLS
<p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.</p>	<p>Students will know:</p> <p>The United Nations was established to protect members against aggression and aimed to achieve the goals of international peace, security, and the protection of human rights.</p> <p>The Universal Declaration of Human Rights sets human rights standards for all nations and although nonbinding, it inspired people and organizations around the world.</p> <p>The Marshall Plan helped Western Europe make a rapid recovery from the war and provided political stability.</p> <p>The U.S., Canada and most Western European countries joined into an alliance called the North Atlantic Treaty Organization, and the Soviet Union and other communist nations of Eastern Europe formed the Warsaw Pact.</p> <p>After World War II, African leaders threw off European colonial rule and created independent countries.</p> <p>The causes for the decline and collapse of the Soviet Union include Eastern European and ethnic minority resistance to Soviet control, economic collapse, failure to keep pace in the arms race, and decreased belief in the benefits of communism.</p> <p>The origins of the European Union and its role in the modern global society.</p> <p>Globalization has created an enormous global economy with industrialized nations exerting their influence over</p>	<p>Students will be able to:</p> <p>Describe the goals and reasons for the establishment of the United Nations in 1945.</p> <p>Analyze how the tenets of the Universal Declaration of Human Rights have been applied since 1948.</p> <p>Determine how the Marshall Plan impacted the spread of communism in Europe.</p> <p>Compare and contrast formation and implementation of NATO and the Warsaw Pact.</p> <p>Analyze the struggle towards viability of new nations.</p> <p>Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.</p> <p>Gather current event information to speculate on the current and future prospects of the European Union.</p> <p>Evaluate the ways that developing nations are challenging the global power structure.</p>

<p>6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urbanrural populations on natural resources and land use.</p> <p>6.2.12.C.5.a Explain how and why Western European countries achieved rapid economic recovery after World War II.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.6.b Compare and contrast</p>	<p>developing nations.</p> <p>A variety of factors have led to an increase in terrorism in the 21st century, including domestic issues, radical Islamism, and ethnic tensions.</p> <p>The end of the Cold War, while reducing European foreign policy tensions surrounding nuclear weapons, led to new alignments in international relationships.</p> <p>Climate change is becoming a central issue that nations must address.</p> <p>Demographic concerns continue to threaten the human race, including overpopulation, access to food and water resources, and issues surrounding migration.</p> <p>VOCABULARY & KEY TERMS: superpowers, ideology, capitalism, communism, secular, doctrine, brinkmanship, détente, theocracy, human rights, interdependence, outsourcing, famine, epidemic, refugees, terrorism, sanctions, deforestation, biotechnology, cloning, Salt March, Policy of Containment, Anti-Ballistic Missiles (ABMs), Domino Theory, perestroika, United Nations, Iron Curtain, Cold War, Marshall Plan, atomic diplomacy, coup d’etat, Korean War, People’s Republic of China, Bay of Pigs, Cuban Missile Crisis, Berlin Crisis, Geneva Conference, Vietnam War, globalization, multinational corporations, NGO, free trade, popular culture, cultural diffusion, weapons of mass destruction, sustainable development, global warming, genetic engineering, green revolution</p>	<p>Debate what constitutes an act of terror and why acts of terror succeed or fail in their intentions.</p> <p>Determine the factors that limit the influence of the United Nations in global affairs.</p> <p>Scrutinize scientific, political, and media opinions on the issue of climate change.</p> <p>Contrast migration issues of today to historical analogues, and evaluate whether similar solutions can be applied or adapted to today.</p>
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<p>demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.123.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Students will research and engage in small-group discussion in which they analyze a modern European political issue from a variety of different perspectives.

KEY LEARNING EVENTS AND INSTRUCTION:

- Compare and contrast how the superpowers responded to perceived acts of aggression from their rivals.
- Analyze primary source documents from when colonies became nations (e.g., First Servant of the Indian People, Farewell Without Tears, Balfour Declaration).
- Compose a written analysis of the changing European political power structures in the post-war world.
- Explore international sources of current events and theorize whether the global community is on the verge of another Cold War.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT VIII: Modern Europe

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit VIII: Modern Europe <ul style="list-style-type: none"> ● Cold War and a New Western World, 1945-1965 <ul style="list-style-type: none"> ○ Development of the Cold War ○ Europe and the World: Decolonization ○ Recovery and Renewal in Europe ○ The U.S. and Canada: A New Era ○ Postwar Society and Culture in the Western World ● Protest and Stagnation: The Western World, 1965-1985 <ul style="list-style-type: none"> ○ A Culture of Protest ○ A Divided Western World ○ The Cold War: The Move to Detente ○ Society and Culture in the Western World ● After the Fall: The Western World in a Global Age (Since 1985) <ul style="list-style-type: none"> ○ Toward a New Western Order ○ After the Cold War: A New World Order or Age of Terrorism? ○ New Directions and New Problems in Western Society 	NATO Treaty Warsaw Pact Tina Rosenberg, <i>The Haunted Land: Facing Europe's Ghosts after Communism.</i> Robert Frost, <i>Mending Wall.</i> Jawaharal Nehru, <i>First Servant of the Indian People</i> <i>The Balfour Declaration</i> Patrice Lumumba, <i>Farewell Without Tears</i> David Bastone. <i>Not For Sale: The Return of the Global Slave Trade – And How We Can Fight It</i>

	<ul style="list-style-type: none">○ Western Culture Today○ The Digital Age○ Toward a Global Civilization: New Challenges and Hopes	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT IX: Europe Past and Present

TRANSFER: Students will be able to construct a written analysis of a contemporary issue in European society from multiple perspectives in order to predict how the event will shift the European balance of power.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Common Core:</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in</p>	<p>The concept of individual and group identity, and how Europeans have defined themselves, has evolved over time.</p> <p>Throughout history, European political and economic institutions have developed to reflect changing worldviews and ideologies.</p> <p>A globalized economy and culture have brought European nations closer together than ever before, but has affected different regions within Europe very differently.</p> <p>Modern European politics are subject to input and pressures from a variety of sources, including the European Union, non-governmental organizations, and foreign governments.</p>	<ul style="list-style-type: none"> ● How does identity evolve over time? ● Why might institutions evolve to reflect changing societal values? ● Why might cooperation and integration between nations be desirable? ● What are the limits of multinational cooperation in the modern world?
	KNOWLEDGE	SKILLS

<p>order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJCCCS:</p> <p>6.2.12.A.6.a - Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b - Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.d - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a - Determine the global impact of increased population growth, migration, and changes</p>	<p>Students will know:</p> <p>The European worldview shifted from one based on religious faith, communal values, and traditional sources of knowledge, to one that was more secular and placed emphasis on the individual.</p> <p>New advances in science, technology, and philosophical thought have led to a constantly evolving sense of both individual and group identity in European society.</p> <p>Over time, the development of nationalism and principle of self-determination have led to the evolution of political structures in modern European society.</p> <p>The migration of non-European people into Europe, and interactions between Europe and the world have led to a changing ethnic and religious composition of European society, and uncertainties about European identity.</p> <p>With the increasing political and economic integration that comes from the evolution of the European Union, efforts have been made to establish a shared European identity with varying levels of success.</p> <p>International negotiation and compromise at the multinational level has proven to be challenging to many European countries, particularly in light of new threats to global security.</p>	<p>Students will be able to:</p> <p>Create an historical analysis of how the European worldview has shifted from the start of the Renaissance to the modern world based on four distinct events in European history.</p> <p>Analyze the evolution of both the European individual and group identities from the start of the Renaissance to the modern world.</p> <p>Evaluate how the concept of nationalism has shaped the European political and economic landscape throughout history.</p> <p>Discuss how various European leaders have reacted to the movement of non-European people into Europe, and how this changes perceptions of European identity.</p> <p>Create an analysis of a modern issue in European society, and analyze how this events shifts ideas of European identity and fits into the larger themes of European history.</p> <p>Evaluate the legacy of the European Union and other multinational organizations in helping to better integrate Europe politically and economically.</p>
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<p>in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a - Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b - Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c - Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p>	<p>VOCABULARY & KEY TERMS: European Union, decolonization, Eurocommunism, European Economic Community, existentialism, détente, abstract, Expressionism, North Atlantic Treaty Organization (NATO), welfare state, nationalization, mutual deterrence, Mutually Assured Destruction, multiculturalism, guest workers, Postmodernism, socialized medicine.</p>	
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Students will create a written historical analysis of events from each of four time periods in European history (1450-1648, 1648-1815, 1815-1914, 1914-Present). In this written analysis students will evaluate how the European worldview has shifted overtime using historical evidence from each of their four chosen events. • Students will construct a thematic analysis of a contemporary issue in European society through the lens of the five College Board themes for Advanced Placement European History (Poverty & Prosperity, The Individual & Society, Objective Knowledge & Subjective Visions, States & Other Institutions of Power, The Interaction of Europe & the World). Students will predict how the outcome of this event will shift the European balance of power. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will describe and analyze ways in which Europeans’ view of the world shifted during the four distinct time periods in European history. Students will choose events from each of the four major time periods in European History that reflect this shifting worldview. • Using historical evidence such as primary source and secondary scholarship, students will analyze how each event represents the worldview of the time period, and will evaluate how the worldview has shifted from the start of the Renaissance to the modern world. • Students will construct a written analysis of how a chosen event fits into the larger picture of the five AP European History course themes, and will predict how this event will shift the European balance of power in the future.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement European History
UNIT IX: Europe Past and Present

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>Unit IX: Europe Past and Present</p> <ul style="list-style-type: none"> ○ AP Exam Review ○ European Identity Project ○ Modern European Issues Project 	<p>Susan Gerard, <i>Fast Track to a 5: Preparing for the AP European History Examination</i></p> <p>Jacques Chirac, “Secularism in French Society”</p> <p>“North African Women in France Respond to the Headscarf Ban”</p> <p>“World Scientists’ Warning to Humanity, 1992”</p> <p>“Findings of the IPCC Fourth Assessment Report, 2007”</p> <p><i>Charter of the United Nations</i></p> <p>Francis Fukuyama, <i>The End of History?</i></p> <p><i>The Charter of Economic Rights and Duties of States</i></p> <p><i>Charter of Fundamental Rights of the European Union</i></p>

APPENDIX A

A.1 – Unit II Sample Lesson Plan

Randolph High School
AP European History
Philosophies of the Protestant Reformation
Sample Lesson Plan

I. TITLE: Philosophies of the Protestant Reformation

- a. LEVEL: AP European History
- b. TOPIC: Protestant Reformation

II. LESSON GUIDING QUESTION(S):

- a. Lesson Essential Question: To what extent were various philosophies of the Reformation similar and different?
- b. Unit Essential Question: Is unity of faith possible or desirable?

III. STANDARDS

A. New Jersey CCCS & CCS – Social Studies Grades 9-12

- a. NJCCCS: 6.2.12.D.2.b, 6.2.12.B.2.b

IV. A. LEARNING GOALS

Learning Objectives	Assessments
Students will be able to analyze the similarities and differences between the reforms of Luther, Calvin, Zwingli, Henry VIII and the Anabaptists.	FA: Post-It Activity FA: Check-in during group activity and large group discussion FA: Exit Ticket FA: Comparison Box FA: HW – Short Answer
Students will be able to evaluate the purpose behind the emergence of the Lutherans, Calvinists, Zwinglis, Anglicans, and Anabaptists.	FA: Post-It Activity FA: Check-in during group activity and large group discussion FA: Exit Ticket FA: Comparison Box FA: HW- Short Answer

V. MATERIALS

Material	Use During Lesson
PowerPoint	Introduction to lesson, initial review
Primary Source Handouts, Exit Tickets	Do Now, Exit Ticket
Post-It Notes	Used during lesson to answer various analytical questions in groups. To be placed on the board during the lesson.

VI. PRE-LESSON ASSIGNMENTS AND/OR PRIOR KNOWLEDGE

a. The AP European History curriculum is divided into four units throughout the course of the academic year. We are currently on part two of unit one, which covers the Protestant Reformation, the Age of Religious Wars, and the Age of Exploration. Prior to entering the classroom, students will have investigated the Northern Renaissance, the Lutheran Reformation, and the spread of the Reformation throughout Europe. This material has been covered both in class and through reading assignments over the past week. Entering the class, students will have a solid foundation in the events of the era, allowing us to focus on the subtle differences in the ideology of the time period that makes this era such a difficult one to study in European History. Additionally, in each unit, our class focuses on a particular skill necessary for success on the AP European History exam. In this unit, we are taking a closer look at the new AP short answer questions, and the skills necessary to master them in May. Prior to the lesson, students will have practiced the questions, reviewed writing skills, and will know what constitutes a successful answer. Students should have some background knowledge of the Reformation from their freshmen year World History course.

VII. LESSON BEGINNING (Approximately 5 Minutes)

- a. Beginning of class: The lesson objective will be written on the board– Do Now will be on the projection screen. Students are expected to complete brief map exercise with a partner around them.
- b. **QUESTIONS ON MAP DO NOW (5 min):** 1. Which religion appears to be dominant in the largest number of countries? 2. Which countries were completely Protestant by 1600? 3. Which countries were completely Roman Catholic? 4. Which part of Europe had the greatest concentration of Protestants? 5. Based on the map, what generalization would you make about the Reformation?
1. During this time, I will circulate around the room, and offer assistance. I will make sure to keep an eye on students who may have difficulty focusing at the beginning of the period.
 2. Turn to a partner and discuss. Discuss briefly as class.

VIII. INSTRUCTIONAL PLAN (Approximately 40 minutes)

- a. Accessing Prior Knowledge from previous lessons (5-7 minutes).
- i. We will spend some time accessing prior knowledge and going over the Do Now – Large group discussion. Use 3-4 PPT slides to review information about the Protestant Reformation.

- ii. Discuss the spread of the Reformation:
- iii. **Who were the main Protestant Reformers other than Luther?**

- b. Instructor will then explain that today we will be looking at the key points in the philosophies of these “other reformers” with the goal of analyzing why they began their reforms, and the similarities/differences in their beliefs.
- c. Students will be assigned groups of five (five groups – one group of four)
- d. (20 min) Each group will be assigned one of five reform movements: Lutherans, Zwinglis, Calvinists, Anglicans, Anabaptists. I will explain that we will be using Post-It Notes to explore the philosophies of each of these groups, and how other reformers might respond to your beliefs
- e. (5 min) – Discussion – Putting it all together – If time, we will briefly look at the implications of the articles the students prepared for homework

IX. CLOSURE (Approximately 5 minutes)

- a. Turn back essays and pass around individual conference sheet.
- b. Hand students out Exit Ticket – Review key points of Short Answer responses
 - i. Students bullet Exit Ticket now and turn in
 - ii. Students complete full responses for homework
 - iii. Collect all responses

A.2 – Writing Rubrics

Note to reader: Unless otherwise specified on individual assignments, all writing rubrics for the course are adapted from the College Board writing rubrics for Advanced Placement European History.

Name: _____ DBQ Subject: _____

The DBQ is scored 0-7. In order to earn points, you must meet a series of intellectual objectives best summarized as follows:

Points	Category ^{***} Description																																											
THESIS																																												
0 1 2	THESIS	<ul style="list-style-type: none"> Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. The thesis may not simply restate the question and must be comprehensive. Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. 																																										
SOURCE ANALYSIS																																												
	SOURCE ANALYSIS	<ul style="list-style-type: none"> Analysis for at least six of docs in support of thesis/argument Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents. 																																										
Range	<i>Work the documents!</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Doc. 1</th> <th>Doc. 2</th> <th>Doc. 3</th> <th>Doc. 4</th> <th>Doc. 5</th> <th>Doc. 6</th> <th>Doc. 7</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	Doc. 1	Doc. 2	Doc. 3	Doc. 4	Doc. 5	Doc. 6	Doc. 7																																			
Doc. 1	Doc. 2	Doc. 3	Doc. 4	Doc. 5	Doc. 6	Doc. 7																																						
0 1 2	SUPPORTS THESIS HISTORICAL CONTEXT AUDIENCE PURPOSE POINT OF VIEW																																											
CONTEXTUALIZATION																																												
0 1	CONTEXT	<ul style="list-style-type: none"> Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question not found in the docs. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph. 																																										
OUTSIDE EVIDENCE																																												
0 1	OUTSIDE EVIDENCE	<ul style="list-style-type: none"> Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument. 																																										
SYNTHESIS																																												
0 1	RELEVANCE	<ul style="list-style-type: none"> Connects topic to other times, places, or major happenings. Weaves and explains contradictions/challenges to thesis or arguments into essay. The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference. 																																										
Score	= Grade	Reader Commentary:																																										
7	100																																											
6	93																																											
5	86																																											
4	79																																											
3	72																																											
2	65																																											
1	58																																											
0	51																																											
FINAL SCORE/GRADE:		/																																										

A.3 - Long Essay Question (LEQ) Rubric

Note: This rubric has been adapted from Mr. Tom Richey
www.tomrichey.net

AP EURO LEQ RUBRIC

Name: _____

LEQ: _____

THESIS (ONE POINT)

Presents a thesis that makes a historically defensible claim and responds to all parts of the question. Must consist of one or more sentences located in either the introduction or the conclusion.	1	

EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

Addresses the topic of the question with <u>specific</u> examples of relevant evidence (responses must include a broad range of evidence).	2	
Evidence Used (Essay may contain errors that do not detract from overall quality)		
Another point is earned if the argument is		
THESIS-DRIVEN (evidence effectively supports argument)	3	
Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.		

HISTORICAL THINKING SKILL (TWO POINTS)

DESCRIBES causes AND/OR effects of a historical event, development, or process.	4	
Another point is earned if, in addition, the student		
EXPLAINS the reasons for the causes AND/OR effects of a historical event, development, or process.	5	

<p><i>(If the prompt requires discussion of both causes and effects, response must address both causes and effect in order to earn both points.)</i></p>	
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SYNTHESIS (ONE POINT for any of the following)

<p><i>Extends the argument by <u>EXPLAINING</u> the connection between the argument and ONE of the following (must be more than a passing mention):</i></p>			6
<p><i>A development in a different historical period, situation, era, or geographical area.</i></p>	<p><i>A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</i></p>	<p><i>A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).</i></p>	

TOTAL POINTS:	/6
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Point Scale*:

- 6 – 40**
- 5 – 36**
- 4 – 32**
- 3 – 28**
- 2 – 24**
- 1 – 20**
- 0 – <20**

***Half points awarded**

A.4 - UNIT I ASSESSMENT, RENAISSANCE ART RESEARCH

Directions: Over the next week, we will be spending time investigating the major artistic trends of the Renaissance. In order to further investigate art at such a pivotal time in European History, you will be researching an artist and piece of artwork they produced during the Italian or Northern Renaissance. Below are the tasks that are required of you to complete this activity:

Part I: Research

- Read *The Annotated Mona Lisa*, pages 32-43, “The Renaissance: The Beginning of Modern Painting”
- You will be assigned an artist/sculptor from the Italian or Northern Renaissance.
- Conduct a bit of research on your artist, and select one (1) piece of art (painting, fresco, sculpture, etc.) that you believe epitomizes the new artistic, political, or intellectual movements of the time period (i.e. virtue, humanism, civic responsibility, changing role of the state)
- Email the title of the artwork you have selected no later than _____.

Part II: Writing (50 points)

After you have researched your art piece, respond to the following question in a 2-3-page typed essay:

1. Using at least three (3) primary sources that we have studied in class, and an outside source you have found through your own research, evaluate how the piece of art you have selected represents both advances in Renaissance art, as well as cultural or intellectual trends of the Renaissance.

Part III: Annotation and Presentation (50 points)

On _____, you will present your painting and findings to the class in the A-123 media lab. You using the smart board, you will annotate the artwork for the following items:

- Developments that represent a shift from Medieval to Renaissance art.
- The underlying religious, cultural, or intellectual meaning of the art.
- How the artwork represents a changing intellectual, philosophical, economic, and/or economic trend in European society.

All responses will be graded based on the approved RHS Writing Rubrics, or RHS Writing Rubrics that have been modified for Advanced Placement classes.

A.5 - UNIT III ASSESSMENT ABSOLUTISM SOCRATIC SEMINAR

AP European History
Unit II – Age of Absolutism
Socratic Seminar

Socratic Seminars consist of written preparation and participation in a group discussion. During this unit, you will read a selection of texts related to the Age of Absolutism and will create questions and responses to be used the day of the seminar. As an individual, you are responsible for being an active participant in the conversation. You should be able to ask strong discussion questions, make thoughtful comments, build off other students' ideas, make specific references to the text, encourage others to share their ideas, and be an engaged listener. As an observer of other groups, you will take detailed notes that will be collected at the conclusion of the seminars.

You are expected to prepare the following documents for the seminar:

- *Edict of Fountainbleau* by Louis XIV (Pre-assigned)
- *Memoirs of the Duc de Saint-Simon* (Pre-assigned)
- *Politics Drawn from the Very Words of Holy Scripture* by J.B. Bossuet (Pre-assigned)
- From *The Age of Louis XIV* by Voltaire (Blackboard)
- From *A Short History of the French People* (Blackboard)
- From *The XVIth and XVIIth Centuries* by Roland Mousnier (Blackboard)

Your grade on the Socratic will be based on the following items:

Participation in the Socratic Seminar: 50 points

Preparation and responses to pre-designed questions: 20 points

Preparation and responses of individual questions: 15 points

Total: 85-point quiz grade

In advance of your Socratic Seminar, prepare responses to the following questions. These questions will be used for discussion on the day of the Seminar. After you have completed the responses, use the documents and your knowledge of European History to craft and respond to three discussion questions of your own. Be sure to cite specific textual evidence in your responses.

1. Was absolutism an effective style of ruling?
2. Why did absolute states arise in Europe when they did?
3. How did the theory of absolutism differ from absolutism in practice?
4. Was absolutism as practiced by Louis XIV a positive for France?

All written responses will be graded based on the approved RHS Writing Rubrics, or RHS Writing Rubrics that have been modified for Advanced Placement classes.

Rubric**Socratic Seminar Questions: _____/50****4 (50-40 points)**

- frequently contributes meaningfully to the discussion
- always uses specific details from the text
- frequently builds on points of other students
- consistently explains ideas clearly and thoroughly
- consistently asks strong discussion questions
- always pays attention when others speak
- consistently actively encourages other group members to speak

3 (39-30 points)

- mostly contributes meaningfully to the discussion
- mostly uses details from the text
- mostly refers to points made by other students
- mostly explains ideas clearly
- mostly asks strong discussion questions
- mostly pays attention when others speak
- is mostly encouraging of others to speak

2 (29-20 points)

- occasionally contributes to the discussion
- may make reference to the text but not sufficiently
- somewhat refers to points made by other students
- explains ideas somewhat clearly
- may ask some strong discussion questions
- sometimes pays attention when others speak
- somewhat encourages others to speak

1 (19 or fewer points)

- makes little or no contribution to the discussion
- makes insufficient use of the text
- does not refer to points made by other students
- ideas are not explained clearly
- questions are limited and not strong
- does not pay attention to others or is disrespectful in other ways
- dominates the conversation and does not encourage others to speak

A.6 - UNIT VI ASSESSMENT, WORKER'S RALLY

Advanced Placement European History
Unit VI: Age of Industrialization & Ideologies

Workers' Rally

Directions: Over the next two days, you will take part in a simulation that is meant to explore the ideologies present during the Industrial Revolution in Europe. In particular, your goal is to explore why certain ideologies were so appealing to the new industrialized working class. In class, we have analyzed the foundational texts of several ideologies that would have appealed to working classes in society for a multiplicity of reasons. Over the past few days, we have read the following sources that should help you in your analysis:

- John Stuart Mill, *On Liberty* (Liberalism)
- Louis Blanc, *The Organization of Work* (Utopian Socialism)
- Friedrich Engels, *The Condition of the Working Class in England* (Socialism)
- Klemens von Metternich, *Conservative Principles* (Conservatism)
- Karl Marx and Friedrich Engels, *The Communist Manifesto* (Communism)

In this simulation, you will be assigned a group and one of the following ideologies:

- Liberalism
- Conservatism
- Utopian Socialism
- Socialism
- Communism

Your goal as a group is to prepare a 3-5 minute “pitch” to a group of industrial workers, persuading them to become members of your political party or group. You may use any of your primary source or textbook for research purposes. On _____, you will present your findings to the class. For this assignment, you will need to accomplish the following tasks.

Poster/Presentation:

- Prepare a 3-5 minute presentation that persuades industrial workers to join your political movement.
- In your presentation, you must make at least three (3) specific references to the foundational documents of your ideology. Additionally, you must use specific historical evidence to show why your group would address the grievances of the working class.
- Prepare a poster for the Workers' Rally that includes a well-reasoned slogan/logo for your ideology, as well as the main points of your pitch to the workers.
- Be able to defend your ideology against the other remaining groups in class.

Writing Assignment:

- As a follow-up assignment, respond to the following question, individually, in a 2-3-page analytical essay in MLA format:

Using specific historical evidence, evaluate the degree to which various political and intellectual movements addressed the needs of industrialized workers in 19th century Europe.

All written responses will be graded based on the approved RHS Writing Rubrics, or RHS Writing Rubrics that have been modified for Advanced Placement classes.