AP European History Curriculum

Course Description: A rigorous course covering European History from the period of the Renaissance to the present. The course contains analysis of primary source documents and discussion. This is a standard first-year college course. Critical thinking and writing skills are emphasized. The student will be expected to do daily reading outside of class.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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</thead>
</table>
| 19 Days   | 1450-1648  | Topic 1: Renaissance and Scientific Revolution  
|           |            | Topic 2: New Monarchies  
|           |            | Topic 3: Reformation  
|           |            | Topic 4: Exploration  
|           |            | Topic 5: Commercial and Economic Revolutions |
| 19 Days   | 1648-1815  | Topic 1: Development of Nation State and Revolution  
|           |            | Topic 2: Commercial Expansion and Worldwide Trade  
|           |            | Topic 3: The Age of Enlightenment  
|           |            | Topic 4: Consumer Revolution and Demographic Patterns |
| 19 Days   | 1815-1914  | Topic 1: Industrial Revolution Spreads  
|           |            | Topic 2: Nationalism, Revolution, and Reaction  
|           |            | Topic 3: Struggle for Colonies and Empire  
|           |            | Topic 4: Realism, Relativism, and Modernism |
| 19 Days   | 1914-Present | Topic 1: War, the State, and Balance of Power  
|           |            | Topic 2: Great Depression, Total War, and Conflicting Ideologies  
|           |            | Topic 3: Reason, Rationalism, and Modern European Thought  
|           |            | Topic 4: Modern Concepts of the Individual Challenge Traditional Social Patterns of Living  
|           |            | Topic 5: Review for AP Exam |

Board Approved: July 23, 2015
Unit 1: 1450-1648

Subject: AP European History
Grade: 10-12
Name of Unit: 1450-1648
Length of Unit: 19 days
Overview of Unit: Exploration, Renaissance, Reformation, and Emerging Nation States

Priority Standards for unit:
- Key Concepts:
  - 1.1: The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.
  - 1.2: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.
  - 1.3: Religious pluralism challenged the concept of a unified Europe.
  - 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.
  - 1.5: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

Supporting Standards for unit:
- Historical Thinking Skills
  - Historical Causation
  - Patterns of Continuity and Change Over Time
  - Periodization
  - Comparison
  - Contextualization
  - Historical Argumentation
  - Appropriate Use of Relevant Historical Evidence
  - Interpretation
  - Synthesis
- Thematic Learning Objectives
  - Interaction of Europe and the World
  - Poverty and Prosperity
  - Objective Knowledge and Subjective Visions
  - States and Other Institutions of Power
  - Individual and Society
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Board Approved: July 23, 2015
• ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
• ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Essential Questions:**
1. How did the development of Renaissance humanism and the scientific method contribute to new theories of knowledge and conceptions of the universe?
2. Analyze the emergence of the New Monarchies and evaluate the degree to which they were successful in achieving their goals.
3. In what ways did the Protestant and Catholic Reformations fundamentally change theology, religious institutions, and culture?
4. What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?
5. How did the changes forged by agriculture, the price revolution, and commerce impact the daily lives of Europeans?

**Enduring Understanding/Big Ideas:**
1. Italian Renaissance humanisms promoted revival in classical literature and created new philosophical approaches, including secularism and individualism. New ideas in science based on observation, experimentation, and mathematics challenged traditional views of knowledge in the universe.
2. New monarchies laid the foundation for the centralized modern state by establishing a monopoly on tax collection, military force, and the dispensing of justice, and the gaining the right to determine the religion of their subjects. Some countries, such as France and England, were highly successful while others, such as Spain, were less able to transition to a functioning new monarchy.
3. Reformers Martin Luther and John Calvin, as well as religious radicals such as the Anabaptists, criticized Catholic abuses and established new interpretations of Christian doctrine and practice.
5. Crop rotation and enclosure altered the life of European peasants. The inflationary impact of bullion from the New World lead to a drastic price revolution which altered the relationship between work and money. In addition, proto-mercantile and capitalist developments altered the exchange of goods and services in European cities.

Board Approved: July 23, 2015
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>Humanism</td>
</tr>
<tr>
<td>Social</td>
<td>Secularism</td>
</tr>
<tr>
<td>Economic</td>
<td>Individualism</td>
</tr>
<tr>
<td>Cultural</td>
<td>Skepticism</td>
</tr>
<tr>
<td>Religious</td>
<td>Protestant</td>
</tr>
<tr>
<td>Commercial</td>
<td>Catholic</td>
</tr>
<tr>
<td>Expansion</td>
<td>Reformation</td>
</tr>
<tr>
<td></td>
<td>Renaissance</td>
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<tr>
<td></td>
<td>Mercantilism</td>
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<tr>
<td></td>
<td>New Monarch</td>
</tr>
<tr>
<td></td>
<td>Exploration</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Textbook
AP European History Exam Review Book

Board Approved: July 23, 2015
Engaging Experience 1
Title: Machiavelli Socratic Seminar
Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

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

Supporting:

- Historical Argumentation
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students are provided with an excerpt from Machiavelli’s “The Prince” to read for homework. The prompt for the seminar will be “What makes a good ruler”? Students are to respond in the discussion both in the context of European history during the period (considering the new monarchs, for example) as well as to today. Discussion should revolve around text based references to the Machiavelli excerpt.

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Rubric: To be Created
Topic 2: New Monarchies

**Engaging Experience 1**

**Title:** Plus Delta for New Monarchies  
**Suggested Length of Time:** 45 minutes  

**Standards Addressed**

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

*Supporting:*
- Comparison & Historical Argumentation

**Detailed Description/Instructions:** Plus Delta T chart is assigned to the whole class and countries are assigned to small groups. Each group runs their country through a Plus Delta analysis of the extent to which their assigned country succeeds or fails as a New Monarchy.

**Bloom’s Levels:** Understand & Analyze  
**Webb’s DOK:** 3  
**Rubric:** To be created
Engaging Experience 1

Title: Martin Luther - Advocate Decision Making

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:
- 1.3: Religious pluralism challenged the concept of a unified Europe.

Supporting:
- Historical Causation
- Historical Argumentation
- Appropriate Use of Relevant Historical Evidence
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students are provided with a packet of primary and secondary source documents to read for homework regarding Martin Luther’s break with the Catholic Church. They are divided into 3 person debate groups. One person (Advocate) is assigned the task of arguing that Luther was the cause of the Reformation. One person (Advocate) is assigned the task of arguing that Luther was simply in the “right place at the right time”. The third person’s role is to be the Decision Maker in the debate and ask “hard ball” questions of both sides. The first two come prepared with a statement of their arguments while the third comes ready with their hard ball questions. After the discussion, the decision maker declares the winner and writes up their reasoning.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Rubric: To be Created
Engaging Experience 1

Title: Exploration Analysis

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

Supporting:

- Historical Argumentation
- Appropriate Use of Relevant Historical Evidence
- Interpretation
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students are provided with a packet of primary sources of explorers of the period sharing their experiences. These documents will provide varying motives and accounts regarding exploration. Students will pull out details from these sources and place them onto a chart under different headings: Age of Discovery, Age of Conquest, Age of Reconnaissance, and Age of Expansion. Discussion will ensue over which characterization is most accurate as well as how point of view plays a role in the documents.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Rubric: To Be Created

Board Approved: July 23, 2015
Engaging Experience 1
Title: Flow Chart (Fishbone) of Early Modern Commercial & Economic History
Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

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

Supporting:

● Patterns of Continuity and Change over Time

Detailed Description/Instructions: Show outline of Early Modern history economic changes projected by document camera on white board. Facilitate a class discussion about the impact of the Commercial Revolution and Economic changes on the early modern period. Students fill in their flow chart as the guided discussion progresses.

Bloom’s Levels: Remember & Create
Webb’s DOK: 3
Rubric: To be created
Culminating Activity

Culminating Activity:
55 question multiple choice exam in AP style
1 Long Essay Question in AP style
1 Document Based Question in AP style
4 Short Answer Questions in AP style at varying points during the unit

Rubric for Engaging Scenario:
See AP European History standardized rubrics

Board Approved: July 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance and Scientific Revolution</td>
<td>Machiavelli Socratic Seminar</td>
<td>Students are provided with an excerpt from Machiavelli’s “The Prince” to read for homework. The prompt for the seminar will be “What makes a good ruler”? Students are to respond in the discussion both in the context of European history during the period (considering the new monarchs, for example) as well as to today. Discussion should revolve around text based references to the Machiavelli excerpt.</td>
<td>45 min</td>
</tr>
<tr>
<td>New Monarchies</td>
<td>Plus Delta for New Monarchies</td>
<td>Plus Delta T chart is assigned to the whole class and countries are assigned to small groups. Each group runs their country through a Plus Delta analysis of the extent to which their assigned country succeeds or fails as a New Monarchy.</td>
<td>45 min</td>
</tr>
<tr>
<td>Reformation</td>
<td>Martin Luther-Advocate Decision Making</td>
<td>Students are provided with a packet of primary and secondary source documents to read for homework regarding Martin Luther’s break with the Catholic Church. They are divided into 3 person debate groups. One person (Advocate) is assigned the task of arguing that Luther was the cause of the Reformation. One person (Advocate) is assigned the task of arguing that Luther was simply in the “right place at the right time”. The third person’s role is to be the Decision Maker in the debate and ask</td>
<td>45 min</td>
</tr>
</tbody>
</table>
“hard ball” questions of both sides. The first two come prepared with a statement of their arguments while the third comes ready with their hard ball questions. After the discussion, the decision maker declares the winner and writes up their reasoning.

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Exploration Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are provided with a packet of primary sources of explorers of the period sharing their experiences. These documents will provide varying motives and accounts regarding exploration. Students will pull out details from these sources and place them onto a chart under different headings: Age of Discovery, Age of Conquest, Age of Reconnaissance, and Age of Expansion. Discussion will ensue over which characterization is most accurate as well as how point of view plays a role in the documents.</td>
<td>60 min</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial and Economic Revolutions</th>
<th>Flow Chart of Early Modern Commercial &amp; Economic History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show outline of Early Modern history economic changes projected by document camera on white board. Facilitate a class discussion about the impact of the Commercial Revolution and Economic changes on the Early modern period. Students fill in their flow chart as the guided discussion progresses.</td>
<td>45 min</td>
</tr>
</tbody>
</table>

Board Approved: July 23, 2015
Unit 2: 1648 - 1815

Subject: AP European History
Grade: 10-12
Name of Unit: 1648-1815
Length of Unit: 19 days
Overview of Unit: Absolutism, Enlightenment, Revolution

Priority Standards for unit:
- Key Concepts:
  - 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals.
  - 2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.
  - 2.3: The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.
  - 2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

Supporting Standards for unit:
- Historical Thinking Skills
  - Historical Causation
  - Patterns of Continuity and Change Over Time
  - Periodization
  - Comparison
  - Contextualization
  - Historical Argumentation
  - Appropriate Use of Relevant Historical Evidence
  - Interpretation
  - Synthesis

- Thematic Learning Objectives
  - Interaction of Europe and the World
  - Poverty and Prosperity
  - Objective Knowledge and Subjective Visions
  - States and Other Institutions of Power
  - Individual and Society

- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Board Approved: July 23, 2015
• ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
• ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Essential Questions:**
1. How did absolute monarchy, which emerged during the 17th and 18th centuries, give way to violent revolution?
2. How did the Commercial Revolution accelerate European commercial dominance?
3. How did the new concepts of natural law, reason, and progress contribute to new theories about political institutions and religion?
4. How did demographics and technological change alter the everyday life of Europeans during the period?

**Enduring Understanding/Big Ideas:**
1. Absolute monarchies were able to efficiently manage the mercantile economies of the period and limit the influence of the noble classes politically. Absolutism preserved the existing class structure and limited political participation from growing merchant and urban classes. In time, members of what came to be called the bourgeoisie and urban working classes agitated for equal social, political, financial, and legal status with the entrenched nobility and clerical classes. This tension led directly to the French Revolution.
2. The development of a banking system, insurance companies, and joint stock companies allowed European nations, limited liability companies, and individuals to pool their risk and maximize their reward in economic pursuits globally.
3. The Scientific Revolution with its emphasis on observation, fact, and mathematics led Europeans to challenge existing beliefs about government, religion, and human behavior by instituting new rules for society based on reason, natural law, and the idea of progress.
4. The increase in life expectancy that resulted from the Agricultural Revolution and the use of inoculation combined with the availability of consumer goods and leisure to the middling classes altered the everyday life of many Europeans.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>Absolutism</td>
</tr>
<tr>
<td>Social</td>
<td>Enlightened despotism</td>
</tr>
<tr>
<td>Economic</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>Cultural</td>
<td>Militarism</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Market economy</td>
</tr>
<tr>
<td>Religious</td>
<td>Rationalism</td>
</tr>
<tr>
<td>Commercial</td>
<td>Capitalism</td>
</tr>
<tr>
<td>Revolution</td>
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</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

- Textbook
- AP European History Exam Review Book

Board Approved: July 23, 2015
Engaging Experience 1
Title: French Revolution Recipe
Suggested Length of Time: 45 minutes

Standards Addressed

Priority:
- 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals.

Supporting:
- Historical Causation

Detailed Description/Instructions: Students will go back to their nightly reading over the causes of the French Revolution. They will be asked to create a “recipe” for the French Revolution with an ingredients list (including the amounts to indicate relative importance of each ingredient) as well as detailed instructions for the recipe. This activity serves as a nice review of the reading.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To Be Created
Engaging Experience 1

**Title:** Risk Brainstorming of Cost Benefit Analysis (Plus Delta)

**Suggested Length of Time:** 45 minutes

**Standards Addressed**

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

**Supporting:**
- Historical Causation & Contextualization
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Detailed Description/Instructions:** Students are split into small groups of 3 or 4. They are asked to brainstorm a cost/benefit analysis for starting a business, driving a car and one extreme sport of the groups choosing (e.g. base jumping, freestyle mountain climbing et. al.). After 20 minutes the small groups report back to the whole class. Each group critiques the others findings. The instructor then asks each small group to determine financing and insurance needs for each activity. Groups report back in 5 minutes. The lesson concludes with a lecture about the role of insurance, banking and venture capital as it relates to risk taking and entrepreneurial activity using historical developments from the period.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Rubric:** Peer Editing

Board Approved: July 23, 2015
Engaging Experience 1

Title: Enlightenment Salon Socratic Seminar

Suggested Length of Time: 90 minutes

Standards Addressed

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

Supporting:
- Historical Argumentation
- Appropriate Use of Relevant Historical Evidence
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students are provided a packet of primary sources of various Enlightenment thinkers including Locke, Rousseau, Montesquieu, Wollstonecraft, Diderot, and so forth. Opinions over the essential arguments of the philosophers will be debated in the seminar. Other questions to be discussed include the impact of the Enlightenment on Europe and American culture and events we have studied thus far that could be dissected from an enlightened point of view.

Bloom’s Levels: Analyze and Evaluate
Webb’s DOK: 4
Rubric: To Be Created

Board Approved: July 23, 2015
Engaging Experience 1
Title: Top Ten Changes in Lifestyle Patterns 1600-1800
Suggested Length of Time: 45 minutes

Standards Addressed

Priority:
- 2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

Supporting:
- Patterns of Continuity and Change over Time
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Detailed Description/Instructions: Students are split into small groups of 3 or 4 and asked to derive a Top Ten List for Changes in Lifestyle Patterns from 1600-1800. They may use their texts, their notes and any other course materials to create their lists. Each list must be limited to 10 changes during the period in rank order of importance. After 25 minutes, each group submits their list which is critiqued by the whole group. To finish the activity each group takes 5 minutes to revise their lists based on the group feedback and discussion.

Bloom’s Levels: Remember & Evaluate
Webb’s DOK: 1 & 3
Rubric: Peer Editing
**Culminating Activity**

**Culminating Activity:**
- 55 question multiple choice exam in AP style
- 1 Long Essay Question in AP style
- 1 Document Based Question in AP style
- 4 Short Answer Questions in AP style at varying points during the unit

**Rubric for Engaging Scenario:**
See AP European History standardized rubrics

Board Approved: July 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Nation State and Revolution</td>
<td>French Revolution Recipe</td>
<td>Students will go back to their nightly reading over the causes of the French Revolution. They will be asked to create a “recipe” for the French Revolution with an ingredients list (including the amounts to indicate relative importance of each ingredient) as well as detailed instructions for the recipe. This activity serves as a nice review of the reading.</td>
<td>45 min</td>
</tr>
<tr>
<td>Commercial Expansion and Worldwide Trade</td>
<td>Risk Brainstorming of Cost Benefit Analysis</td>
<td>Students are split into small groups of 3 or 4. They are asked to brainstorm a cost/benefit analysis for starting a business, driving a car and one extreme sport of the groups choosing (e.g. base jumping, freestyle mountain climbing et. al.). After 20 minutes the small groups report back to the whole class. Each group critiques the others findings. The instructor then asks each small group to determine financing and insurance needs for each activity. Groups report back in 5 minutes. The lesson concludes with a lecture about the role of insurance, banking and venture capital as it relates to risk taking and entrepreneurial activity using historical developments from the period.</td>
<td>45 min</td>
</tr>
<tr>
<td>The Age of Enlightenment</td>
<td>Enlightenment Salon Socratic Seminar</td>
<td>Students are provided a packet of primary sources of various Enlightenment thinkers including</td>
<td>90 min</td>
</tr>
</tbody>
</table>

Board Approved: July 23, 2015
Locke, Rousseau, Montesquieu, Wollstonecraft, Diderot, and so forth. Opinions over the essential arguments of the philosophers will be debated in the seminar. Other questions to be discussed include the impact of the Enlightenment on Europe and American culture and events we have studied thus far that could be dissected from an enlightened point of view.

| Consumer Revolution and Demographic Patterns | Top Ten Changes in Lifestyle Patterns 1600-1800 | Students are split into small groups of 3 or 4 and asked to derive a Top Ten List for Changes in Lifestyle Patterns from 1600-1800. They may use their texts, their notes and any other course materials to create their lists. Each list must be limited to 10 changes during the period in rank order of importance. After 25 minutes, each group submits their list which is critiqued by the whole group. To finish the activity each group takes 5 minutes to revise their lists based on the group feedback and discussion. | 45 min |
Unit 3: 1815-1914

Subject: AP European History
Grade: 10-12
Name of Unit: 1815-1914
Length of Unit: 19 days
Overview of Unit: Industrial Revolution, Nationalism, Reaction, Imperialism

Priority Standards for unit:
  ● Key Concept:
    ○ 3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
    ○ 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.
    ○ 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.
    ○ 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.
    ○ 3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.
    ○ 3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

Supporting Standards for unit:
  ● Historical Thinking Skills
    ○ Historical Causation
    ○ Patterns of Continuity and Change Over Time
    ○ Periodization
    ○ Comparison
    ○ Contextualization
    ○ Historical Argumentation
    ○ Appropriate Use of Relevant Historical Evidence
    ○ Interpretation
    ○ Synthesis
  ● Thematic Learning Objectives
    ○ Interaction of Europe and the World
    ○ Poverty and Prosperity
    ○ Objective Knowledge and Subjective Visions
    ○ States and Other Institutions of Power
    ○ Individual and Society

Board Approved: July 23, 2015
• ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
• ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
• ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Essential Questions:
1. What were the political, social, and economic consequences of the Industrial Revolution?
2. How were the powerful concepts of nationalism and revolution spurred by the French Revolution and Napoleon suppressed and controlled by the forces of reaction in the 19th century?
3. What forces motivated European countries to pursue the new imperialism?
4. How did the ideas expressed with Romanticism and Realism give way to thinkers such as Darwin, Marx, Freud, and Nietzsche and their alternative theories about modern man and society? How do these theories later manifest into the works of modern artists?

Enduring Understanding/Big Ideas:
1. Politically, the Industrial Revolution (IR) strengthened countries such as England and Germany, whilst further weakening the status of countries such as Spain. Socially, a new class of workers emerged in large cities living in crowded and arguably inhumane conditions. Economically, the rich got richer and the capitalist class grew as new factories and business practices spread throughout Europe. In the short term, the IR led to many calls for reform and the emergence of many groups with grievances against those in power. In the long run, the standard of living for the average western European improved significantly by 1850.
2. Napoleon Bonaparte, who was both at the vanguard of the French Revolution and the instrument of its demise, spread the ideas of the Jacobins and the concept of the Enlightenment during his military conquests. After 1815, the concert system was established to contain the radical notions associated with the French Revolution. This conservative reaction against nationalism and revolution succeeded until 1848. After the failed revolutions of 1848, nationalism as an idea spread very quickly in Europe, ultimately leading to the unification of Germany and Italy.
3. The new imperialism was driven by an increased militarism that was linked to the Industrial Revolution and a scramble for colonial possessions as a source for raw materials and as export markets. In addition, humanitarian concern and a Social Darwinist desire to take up the “white man’s burden” led to an increased missionary zeal.
4. Romanticism with its idealized notions of the past and nature reached its peak in the decades following the defeat of Napoleon. In time, when the idealism faded, realism
replaced romanticism as the dominant artistic expression by mid-century. During the middle and latter part of the 19th century, realism gave way to scientific and materialistic attitudes which challenged the objectivity of human knowledge. Thinkers such as Darwin and Marx challenged the conventional wisdom of the day. Going further, Freud and Nietzsche emphasized the irrational and psychological torment of modern life. This modernism of intellectual life gave way to the modern art movement exemplified by artists such as Van Gogh and Picasso.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>Industrial Revolution</td>
</tr>
<tr>
<td>Social</td>
<td>Romanticism</td>
</tr>
<tr>
<td>Economic</td>
<td>Nationalism</td>
</tr>
<tr>
<td>Cultural</td>
<td>Classical liberalism</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Classical conservatism</td>
</tr>
<tr>
<td>Religious</td>
<td>Anarchism</td>
</tr>
<tr>
<td>Industrial</td>
<td>Humanitarianism</td>
</tr>
<tr>
<td>Revolution</td>
<td>Reactionary</td>
</tr>
<tr>
<td>Reform</td>
<td>Socialism</td>
</tr>
<tr>
<td></td>
<td>Suffrage</td>
</tr>
<tr>
<td></td>
<td>Marxism</td>
</tr>
<tr>
<td></td>
<td>Zionism</td>
</tr>
<tr>
<td></td>
<td>Realpolitik</td>
</tr>
<tr>
<td></td>
<td>Imperialism</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Textbook
AP European History Exam Review Book
Engaging Experience 1

Title: Impact of the Four Great Economic Revolutions

Suggested Length of Time: 45 minutes

Standards Addressed

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

Supporting:
- Historical Causation
- Patterns of Continuity and Change over Time
- Contextualization
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: The lesson begins with a 20 minute lecture by the teacher about the Four Great Economic Revolutions. The focus of the lecture is on the 1st, 2nd and 4th revolutions as the 3rd, The Industrial Revolution, is topic students are engaged in at this point of the course. After the lecture, students are assigned a 5 minute brainstorming assignment on the topic “How does technology impact and/or alter my daily life and my future?” Students then share out their findings to the whole group and the teacher creates a whole group listing using the white board or document camera for the next 15 minutes. The lesson concludes with the students being asked to repeat this activity at the conclusion of their readings for the Industrial Revolution in anticipation of writing an LEQ or DBQ on the topic.

Bloom’s Levels: Analyze & Evaluate

Webb’s DOK: 1 & 4

Rubric: AP LEQ or DBQ rubric
Topic 2: Nationalism, Revolution, and Reaction

Engaging Experience 1
Title: Cavour vs. Bismarck Discussion
Suggested Length of Time: 60 minutes
Standards Addressed

Priority:
- 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.

Supporting:
- Comparison

Detailed Description/Instructions: Students will create a T chart comparing the unification strategies of Cavour in Italy and Bismarck in Germany in areas such as foreign diplomacy, military, diplomatic affairs, and personality characteristics. They then will discuss with a partner which leader had a better strategy for unification and why as well as whether each man would have been equally successful in the other’s shoes.

Bloom’s Levels: Understand and Analyze
Webb’s DOK: 3
Rubric: To Be Created
Engaging Experience 1
Title: Imperialism Small Group Discussions
Suggested Length of Time: 60 minutes

Standards Addressed

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

Supporting:
- Historical Argumentation
- Appropriate Use of Relevant Historical Evidence

Detailed Description/Instructions: Students will be provided a packet of a variety of
documents and images regarding European imperialism. Some choices include “White Man’s
Burden”, Karl Pearson’s “Social Darwinism”, and Joseph Chamberlain’s speech “The British
Empire: Colonial Commerce and the White Man’s Burden”. Students will be asked to discuss
their views on the motives for imperialism, the “merits” of Social Darwinism, whether
Chamberlain is correct that some violence/negativity is necessary for progress, etc.

Bloom’s Levels: Analyze and Evaluate
Webb’s DOK: 3
Rubric: To be Created

Board Approved: July 23, 2015
Engaging Experience 1
Title: Marxism Socratic Seminar
Suggested Length of Time: 90 minutes
Standards Addressed

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

Supporting:
- Historical Argumentation
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students will first read an excerpt from the “Communist Manifesto” and answer some detailed questions to ensure they understand the reading. They then will take part in a Socratic Seminar where the following questions are the focus: Why was Marxism so appealing in the 19th century? What are the strengths/weaknesses of Marxist philosophy? Could Marxist thought be useful in today’s society?

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Rubric: To Be Created
<table>
<thead>
<tr>
<th>Culminating Activity:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>55 question multiple choice exam in AP style</td>
<td>1 Long Essay Question in AP style</td>
</tr>
<tr>
<td>1 Document Based Question in AP style</td>
<td>4 Short Answer Questions in AP style at varying points during the unit</td>
</tr>
</tbody>
</table>

**Rubric for Engaging Scenario:**

See AP European History standardized rubrics
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Revolution Spreads</td>
<td>Impact of the Four Great Economic Revolutions</td>
<td>The lesson begins with a 20 minute lecture by the teacher about the Four Great Economic Revolutions. The focus of the lecture is on the 1st, 2nd and 4th revolutions as the 3rd, The Industrial Revolution, is topic students are engaged in at this point of the course. After the lecture, students are assigned a 5 minute brainstorming assignment on the topic “How does technology impact and/or alter my daily life and my future?” Students then share out their findings to the whole group and the teacher creates a whole group listing using the white board or document camera for the next 15 minutes. The lesson concludes with the students being asked to repeat this activity at the conclusion of their readings for the Industrial Revolution in anticipation of writing an LEQ or DBQ on the topic.</td>
<td>45 min</td>
</tr>
<tr>
<td>Nationalism, Revolution, and Reaction</td>
<td>Cavour vs. Bismarck Discussion</td>
<td>Students will create a T chart comparing the unification strategies of Cavour in Italy and Bismarck in Germany in areas such as foreign diplomacy, military, diplomatic affairs, and personality characteristics. They then will discuss with a partner which leader had a better strategy for unification and why as well as whether each man would have been equally successful in the other’s shoes.</td>
<td>60 min</td>
</tr>
</tbody>
</table>

Board Approved: July 23, 2015
<table>
<thead>
<tr>
<th>Struggle for Colonies and Empire</th>
<th>Imperialism Small Group Discussions</th>
<th>Students will be provided a packet of a variety of documents and images regarding European imperialism. Some choices include “White Man’s Burden”, Karl Pearson’s “Social Darwinism”, and Joseph Chamberlain’s speech “The British Empire: Colonial Commerce and the White Man’s Burden”. Students will be asked to discuss their views on the motives for imperialism, the “merits” of Social Darwinism, whether Chamberlain is correct that some violence/negativity is necessary for progress, etc.</th>
<th>60 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realism, Relativism, and Modernism</td>
<td>Marxism Socratic Seminar</td>
<td>Students will first read an excerpt from the “Communist Manifesto” and answer some detailed questions to ensure they understand the reading. They then will take part in a Socratic Seminar where the following questions are the focus: Why was Marxism so appealing in the 19th century? What are the strengths/weaknesses of Marxist philosophy? Could Marxist thought be useful in today’s society?</td>
<td>90 min</td>
</tr>
</tbody>
</table>

Board Approved: July 23, 2015
Unit 4: 1914-Present

Subject: AP European History
Grade: 10-12
Name of Unit: 1914-Present
Length of Unit: 19 days
Overview of Unit: World War, Depression, Cold War, and Post Modernism

Priority Standards for unit:
- Key Concepts
  - 4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union.
  - 4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.
  - 4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.
  - 4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

Supporting Standards for unit:
- Historical Thinking Skills
  - Historical Causation
  - Patterns of Continuity and Change Over Time
  - Periodization
  - Comparison
  - Contextualization
  - Historical Argumentation
  - Appropriate Use of Relevant Historical Evidence
  - Interpretation
  - Synthesis
- Thematic Learning Objectives
  - Interaction of Europe and the World
  - Poverty and Prosperity
  - Objective Knowledge and Subjective Visions
  - States and Other Institutions of Power
  - Individual and Society

Board Approved: July 23, 2015
● ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
● ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
● ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Essential Questions:**
1. To what extent can it be argued that the 20th century was a century of war? In what way does the concept of the balance of power figure into this argument?
2. To what extent can it be argued that the 20th century was the century of the state?
3. How did new and diverse intellectual and cultural movements challenge reason, rationalism, and religion in European thought?
4. How did modern concepts of the individual challenge traditional social patterns of living?

**Enduring Understanding/Big Ideas:**
1. Arguably, the 20th century manifests as both a century of war and the state. During the 20th century, three major conflicts play out in Europe. The First and Second World Wars cause tremendous destruction, loss of life, and spur many technological changes. Both the world wars result in attempts to establish a balance of power through the creation of the League of Nations and United Nations, respectively. The first war brought an end to European monarchies while the second war ended Hitler’s attempt to establish a Third Reich. The third great conflict of the century, the Cold War, was a proxy war between the United States and the Soviet Union. After the end of the Cold War in 1991, a series of nationalist and separatist movements in Europe brought the century of war to a close. The process of decolonization following the end of the Second World War began the process of unwinding the European empires built during the 19th (or last) century.
2. In order to fight major wars and manage economic dislocations, the size, scope, and influence of the state grew exponentially during the century. This new concept of the state took many forms including fascism, communism, and welfare state social democracies. A singular challenge for European countries was the coming of the Great Depression on the heels of the devastation of the First World War. In the same way that nations mobilized to fight the First World War, they began to mobilize to fight the Depression. These competing ideologies organized their governments and societies in ways that caused traditional concepts of government to be challenged. The so called “Iron Curtain” was a geographic boundary that separated Europe into two camps during the post-World War II era. On the one side, social democracies attempted to establish generous safety net benefits for societies that had emerged from two world wars and a Great Depression. On the other side, a rigid form of statist Marxism was established in the Soviet Union and its client states.
3. Movements such as Existentialism developed in response to the anxiety created by war and economic hardship. The certainty of science and rationalism gave way to postmodernist developments such as Dadaism, Expressionism, and Surrealism. The influence of the Christian churches were diminished by the growing experimentation and emphasis on self-expression that emerged after the Second World War. Immigration from predominantly Muslim countries caused debate and conflict over the nature of social and political life. In particular, writers such as Kafka, Joyce, and Sartre questioned literary conventions and Western values. In addition, popular culture was increasingly impacted by the United States and its growing dominance over both print and visual media.

4. The consequences of two world wars brought about a new perspective on individual attitudes towards traditional patterns of living that were amplified by technological changes and human suffering of civilian populations. The role of women changed substantially as women became permanent members of the labor force and began to make lifestyle choices that did not exclusively focus on marriage and motherhood. The second wave of feminism led by Beauvoir marked a turning point in societal attitudes towards women. The modern emphasis on the individual led to new voices gaining prominence in areas such as the environment, gay/lesbian rights, and consumerism. Mass production and increased access to leisure time led to higher standards of living and opportunities for social and cultural diversion among even the lower middling classes.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Total war</td>
</tr>
<tr>
<td>Social</td>
<td>Fascism</td>
</tr>
<tr>
<td>Economic</td>
<td>Communism</td>
</tr>
<tr>
<td>Cultural</td>
<td>Decolonization</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Appeasement</td>
</tr>
<tr>
<td>Diplomacy</td>
<td>Gradual encroachment</td>
</tr>
<tr>
<td>Depression</td>
<td>Genocide</td>
</tr>
<tr>
<td>Propaganda</td>
<td>Anti-Semitism</td>
</tr>
<tr>
<td>Technology</td>
<td>Cold War</td>
</tr>
<tr>
<td></td>
<td>Iron Curtain</td>
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<tr>
<td></td>
<td>Glasnost</td>
</tr>
<tr>
<td></td>
<td>Perestroika</td>
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<tr>
<td></td>
<td>European Union</td>
</tr>
<tr>
<td></td>
<td>Totalitarianism</td>
</tr>
<tr>
<td></td>
<td>Popular culture</td>
</tr>
<tr>
<td></td>
<td>Feminism</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

- Textbook
- AP European History Exam Review Book

Board Approved: July 23, 2015
Engaging Experience 1

Title: Was World War I or World War II more consequential?

Suggested Length of Time: 45 minutes

Standards Addressed

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

Supporting:
- Patterns of Continuity and Change over Time
- Comparison
- Historical Argumentation
- Interpretation
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instruction: Students are divided into small groups and tasked with doing a T Chart on the consequences of both the 1st and 2nd World Wars. After 25 minutes, the results are shared out with the whole class via the document camera and subsequent class discussion. After 15 minutes, each group then is sent back to revise their findings based on the additional information. The students are then instructed to use this data to construct an LEQ outline for homework based on the prompt used in the activity.

Bloom’s Levels: Remember, Analyze & Evaluate

Webb’s DOK: 1 & 4

Rubric: The LEQ outline is evaluated based on AP LEQ rubric

Board Approved: July 23, 2015
Topic 2: Great Depression, Total War, and Conflicting Ideologies

Engaging Experience 1
Title: Stalin vs. Hitler - #1 Bad Guy in History?
Suggested Length of Time: 60 minutes

Standards Addressed

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

Supporting:
- Historical Argumentation
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Detailed Description/Instructions: Students will watch a documentary clip on Stalin’s collectivization efforts and liquidation of the kulaks. They will also watch a documentary clip on survivors of Hitler’s Holocaust. Using information from those clips along with their homework reading, students will participate in a Socratic Seminar debating who is history’s number one bad guy - Hitler or Stalin.

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Rubric: To Be Created
Engaging Experience 1
Title: 20th Century Art Lecture and Presentation
Suggested Length of Time: 45 minutes

Standards Addressed

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

Supporting:
- Comparison
- Contextualization

Detailed Description/Instructions: Students will view a PowerPoint presentation of art/architecture slides of various pieces from the movements of Cubism, Futurism, Dadaism, Surrealism, Modernism, and Postmodernism in order to identify their major works and components. In a lecture/discussion format, the class will dissect how the art is representative of the historical time period as well as how it is different from previous art movements.

Bloom’s Levels: Understand and Analyze
Webb’s DOK: 3
Rubric: Not Applicable (No Student Work Required)
Engaging Experience 1

Title: Top Ten Changes in Everyday Life during the 20th Century

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

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

Supporting:

- Patterns of Continuity and Change over Time
- ISTE Standard 2: Communication and Collaboration--Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- ISTE Standard 4: Critical thinking, problem solving, and decision making--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- ISTE Standard 5: Digital Citizenship--Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Detailed Description/Instructions: Students are split into small groups of 3 or 4 and asked to derive a Top Ten List for Changes in Lifestyle Patterns from 1914-2000. They may use their texts, their notes and any other course materials to create their lists. Each list must be limited to 10 changes during the period in rank order of importance. After 25 minutes, each group submits their list which is critiqued by the whole group. To finish the activity each group takes 5 minutes to revise their lists based on the group feedback and discussion.

Bloom’s Levels: Remember & Evaluate

Webb’s DOK: 1 & 3

Rubric: Peer Editing
Topic 5: Review for AP Exam

Suggested Length of Time: 3 - 5 days (as available)
Culminating Activity

Culminating Activity:
55 question multiple choice exam in AP style
1 Long Essay Question in AP style
1 Document Based Question in AP style
4 Short Answer Questions in AP style at varying points during the unit

Rubric for Engaging Scenario:
See AP European History standardized rubric

Board Approved: July 23, 2015
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>War, the State, and Balance of Power</td>
<td>Was World War I or World War II more consequential?</td>
<td>Students are divided into small groups and tasked with doing a T Chart on the consequences of both the 1st and 2nd World Wars. After 25 minutes, the results are shared out with the whole class via the document camera and subsequent class discussion. After 15 minutes, each group then is sent back to revise their findings based on the additional information. The students are then instructed to use this data to construct an LEQ outline for homework based on the prompt used in the activity.</td>
<td>45 min</td>
</tr>
<tr>
<td>Great Depression, Total War, and Conflicting Ideologies</td>
<td>Stalin vs. Hitler - #1 Bad Guy in History?</td>
<td>Students will watch a documentary clip on Stalin’s collectivization efforts and liquidation of the kulaks. They will also watch a documentary clip on survivors of Hitler’s Holocaust. Using information from those clips along with their homework reading, students will participate in a Socratic Seminar debating who is history’s number one bad guy - Hitler or Stalin.</td>
<td>60 min</td>
</tr>
<tr>
<td>Reason, Rationalism, and Modern European Thought</td>
<td>20th Century Art Lecture and Presentation</td>
<td>Students will view a PowerPoint presentation of art/architecture slides of various pieces from the movements of Cubism, Futurism, Dadaism, Surrealism, Modernism, and Postmodernism in order to</td>
<td>45 min</td>
</tr>
</tbody>
</table>
identify their major works and components. In a lecture/discussion format, the class will dissect how the art is representative of the historical time period as well as how it is different from previous art movements.

| Modern Concepts of the Individual Challenge | Top Ten Changes in Everyday Life during the 20th Century | Students are split into small groups of 3 or 4 and asked to derive a Top Ten List for Changes in Lifestyle Patterns from 1914-2000. They may use their texts, their notes and any other course materials to create their lists. Each list must be limited to 10 changes during the period in rank order of importance. After 25 minutes, each group submits their list which is critiqued by the whole group. To finish the activity each group takes 5 minutes to revise their lists based on the group feedback and discussion. | 45 min |
| Traditional Social Patterns of Living | | | |

| Review for AP Exam | Review for AP Exam | Review for AP Exam | 3-4 days |

Board Approved: July 23, 2015
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Culminating Activity:** Each unit contains an example of a culminating activity that calls for application of the students’ learning. A teacher has the ability to substitute their own culminating activity with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Board Approved: July 23, 2015