

ADVANCED PLACEMENT MODERN EUROPEAN HISTORY

Description

The Advanced Placement Modern European History course deals with the facts, ideas, events and personalities, which have shaped Europe's history from approximately 1450 to the present. The journey through Europe's rich and diverse history takes the student from the tragedy of the Bubonic plague at the end of the Medieval Period to the establishment of contemporary Europe. Units of study will include the Renaissance and Reformation, the age of Absolutism, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleonic Europe, the rise of popular political ideologies (the "isms") and the Revolutions of 1848 leading to the emergence of nation states, the Age of Industrial and International expansion preceding World War I, the World Wars, the Cold War and current issues. Within the frameworks of a chronological analysis, attention will also be given to unifying themes in intellectual and cultural history, political and diplomatic history, as well as social and economic history. Although the primary purpose of the course is enrichment of the high school experience, students are expected to take the Advanced Placement Modern European History Examination in May. In addition, students electing the course are eligible to receive credit in history under the UCONN Co-Op program if all requirements are met.

Course Overview

Course Objectives

Students should:

- identify and apply fundamental historical concepts to local, national and international situations.
- understand and interpret universal historical themes (such as ideals, institutions, conflict, and technology) in the context of the modern world experience.
- develop an understanding of causal relationships through analysis of a variety of historical sources relating to the modern era.
- understand the interaction of humans and the environment and the evolving consequences of these interactions.
- analyze and understand the significance of physical and cultural characteristics of places and European regions.
- explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.

Essential Questions

- How does history affect our understanding of the past, present and future? (CT)
- How does human and environment interaction change our lives? (CT)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- Why do governments exist and how do they work? (CT)
- How can citizens shape and influence democratic processes and government? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)

Assessments

- Common Assessments
- AP Examination

Content Outline

- I. [Medieval Europe](#)
- II. [The Renaissance](#)

Standards

[Connecticut SDE - Social Studies Framework 2008](#)

Grade Level Skills

Students will:

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| <p>III. The Reformation and Religious Wars</p> <p>IV. Absolutism in Western and Eastern Europe</p> <p>V. The Enlightenment...Revolutions in Science and Thinking</p> <p>VI. The French Revolution</p> <p>VII. 19th Century Revolutionary Europe</p> <p>VIII. Leading up to World War I</p> <p>IX. World War I and II</p> <p>X. The World after World War II</p> | <p>Connecticut State Standards are met in the following areas:</p> <p>CSSF1: <i>Historical Thinking</i></p> <p>CSSF3: <i>Historical Themes</i></p> <p>CSSF4: <i>Applying History</i></p> <p>CSSF6: <i>Rights and Responsibilities of Citizens</i></p> <p>CSSF7: <i>Political Systems</i></p> <p>CSSF9: <i>Places and Regions</i></p> <p>CSSF12: <i>Human and Environment Interaction</i></p> | <ul style="list-style-type: none"> • |
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| Pacing Guide | | | | | | | | | |
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| 1st Marking Period | | 2nd Marking Period | | | 3rd Marking Period | | | 4th Marking Period | |
| September | October | November | December | January | February | March | April | May | June |
| Unit 1 Medieval Europe 1 week | Unit 2 Renaissance 3 weeks | Unit 3 The Reformation and Religious Wars 3 weeks | Unit 4 Absolutism in Western and Eastern Europe 3 weeks | Unit 5 The Enlightenment... Revolutions in Science and Thinking 3 weeks | Unit 6 The French Revolution 2 weeks | Unit 7 19th Century Revolutionary Europe 3 weeks | Unit 8 Leading up to World War I 3 weeks | Unit 9 World War I and II 3 weeks | Unit 10 The World after World War II 6 weeks |

Unit I - Medieval Europe, 1 week [top](#)

Standards

Students will be able to:

- CSSF 1.9-10.1 gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- CSSF 1.9-10.3 use primary source documents to analyze multiple perspectives.
- CSSF 12.11-12.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objectives

Students should:

- develop an understanding of causal relationships through analysis of a variety of historical sources relating to the modern era.
- explain the significance of medieval social structure leading to the modern.
- elaborate on the importance of religious hierarchy in medieval life.
- assess the impact of medieval disasters during the 14th Century.
- connect characteristics associated with the modern in the 14th Century and the 21st Century.

Essential Questions

- To what extent did the Medieval provide a foundation for the beginning of the Modern (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)

Focus Questions

- How did the Christian church develop and change during the Middle Ages?
- Which cultural legacies served as the foundation for the Renaissance movement?
- In what ways did issues of health and family loyalty dictate the events of history?
- What does it mean to be “modern” in the fourteenth century? What does it mean to be "modern" in today's world?
- How did the disasters of the fourteenth and fifteenth century encourage modern thought?

Suggested Assessments

- AP MEH DBQ – Black Plague
- Summer Reading Essay & discussion

Skill Objectives

Students will:

- evaluate the quality, credibility and reliability of information.
- demonstrate an analysis of cause and effect.

Unit II – Renaissance, 3 weeks [top](#)

Standards

Students will be able to

- CSSF 1.9-10.1 gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- CSSF 3.9-10.2 give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

Unit Objectives

Students should:

- understand and interpret universal historical themes (such as ideals, institutions, conflict, and technology) context of the modern world experience.
- explain developments in the arts as an indication of the political/social break with the Medieval.
- trace the influence of the Renaissance ideal as it progressed to the north of Europe.
- identify the shifting priorities of the new political elites.

Essential Questions

- In what ways did Renaissance diversity shape the modern identity? (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)

Focus Questions

- What factors spurred the artistic development of the Italian Renaissance?
- To what extent did the major trends in the arts reflect the emerging political, intellectual and religious structures of the period?
- Which groups defined the political elites and how did they serve to extend or limit personal rights and liberties?
- What factors led to the spread of the Renaissance beyond Italy?
- How did gender roles in the Renaissance influence social and family structures?
- How did the Renaissance in the North differ from that in Italy?

Assessments

- AP Free Response Question: “*Explain the ways in which Italian Renaissance humanism transformed ideas about the individuals’ role in society.*”
- APMEH DBQ on Renaissance
- Writing responses to suggested readings
- Renaissance/Baroque art analysis

Skill Objectives

Students will:

- evaluate the quality, credibility and reliability of information.
- compare and contrast viewpoints of various sources.

Unit III – The Reformation and Religious Wars, 3 weeks [top](#)

Standards

Students will be able to:

- CSSF 3.9-10.4 explain how the use and expansion of trade have connected and affected the history of a global economy.
- CSSF 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- CSSF 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Unit Objectives

Students should:

- explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.
- elaborate reasons for the appeal different types of belief systems.
- establish motives that hindered self-reform by the RCC.
- articulate the connections between the wars of ‘religion’ and political power.

Essential Questions

- How does religious thought influence the development and demise of institutions? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- Why do governments exist and how do they work? (CT)

Focus Questions

- How was Luther a “revolutionary who did not bring about a revolution”?
- What role did morality and self-interest play in the Protestant Reformation?
- What were the long-term social and economic consequences of the Reformation?
- How did the fragmentation of the Reformation dilute its ideals throughout European society?
- Why did the Roman Catholic response (the Council of Trent) to the Reformation come so late?
- What impact did the Reformation have on the global expansion of European culture?
- How did the Wars of Religions (and especially the Peace of Westphalia) indicate the end of the Medieval order?
- To what extent did the Reformation contribute to the development of religious wars?

Suggested Assessments

- Renaissance – Character-driven Reformation Roundtable Debate response
- Response to Martin Luther readings
- Response to Protestant Reformation readings

Skill Objectives

Students will:

- demonstrate a synthesis information from a variety of sources and cite those sources appropriately.
- write structured, thesis-driven essays.

Unit IV – Absolutism in Western and Eastern Europe, 3 weeks [top](#)

Standards

Students will be able to:

- CSSF 1.11-12.1 formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- CSSF 6.11-12.1 evaluate whether or when their obligations as citizens require that their personal desires, belief and interests be subordinated to the public good.
- CSSF 7.9-10.2 analyze and evaluate the advantages and disadvantages of limited and unlimited government.

Unit Objectives

Students should:

- explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.
- hypothesize reasons for differences in political development based on national character.
- identify differences between absolute and constitutional styles of government.

Essential Questions

- In what ways has the use, or misuse, of power impacted the rise and functioning of the modern state? (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)
- Why do governments exist and how do they work? (CT)
- How can citizens shape and influence democratic processes and government? (CT)

Focus Questions

- What factors determined the evolution of political elites?
- How was the development of racial and ethnic group identities crucial in the foundation of a nation state?
- How did a nation’s character determine its ruler’s level of absolute power?
- How did the absolute rulers of continental Europe seek to extend and limit rights and liberties?

Suggested Assessments

- Trial of Louis XIV simulation – response
- APMEH DBQ
- Absolutism essay

Skill Objectives

Students will:

- analyze, interpret and apply complex information from various sources.
- demonstrate an analysis of cause and effect.

Unit V - The Enlightenment...Revolutions in Science and Thinking, 3 weeks [top](#)

Standards

Students will be able to:

- CSSF 3.11-12.1 demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- CSSF 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- CSSF 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- CSSF 7.11-12.2 explain how purposes served by government have implications for the individual and society.

Unit Objectives

Students should:

- participate in an in an intellectual analysis of Enlightened ideals.
- trace the evolution of economic practice from mercantilist to the capitalist school.
- critique 18th century monarchical use of Enlightened ideology.

Essential Questions

- How did the diffusion of new intellectual concepts impact social, political, economic, artistic, religious and scientific thought in the modern era? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- Why do governments exist and how do they work? (CT)

Focus Questions

- What priorities did the Enlightenment thinkers share with the Renaissance intellectuals?
- What role did the state play in European economic activity?
- How did Enlightened monarchs attempt to co-opt enlightened ideology?

Suggested Assessments

- Character-driven “Meeting of the Minds” Enlightened debate – response
- APMEH DBQ – On women
- Response to Enlightenment readings

Skill Objectives

Students will:

- demonstrate techniques to improve performance on multiple choice tests.
- apply principles to solve authentic problems.

Unit VI - The French Revolution, 2 Weeks [top](#)

Standards

Students will be able to:

- CSSF 1.9-10.1 gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- CSSF 4.11-12.2 describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making.
- CSSF 7.11-12.2 explain how purposes served by government have implications for the individual and society.

Unit Objectives

Students should:

- develop an understanding of causal relationship through analysis of a variety of historical sources relating to the modern era.
- identify unifying characteristics of 18th century revolution.
- evaluate Napoleon’s historical legacy.
- recognize the intensifying progression of the French revolution.

Essential Questions

- How is violent political change in the modern era influenced by socio-economic conditions? (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)
- Why do governments exist and how do they work? (CT)

Focus Questions

- Are there common characteristics of Revolution that allow historical analysis and prediction?
- How do revolutions affect the growth of nationalism?
- How did the art of the period reflect the political protests?
- Was Napoleon the greatest enemy or ally of the Enlightenment?
- How did the intentions of the French Revolutionaries change from 1789 to 1793?

Suggested Assessments

- Brinton’s “Stages of Revolution” analysis
- Causes of the French Revolution
- “17th Century Law and Order”: The Trial of Napoleon (alternating years with trial of Louis XIV)
- APMEH DBQ – French Revolution

Skill Objectives

Students will:

- demonstrate an analysis of cause and effect.
- write structured, thesis-driven essays.

Unit VII - 19th Century Revolutionary Europe, 3 Weeks [top](#)

Standards

Students will be able to:

- CSSF 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- CSSF 4.11-12.1 initiate questions and hypotheses about historic events they are studying.
- CSSF 7.9-10.1 evaluate the importance of developing self-government so as to restrict arbitrary power.
- CSSF 9.11-12.2 explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

Unit Objectives

Students should:

- identify the failure of the methods used to constrain emerging revolutionary thought.
- recognize the importance of a political and economic awakening of the masses of Europe.
- connect the emergence of nationalistic thought to popular expression of sovereignty.

Essential Questions

- What factors precipitated the outbursts of political protests, reform and revolution resulting in the development of the modern state? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)
- Why do governments exist and how do they work? (CT)

Focus Questions

- What were the essential efforts to restrain conflict and maintain the balance of power?
- What were the Dual Revolutions (French & Industrial) and how did they influence calls for reform?
- How did the advent of the ‘isms’ change the tenor of European political discourse?
- How did the failure of the revolutions of 1848 influence future calls for political change? What was ‘Realpolitik’? How did Bismarck and Cavour use ‘Realpolitik’ to construct the Nation-States of Germany & Italy?

Suggested Assessments

- Congress of Vienna Response
- AP Free Response Question: *“In February 1848, the middle class workers in France joined to overthrow the government of Louis Philippe. By June, the two groups were at odds in their political, economic and social thinking. Analyze what transpired to divide the groups and describe the consequences.”*
- The “Isms Roundtable Debate”: students are assigned characters for the era and debate
- Response to cultural development in Russia
- APMEH DBQ – Russia

Skill Objectives

Students will:

- compare and contrast viewpoints of various sources.
- write structured, thesis-driven essays.

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| | <ul style="list-style-type: none">• What is 'nationalism'? How was 'nationalism' used by Nation-State leaders in the second half of the 19th century to control the people?• How did artistic movements mirror the changes in society?• In what way did relationships between Europe and rest of the world change during this time period? | |
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Unit VIII - Leading up to World War I, 3 weeks [top](#)

Standards

Students will be able to:

- CSSF 3.9-10.2 give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.
- CSSF 3.9-10.4 explain how the use and expansion of trade have connected and affected the history of a global economy.
- CSSF 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- CSSF 4.11-12.1 initiate questions and hypotheses about historic events they are studying.
- CSSF 12.11-12.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objectives

Students should:

- trace the alliance networks that resulted in the outbreak of World War I.
- recognize the impact of industrialization on world economic competition.
- connect the increasing growth of socialistic thought and its impact on 19th Century Europe.

Essential Questions

- What economic and political factors need to be in place to precipitate global conflict? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How does human and environment interaction change our lives? (CT)

Focus Questions

- What were the long and short-term causes of World War I?
- Why would the Balkan's be considered the

Suggested Assessments

- Diplomatic resolution simulation, August 1914
- The "Gateway Roundtable Debate": students are assigned characters reflecting the intellectual movements of the 2nd half of the 19th century and debate -response
- Response to Imperialism Readings
- "The July Crisis": simulated First World War Peace Conference - response
- Alliances response

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| | <p>“powder keg of Europe”?</p> <ul style="list-style-type: none"> • What role did industrialization play in the movement toward World War I? • What are the similarities and differences between Utopian Socialists, Karl Marx and revisionist socialists in their critiques of 19th Century European economy and society? • What were the motivations and policies of European colonial powers regarding Africa between 1870-1914? • To what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality and in a well-ordered, dependable universe? | <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • evaluate the quality, credibility and reliability of information. • demonstrate an analysis of cause and effect. |
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Unit IX - World War I and II, 3 weeks [top](#)

Standards

Students will be able to:

- CSSF 3.11-12.1 demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- CSSF 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- CSSF 7.11-12.2 explain how purposes served by government have implications for the individual and society.
- CSSF 9.11-12.2 explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

Unit Objectives

Students should:

- analyze the impact of industrialized warfare on the European psyche.
- trace the progression of revolutionary thinking in Czarist Russia.
- connect hyperinflation to the rise of fascism.
- define how Hitler’s anti-Semitism instructed his political belief.
- identify the reasons for failure of appeasement as a diplomatic tack.
- hypothesize causes of future conflict as a result of war-ending conferences.

Essential Questions

- What role does diplomacy play in the prevention or ensuring of future conflicts in the industrialized era? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)
- Why do governments exist and how do they work? (CT)

Focus Questions

- What diplomatic conflicts led to the start of World War I?
- How does the failure of the Schlieffen Plan lead to the devastation of trench warfare?
- What are the similarities and differences between the Russian revolutions of 1905, March 1917 and November 1917?
- What role did minority and majority political persecutions play in the establishment of nation states?
- What impact did the economic depression have on the political extremism of Europe?
- How were Hitler’s racial policies reflected in the Nazi concept of ‘lebensraum’?

Suggested Assessments

- AP Free Response Question: “*Why did Germany’s experiment with Parliamentary democracy between 1919 and 1933 fail?*”
- Response to war industrialization readings
- Response to Treaty of Versailles readings
- Response to Fascism readings
- “Brinton’s Stages of Revolution
- 1933 Reichstag election simulation assignment

Skill Objectives

Students will:

- demonstrate a synthesis information from a variety of sources and cite those sources appropriately.
- write structured, thesis-driven essays.

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| | <ul style="list-style-type: none">• What measures did nations take to try and ensure security?• How did the weapons of warfare change and reflect the technologies of the 20th Century?• How did the art and music of the time reflect society's values and mores?• In what ways was the Cold War inevitable at the end of World War II? | |
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Unit X - The World after World War II, 6 weeks [top](#)

Standards

Students will be able to:

- CSSF 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- CSSF 4.11-12.1 initiate questions and hypotheses about historic events they are studying.
- CSSF 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- CSSF 7.11-12.2 explain how purposes served by government have implications for the individual and society.
- CSSF 12.11-12.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objectives

Students should:

- identify and apply fundamental historical concepts to local, national and international situations.
- trace the intellectual progression from modernism to post-modernism.
- explain the economic, political and cultural relationship between the Communist East and Capitalist West.
- define the implications of the United States' increasing presence in European politics.
- discuss the significance of 20th and 21st Century European leaders.

Essential Questions

- How does the presence of weapons of mass destruction influence the world political scene? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How does human and environment interaction change our lives? (CT)
- Why do governments exist and how do they work? (CT)

Focus Questions

- How did intellectualism move from modernism to post-modernism?
- How did Cold War rivalries play out in Korea, Vietnam, Cuba, the Middle East and Africa?
- What new role did the United States assume in European history?
- How has revisionism changed the orthodox perspective of the Cold War?
- Who were the leaders who changed the 20th Century?

Suggested Assessments

- Historiographical Cold War Study
- Response to Cold War readings

Skill Objectives

Students will:

- demonstrate a synthesis information from a variety of sources and cite those sources appropriately.
- use technology tools to locate, evaluate, collect, and communicate information.