**Mr. Kaye**

**Room: 1-268**

**Conference Period: 5**

**e-mail: Aron.Kaye@sausd.us**

**Exam Date: May 4, 2026**

**Course Overview**

The objective of this course is to develop a life-long interest in history and an ability to recognize the important links between the past and the present. Emphasis is on the general narrative of European history from 1450 to the present, with a clear expectation of taking and passing of the European History Advanced Placement exam in May. The curriculum for this class reflects the content of an introductory university course in European History. The class focuses on the political, cultural, diplomatic, social, economic, artistic, and intellectual historical developments of Europe, while at the same time mastering important skills in critical thinking, time management, and problem solving. Extensive reading, writing, and discussion are emphasized. You will be expected to be self-motivated, to be thoughtful, and to complete assignments without monitoring.

The course is designed to teach and challenge students to analyze evidence and to interpret historical issues and events. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. Besides the short answer questions, you will be writing at least one essay in every unit.

**Syllabus Contents**

 Page Course Overview . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1 Syllabus Contents . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2

Thematic Learning Objectives . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3

Historical Thinking Skills (and Skill Types) . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3

 Key Concepts in Historical Periods . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3-4

Curricular Requirements . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5-6

Materials and Assignments . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 7-8

 Unit1: Medieval Europe and Renaissance . . . . . . . . . . . . . . . . . . . . . . . 9

Unit 2: Age of Exploration. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10

Unit 3: Reformation. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10-11

 Unit 4: Paths to Constitutionalism and Absolutism. . . . . . . . . . . . . . . . . 11-12

 Unit 5: Scientific Revolution. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 12

Unit 6: Imperialism and Enlightenment. . . . . . . . . . . . . . . . . . . . . . . . . 13

 Unit 7: Revolution and Napoleon. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 14

 Unit 8: Liberalism/Reforms in Great Britain/Industrialization. . . . . . . . 15

 Unit 9: Nationalism. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15-16

 Unit 10: 19th Century: Social/Cultural Changes . . . . . . . . . . . . . . . . . . 16

Unit 11: World War I. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 16

 Unit 12: World Between Wars. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 17

 Unit 13: World War II . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 18

 Unit 14: Cold War/Modern Europe. . . . . . . . . . . . . . . . . . . . . . . . . . . . . 18-19

**Thematic Learning Objectives:**

1. Interaction of Europe and the World
2. Economic and Commercial Developments
3. Cultural and Intellectual Developments
4. States and Other Institutions of Power
5. Social Organization and Development
6. National and European Identity
7. Technological and Scientific Innovation

**Historical Thinking Skills (and Skill Types):**

1. Developments and Processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

**Key Concepts in Historical Periods:**

**Period 1: 1450-1648**

1. The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.
2. Religious pluralism challenged the concept of a unified Europe.
3. Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.
4. European society and experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.
5. The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

**Period 2: 1648-1815**

1. Different models of political sovereignty affected the relationship among states and between states and individuals.
2. The expansion of European commerce accelerated the growth of a worldwide economic network.
3. The spread of Scientific Revolution concepts and practices and the Enlightenment’s application of these concepts and practices to political, social and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.
4. The experiences of everyday life were shaped by demographic, environmental, medical and technological changes.

**Period 3: 1815-1914**

1. The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
2. The experiences of everyday life were shaped by industrialization, depending on the level industrial development in a particular location.
3. Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.
4. European states struggled to maintain international stability in an age of nationalism and revolutions.
5. A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.
6. European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

**Period 4: 1914 to the Present**

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

**Curricular Requirements**

CR1a The Course includes a college-level European history textbook.

* See pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR1b The course includes diverse primary sources, including written documents, maps,

 images, quantitative data (charts, tables), and works of art.

* See pages 5, 10, 11, 14, 15, 16, 17

CR1c The course includes multiple secondary sources written by historians or scholars

 interpreting the past.

* See pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR2 Each of the course historical periods receives explicit attention.

* See pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR3 Students are provided opportunities to apply learning objectives in each of the

 five themes throughout the course.

* See pages 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR4 The course provides opportunities for students to develop coherent written

 arguments that have a thesis supported by relevant historical evidence.

–Historical argumentation.

* See pages 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR5 The course provides opportunities for students to identify and evaluate diverse

 historical interpretations. –Interpretation

* See pages 7, 8, 9, 12, 13, 14, 15, 16, 17

CR6 The course provides opportunities for students to analyze evidence about the past

 from diverse sources, such as written documents, maps, visual sources, and

quantitative data. –Appropriate use of historical evidence.

* See pages 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR7 The course provides opportunities for students to examine relationships between

 causes and effects of events or processes. –Historical causation

* See pages 7, 8, 9, 11, 12, 13, 14, 15, 16, 17

CR8 The course provides opportunities for students to identify and analyze patterns of

 continuity and change over time and connect them to larger historical processes or

 themes. –Patterns of continuity and change over time

* See pages 9, 10, 11, 12, 13, 14, 15, 16, 17

CR9 The course provides opportunities for students to compare historical

 developments across or within societies in various chronological and geographical

 contexts. –Comparison

* See pages 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

CR10 The course provides opportunities for students to evaluate ways in which specific

 historical circumstances of time and place connect to broader regional, national,

 or global processes. –Contextualization

* See pages 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

**Materials and Assignments [CR1a] [CR1b] [CR1c]**

**Texts and other instructional resources:**

Spielvogel, Jackson J. *Western Civilization*. 10th Edition. Cengage Learning, 2016

 Accompanying website

Caliguire, et al.  *Advanced Placement European History 1: Modern World: New Directions*. Ohio: The Center for Creative Learning, 2006.

Caliguire, et al. *Advanced Placement European History 2: Westernizing the World, 1870 to the Present*. Ohio: The Center for Creative Learning, 2006.

Murphy, et al. *Advanced Placement European History 3: Reviewing for the Examination*. Ohio: The Center for Creative Learning, 2006.

European History Facts on File

Wiesner, et al. *Discovering the Western Past: A Look at the Evidence Volume II: Since 1500.* 6th Edition. Boston: Houghton Mifflin Co., 2008.

Kishlansky, Mark A., Editor*. Sources of the West: Readings in Western Civilization: From 1600 to the Present*. 4th Edition. New York: Longman, 2001.

Golden, Richard M. and Kuehn, Thomas. *Western Societies: Primary Sources in Social History: From the Seventeenth Century to the Present*. Volume II. New York: St. Martin’s Press, 1993.

McKay et al. *Sources of Western Society; Since 1300*. 3rd Edition. Boston: Bedford/St. Martins, 2014.

Lehning, James R. and Armstrong, Megan. *Europeans in the World: Sources on Cultural Contact from 1650 to the Present*. Volume II. New Jersey: Prentice Hall, 2002.

Stearns, Peter N. Editor. *The other Side of Western Civilization: Readings in Everyday Life: The 16th Century to the Present.* Volume II. 5th Edition. Orlando: Hardor Brace and Co., 2000.

Viorist, Milton. *The Great Documents of Western Civilization*. New York: Barnes and Nobles Books, 1963.

**Various other AP European Media and Original Source texts.**

**Assignments:**

1. Long Answer questions, Short answer questions and Document-Based Question (DBQ) Essays will be assigned throughout the year.
2. Students will use Advanced Placement topical primary source materials to analyze and write reflective responses.
3. Students will create graphic organizers using Advanced Placement resources.
4. Students will keep an interactive notebook and a unit binder that acts as a study guide in preparation for the Spring AP Exam.
5. Quizzes and activities that illustrate the spread of European influence across the globe at various points in European history.
6. At the conclusion of each unit of study, students will take an in-class exam.
7. End of Semester exams.

**Unit 1: Medieval Europe and Renaissance -- Chapters 11 and 12 *Western Civilization***  **[CR1c]** **[CR2][CR3]**

1. Background to the History of Modern Europe [CR4] [CR7] [CR9]
	1. Feudal System 1000-1300 and Manorial System 1000-1300: *European History (Facts) on File*
	2. Black Death
		1. Preconditions and causes
		2. Popular remedies
		3. Social and Economic Consequences
		4. DBQ analysis/writing assignment: How did Europeans respond to the plague that struck Europe in 1347? What does their response tell us about their understanding of disease and its spread?
2. Hundred Years War [CR5] [CR7]
	1. Causes
	2. Great Schism
	3. Primary Source Analysis: “Joan of Arc: Letter to the King of England, 1429” and “Joan Refuses to Recant Her Beliefs”
	4. Consequences
3. Renaissance Politics [CR6] [CR9]
	1. Rise of Wealthy Merchant Class
		1. Medici family
	2. Machiavelli
		1. *The Prince*
		2. Primary Source Analysis assignment: “Is it Better to be Feared or Loved?”
4. Renaissance Humanism, Individualism, Literature, and Art [CR5] CR6] [CR9]
	1. Petrarch
		1. Primary Source Analysis: “Sonnet to Laura”
	2. Dante, Boccaccio, Cervantes
	3. Erasmus
		1. Primary Source Analysis: “Julius Locked Out of Heaven”
	4. Thomas More, Shakespeare
	5. Video: Florence (Discovery Education)
	6. Video: Power of the Past with Bill Moyers, Florence.
	7. Reading: “The Renaissance: Man and Woman”
	8. Reading: “Da Vinci”
	9. Michelangelo, Raphael, and other influential arts of the period
		1. Image Study and reflective writing response: “School of Athens”
5. Writing assignments [CR4] [CR7] [CR9]
	1. “Why did the French invade Italy in 1494? How did this event trigger Italy’s political decline?”
	2. LAQ: “Explain the ways in which Italian Renaissance humanism transformed ideas about the individual’s role in society.”

**Unit 2: Age of Exploration -- Chapter 14 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

1. Voyages of Discovery and the New Empires in the West and East [CR6] [CR7] [CR9]
	1. Reasons for exploration
		1. Primary source analysis: “Christopher Columbus Letter to Isabella and Ferdinand, King and Queen of Spain”
		2. Point – Counterpoint, Danzer, et. al. *The Americans*, McDougal Littell, 1998
	2. Conquistadores
		1. Hernan Cortes’ Conquest of Mexico. *European History (Facts) on File*
		2. Primary source analysis: “The Aztec View of the Conquest, ca. Sixteenth Century”
2. Assignments [CR4] [CR5] [CR6] [CR9]
	1. “The Age of Discovery: The Progress of Europe,” *APEH, Book 1 Lesson 8*
	2. Video: Exploration (Discovery Education)
	3. Video: Columbus
	4. Reading, “The Trouble with Columbus”
	5. Reading, “Caravels”
	6. Map study: Exploration and Expansion
	7. LAQ, “Explain how economic, technological, political, and religious factors promoted European explorations from about 1450 to 1525.”

**Unit 3: Reformation – Chapter 13 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

1. Society and Religion [CR6]
	1. Student analysis and reflective response: Protestant Skill Builders (#3, #17): Tetzel, Erasmus
2. Martin Luther and the German Reformation to 1525 [CR4-6] [CR10]
	1. Martin Luther
		1. Primary Source Analysis: Luther Quotes
		2. Primary Source Analysis: Luther on Women
		3. Primary Source Analysis: 95 Thesis
		4. Video, Luther
		5. DBQ: Analyze the causes and the responses to the peasants’ revolts in the German States.
3. The Reformation Elsewhere [CR4] [CR7] [CR9-10]
	1. John Calvin
	2. LAQ “Compare and Contrast the attitudes of Martin Luther and John Calvin toward political authority and social order”
	3. Zwingli
	4. Anabaptists
4. The English Reformation to 1553 [CR4] [CR7] [CR9-10]
	1. King Henry VIII
	2. The ‘Reformation Parliament’
	3. Protestant Reformation under Edward VI
5. Catholic Reform and Counter-Reformation [CR8][CR9-10]
	1. Ignatius of Loyola and the Jesuits
	2. The Council of Trent
	3. “The Process of Reform,” *APEH, Book 1 Lesson 10*
6. Family Life in Early Modern Europe
7. The French Wars of Religion (1562-1598) [CR6] [CR9]
	1. Student analysis and reflective response: Protestant Skill Builder (#18): St. Bartholomew’s Day Massacre
	2. Documents Workbook: “The Edict of Nantes”
	3. Student reenactment, “Michael Sattler’s Trial”
8. Imperial Spain and Phillip II
9. Thirty Years’ War (1618-1648) [CR6]
	1. Analysis:
		1. Thirty Years’ War
		2. Peace of Westphalia
		3. The Protestant Revolt
10. England and Spain (1553-1603) [CR6] [CR10]
	1. Student analysis and reflective response: Protestant Skill Builder (#4): Mary I
	2. Video Clips: Elizabeth in the Tower of London; Mary, Queen of Scots
	3. Assignment: Documents Workbook: “Elizabeth’s Act of Uniformity, 1559”

**Unit 4: Paths to Constitutionalism and Absolutism -- Chapter 15 *Western Civilization* [CR1c]** **[CR2][CR3][CR9]**

1. Contrast John Locke and Thomas Hobbes [CR5][CR9]
2. The Netherlands: Golden Age to Decline [CR8]
3. Two Models of European Political Development Constitutional Crisis and Settlement in Stuart England [CR4] [CR6-8]
	1. Primary Source Analysis/Written Response: “The Magna Carta”
	2. The English Civil War: *European History (Facts) on File*
	3. Graphic Organizer (T-Chart) Assignment: Causes and Consequences of the Glorious Revolution
	4. LAQ: “Describe and analyze the changes in the role of Parliament in English Politics between the succession of James I and the Glorious Revolution”
	5. Video, The Road from Runnymead.
4. Rise of Absolute Monarchy in France: The World of Luis XIV [CR6][CR9]
	1. Assignment: Documents Workbook: “Development of Absolute Monarchy” and “France under Louis XIV
	2. Image Study: Baroque
	3. The Edict of Nantes Worksheet
5. Central and Eastern Europe [CR1b]
	1. “The House of Hapsburg” and “Partition of Poland”: *European History (Facts) on File*
6. Russia Enters the European Political Arena [CR10]
	1. Video segment: ‘Peter the Great’ (Discovery Education)
	2. Graphic Organizer Assignment: Pendulum of Russian History
7. LAQ: “In the 17th Century, what political conditions accounted for the increased power of both the Parliament in England and the Monarchy in France?” [CR4] [CR8]
8. The Ottoman Empire
9. Assignment: “Powerful Nation-States in the Eighteenth Century,” *APEH, Book 1 Lesson 14* [CR10]

**Unit 5: Scientific Revolution -- Chapter 16 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

1. Assignments: [CR4-8] [CR10]
	1. Expert (Jigsaw) Group Assignment: Kepler, Newton, Calileo, Descarte
	2. Reflective Writing Assignment: Documents Workbook: “Rejecting Aristotle: Galileo Defends the Heliocentric View”
	3. Reflective Writing Assignment: Documents Workbook: “Execution of Fra. Michele of Calci, 1389”
	4. DBQ “Analyze the attitudes toward and responses to ‘the poor’ in Europe between 1450 and 1700.”
	5. Peasant Life in Europe; Women in Europe 1474-1689; Enclosure Acts-Great Britain; Agricultural Revolution-Great Britain: *European History (Facts) on File*
	6. Video, The Day the Universe Changed
	7. Primary Source Analysis: Descartes, “Discourse on Method”
	8. LAQ: How did the developments in scientific thought from Copernicus to Newton create a new conception of the universe and of humanity’s place within it?
	9. LAQ: Identify features of the eighteenth-century Agricultural Revolution and analyze its social and economic consequences

**Unit 6: Imperialism and Enlightenment - - Chapters 17 and 18 *Western Civilization* [CR1c]** **[CR2][CR3]**

1. Black African Slavery, the Plantation System, and the Atlantic Economy [CR1b] [CR9-10]
	1. Video segment: Atlantic Slave Trade (Discovery Education)
	2. Graphic Organizer (T-Chart) Assignment: Contrast Economic Theories (Mercantilism / Free Market)
2. Mid-Eighteenth Century Wars
3. Formative Influences of the Enlightenment [CR4] [CR6-8] [CR9]
	1. Reflective Writing Assignment: Documents Workbook: “The Enlightenment: The Encyclopedie”
	2. The Enlightenment 1596-1784: *European History (Facts) on File*
	3. Voltaire
		1. Wit of Voltaire
		2. Documents CD: “Voltaire (1695-1778)”
		3. Video Segment: Voltaire (Discovery Education)
	4. Diderot, Beccaria, Montesquieu, Rousseau, Wallstonecraft
		1. Assignment: “The Old Order vs. the New Order,” *APEH, Book 1 Lesson 23*
		2. Primary Source Analysis: The Persian Letters
		3. Primary Source Analysis: A Vindication of the Rights of Woman
	5. Physiocrats and Economic Reform
		1. Adam Smith
	6. Enlightenment Ideas: Foundations and Impact
	7. Image Studies: Rococo and Neoclassical Art Styles
	8. LAQ: “In what ways did Enlightenment Thinkers build on or make use of the ideas of Newton and Locke?”
	9. Enlightened Absolutism: Frederick the Great, Catherine the Great, Joseph II of Austria

**Unit 7: Revolution and Napoleon -- Chapter 19 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

1. Assignments [CR4-10]
	1. Video: French Revolution (Discovery Education)
	2. Primary source analysis:
		1. Excerpts, “Complaints from 3rd Estate,” “Women of the Third Estate,”
		2. Louis XVI, “Frenchmen, Is this what you want?”
	3. Secondary source analysis:
		1. “Taxation under the Old Regime”
		2. Excerpt, Charles Dickens, A Tale of Two Cities.
		3. The Guillotine
	4. French National Anthem: “La Marseillaise”
	5. Rap of Louis XVI, You-Tube
	6. Analysis (Portrait/Political Cartoon): “From Sun King to Horned Pig”
	7. Primary source analysis:
		1. “What is a Sans-Culotte?”
		2. Student reenactment of excerpt from discussion as to whether to execute Louis XVI
	8. “Revolution in France,” You-Tube
	9. Timeline analysis: “French Revolution”
	10. LAQ writing assignment: “Analyze how and to what extent Enlightenment ideas about Religion and Society shaped policies of the French Revolution (1789-1799)
	11. Timeline analysis: “Napoleonic Wars”
	12. Excerpt: conversation between Napoleon and Benjamin Constant
	13. Matrix Assignment: “French Social Classes in the Revolution & Empire: 1799-1815”
	14. Analysis: “Napoleon and the Birth of Romanticism”
	15. Analysis: The Napoleonic Code
	16. LAQ writing assignment: “Napoleon I is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon I’s policies and accomplishments.”

**Unit 8: Liberalism/Conservatism, Reforms in Great Britain and Industrialization - - Sections of Chapters 20 and 21 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

1. Assignments [CR4-8] [CR10]
	1. Factors that contributed to Nationalism
	2. Congress of Vienna
		1. Student reenactment of attitudes of Metternich and others at Congress of Vienna
	3. Graphic Organizer Assignment: Rise of Constitutionalism and Liberalism
	4. Assignment: “Age of Metternich” *APEH, Book 2 Lesson 33*
	5. “Agricultural Revolution—Great Britain” “Enclosure Acts” *European History (Facts) on File*
	6. DBQ analysis/writing assignment: “What did supporters of the Great Reform Bill of 1832 hope it would accomplish? What did opponents of the bill fear would be its results?”
	7. Assignment: Urban Game
	8. Assignment: “Adam Smith to Karl Marx: In Search of an Economic World
	9. View” *APEH, Book 3 Lesson 23*
	10. Karl Marx Reading and Worksheet
	11. Luddites Reading and Worksheet
	12. Evolution of Democracy in Britain Worksheet
	13. DBQ: “Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the 19th century.”
2. Romanticism [CR6]

**Unit 9: Nationalism, Revolutions, and German/Italian Unification- -
Chapter 22 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

Assignments: [CR4-6] [CR9]

1. Hapsburg Empire:
	1. Assignment: “The Revolutions of 1848—Austria: A Case Study of Nationalism” *APEH, Book 1 Lesson 35*
2. Italian Unification
	1. Primary Source Analysis: Documents Workbook: “Duties of Country by Giuseppe Mazzini”
3. German Unification
	1. Assignment: “Ems Dispatch” *APEH, Book 1 Lesson 38*
	2. “German Unification” *European History (Facts) on File*
	3. Primary Source Analysis: Bismark’s “Blood and Iron Speech”
4. LAQ: “Contrast the Impact of Nationalism in Germany and the Austrian Empire from 1848 to 1914.”
5. DBQ: “Revolution of 1848 in Germany.”
6. Uprisings in Poland and Russia
7. Primary Source Analysis, Metternich “Results of the Congress at Laybach,” Kakhovsky, “The Decembrist Insurrection in Russia”

**Unit 10: 19th Century: Social/Cultural Changes - - Chapters 23 and part of 24 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

Assignments: [CR4-8] [CR10]

1. Second Industrial Revolution
	1. Analysis: “Growth of the Middle Class…” *European History (Facts) on File*
	2. Primary Source analysis and reflective writing assignment: “The Church weighs in on Rerum Novarum” Documents Workbook
2. Women/Feminism
	1. “Women & Work” “Women in Society” “Women’s Movement” “Women & Trade Unions” *European History (Facts) on File*
	2. DBQ: “The Role of Women: 1789 to the Present” APEH Book 3, Lesson 21
3. Primary source analysis:
	1. Analysis: “Nietzsche, ‘*The Age of Ideology’*” Documents Workbook
	2. Analysis: “Einstein’s Theory”
4. LAQ: “Analyze the ways in which the rise of the Middle Class affected family structure and gender roles in Europe in the 1800’s”

**Unit 11: Imperialism/World War I - - Part of Chapter 24 and Chapter 25 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

1. Expansion of European Power and the New Imperialism [CR1b] [CR4-7] [CR9-10]
	1. Video: “*Heart of Darkness*” Discovery Education
	2. Analysis assignments based on “*Heart of Darkness*” literature passages and primary source illustrations
	3. “*White Man’s Burden*” by Rudyard Kipling
	4. DBQ: “Analyze attitudes toward and evaluate the motivations behind the European acquisition of African Colonies in the period 1880 to 1914”
	5. Primary Source Analysis, Arguments for and against Imperialism
	6. Assignment, British Empire Chart
	7. Imperialism Map Assignment
2. Emergence of the German Empire and the Alliance Systems (1873-1890) [CR1b]
	1. “Origins of World War I 1871-1914” *European History Facts on File*
3. The Russian Revolution [CR5-6]
	1. Primary Source Analysis: “Bloody Sunday” by Father Capon, Documents Workbook
	2. 10 Days that Shook the World Worksheet
4. World War I [CR1b] [CR5]
	1. Video, World War I
	2. French Army Mutinee Worksheet
	3. Map Exercise
5. End of World War I/Settlement at Paris [CR1b] [CR4-7] [CR9]
	1. Video segment: Poem “*Have You Forgotten Yet*?”
	2. Analysis: “Europe before & After World War I” “Versailles Peace Conference” *European History Facts on File*
	3. LAQ: “Analyze political, economic, and military factors for the allied victory in World War I”

**Unit 12: World Between Wars I - - Chapter 26 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

Assignments: [CR1b] [CR4-8] [CR10]

1. Soviet Union
	1. Primary Source Analysis: “Lenin” Documents Workbook
	2. Analysis: “Stalin’s Five Year Plan” “Communist Economic Policies” “Human Cost of Stalinism” *European History Facts on File*
2. Totalitarianism
	1. Video: *Men of Our Time:* *Mussolini*, Beacon Films
	2. Analysis: “Rise of Nazism/Fascism” *European History Facts on File*
3. Weimar Republic in Germany
	1. DBQ assignment: Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918-1933”
4. Great Depression
	1. Analysis: “Cause/Effects of the Great Depression” *European History Facts on File*
	2. LAQ: “Analyze the impact of the First World War on European Culture and Society in the Interwar Period (1919-1939)”
	3. State of the Nations Worksheet
5. Disillusionment
	1. Who, What, So What? Worksheet
	2. 20th Century Worksheet

**Unit 13: World War II - - Chapter 27 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

Assignments: [CR1b] [CR4-10]

1. The Road to War (1933-1939)
	1. Primary Source analysis: “Neville Chamberlain’s speech to the House of Commons” Documents Workbook
	2. Assignment: (Document Analysis) “Munich: Peace in our Time – The Munich Agreement” APEH Book 2, Lesson 19
	3. Assignment: (Document Analysis) “The Mind of Nazis” APEH Book 2, Lesson 18
2. World War II (1939-1945)
	1. Primary Source analysis: “Winston Churchill: Blood, Toil, Tears, & Sweat” Documents Workbook
	2. “Axis & Allied Powers” “Communism/Totalitarianism” *European History Facts on File*
	3. Videos, Blitz to the Bomb and Victory
	4. Video segment: *The Rape of Europa* (2006)
	5. Racism and the Holocaust
		1. Video: “Holocaust survivor’s experience” United Learning
		2. Holocaust Timeline *European History Facts on File*
		3. Reading/analysis assignment: (Nazi Targeted Groups) Holocaust Newsletter
	6. Nuremburg Trials
		1. Primary Source analysis: “Affidavit given at Nuremburg” Documents Workbook
		2. Primary Source analysis: “Testimony at Nuremburg” APEH Book 2, Lesson 23
	7. LAQ: “Compare and contrast the victorious Allied powers’ treatment of Germany after the First World War with their treatment of Germany after the Second World War. Analyze the reasons for the similarities and differences.”
	8. Map Exercises

**Unit 14: Cold War/Modern Europe- - Chapters 28, 29 and 30 *Western Civilization***

**[CR1c]** **[CR2][CR3]**

Assignments: [CR-4-10]

1. The emergence of the Cold War
	1. Containment in American Foreign Policy
		1. The Truman Doctrine and the Marshall Plan
	2. NATO and the Warsaw Pact
		1. Map assignment: “Western Europe: Nato and the Warsaw Pact” APEH Book 2, Lesson 31
		2. Assignment: “Western Europe: To Maintain International Peace and Security” APEH Book 2, Lesson 31
	3. The Creation of the State of Israel
		1. Assignment: “The Partition of Palestine: The Roots of the Conflict” APEH Book 2, Lesson 27
	4. The Formation of the UN
		1. UN Worksheet
2. Khrushchev Era in the Soviet Union
	1. “The Cold War and Its Aftermath: Nikita S. Khrushchev: Address to the Twentieth Party Congress” Documents Workbook
	2. Berlin Wall
		1. Assignment: “The Berlin Airlift: Germany and Berlin after World War II” “The Berlin Airlift: The First Major Event of the Cold War…” APEH Book 2, Lesson 24
		2. Analysis and student reflective response: “The Cold War and Its Aftermath: The Wall in my Backyard” Documents Workbook
		3. Video segment: “Berlin Wall,” Military Channel
	3. Cuban Missile Crisis
		1. Video segments: “Bay of Pigs” “Cuban Missile Crisis”
3. Later Cold War Confrontations
	1. Assignment: “Independence Movements in Post-World War II Asia and Africa: The Main Causes…” APEH Book 2, Lesson 26
4. Collapse of European Communism
	1. Collapse of the Soviet Union
	2. Collapse of Yugoslavia and Civil War
5. Twentieth Century Movement of People
6. New Patterns of Work and Expectations of Women
	1. Assignment: “European Feminism: The Vanguard of Modern Feminism” APEH Book 2, Lesson 30
	2. DBQ assignment, Paris 1968.
7. Transformation of Knowledge and Culture
8. Art since World War II
9. Challenges of European Unification
	1. European Economic Community
	2. DBQ assignment: “Analyze various views regarding Western European Unity from 1946 to 1989”
10. Video: “Thomas Friedman Reporting: Searching for the Roots of 9-11,” Discovery Education