

AP[®] European History Course Framework

Effective Fall 2017

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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About the Course Framework

This document describes the content and skills required in the AP European History course and on the exam. In order to provide flexibility in meeting the needs of students and teachers in a variety of academic settings, this publication contains the essential practices and skills, learning objectives, key concepts, and exam design for the AP European History course, with the expectation that each individual district and teacher will create a complete the AP European History curriculum for their students. This course framework reflects changes made to the course and exam in 2017, including a reduction in the number of historical reasoning skills assessed as well as a modified exam design.

Teachers should refer to the *AP European History Course and Exam Description* for a detailed course framework, additional ideas for how to implement the course, and more information on how to help students prepare for the AP European History Exam.

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Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit http://www.collegeboard.com/html/apcourseaudit/courses/european_history.html for the **Curricular and Resource Requirements** that identify the set of curricular and resource expectations that college faculty nationwide have established for a college-level course, as well as for more information to support syllabus development including:

- **Annotated Sample Syllabi** — Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
- **Example Textbook List** — Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
- **Syllabus Development Guide** — Includes the guidelines reviewers use to evaluate syllabi along with three samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization.

About AP

The College Board's Advanced Placement Program® (AP) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.¹

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.¹ Additional AP studies are available at www.collegeboard.org/research.

¹See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

Each AP course and exam description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit collegeboard.org/apcommittees. AP Development Committees define the scope and expectations of the course, articulating through a course framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B–, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

About the AP European History Course

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

Prerequisites

There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP European History Course Framework

The AP European History course outlined in this course framework reflects a commitment to what history teachers, professors, and researchers have agreed is the main goal of a college-level European history survey course: learning to analyze and interpret historical facts and evidence to achieve understanding of major developments in European history.

To accomplish this goal, the course framework defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. Students practice the reasoning skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical facts and perspectives, and expressing historical arguments in writing.

This document is not a complete curriculum. Teachers create their own local curriculum by selecting, for each concept, content that enables students to explore the course learning objectives and that meets state or local requirements. The result is a course that prepares students for college credit and placement while relieving the pressure on AP teachers to superficially cover all possible details of European history.

Overview

I. AP History Disciplinary Practices and Reasoning Skills

The AP history disciplinary practices and reasoning skills are central to the study and practice of history. Teachers should help students develop and apply the described practices and skills on a regular basis over the span of the course.

II. Thematic Learning Objectives

The thematic learning objectives, organized into six major themes, describe what students should know and be able to do by the end of the AP European History course. These learning objectives are the targets of AP Exam questions.

III. Concept Outline

The concept outline details key concepts that colleges and universities typically expect students to understand in order to qualify for college credit and/or placement.

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill.

Every AP Exam question will assess one or more of these practices and skills.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes, and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

II. Thematic Learning Objectives

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP European History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabi in historical content and skills. The learning objectives are grouped into six themes typically included in college-level European history courses:

- **Interaction of Europe and the World (INT)**
- **Poverty and Prosperity (PP)**
- **Objective Knowledge and Subjective Visions (OS)**
- **States and Other Institutions of Power (SP)**
- **Individual and Society (IS)**
- **National and European Identity (NI)**

These themes focus on major historical issues and developments, helping students connect the historical content they study to broad trends and processes that have emerged over centuries. Each theme is presented with its description and a table that outlines the learning objectives for that theme.

Learning Objectives by Theme

Theme 1: Interaction of Europe and the World (INT)

This theme focuses on the various factors and motivations that contributed to Europe's interaction with the world since 1450 as well as the impact this interaction had both on Europe and on non-European societies.

Learning Objectives

Students are able to ...

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

Theme 2: Poverty and Prosperity (PP)

This theme focuses on the role that economic development, especially the development of capitalism, played in Europe's history as well as its social and political impact.

Learning Objectives

Students are able to ...

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

Theme 3: Objective Knowledge and Subjective Visions (OS)

This theme focuses on the creation and transmission of knowledge in Europe's history, with particular focus on the relationship between traditional sources of authority and the development of differing world views.

Learning Objectives

Students are able to ...

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

Theme 4: States and Other Institutions of Power (SP)

This theme focuses on the development of various forms of government and civil institutions since 1450 and the social, cultural, and economic impact of political change.

Learning Objectives

Students are able to ...

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

Theme 5: Individual and Society (IS)

This theme focuses on changes to family, class, and social groups in European history—on how these have changed in form and in status, and on the impact of such changes for both the individual and society.

Learning Objectives

Students are able to ...

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Theme 6: National and European Identity (NI)

This theme focuses on how and why definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time.

Learning Objectives

Students are able to ...

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

III. Concept Outline

The concept outline is structured around four chronological periods, each composed of key concepts typically encountered in college-level European history courses. In order for students to develop an understanding of these concepts, teachers will need to select specific historical figures, groups, events, developments, and processes—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curriculum for AP European History.

Historical Periods

The historical periods, from approximately 1450 to the present, provide a temporal framework for the course.

The instructional importance and assessment weighting for each period is equal.

Period 1: c. 1450 to c. 1648

Period 2: c. 1648 to c. 1815

Period 3: c. 1815 to c. 1914

Period 4: c. 1914 to the Present

Teaching Earlier Periods

AP European History focuses on topics in modern European history from the mid-15th through the 21st centuries, and the AP European History Exam will assess understanding of only those topics. However, to gain a deeper appreciation of the themes and patterns in European history, many instructors find it useful to introduce the course with elements of earlier periods, such as ancient, classical, or medieval history. Information on Greek and Roman attitudes, for example, would help students understand the significance of how Renaissance artists and scholars made use of ancient thought in their work. Similarly, a discussion of Catholic theology from Augustine through the late middle ages would help students appreciate the impact of such thought on later European intellectual, cultural, social, and political beliefs, as well as religious conflicts during the Reformation and the wars of religion. Exposure to primary and secondary sources in these periods would also give students more practice with the skill of analyzing historical evidence. Using earlier periods to establish the thematic foundations of the course in this way can help students deepen their understanding of modern Europe's history.

Using the Concept Outline to Plan Instruction

In the pages that follow, thematic learning objectives are provided to show teachers how the learning objectives can be applied to the various statements in the concept outline and to also help teachers make thematic connections across the outline's chronology.

Space is provided within the concept outline for teachers to insert the relevant and specific content (individuals, groups, events, and primary and secondary sources and documents) they choose to focus on in their AP European History course.

PERIOD 1:

c. 1450–c. 1648

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

Period 1: c. 1450–c. 1648
Key Concept 1.1

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.

A. Italian Renaissance humanists, including Petrarch, promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism.

B. Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Catholic Church and shifted education away from a primary focus on theological writings toward classical texts and new methods of scientific inquiry.

C. Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.

(CONTINUED)

Period 1: c. 1450–c. 1648
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT



Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

Period 1: c. 1450–c. 1648
Key Concept 1.1

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.

II. The invention of printing promoted the dissemination of new ideas.

- A.** The invention of the printing press in the 1450s aided in spreading the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.
- B.** Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.1

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.

III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.

A. In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing “naturalism” in the artistic world, and often the newly invented technique of geometric perspective.

B. The Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation.

C. Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.

IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.

A. New ideas and methods in astronomy led individuals such as Copernicus, Galileo, and Newton to question the authority of the ancients and traditional knowledge and to develop a heliocentric view of the cosmos.

B. Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen.

C. Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method.

D. Alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. At the same time, many people continued to believe that the cosmos was governed by spiritual forces.

Period 1: c. 1450–c. 1648
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.2

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

- I. The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity.
 - A. Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.
 - B. Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice. Responses to Luther and Calvin included religious radicals, such as the Anabaptists, and other groups, such as German peasants.
 - C. Some Protestant groups sanctioned the notion that wealth accumulation was a sign of God's favor and a reward for hard work.
 - D. The Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented the division within Christianity.

▲
TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.2

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.

A. Monarchs and princes, such as the English rulers Henry VIII and Elizabeth I, initiated religious reform from the top down in an effort to exercise greater control over religious life and morality.

B. Some Protestants, including Calvin and the Anabaptists, refused to recognize the subordination of the church to the secular state.

C. Religious conflicts became a basis for challenging the monarchs' control of religious institutions.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

Period 1: c. 1450–c. 1648
Key Concept 1.2

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

III. Conflicts among religious groups overlapped with political and economic competition within and among states.

A. Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French wars of religion.

B. Habsburg rulers confronted an expanded Ottoman Empire while attempting unsuccessfully to restore Catholic unity across Europe.

C. States exploited religious conflicts to promote political and economic interests.

D. A few states, such as France with the Edict of Nantes, allowed religious pluralism in order to maintain domestic peace.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

III. Conflicts among religious groups overlapped with political and economic competition within and among states.
(CONTINUED)

Period 1: c. 1450–c. 1648
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

Period 1: c. 1450–c. 1648
Key Concept 1.3

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

- I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
 - A. European states sought direct access to gold, spices, and luxury goods as a means to enhance personal wealth and state power.
 - B. The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.
 - C. Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some it served as a justification for the subjugation of indigenous civilizations.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.

(CONTINUED)

Period 1: c. 1450–c. 1648
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-1 Explain the role of technology in forming and transforming European society.

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

II. Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.

Period 1: c. 1450–c. 1648
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

III. Europeans established overseas empires and trade networks through coercion and negotiation.

A. The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America in the late 15th and throughout the 16th centuries.

B. The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe in the 16th century.

C. The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance in the 17th century.

D. The competition for trade led to conflicts and rivalries among European powers in the 17th and 18th centuries.

Period 1: c. 1450–c. 1648
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

III. Europeans established overseas empires and trade networks through coercion and negotiation.
(CONTINUED)

Period 1: c. 1450–c. 1648
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual’s relationship to society from 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans’ identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

IV. Europe’s colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.

A. The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy.

B. The exchange of new plants, animals, and diseases—the Columbian Exchange—created economic opportunities for Europeans and in some cases facilitated European subjugation and destruction of indigenous peoples, particularly in the Americas.

C. Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.

Period 1: c. 1450–c. 1648
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.4

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

I. Economic change produced new social patterns, while traditions of hierarchy and status continued.

A. Innovations in banking and finance promoted the growth of urban financial centers and a money economy.

B. The growth of commerce produced a new economic elite, which related to traditional land-holding elites in different ways in Europe's various geographic regions.

C. Established hierarchies of class, religion, and gender continued to define social status and perceptions in both rural and urban settings.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.

A. Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many cases, farmers paid rent and labor services for their lands.

B. The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in western Europe.

C. As western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.

D. The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.

Period 1: c. 1450–c. 1648
Key Concept 1.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

IS-1 Explain the role of technology in forming and transforming European society.

IS-4 Explain how and why the status of specific groups within society has changed over time.

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

III. Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures.

A. Population recovered to its pre–Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.

B. Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources.

C. Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals.

Period 1: c. 1450–c. 1648
Key Concept 1.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.4

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.

A. Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.

B. The Renaissance and Reformation raised debates about female education and women's roles in the family, church, and society.

C. From the late 16th century forward, Europeans responded to economic and environmental challenges, such as the Little Ice Age, by delaying marriage and childbearing. This European marriage pattern restrained population growth and ultimately improved the economic condition of families.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual’s relationship to society from 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.4

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

V. Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.

A. Leisure activities continued to be organized according to the religious calendar and the agricultural cycle and remained communal in nature.

B. Local and church authorities continued to enforce communal norms through rituals of public humiliation.

C. Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

- I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
 - A. New monarchies laid the foundation for the centralized modern state by establishing monopolies on tax collection, military force, and the dispensing of justice and gaining the right to determine the religion of their subjects.
 - B. The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion.
 - C. Across Europe, commercial and professional groups gained in power and played a greater role in political affairs.
 - D. Continued political fragmentation in Renaissance Italy provided a background for the development of new concepts of the secular state.

Period 1: c. 1450–c. 1648
Key Concept 1.5

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 1: c. 1450–c. 1648
Key Concept 1.5

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

- I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.

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TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 1: c. 1450–c. 1648
Key Concept 1.5

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

II. The competitive state system led to new patterns of diplomacy and new forms of warfare.

A. Following the Peace of Westphalia, religion declined in importance as a cause for warfare among European states; the concept of the balance of power played an important role in structuring diplomatic and military objectives.

B. Advances in military technology led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. New military techniques and institutions (i.e., the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 1: c. 1450–c. 1648
Key Concept 1.5

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

III. The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states.

A. The English Civil War—a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure—exemplified this competition.

B. Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy.

C. Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

PERIOD 2:

c. 1648–c. 1815

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

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

- I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.
 - A. Absolute monarchies limited the nobility’s participation in governance but preserved the aristocracy’s social position and legal privileges.
 - B. Louis XIV and his finance minister, Jean-Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population.
 - C. In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism.
 - D. The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland’s partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe.
 - E. Peter the Great “westernized” the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 2: c. 1648–c. 1815
Key Concept 2.1

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

I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.

(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

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

II. Challenges to absolutism resulted in alternative political systems.

- A. The outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament.
- B. The Dutch Republic, established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

III. After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.

A. As a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power and the Habsburgs, centered in Austria, shifted their empire eastward.

B. After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion.

C. Louis XIV's nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him.

D. Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

Period 2: c. 1648–c. 1815
Key Concept 2.1

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

IV. The French Revolution posed a fundamental challenge to Europe’s existing political and social order.

- A.** The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises.
- B.** The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges.
- C.** After the execution of Louis XVI, the radical Jacobin republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization.
- D.** Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.
- E.** Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.

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TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

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

IV. The French Revolution posed a fundamental challenge to Europe’s existing political and social order.

(CONTINUED)

F. Revolutionary ideals inspired a slave revolt led by Toussaint L’Ouverture in the French colony of Saint Domingue, which became the independent nation of Haiti in 1804.

G. While many were inspired by the revolution’s emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual’s relationship to society throughout the period 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans’ identification of themselves as members of national, cultural, regional, or transnational groups.

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

IV. The French Revolution posed a fundamental challenge to Europe’s existing political and social order.

(CONTINUED)

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Period 2: c. 1648–c. 1815

Key Concept 2.1

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

V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.

A. As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.

B. Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.

C. Napoleon's expanding empire created nationalist responses throughout Europe.

D. After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814–1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.

(CONTINUED)

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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

I. Early modern Europe developed a market economy that provided the foundation for its global role.

A. Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities.

B. The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products.

C. The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners.

D. The development of the market economy led to new financial practices and institutions.

Period 2: c. 1648–c. 1815
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

Period 2: c. 1648–c. 1815
Key Concept 2.2

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

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.

- A.** European states followed mercantilist policies by drawing resources from colonies in the New World and elsewhere.
- B.** The transatlantic slave-labor system expanded in the 17th and 18th centuries as demand for New World products increased.
- C.** Overseas products and influences contributed to the development of a consumer culture in Europe.
- D.** The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.
- E.** Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 2: c. 1648–c. 1815
Key Concept 2.2

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

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.

(CONTINUED)



TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 2: c. 1648–c. 1815
Key Concept 2.2

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

III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

A. European sea powers vied for Atlantic influence throughout the 18th century.

B. Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-2 Explain how and why the political forms of European governments have changed over time.

Period 2: c. 1648–c. 1815
Key Concept 2.3

Key Concept 2.3 — 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.

I. Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.

A. Intellectuals such as Voltaire and Diderot began to apply the principles of the Scientific Revolution to society and human institutions.

B. Locke and Rousseau developed new political models based on the concept of natural rights and the social contract.

C. Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered controversial arguments for the exclusion of women from political life.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — 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.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual’s relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

I. Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.

(CONTINUED)

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — 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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe’s history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

II. New public venues and print media popularized Enlightenment ideas.

A. A variety of institutions, such as salons, explored and disseminated Enlightenment culture.

B. Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion.

C. Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms.

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-1 Explain the role of technology in forming and transforming European society.

IS-4 Explain how and why the status of specific groups within society has changed over time.

Period 2: c. 1648–c. 1815
Key Concept 2.3

Key Concept 2.3 — 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.

II. New public venues and print media popularized Enlightenment ideas.
(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

Key Concept 2.3 — 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.

III. New political and economic theories challenged absolutism and mercantilism.

- A.** Political theories, such as John Locke’s, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition.
- B.** Mercantilist theory and practice were challenged by new economic ideas, such as Adam Smith’s, which espoused free trade and a free market.

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — 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.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

III. New political and economic theories challenged absolutism and mercantilism.
(CONTINUED)

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

Period 2: c. 1648–c. 1815
Key Concept 2.3

Key Concept 2.3 — 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.

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.

- A.** Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.
- B.** Religion was viewed increasingly as a matter of private rather than public concern.
- C.** By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some states, civil equality to Jews.

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TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — 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.

NI-1 Explain how and why national identities were created, developed, and challenged.

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.
(CONTINUED)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-1 Explain how and why national identities were created, developed, and challenged.

Key Concept 2.3 — 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.

V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.

A. Until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to illustrate state power.

B. Eighteenth-century art and literature increasingly reflected the outlook and values of commercial and bourgeois society. Neoclassicism expressed new Enlightenment ideals of citizenship and political participation.

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — 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.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans’ identification of themselves as members of national, cultural, regional, or transnational groups.

VI. While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling.

A. Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.

B. Romanticism emerged as a challenge to Enlightenment rationality.

C. Consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley.

D. Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

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

- I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, the balance between population and the food supply stabilized, resulting in steady population growth.
- A. By the middle of the 18th century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises (a process known as the Agricultural Revolution).
- B. In the 18th century, plague disappeared as a major epidemic disease, and inoculation reduced smallpox mortality.

Period 2: c. 1648–c. 1815
Key Concept 2.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 2: c. 1648–c. 1815
Key Concept 2.4

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

- II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

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

III. By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.

A. Although the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern, and in some areas by various birth control methods.

B. As infant and child mortality decreased and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.

Period 2: c. 1648–c. 1815
Key Concept 2.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

IS-1 Explain the role of technology in forming and transforming European society.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 2: c. 1648–c. 1815
Key Concept 2.4

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

IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.

A. The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work.

B. The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.

C. The concentration of the poor in cities led to a greater awareness of poverty, crime, and prostitution as social problems and prompted increased efforts to police marginal groups.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

PERIOD 3:

c. 1815–c. 1914

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 3: c. 1815–c. 1914
Key Concept 3.1

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

I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.

A. Britain's ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth.

B. Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative.

C. Britain's parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

Period 3: c. 1815–c. 1914
Key Concept 3.1

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

II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.

A. France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.

B. Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.

C. A combination of factors including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship accounted for eastern and southern Europe's lag in industrial development.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

Period 3: c. 1815–c. 1914
Key Concept 3.1

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

III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

- A.** Mechanization and the factory system became the predominant modes of production by 1914.
- B.** New technologies and means of communication and transportation—including railroads—resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.
- C.** Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through a variety of methods, including monopolies, banking practices, and tariffs.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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

III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 3: c. 1815–c. 1914
Key Concept 3.2

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

I. Industrialization promoted the development of new classes in the industrial regions of Europe.

A. In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, such as the proletariat and the bourgeoisie.

B. In some of the less industrialized areas of Europe, the dominance of agricultural elites continued into the 20th century.

C. Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

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

II. Europe experienced rapid population growth and urbanization, leading to social dislocations.

A. Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.

B. With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.

Period 3: c. 1815–c. 1914
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Period 3: c. 1815–c. 1914
Key Concept 3.2

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

III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.

A. Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.

B. By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.

C. Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.

D. Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

IS-1 Explain the role of technology in forming and transforming European society.

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

IV. A heightened consumerism developed as a result of the second industrial revolution.

A. Industrialization and mass marketing increased both the production and demand for a new range of consumer goods—including clothing, processed foods, and labor-saving devices—and created more leisure opportunities.

B. New efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced the quality of life.

Period 3: c. 1815–c. 1914
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-4 Explain the causes and consequences of economic inequality.

IS-4 Explain how and why the status of specific groups within society has changed over time.

Period 3: c. 1815–c. 1914
Key Concept 3.2

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

V. Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic and social inequality over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

Period 3: c. 1815–c. 1914
Key Concept 3.3

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

A. Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.

B. Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women.

C. Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.

D. Socialists called for the redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.

E. Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

(CONTINUED)

F. Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement.

G. While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe.

Period 3: c. 1815–c. 1914
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 3: c. 1815–c. 1914
Key Concept 3.3

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

Period 3: c. 1815–c. 1914
Key Concept 3.3

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

II. Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.

A. Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization.

B. Reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces. The reforms were enacted by governments motivated by such forces as public opinion, prominent individuals, and charity organizations.

C. Reformers promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 3: c. 1815–c. 1914
Key Concept 3.3

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

II. Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.

(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

Period 3: c. 1815–c. 1914
Key Concept 3.3

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

III. Political movements and social organizations responded to problems of industrialization.

A. Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.

B. Workers established labor unions and movements promoting social and economic reforms that also developed into political parties.

C. Feminists pressed for legal, economic, and political rights for women as well as improved working conditions.

D. Various nongovernmental reform movements, many of them religious, assisted the poor and worked to end serfdom and slavery.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 3: c. 1815–c. 1914
Key Concept 3.3

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

III. Political movements and social organizations responded to problems of industrialization.

(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

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

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.

A. Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.

B. Conservatives re-established control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.

C. In the first half of the 19th century, revolutionaries attempted to destroy the status quo.

D. The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.

Period 3: c. 1815–c. 1914
Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 3: c. 1815–c. 1914
Key Concept 3.4

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

- I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.
(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

Period 3: c. 1815–c. 1914
Key Concept 3.4

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

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.

A. The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation.

B. A new generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen the state.

C. The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.

D. In Russia, autocratic leaders pushed through a program of reform and modernization, including the emancipation of the serfs, which gave rise to revolutionary movements and eventually the Russian Revolution of 1905.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

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

A. Cavour's diplomatic strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy.

B. Bismarck used *Realpolitik*, employing diplomacy, industrialized warfare, weaponry, and the manipulation of democratic mechanisms to unify Germany.

C. After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.

D. Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.

E. Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.

Period 3: c. 1815–c. 1914
Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

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

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

A. European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.

B. The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.

C. European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.

Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-1 Explain the role of technology in forming and transforming European society.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 3: c. 1815–c. 1914
Key Concept 3.5

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

II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.

- A.** The development of advanced weaponry ensured the military advantage of Europeans over colonized areas.
- B.** Communication and transportation technologies facilitated the creation and expansion of European empires.
- C.** Advances in medicine enabled European survival in Africa and Asia.

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TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Period 3: c. 1815–c. 1914
Key Concept 3.5

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

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

A. Imperialism created diplomatic tensions among European states that strained alliance systems.

B. Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.

C. Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-1 Explain how and why national identities were created, developed, and challenged.

Period 3: c. 1815–c. 1914
Key Concept 3.6

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

I. Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.

A. Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.

B. Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.



TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Period 3: c. 1815–c. 1914

Key Concept 3.6

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

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.

A. Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs.

B. Charles Darwin provided a scientific and material account of biological change and the development of human beings as a species, and inadvertently, a justification for racialist theories that became known as Social Darwinism.

C. Marx's scientific socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution.

D. Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.
(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

III. In the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

- A.** Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.
- B.** Freudian psychology offered a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious.
- C.** Developments in the natural sciences, such as quantum mechanics and Einstein's theory of relativity, undermined the primacy of Newtonian physics as an objective description of nature.
- D.** Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values such as beauty and patriotism.

Period 3: c. 1815–c. 1914

Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

PERIOD 4:

c. 1914–PRESENT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

NI-1 Explain how and why national identities were created, developed, and challenged.

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

I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.

A. A variety of factors—including nationalism, military plans, the alliance system, and imperial competition—turned a regional dispute in the Balkans into World War I.

B. New technologies confounded traditional military strategies and led to trench warfare and massive troop losses.

C. The effects of military stalemate, national mobilization, and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.

D. The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.

E. The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.

(CONTINUED)

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 4: c. 1914–PRESENT
Key Concept 4.1

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

II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.

A. Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises.

B. The League of Nations, created to prevent future wars, was weakened from the outset by the nonparticipation of major powers, including the United States, Germany, and the Soviet Union.

C. The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic's ability to establish a stable and legitimate political and economic system.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

Period 4: c. 1914–PRESENT
Key Concept 4.1

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

III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.

A. French and British fears of another war, American isolationism, and deep distrust between Western democratic, capitalist nations and the authoritarian, communist Soviet Union allowed fascist states to rearm and expand their territory.

B. Germany's *Blitzkrieg* warfare in Europe, combined with Japan's attacks in Asia and the Pacific, brought the Axis powers early victories.

C. American and British industrial, scientific, and technological power, cooperative military efforts under the strong leadership of individuals such as Winston Churchill, the resistance of civilians, and the all-out military commitment of the USSR contributed critically to the Allied victories.

D. Fueled by racism and anti-Semitism, Nazi Germany—with the cooperation of some of the other Axis powers and collaborationist governments—sought to establish a “new racial order” in Europe, which culminated with the Holocaust.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.

(CONTINUED)

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

Period 4: c. 1914–PRESENT
Key Concept 4.1

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

IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.

A. Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the Iron Curtain.

B. The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.

C. The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances such as NATO.

D. Countries east of the Iron Curtain came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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

IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.

(CONTINUED)

E. The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through admission of former Eastern bloc countries.

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

V. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

Period 4: c. 1914–PRESENT
Key Concept 4.1

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

VI. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

A. At the end of World War I, President Woodrow Wilson’s principle of national self-determination raised expectations in the non-European world for new policies and freedoms.

B. The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power and creating a strategic interest in the Middle East and its oil.

C. Despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers’ reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 4: c. 1914–PRESENT
Key Concept 4.1

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

VI. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

- PP-3** Explain how society has changed over time as a result of the development of capitalism.
- PP-4** Explain the causes and consequences of economic inequality.
- PP-5** Explain how individuals, groups, and the state responded to economic developments over time.
- SP-1** Describe the political forms and economic roles of European governments from 1450 to the present.
- SP-2** Explain how and why the political forms of European governments have changed over time.
- SP-3** Explain how and why the economic roles of European governments have changed over time.
- SP-7** Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.
- IS-2** Explain how family life, relations between social groups, and ideas about gender have changed over time.
- IS-3** Explain how and why tensions have arisen between the individual and society over the course of European history.

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

- I. The Russian Revolution created a regime based on Marxist-Leninist theory.
- A. In Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change.
- B. Military and worker insurrections, aided by the revived Soviets, undermined the Provisional Government and set the stage for Lenin’s long-planned Bolshevik Revolution and establishment of a communist state.
- C. The Bolshevik takeover prompted a protracted civil war between communist forces and their opponents, who were aided by foreign powers.
- D. In order to improve economic performance, Lenin compromised communist principles and employed some free-market principles under the New Economic Policy. After Lenin’s death, Stalin undertook a centralized program of rapid economic modernization, often with severe repercussions for the population.
- E. Stalin’s economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks (the land-owning peasantry) and other perceived enemies of the state, devastating famine in the Ukraine, purges of political rivals, and, ultimately, the creation of an oppressive political system.

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

I. The Russian Revolution created a regime based on Marxist–Leninist theory.
(CONTINUED)

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

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

II. The ideology of fascism, with roots in the pre–World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.

A. Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to attract the disillusioned.

B. Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror and manipulating the fledgling and unpopular democracies in their countries.

C. Franco’s alliance with Italian and German fascists in the Spanish Civil War—in which the Western democracies did not intervene—represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s.

D. After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period.

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

II. The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.

(CONTINUED)

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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

III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.

A. World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide.

B. Dependence on post-World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe.

C. Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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

IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.

A. Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an “economic miracle,” which increased the economic and cultural importance of consumerism.

B. The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

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

V. Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

A. Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members. This brought with it the restriction of individual rights and freedoms, suppression of dissent, and constraint of emigration for the various populations within the Soviet bloc.

B. After 1956, Soviet leader Nikita Khrushchev's de-Stalinization policies failed to meet their economic goals within the Soviet Union; combined with reactions to existing limitations on individual rights, this prompted revolts in Eastern Europe, which ended with a reimposition of Soviet rule and repressive totalitarian regimes.

C. Following a long period of economic stagnation, Mikhail Gorbachev's internal reforms of *perestroika* and *glasnost*, designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites.

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 4: c. 1914–PRESENT
Key Concept 4.2

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

V. Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

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D. The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries but resulted in war and genocide in the Balkans and instability in some former Soviet republics.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 4: c. 1914–PRESENT
Key Concept 4.3

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

I. The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.

A. When World War I began, Europeans were generally confident in the ability of science and technology to address human needs and problems despite the uncertainty created by the new scientific theories and psychology.

B. The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period.

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

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

II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.

A. The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge while also providing the knowledge necessary for the development of nuclear weapons and power.

B. Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.

C. Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war.

Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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

III. Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.

A. The challenges of totalitarianism and communism in Central and Eastern Europe brought mixed responses from the Christian churches.

B. Reform in the Catholic Church found expression in the Second Vatican Council, which redefined the church's doctrine and practices and started to redefine its relations with other religious communities.

C. Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life.

Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

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

IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

A. New movements in the visual arts, architecture, and music radically shifted existing aesthetic standards, explored subconscious and subjective states, and satirized Western society and its values.

B. Throughout the century, a number of writers challenged traditional literary conventions, questioned Western values, and addressed controversial social and political issues.

C. Increased imports of United States technology and popular culture after World War II generated both enthusiasm and criticism.

Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

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

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.

A. World War I created a “lost generation,” fostered disillusionment and cynicism, transformed the lives of women, and democratized societies.

B. World War II decimated a generation of Russian and German men; virtually destroyed European Jewry; resulted in the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities, and others; forced large-scale migrations; and undermined prewar class hierarchies.

C. Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available.

D. New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization.

Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.

(CONTINUED)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

Period 4: c. 1914–PRESENT
Key Concept 4.4

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

II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.

- A.** During the world wars, women became increasingly involved in military and political mobilization as well as in economic production.
- B.** In Western Europe through the efforts of feminists, and in Eastern Europe and the Soviet Union through government policy, women finally gained the vote, greater educational opportunities, and access to professional careers, even while continuing to face social inequalities.
- C.** With economic recovery after World War II, the birth rate increased dramatically (the baby boom), often promoted by government policies.
- D.** New modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives.
- E.** Women attained high political office and increased their representation in legislative bodies in many nations.

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual’s relationship to society from 1450 to the present.

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

II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.
(CONTINUED)

Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

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

III. New voices gained prominence in political, intellectual, and social discourse.

A. Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.

B. Various movements, including women’s movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.

C. Intellectuals and youth reacted against perceived bourgeois materialism and decadence, most significantly with the revolts of 1968.

D. Because of the economic growth of the 1950s and 1960s, migrant workers from southern Europe, Asia, and Africa immigrated to Western and Central Europe; however, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties.

Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF INDIVIDUALS, GROUPS, AND MOVEMENTS TO INVESTIGATE THE KEY CONCEPT ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 4: c. 1914–PRESENT
Key Concept 4.4

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

III. New voices gained prominence in political, intellectual, and social discourse.
(CONTINUED)

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

IV. European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.

A. As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.

B. EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.

Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF
INDIVIDUALS, GROUPS, AND MOVEMENTS TO
INVESTIGATE THE KEY CONCEPT

AP European History Exam

Questions on the AP European History Exam measure students' knowledge of European history and their ability to think historically. Questions assess proficiency in the AP history disciplinary practices and reasoning skills, thematic learning objectives, and key concepts. The following table provides a brief overview of the exam format and types of questions.

Exam Overview

Section I, Part A	Multiple Choice — 55 Questions 55 Minutes 40% of Exam Score <ul style="list-style-type: none">• Questions appear in sets of two to five.• Students analyze primary and secondary texts, images, graphs, and maps.• Questions cover the range of the periods of the course.
Section I, Part B	Short Answer — 3 Questions 40 Minutes 20% of Exam Score <ul style="list-style-type: none">• Students respond to two required questions and choose between two options for a third question.• Questions 1 and 2 cover the years 1600 to 2001 of the course; students choose between answering either question 3 (covering periods 1–2) or question 4 (periods 3–4).• Students analyze historians' interpretations, historical sources, and propositions about history.• Questions provide opportunities for students to explain the historical examples that they know best.
Section II, Part A	Document Based — 1 Question 60 Minutes 25% of Exam Score <ul style="list-style-type: none">• Students assess written, visual, and quantitative sources as historical evidence.• Students develop an argument supported by an analysis of historical evidence.• Question covers the years 1600 to 2001 of the course.
Section II, Part B	Long Essay — 1 Question 40 Minutes 15% of Exam Score <ul style="list-style-type: none">• Students select one question among three from different time periods (1, 2–3, 3–4) of the course.• Students explain and analyze significant issues in European history.• Students develop an argument supported by an analysis of historical evidence.

A full practice exam can be found on the [European History Exam Page](#) on AP Central.

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