



Sample Syllabus 4 Contents

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Curricular Requirements

- CR1a The course includes a college-level European history textbook.
- See page 1
- CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).
- See pages 4, 5, 6, 7, 9, 11, 13, 17, 19
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 5, 9, 10, 15, 16, 18
- CR2 Each of the course historical periods receives explicit attention.
- See pages 3, 7, 12, 15
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- See pages 8, 14
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
- See pages 5, 6, 8, 9
- CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources
- See pages 3, 7
- CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
- See page 4
- CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See pages 4, 18
- CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization
- See pages 9, 16
- CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
- See pages 5, 13



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- CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time
- See pages 6, 18
- CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development
- See page 3
- CR12 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development
- See pages 7, 18

AP EUROPEAN HISTORY SYLLABUS

Course Overview

AP European History is a challenging college-level course that is structured around the investigation of six course themes and 19 key concepts in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master historical thinking skills. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short-answer questions as well as document-based and long-essay questions. Besides the short-answer questions, you will be writing at least one essay in every unit.

Readings

Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith. *The Making of the West*. 4th ed. Boston: Bedford/St. Martin's, 2012. [CR1a]

[CR1a] — The course includes a college-level European history textbook.

Documentary and other types of primary evidence, and scholarly/interpretive readings have been chosen from a variety of resources, including the following:

- Internet archives such as *Internet Modern History Sourcebook* and *Hanover Historical Texts Project*.
- Kishlansky, Mark. *Sources of the West, Volume 1: From the Beginning to 1715*. 8th ed. Upper Saddle River, NJ: Pearson Education, 2011.
- Kishlansky, Mark. *Sources of the West, Volume 2: From 1600 to the Present*. 8th ed. Upper Saddle River, NJ: Pearson Education, 2011.
- Pearson Education. *The Prentice Hall Atlas of Western Civilization*. 2nd ed. Upper Saddle River, NJ: Pearson Education, 2008.
- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. 8th ed. New York: McGraw-Hill Education, 2010.
- Strickland, Carol. *The Annotated Mona Lisa*. 2nd ed. Kansas City, MO: Andrews McMeel Publishing, 2007.
- Wiesner-Hanks, Merry E., Andrew D. Evans, William Bruce Wheeler, and Julius R. Ruff. *Discovering the Western Past, Volume II: Since 1500*. 7th ed. Boston: Cengage Learning, 2015.

Note: Reading assignments listed in the syllabus are taken from Hunt et al.'s *The Making of the West* unless otherwise noted.

Themes Addressed in the Course

1. Interaction of Europe and the World (INT)
2. Poverty and Prosperity (PP)
3. Objective Knowledge and Subjective Visions (OS)

4. States and Other Institutions of Power (SP)
5. Individual and Society (IS)
6. National and European Identities (NI)

History Skills and Practices Addressed in the Course

1. Analyzing Primary and Secondary Sources
2. Contextualization
3. Comparison
4. Causation
5. Continuity and Change over Time
6. Argument Development

Testing

To assess your knowledge of each part of each unit in AP European History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long-essay questions, Document-Based Question (DBQ) essays; Short-Answer Questions (SAQ); standard content-based multiple-choice questions; and stimulus-based multiple-choice questions. When the syllabus says “multiple-choice,” be prepared to answer both types of multiple-choice questions.

Thematic Overview

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 European and on non-European societies.

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 impacts.

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.

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 impacts of political change.

Theme 5: Individual and Society (IS)

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

Theme 6: National and European Identities (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.

Unit 1: 1450–1648 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Key Concepts:

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.

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

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

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.

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

Unit 1: Part 1

Review of Late Medieval Europe and the Renaissance

Dates: Sept. 4–10

Topics/Activities/Assignments:

- Overview of Medieval Europe.
- **Theme – States and Other Institutions of Power:** Student examination of medieval social, religious, and political structures—Levels of Questions “Discovery Discussion.”
- Fourteenth-century Crises/Medieval Crises Jigsaw.
- Medieval art/art tour.
- How to read a document: APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). Students will read excerpts from the Magna Carta and do an APPARTS analysis on the excerpts. Students will use the analysis to determine the perspective of the document and its purpose. [CR5]
- Work on thesis writing: In small groups, students will develop a proposed thesis that establishes a historically defensible and evaluative claim based on evidence on the importance of Magna Carta to English constitutionalism and present it to the class. A general class discussion of the strengths and deficiencies of each proposal will follow. [CR11]
- Exam: Multiple-choice (both kinds) and document-analysis questions.

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Readings and Other Resources:

- *The Making of the West*, pp. 411–427
- Medieval Sources: An oath of fealty, Magna Carta, and Unam sanctam

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- Mee, C. L. Jr. “How a Mysterious Disease Laid Low Europe’s Masses.” *Smithsonian* 20, no. 11 (February 1990).
- 1995 DBQ Plague Documents
- Film: *Becket*. Directed by Peter Glenville. 1964. Hollywood, CA: Paramount Pictures, 2007. DVD.

Dates: Sept. 11–24

Topics/Activities/Assignments:

- **Theme – Objective Knowledge and Subjective Visions:** The Shifting World View—the development of the age of inquiry and observation and the reduction of power of the church. Students will analyze how the growth of writing in the vernacular and the expansion of printing challenged the control of the church over the creation and dissemination of knowledge in a Socratic Seminar.
- Political, social, economic, religious, intellectual, and artistic characteristics of Renaissance society, Renaissance scientific investigation, and national monarchies vs. city states.
- Humanist revival of classical texts and Neo-Platonism.
- Renaissance Art/Art Tour: The changing visual arts and their incorporation of Renaissance ideas/techniques/ promotion of personal, political, and religious goals (works by Michelangelo, Leonardo da Vinci, Raphael, Botticelli, Donatello, Titian, Ghiberti, and Tintoretto).
- **Theme – States and Other Institutions of Power:** Analysis of Machiavelli’s writings—connection to Renaissance and modern-day politics. Students will conduct an application journal assignment and have a subsequent discussion.
- Renaissance Writer Jigsaw.
- Debate: Was the Renaissance really a rebirth or is it overrated? Historiography, historical argumentation, interpretation, comparison, periodization. Following the debate, students will use the following articles: Jacob Burckhardt, *Civilization of the Renaissance in Italy* (1860); Wallace K. Ferguson, *The Renaissance in Historical Thought* (Boston: Houghton Mifflin Company, 1948); and Lynn Thorndike, “Renaissance or Prenaissance” [*Journal of the History of Ideas* 4 (1943): 65–74] along with knowledge learned from the debate to write an essay on the extent to which the Renaissance should be viewed as an entirely different period from the late Middle Ages, or whether similarities existed. [CR6] [CR7]
- How to write a Long-Essay Question Essay—Evaluating evidence and thesis writing. Essay Topic: “The Renaissance: Continuity or Change.”
- Short-Answer Practice: Questions of the day.
- Exam: Multiple-choice and long-essay questions.

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Readings and Other Resources:

- *The Making of the West*, pp. 427–449
- Renaissance Sources (Castiglione, Pico della Mirandola, Petrarch, Erasmus, and Isabella d’Este)
- Machiavelli—excerpts from *The Prince* (1532) and “The Circle of Governments” from *The Discourses* (1519). [CR1b: textual]

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- Read excerpts from articles by Burckhardt, Thorndike, and Ferguson for debate (Burckhardt’s “Civilization of the Renaissance in Italy,” Thorndike’s “Renaissance or Prenaissance,” and Ferguson’s “The Renaissance in Historical Thought” (cited above). [CR1c]
- Film: *The Agony and the Ecstasy*. Directed by Carol Reed. Los Angeles, CA: Twentieth Century Fox Film Corporation, 1965. DVD. [CR1b: visual]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Unit 1: Part 2

Europe Expands and Divides: Overseas Discoveries, Economic Change, and the Protestant Reformation

Dates: Sept. 25–Oct. 9

Topics/Activities/Assignments:

- The Reformation in the Holy Roman Empire, the English Reformation, the Reformation in France, the Catholic Reformation, and the Ottoman Empire.
- Comparison of the ideas of the Reformers.
- Socratic Seminar: Examination of the multiple political, economic, social, intellectual, and religious causes of the Reformation and its short-term and long-term impact on politics and society. [CR9]
- **Theme – Individual and Society:** Students will examine the ways in which gender roles and family characteristics were affected by the Reformation in Germany, Geneva, England, and Scotland by researching and presenting their findings to the class in a one-page project.
- **Theme – National and European Identities:** Students will examine the ways in which national identity was affected by the Reformation in Germany and Switzerland by researching and presenting their findings to the class in a one-page project.
- Class examination of the 2008 DBQ documents and instruction on how to write a DBQ that meets the requirements of the rubric. Individual writing of the DBQ after classroom instruction and document analysis.
- Baroque Art vs. the Art of the Dutch Masters: Analysis and art tour (Rubens, Rembrandt, Van Eyck, Bernini, Caravaggio, Artemisia Gentileschi, Velázquez, and Pieter Brueghel).
- Students will compare and contrast the works of art and analyze the social, political, and religious reasons for the differing styles.
- **Theme – Interaction of Europe and the World:** Age of Exploration/Colonization: Class discussion of the multiple reasons for fifteenth- and sixteenth-century colonization.
- **Theme – Interaction of Europe and the World:** Aztec account vs. Cortés’s account of the conquest of America. Students examine competing views of the conquest of America and write a comparison essay describing the key differences of each viewpoint.
- Historical Causation: The Columbian Exchange. Students discuss the economic opportunities created by the Columbian Exchange and the resulting subjugation and destruction of indigenous peoples, particularly in the Americas. (INT-6) [CR4]
- How did colonial expansion shift the center of economic power in Europe from the Mediterranean to the Atlantic and what were the short-term and long-term impacts of this shift?

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- Student Jigsaw: Students trace the economic and social changes of the early modern period with emphasis on the tension between the growth of capitalism and the persistence of medieval social and economic structures. They identify the changing characteristics of eastern and western Europe. [CR10]
- **Theme – Individual and Society:** Women and children in the Reformation era; witchcraft; folk ideas; and the role of community. Pupils will engage in a discussion of rituals and festivals in early modern society based on an analysis of primary documents. (IS-5) [CR4]
- Short-Answer Practice: Questions of the day.
- Exam: Multiple-choice (both kinds) and long-essay questions.

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Readings and Other Resources:

- *The Making of the West*, pp. 451–481
- Martin Luther, “Address to the Christian Nobility of the German Nation” (1520) and “The Ninety-Five Theses;” John Calvin (1536); and “The Twelve Articles of the Swabian Peasants” (1525)
- 2008 DBQ Documents
- Treaty of Augsburg (1555)
- Film: *A Man for All Seasons*. Directed by Fred Zinneman. West Hollywood, CA: Highland Films, 1966. DVD.
- “An Aztec Account of the Spanish Conquest of America” (c. 1578)
- Hernán Cortés, “Second Letter to Charles V” (1520)
- Bartolomé de Las Casas, “On the Five Kings of Hispaniola”
- 2000 DBQ: Rituals and festivals
- Unknown Artist, “Conquista de México por Cortés”
- Depiction of the Spanish defeat at Metztitlan from the History of Tlaxcala (Lienzo de Tlaxcala), a sixteenth-century codex
- Maps: The Columbian Exchange; Aztec and Inca Empires; Triangular Trade; African slave trade; and the global Age of Exploration [CR1b: maps]
- Chart: Indian, White, and Black populations of the New World, 1500–1800 [CR1b: quantitative]
- Film: *1492: Conquest of Paradise*. Directed by Ridley Scott. Neuilly-sur-Seine, France: Gaumont Film Company, 2002. DVD.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Dates: Oct. 10–25

Topics/Activities/Assignments:

- Overview of the Age of Religious Wars.
- **Theme – States and Other Institutions of Power:** Simulation—the Treaty of Westphalia: How does the treaty connect to the political and religious issues of the HRE of the sixteenth century? How does the treaty connect to the regional, national, and international political, social, and economic trends? (SP-3) [CR4]

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- Long-Essay Question: “The Thirty Years’ War: Religious Progress or Meaningless Conflict?”
- In a class discovery discussion, students will compare and contrast the cultural values of Protestants and Catholics in France during the sixteenth century in France.
- International Affairs: Spain’s golden age and decline, the England of Elizabeth, and the Dutch Republic.
- Stuart England Jigsaw—the English Civil War and the Glorious Revolution.
- Debate: Roundheads vs. Cavaliers: “Should the king be above the law?”
- Essay: Following the debate, students will write an essay on the debate topic using documents, research, and information learned from the debate. [CR12]
- **Themes – Individual and Society, Objective Knowledge and Subjective Visions:** Students will read excerpts from John Locke’s *Two Treatises of Government* (1689); Thomas Hobbes’ *Leviathan* (1651); Frederick the Great’s *Antimachiavel* (1739); and James VI of Scotland (later to be crowned James I of England), “The True Law of Free Monarchies” (1598). Students will then do a SOAPStone on each document to prepare for a Socratic Seminar on the role of government and the rights of man. [CR5]
- Socratic Seminar: The Political Philosophers on Government, Rights, and the Nature of Man.
- Short-Answer Practice and Analysis of Charts, Graphs, and Data: Questions of the day.
- Exam: Multiple-choice and short-answer questions.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Readings and Other Resources:

- *The Making of the West*, pp. 482–513; 524–535
- Queen Elizabeth I: Excerpts from speeches
- Excerpts from John Locke’s *Two Treatises of Government*; Thomas Hobbes’ *Leviathan*; Frederick the Great’s *Antimachiavel*; and James VI of Scotland’s, “The True Law of Free Monarchies” (cited above)
- The Instrument of Government (1653), England’s first written constitution
- Treaty of Westphalia
- Maps: Invasion route of the Spanish Armada; Thirty Years’ War; and English Civil War [CR1b: maps]
- Portraits of James I and Charles II
- Movie: *Cromwell*. Directed by Ken Hughes. Los Angeles, CA: Columbia Pictures, 2003. DVD. [CR1b: visual]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Unit 2: 1648–1815 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Key Concepts:

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

individuals.

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

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.

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

Unit 2: Part 1

The Age of Absolutism

Dates: Oct. 28–Nov. 8

Topics/Activities/Assignments:

- **Themes – Poverty and Prosperity, States and Other Institutions of Power, Individual and Society.**
- The theory of absolutism: The analysis of primary sources.
- **Theme – Poverty and Prosperity:** What is mercantilism? Students will complete a WebQuest investigating the theory of mercantilism and its advantages and disadvantages. (PP-1) [CR4]
- The practice of absolutism: The relationship between monarchs and aristocrats.
- **Theme – States and Other Institutions of Power:** Case Study in Absolutism: Mock Trial of Louis XIV.
- **Theme – States and Other Institutions of Power:** Absolutism in France—Debate: “The Bourbons—Saviors of France or Treasonous Tyrants?” Based on previous studies of France during the Age of Absolutism and secondary sources by Peter Burke, *The Fabrication of Louis XIV* (New Haven, CT: Yale University Press, 1994) and William Church, *The Greatness of Louis XIV: Myth or Reality?* (Roswell, GA: Heath and Company, 1963).
- Comparison: England and France in the seventeenth century; analysis of the reasons for the differing religious policies of the two nations in the 1680s.
- Absolutism in Russia: The policies of Peter the Great.
- Absolutism in Prussia and Austria: Comparison of specific policies developed to harness both the nobility and military exercised by Frederick the Great and Maria Theresa. Class discussion based on artwork, documentary and quantitative sources. [CR3]
- **Theme – National and European Identities:** Absolutism and National Identity in Austria: students research one of the non-German speaking areas of the Austrian Empire and present in a short media display the overlapping sub-national, national, and imperial identities of that region. (NI-2) [CR4]
- **Theme – Poverty and Prosperity:** The Golden Age of the Dutch Republic—merchant oligarchy, importance of trade. Students will take part in an investigation of Tulipmania by examining documents surrounding the bubble and its impact through participating in reading pods.
- **Theme – Poverty and Prosperity:** Economic comparison: Mercantilism vs. venture capitalism; analysis of the causes and impacts of the two systems.
- The European international economic network led to agricultural, industrial, financial, and consumer revolutions in Europe; analysis of the causes and consequences of the slave trade.
- Analysis of the multiple causes of the wars of the seventeenth and eighteenth centuries.
- **Theme – Individual and Society:** Display Fair: The Changing Demographic Trends in Europe. Students will examine charts, graphs, primary sources, and artwork to analyze the ways in which life in Europe

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changed during the seventeenth and eighteenth centuries. Each pair will be assigned a topic such as the agricultural revolution, cottage industries, population growth, everyday life, disease, etc.

- Short-Answer Practice: Questions of the day.
- Exam: Multiple-choice and LEQ.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Readings and Other Resources:

- *The Making of the West*, pp. 514–524; 535–576
- Excerpts from St. Simon, Colbert, Bossuet, Domat, and Louis XIV
- Edict of Fontainebleau (1685)
- English Bill of Rights (1689)
- English Act of Toleration (1689) [CR1b: textual]
- Peter the Great, Table of Ranks (1722)
- Records of the Bank of Amsterdam
- Burke, Peter. *The Fabrication of Louis XIV*. New Haven, CT: Yale University Press, 1994.
- Church, William. *The Greatness of Louis XIV: Myth or Reality?* Roswell, GA. Heath and Company, 1963. [CR1c]
- Visuals: Portrait of Louis XIV; images of the palace at Versailles

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Unit 2: Part 2

The Scientific Revolution and the Enlightenment

Dates: Nov. 12–27

Topics/Activities/Assignments:

- **Theme – Objective Knowledge and Subjective Visions:** Overview of the Scientific Revolution: Scientific discoveries of Copernicus, Galileo, Brahe, Kepler, Harvey, Vesalius, and Newton.
- In-class discussion on the role of women in the Scientific Revolution: How did attitudes toward women in science reflect trends in early modern society? How did these attitudes compare with those of Renaissance society? [CR8]
- **Theme – Objective Knowledge and Subjective Visions:** In-class group analysis of primary sources APPARTS. Primary sources include: Francis Bacon, *Novum Organum* (1620); René Descartes, *Meditations on First Philosophy* (1641); and John Locke, *An Essay Concerning Human Understanding* (1705). Empiricism vs. rationalism; the scientific method. (OS-3) [CR4]
- **Theme – Objective Knowledge and Subjective Visions:** Class Discussion: What did the new conception of the universe mean for society? Popularization of science; science vs. traditional institutions—political, social, economic, and religious short-term and long-term effects of the scientific revolution.
- 1997 DBQ: Women in Science. In-class writing and peer editing.

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- The multiple causes of the Enlightenment: How did Newton’s discovery of the natural laws of the universe act as a catalyst for the Enlightenment? What caused people to attempt to use reason to understand and reform the world? Students engage in a class discussion around these questions.
- Document Jigsaw: “What is the spirit of the Enlightenment?”
- **Theme – States and Other Institutions of Power:** Enlightened Absolutism: theory behind it, and an examination of the policies of Catherine the Great, Maria Theresa, Joseph II, and Frederick the Great.
- Socratic Seminar covering the themes of poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and the individual and society.
- Enlightenment salon.
- FRQ (2003B #4): Describe and analyze the influence of the Enlightenment on both elite culture and popular culture in the eighteenth century.
- Short-Answer Practice: Questions of the day.
- Exam: Multiple-choice and short-answer questions.

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Readings and Other Resources:

- *The Making of the West*, pp. 576–617
- Excerpts from Nicolaus Copernicus, *On the Revolutions of the Heavenly Spheres* (1543); Galileo Galilei, *Dialogue Concerning the Two Chief World Systems* (1632); Francis Bacon, *Novum Organum* (1620); René Descartes, *Meditations on First Philosophy* (1641); John Locke, *An Essay Concerning Human Understanding* (1905); and Isaac Newton, *Principia* (1687).
- Immanuel Kant, *An Answer to the Question: What is Enlightenment?* (1784)
- Excerpts from Jean-Jacques Rousseau, *The Social Contract* (1762); Montesquieu, *The Spirit of the Laws* (1748); Voltaire, *Candide* (1759); Adam Smith, *The Wealth of Nations* (1776); Jeremy Bentham, *An Introduction to the Principles of Morals and Legislation* (1789); and Cesare Beccaria, *On Crimes and Punishments* (1764).
- Wood, Gordon S. “The Whig Science of Politics” in *The Creation of the American Republic, 1776–1787*. Chapel Hill, NC: University of North Carolina Press, 1969. [CR1c]
- Film: *Amadeus*. Directed by Miloš Forman. Berkeley, CA: The Saul Zaentz Company, 1984. DVD.
- Diagrams: Christian Geocentric Universe; the Scientific Heliocentric Solar System

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Unit 2: Part 3

The French Revolution and the Napoleonic Era

Dates: Dec. 2–12

Topics/Activities/Assignments:

- **Theme – States and Other Institutions of Power:** Causes of the French Revolution; analysis of the multiple causes.

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- “Categories Game” writing practice: Using appropriate evidence to support a thesis; how to make a strong argument.
- Analysis of French Revolution cartoons and artwork using the OPTIC strategy.
- **Theme – Objective Knowledge and Subjective Visions:** The role of the media in the French Revolution; Jacques-Louis David’s art; art as propaganda. In small groups, students will analyze selected sketches and/or paintings by David and compare their purpose with that of the Renaissance arts produced for fifteenth- and sixteenth-century patrons.
- Examination of original sources: *Cahiers de Doléances* (1789); *Declaration of the Rights of Man and of the Citizen* (1789); *Civil Constitution of the Clergy* (1790); Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen* (1791); and *The Declaration of Independence* (1776). Jigsaw of documents involving comparison, interpretation, and synthesis.
- View *Danton*, directed by Andrzej Wajda (Neuilly-sur-Seine, Gaumont Film Company, 1983) followed by a class discussion of the impact of the Enlightenment on the French Revolution and a class mini-debate on Maximilien Robespierre’s justification of the use of terror.

Readings and Other Resources:

- *The Making of the West*, pp. 619–683
- French Revolution Documents: *Declaration of the Rights of Man and of the Citizen* (1789); Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen* (1791); *Civil Constitution of the Clergy* (1790); excerpts from *Cahiers de Doléances* (1789); Emmanuel Joseph Sieyès, *What is the Third Estate?*
- Edmund Burke, *Reflections on the Revolution in France* (1790)
- Maximilien Robespierre’s justification of the use of terror
- Map: Wars of the French Revolution

Dates: Dec. 13–20

Topics/Activities/Assignments:

- The Age of Napoleon: Student presentations on the political, social, economic, intellectual, religious, military, and artistic characteristics of the period.
- **Theme – States and Other Institutions of Power:** Debate: Was Napoleon a child of the revolution or a ruthless tyrant? Use of primary and secondary sources; historiography and interpretation.
- **Theme – National and European Identities:** Research primary sources from an area of Germany conquered by Napoleon to find an example of how German national identity was used in opposition to French control. Students present their quote in class and compare similarities and differences.
- Comparison of Julius Caesar and Napoleon.
- French Revolution and Napoleon Jeopardy.
- Exam: Multiple-choice and short-answer questions.

Readings and Other Resources:

- *The Making of the West*, pp. 593–601
- Excerpts from the Napoleonic Civil Code
- Betros, Gemma. “Napoleon, the Man.” *History Review* 72 (March 2012).
- Excerpts: Woloch, Isser. *Napoleon and His Collaborators: The Making of a Dictatorship*. Boston: W. W. Norton & Company, Inc., 2002.
- Painting: Jacques-Louis David, *Napoleon Crossing the Alps*
- Map: Napoleonic Wars [CR1b: maps]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Unit 3: 1815–1914 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Key Concepts:

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

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

Key Concept 3.3. Political revolutions and the problems of industrialization triggered a range of ideological, governmental, and collective responses.

Key Concept 3.4. European states struggled to maintain international stability in an age of nationalism and revolutions.

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.

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.

Unit 3: Part 1

The Industrial Revolution and its Consequences: The Rise of Liberalism, Marxism, Socialism, and Revolution

Dates: Jan. 6–17

Topics/Activities/Assignments:

- **Theme – States and Other Institutions of Power:** Congress of Vienna Simulation: Conservatism vs. Liberalism. Students will write an essay explaining why this led to the conflicts and revolt in Europe in 1848.
- **Theme – Objective Knowledge and Subjective Visions:** The Age of Romanticism. How was the Romantic period (also known as Romanticism or the Romantic era) a reaction against the age of reason? “Discovery Discussion.”
- **Themes – Poverty and Prosperity, Individual and Society:** WebQuest: The First Industrial Revolution. Why did it begin in England and how did it affect Europeans? What role did the state play in the promotion of industry?
- Students create a timeline of the Industrial Revolution in which they define the period separately and appropriately for various European nations or regions and determine what factors differentiate the first and second industrial revolutions.
- The Need for Reform: Examination of charts, graphs, statistics, and demographic analysis of society.
- Chartism.
- The Revolutions of 1848.

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- In-class essay DBQ on Revolution.
- The philosophical and political foundations of Utopian Socialism and Marxism.
- **Themes – Individual and Society, Poverty and Prosperity:** Meeting of the Minds: Seminar of economists and social reformers. Students will role-play Adam Smith, David Ricardo, Karl Marx, Pierre Proudhon, and Robert Owen in order to examine the emergence of economics and economic theory as a new discipline that addressed the causes of economic and social distress in European society and proposed solutions to those problems. [CR9]
- FRQ writing and peer editing.
- DBQ Practice (2002B #5): Describe and analyze the differences in the ways in which artists and writers portrayed the individual during the Italian Renaissance and the Romantic era of the late eighteenth and early nineteenth centuries.
- Short-Answer Practice: Questions of the day.
- Exam: Multiple-choice and short-answer questions.

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Readings and Other Resources:

- *The Making of the West*, pp. 684–729
- Excerpts from Michael Sadler, “The Sadler Report” (1832) and Edwin Chadwick, “The Sanitary Condition of the Labouring Population” (1842).
- Chartist Petition
- Excerpts from Klemens von Metternich, *Memoirs of Prince Metternich* (1880); Karl Marx, *The Communist Manifesto* (1848); Louis Blanc, *The Organization of Labour* (1839); John Stuart Mill, *On Liberty* (1859); Thomas Robert Malthus, *Essay on the Principle of Population* (1798); David Ricardo, *On the Principles of Political Economy and Taxation* (1817); and Robert Owen, *Report to the Committee of the Association for the Relief of the Manufacturing and Labouring Poor* (1817). [CR1b: textual]
- Poems by John Keats and Percy Bysshe Shelley.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Unit 3: Part 2

Nationalism and the Building of Nations

Dates: Jan. 21–27

Topics/Activities/Assignments:

- **Theme – States and Other Institutions of Power:** The Turks and the Crimean War: Analysis of the causes and consequences of the war.
- Italian Unification: Comparison of four plans for unification in a seminar format.
- **Theme – National and European Identities:** Evaluate the extent to which Garibaldi’s military campaigns were based on the ability to mobilize a national Italian identity.
- German Unification: Analysis of primary sources.
- In-class DBQ on Crimean War.

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- Exam/Presentations: First Semester Final Exam. Comprehensive exam with multiple-choice questions from Unit 1 and 2 and two short-answer questions. Group presentations tracing all five themes through the first two units.

Readings and Other Resources:

- *The Making of the West*, pp. 729–757
- Alfred Lord Tennyson, *The Charge of the Light Brigade* (1854); Giuseppe Mazzini, *To the Young Men of Italy* (1848); Otto von Bismarck, *Memoirs* (Boston: Ginn, 1906); and The Ems Dispatch (1870).

Unit 3: Part 3

International Industrialization and Competition, New Imperialism, and Late Nineteenth-Century Challenges to the Middle Class

Dates: Jan. 28–Feb. 28

Topics/Activities/Assignments:

- **Themes – States and Other Institutions of Power, Poverty and Prosperity, Individual and Society:** New Trends in European Society. How did the 2nd Industrial Revolution change the balance of power in Europe? (SP-9)
- The Third French Republic.
- **Theme – Individual and Society:** Demographic Trends of the Victorian Era; analysis of charts, graphs, and primary sources.
- Realism in Art: Group analysis of Victorian paintings as a vehicle for interpreting social history.
- **Theme – Objective Knowledge and Subjective Visions:** The impact of Victorian science, philosophy, and psychology on traditional beliefs and institutions.
- Victorian cartoon analysis.
- Women and the working class in the Victorian Era.
- Display fair of Victorian personalities.
- Victorian Newspaper Project: Students will be going on a field trip to the rare book room at a nearby university where they will examine original copies of the *Illustrated London News*. After completing a newspaper scavenger hunt, each student and their group will be responsible for creating a Victorian “Decade in Review” newspaper.
- Seminar/discussion: In the context of the Age of Imperialism, consider the following: Vladimir Lenin, *Imperialism, the Highest Stage of Capitalism* (1990); Rudyard Kipling, “The White Man’s Burden” (1899); E. D. Morel, “The Black Man’s Burden” (1903); Cecil Rhodes, *Confession of Faith* (1877); and John A. Hobson, *Imperialism: A Study* (1902) from the perspective of the author’s intended audience, purpose, and point of view.
- **Theme – Interaction of Europe and the World:** Imperialism: Effective Occupation vs. Extraterritoriality. After examining case studies on Belgian Congo and China, the students will engage in a group discussion of the reasons for varying forms of Western Imperialism in the late nineteenth century, and compare those events with Western Colonialism in the sixteenth to eighteenth centuries. [CR3]
- **Theme – Interaction of Europe and the World:** Classroom Conference on Imperialism. Through a classroom seminar, students will investigate the causes of the new imperialism of the late nineteenth century and the consequences of European domination of Africa and Asia on Europe and on the colonies.
- Short-Answer Practice: Questions of the day.

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- Writing Practice (2013 FRQ 3): Analyze the differences between the motives that shaped European colonial expansion in the period 1450–1750 and the motives that shaped European colonial expansion in the period 1850–1914.
- Exam: Multiple-choice and short-answer questions.

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Readings and Other Resources:

- *The Making of the West*, pp. 758–833
- Excerpts from *The Victorian Frame of Mind: 1830–1870*, Walter Houghton (1957). [CR1c]
- Vladimir Lenin, *Imperialism, the Highest Stage of Capitalism* (1990); Rudyard Kipling, “The White Man’s Burden” (1899); E. D. Morel, “The Black Man’s Burden” (1903); Cecil Rhodes, *Confession of Faith* (1877); and John A. Hobson, *Imperialism: A Study* (1902). [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Unit 4: 1914 to the Present [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Key Concepts:

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.

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 democracy, communism, and fascism.

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

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.

Unit 4: Part 1

World War I, the Russian Revolution, the Interwar Years, and World War II: 1914–1945

Dates: March 3–11

Topics/Activities/Assignments:

- **Theme – States and Other Institutions of Power:** Analysis of the causes of World War I using a packet of primary documents and secondary sources including excerpts from: Sidney Bradshaw Fay, *The Origins of the World War* (1928); Germany’s “blank check;” the Austrian ultimatum to Serbia sent on July 23, 1914; the Serbian response to the Austro-Hungarian Ultimatum; the Willy-Nicky Telegrams; and multiple declarations of war.

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- Students will analyze the documents listed above using APPARTS and/or SOAPStone. Next they will use their knowledge to participate in a debate. Debate: “Who was Responsible for World War I?” Assess the validity of the war guilt clause. Finally, students will write an essay taking a stand on the debate question and supporting their response with multiple pieces of evidence.
- World War I, home front, and women’s suffrage.
- **Themes – States and Other Institutions of Power, Poverty and Prosperity:** Versailles Conference Simulation and follow-up discussion. Was the Treaty of Versailles a foundation for peace or a recipe for war?
- Russian History since Napoleon: In-class discussion of how Russian political, social, cultural, intellectual, and economic trends led to revolution. [CR8]
- **Theme – States and Other Institutions of Power:** The Russian Revolution: Analysis of its multiple causes and its short-term and long-term effects.
- Marxism vs. Leninism vs. Stalinism.
- Socratic Seminar on the impact of the Russian Revolution.
- Short-Answer Practice.

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Readings and Other Resources:

- *The Making of the West*, pp. 834–857
- Article 231 of Treaty of Versailles (the War Guilt Clause); Germany’s “blank check;” the Austrian ultimatum to Serbia sent on July 23; 1914; the Serbian response to the Austro-Hungarian Ultimatum; the Willy-Nicky Telegrams.
- Excerpts from Vladimir Lenin, *What is to be Done?* (1902).
- Excerpts from: Von Laue, Theodore H. *Why Lenin? Why Stalin? Why Gorbachev?: The Rise and Fall of the Soviet System*. New York: Pearson Education, 1971. [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Dates: March 12–25

Topics/Activities/Assignments:

- **Theme – States and Other Institutions of Power:** The Interwar Years: The rise of the dictators – Historical causation. Analysis of the reasons for the rise of dictators in Italy, Germany, Spain, and Russia after World War I. Seminar and discussion on the reasons for the rise of dictators in each nation.
- Italian Fascism: What are the reasons for the rise of Mussolini? Class discussion.
- The “Isms:” Comparison of fascism and communism. Smart Board activity.
- **Themes – States and Other Institutions of Power, Individual and Society:** The Weimar Republic: Germany in the 1920s and 1930s lecture and WebQuest.
- **Theme – Interaction of Europe and the World:** The Mandate System: Unrest in the Middle East
- The rise of Hitler/Hitler’s Germany/Appeasement: Analysis of the policy.
- BBC. *Helped Into Power*. DVD. 2012.
- **Theme – States and Other Institutions of Power:** World War II: The Munich Conference—the ultimate failure of appeasement. Document analysis and evaluation of the policy of appeasement in the 1930s.

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- **Theme – National and European Identities:** Students complete a Venn diagram with Sudetenland as the central focus and three overlapping identities: Bohemia, Czechoslovakia, and German. A thesis statement underneath should summarize the chart.
- World War II: The European Front.
- Writing Practice (2006 #7): Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany’s defeat in the Second World War.
- DBQ Practice (2003 Form B): Vichy France.
- Jigsaw: The aftermath of war; refugees; the welfare state; and existentialism.
- Exam: Multiple-choice and short-answer questions.

Readings and Other Resources:

- *The Making of the West*, pp. 857–911
- Payne, Stanley G. *A History of Fascism, 1914–1945*. Madison, WI: University of Wisconsin Press, 1995.
- “Modern History Sourcebook: The 25 Points 1920: An Early Nazi Program: The 25 points,” published online by Fordham University.
- Excerpts: Betts, Raymond F. “An Era of Despair.” In *Europe in Retrospect: A Brief History of the Past Two Hundred Years*. Lexington, MA: DC Heath & Company, 1979.
- Excerpts from Adolf Hitler, *Mein Kampf* (1925). [CR1b: textual]
- Film clip: *Triumph of the Will*. Directed by Leni Riefenstahl. Nuremberg, Germany: Reichsparteitag-Film, 1935.
- Film clip: *The Great Dictator*. Directed by Charlie Chaplin. Beverly Hills, CA: Charles Chaplin Film Corporation, 1940. [CR1b: visual]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Unit 4: Part 2

The Cold War and Modern Europe: 1945 – Present

Dates: March 26–April 25 (Spring Break is March 31–April 4)

Topics/Activities/Assignments:

- **Theme – States and Other Institutions of Power:** Origins of the Cold War. Analysis of the multiple causes of the cold war.
- Debate: Who was to blame for the breakdown in diplomatic relations after World War II?
- The Cold War: Chronology and Action/Reaction Chart.
- Students will compare and contrast the attitudes of citizens in Western Europe with those of citizens in Eastern Europe concerning the actions of the USSR and the United States during the Cold War by creating a Venn Diagram and participating in an activity using the smart board.
- **Theme – Individual and Society:** The Cold War: WebQuest. The impact of the Cold War on individuals in Eastern and Western Europe.
- The Arab-Israeli Conflict.
- **Theme – Individual and Society:** The Turbulent 1960s and 1970s: youth rebellion, cultural change, nuclear fear, and the changing role of women in society. Analysis of photographs and primary sources.

- **Theme – Interaction of Europe and the World:** Decolonization and the challenges of the third world: Asia, Africa, and the Middle East.
- Writing Practice: Students research economic articles on Asia, Africa, or the Middle East from the period of 1914 to 1975. Students will then write an essay describing how the economies of these regions continue to be affected by the legacy of the process of decolonization. [CR12]
- **Theme – Poverty and Prosperity; and States and Other Institutions of Power:** The breakdown of communism in Eastern Europe and Russia. Students will make a concept map analyzing the multiple causes of the breakdown of communism. These concept maps will be used to prepare for a four-corner debate concerning the multiple causation and the effects of the fall of communism.
- **Theme – National and European Identities:** European Union: The roots of European unity and its consequences using Jigsaw.
- Following the investigation (above) of the European Union, students will analyze the ways in which internal migration within the European Union has transformed national identities in the late twentieth and early twenty-first centuries.
- Finally, students will engage in a group discussion over the degree to which debates over immigration in the early twentieth century are similar to, or different than, debates over immigration and migration today. [CR7]
- War in Yugoslavia: Causes and consequences.
- The role of ethnic nationalism in the late twentieth and early twenty-first centuries.
- Interaction of Europe and the World: International Relations in the twenty-first century.
- Socratic Seminar: International Relations: “How are changes in Europe affecting US and UN action?” Assess the role and stability of present-day Europe. “To what extent did glasnost and perestroika change the USSR and impact the final years of the Cold War?”
- Russia Today: Crises in the Breakaway Republics—Ukraine, Georgia.
- **Theme – Objective Knowledge and Subjective Visions:** The role of art in politics and society. Students will participate in a group project in which they will examine paintings, sculptures, and other works of art from the Renaissance to the present and complete a written analysis that discusses the use of art and propaganda over the ages to promote political, economic, and social agendas. [CR10]
- Short-Answer Practice: Questions of the day.
- Exam: Multiple-choice and long-essay questions.

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Readings and Other Resources:

- *The Making of the West*, pp. 912–1018
- Excerpts from: Zubok, Vladislav. *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*. Chapel Hill, NC: The University of North Carolina Press, 2009.
- Excerpts from: Gaddis, J. L. *The Cold War: A New History*. New York: Penguin, 2006. [CR1c]
- Film: *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb*. Directed by Stanley Kubrick. London: Hawk Films, 1964.

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- Charts and graphs of the comparative military forces and nuclear capabilities of the NATO alliance the Warsaw Pact, 1950–1991. **[CR1b: quantitative]**
- Excerpts from Simone de Beauvoir. *The Second Sex* (1949).
- Excerpts from Mikhail S. Gorbachev’s speeches on Perestroika.
- Winston Churchill, “Iron Curtain Speech” (1946).
- Truman Doctrine, Warsaw Pact.
- UN Declaration on the Granting Independence to Colonial Countries and Peoples (1960).
- The Rome Treaty (1957).
- The Maastricht Treaty (1992). **[CR1b: textual]**
- Images of the destruction of the Berlin Wall. **[CR1b: visual]**
- Excerpts from: Rosenberg, Tina. *The Haunted Land: Facing Europe’s Ghosts After Communism*. New York: Vintage, 1996.
- Maps of the European Union and NATO (2014). **[CR1b: maps]**

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

AP Test Review

- Review of each of the history skills and practices.
- Review of how to answer each type of question.
- Practice Exam.
- 2013 DBQ on religious toleration or other DBQ.
- Themes Activity: Thematic Timelines. In groups, students will construct timelines and be prepared for class discussion tracing all of the themes from the Renaissance to the present.