

Parsippany-Troy Hills School District

SST530 EUROPEAN HISTORY-GRADE 12 AP

A Course Outline for Social Studies

Developed: August, 2005
Revised: December 2011
Approved: December 2011

Approved by the Board of Education

December 15, 2011

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THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

RATIONALE

The goal of any Advanced Placement curriculum must include preparation for the AP Examination. The AP European History exam mirrors college and university programs through approach and content matter.

As per the College Board, *“The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.*

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in cultural, diplomatic, economic, intellectual, political, and social history form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present.”

Taken from: <http://apcentral.collegeboard.com/apc/public/repository/ap-european-history-course-description.pdf>

The College Board has changed the content required for the AP European History exam. First, the scope of the course has been expanded to include contemporary events until the present. Second, the emphasis of the test questions has shifted gradually to include more social history content, including a greater emphasis on artistic works, both written and visual. Finally, the format of the test has changed in several ways. The multiple-choice section of the test has evolved to include fewer questions, but many with more complexity than those on older exams. Free Response Questions (FRQs) are now designed to demand a greater degree of cross-unit comparisons, and Document-Based Questions (DBQs) include fewer documents, but demand greater critical analysis.

For this reason, as well as for the incorporation of new and exciting content resources, the current revision was necessary. In addition to new demands placed on the AP program by exam changes, new print and electronic resources must be incorporated to create the greatest opportunity for our students' intellectual growth. Events of the final decade of the twentieth century inspired new interpretations of many earlier events. This and other recent scholarship must be included for more thorough analysis. Additionally, many scholarly works and primary source materials, previously available only in university libraries, are now readily attainable through the Internet. The revised AP European History curriculum identifies and locates these new media.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, and Technology.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

COURSE GOALS and TOPICS

UNITS OF STUDY	New Jersey Student Learning Standards for Social Studies
UNIT I Pre-Renaissance Foundations of Modern Europe & the Renaissance Suggested Timeframe: 2 ½ weeks	6.2.12.B.1.a, 6.2.12.A.2.a, 6.2.B.2.a, 6.2.12.D.2.a
UNIT II The Reformation Suggested Timeframe: 2 weeks	6.2.12.A.2.a, 6.2.12.B.2.b, 6.2.12.D.1.f, 6.2.12.D.2.a-e
Unit III The Age of Exploration Suggested Timeframe: 1 week	6.2.B.1.a, 6.2.C.1.b-e, 6.2.D.1.a-e
Unit IV Nationalism and Absolutism Suggested Timeframe: 1 ½ weeks	6.2.12.A.2.c, 6.2.12.C.2.a
Unit V The Scientific Revolution Suggested Timeframe: 1 week	6.2.12.D.2.d-e
Unit VI The Enlightenment Suggested Timeframe: 1 week	6.2.12.A.2.a-b
Unit VII The French Revolution and The Age of Napoleon Suggested Timeframe: 3 weeks	6.2.12.A.3.a, c-f
Unit VIII 19 th Century “Isms” Suggested Timeframe: 3 weeks	6.2.12.A.3.g, 6.2.B.3.a-b, 6.2.12.C.3.b-e, 6.2.12.D.3.a,b,e, 6.2.12.A.4.a,
Unit IX 19 th Century Politics and Culture Suggested Timeframe: 2 weeks	6.2.12.A.3.a,c-d, 6.2.12.D.3.a

Unit X	World War I Suggested Timeframe: 1 ½ weeks	6.1.12.A.7.c, 6.1.12.B.7.a, 6.2.12.B.4.c, 6.2.12.C.4.b, 6.2.12.C.4.c-d, 6.2.12.D.4.a-b,d-g, j-l,
Unit XI	Between the Wars Suggested Timeframe: 1 ½ weeks	6.2.12.C.4.a, 6.2.12.C.4.c, 6.2.12.D.4.c-d, 6.2.12.D.4.l,
Unit XII	World War II Suggested Timeframe: 1 ½ weeks	6.2.12.A.4.c-d, 6.2.12.B.4.d, 6.2.12.C.4.b, 6.2.12.C.4.c-d, 6.2.12.D.4.i, 6.2.12.D.4.l,
Unit XIII	The Cold War Suggested Timeframe: 1 ½ weeks	6.2.12.A.5.a-d, 6.2.12.B.5.a-b, 6.2.12.C.5.a-c,f, 6.2.12.D.5.b-d, 6.2.12.A.6.d, 6.3.12.D.1

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES AND GRADING PROCEDURES

COURSE NO.: SST530

TITLE: AP EUROPEAN HISTORY – GRADE 12

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

At the conclusion of this course, students will be able to:

1. analyze the roots of modern Europe in the early civilization of the Mediterranean and Middle Eastern regions.
2. analyze the distinctly European societies that developed during the Middle Ages.
3. assess the impact of the events of the 14th century on European thought and culture.
4. assess art as a reflection of society.
5. compare and contrast the Renaissance in Italy with the Renaissance outside Italy.
6. evaluate the political, cultural, economic and religious causes for the Protestant Reformation.
7. analyze the impact of the Protestant Reformation on European society, politics, and religion.
8. compare and contrast the beliefs and tenants of Catholicism, Lutheranism, Calvinism.
9. analyze the effects of overseas expansion and commerce on political developments within Europe.
10. assess the Thirty Years War as a watershed of European history.
11. analyze the impact of the English Civil War on society and government in England.
12. compare and contrast the attempts at absolutism in England, France, Russia, Holy Roman Empire, and assess the strategies of each monarchy.
13. evaluate the economic, social, political and intellectual factors that led to the Scientific Revolution.
14. analyze the Enlightenment in terms of its roots and impacts.
15. interpret the ideas of the philosophers and analyze their influence on the future of Europe.
16. evaluate the effects of the first industrial revolution in England.

17. assess the ways in which European rulers employed Enlightenment ideas.
18. evaluate the views of modern historians on the causes and effects of the French Revolution.
19. assess Napoleon Bonaparte as an enlightened despot.
20. compare and contrast the social, economic, and political conditions in France before 1789 and after 1815.
21. analyze the impact of the Napoleonic Era and the Congress of Vienna on Europe.

Proficiencies (continued)

22. analyze the various examples of the interplay between liberalism and conservatism in post-Napoleonic Europe.
23. assess the causes and effects of the democratic revolutions of 1848.
24. analyze the impact of nationalism on the face of Europe.
25. analyze and explain 19th century –isms’ roots in the 1st Industrial Revolution, social climate and economic concerns, as well as the lasting impact of the various – isms.
26. analyze the political and cultural reasons for the unification of Italy and Germany.
27. analyze the revolutions of the 19th century (1830, 1848).
28. analyze and assess the various causes of World War I.
29. analyze the impact of World War I on European society, culture, economy, and government.
30. compare and contrast the rise of totalitarian governments in Germany, Italy, Spain, and Russia.
31. assess the impact of World War II and the meetings at Tehran, Casablanca, Yalta, and Potsdam on the future of European politics.
32. assess the Holocaust as the result of deep-seeded anti-Semitism.
33. determine ways in which the Treaty of Versailles led to World War II.
34. analyze the events of the Cold War in various European nations.
35. assess the changes in post-Cold War Europe.
36. compare and contrast the ideological, political and economic differences between socialism and capitalism/democracy.
37. analyze trends toward European unification.
38. assess European efforts to deal with new issues of the 21st century.

GRADING PROCEDURES

Marking Period Grades are determined on the following:

Summative Assessments – are assessments, which are administered at the end of each main topic or unit to assess the student’s mastery of the proficiencies and content. These assessments can include, but are not limited to, tests, essays, DBQ essays, & presentations. **40%**

Formative Assessments – are assessments, which are meant to be building blocks leading toward the mastery of the proficiencies. These assessments can include, but are not limited to, thesis writing, quizzes, multimedia presentations, and student questioning and responding to teacher feedback and guidance. These assessments can be ongoing and will likely require student reflection and revision in order to achieve mastery. **40%**

Out of Class Assignments/Journals – these assessments include, but are not limited to, primary source analysis, secondary source analysis, outlining the essential question(s) for the unit, and journal writing. **20%**

<p>Full Year Course</p> <ul style="list-style-type: none"> Each marking period shall count as 20% of the final grade (80% total). 	<p>The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade.</p>
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BENCHMARK ASSESSMENTS

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

I. PRE-RENAISSANCE FOUNDATIONS OF MODERN EUROPE AND THE RENAISSANCE

ESSENTIAL QUESTIONS: What elements cause societies to change over time? What impact did the ancient world have on medieval Europe?

ENDURING UNDERSTANDINGS: The breakdown of the Catholic Church, and other late medieval disasters began to change the traditional structures of Europe. Many factors led to the changes that together comprise the spirit of the Renaissance. Differences existed between medieval and Renaissance art. Europe experienced the Renaissance in different ways.

<i>PRE-RENAISSANCE FOUNDATIONS OF MODERN EUROPE AND THE RENAISSANCE</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
1. analyze the roots of modern Europe in the early civilization of the Mediterranean and Middle Eastern regions.	6.2.12.A.1.a RH.11-12.1, 2, 7, 9 CRP2, 4, 6-8, 11	8.1.12.A.1	<ul style="list-style-type: none"> use a world map to review the location of European and Mediterranean civilizations and cultures. In small groups, chart the contributions of those cultures. use <i>Sophie’s World</i> in a class discussion to trace the intellectual influences of early philosophers on Renaissance thinkers. 	Teacher observation Scored discussion rubric	
2. analyze the distinctly European society that developed during the Middle Ages. (2, 3)	6.2.12.A.1.a RH.11-12.1- 10 WHST.1112.1- 10 CRP2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> collect documents and use them in an essay to defend an original thesis describing the nature of medieval European society. 	Modified Data Based Question (DBQ) essay rubric	Students may use multi-media resources including the Internet, for research. http://NJSLS.fordham.edu/halsall/sbook1.html - contains links to many primary source

PRE-RENAISSANCE FOUNDATIONS OF MODERN EUROPE AND THE RENAISSANCE					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
					documents as well as several secondary source documents.
3. assess art as a reflection of society. (4)	6.1.12.D.2.a WHST.11-12.1-5 CRP2, 4, 6-8, 11	8.1.12.A.4	<ul style="list-style-type: none"> view examples of medieval and Renaissance art and discuss how societal and cultural perspectives are shown in the artwork in class. Write an essay assessing art as a reflection of society. 	Free Response Question (FRQ) essay rubric	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

<p>4. compare and contrast the Renaissance in Italy with the Renaissance outside Italy. (5)</p>	<p>6.1.12.D.2.a RH.11-12.1-10 WHST.11-12.1-5 CRP2, 4, 6-8, 11</p>		<ul style="list-style-type: none"> • in small groups, analyze documents from Renaissance Europe, noting similarities and differences among them. • following large group discussion, write an essay from your document analysis. 	<p>Teacher observation</p> <p>DBQ essay rubric</p>	
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II. REFORMATION

ESSENTIAL QUESTIONS: Why did the Reformation occur? How did theological and political issues impact the Reformation?

ENDURING UNDERSTANDINGS: There were many differences between Catholicism and the various Protestant religions. Reformation led to religious warfare in Europe. The Protestant Reformation was a religious, political, economic and social movement.

REFORMATION					
PROFICIENCY/OBJECTIVE	SLS	NJSLS Technology	SUGGESTED ACTIVITY	EVALUATION/ ASSESSMENT	TEACHER NOTES
<i>The students will be able to:</i>			<i>The students will:</i>		
5. evaluate the political, cultural, economic and religious causes for the Protestant Reformation. (6)	6.2.12.D.1.f WHST.11-12.1-5 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> write an FRQ analyzing causes of the Protestant Reformation. 	FRQ rubric	
6. analyze the impact of the Protestant Reformation on European society, politics, and religion. (7)	6.2.12.D.1.f RH.1112.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> after readings and research, discuss the impact of the Protestant Reformation in class. Students may use multi-media resources including the Internet, for research. 	Oral presentation rubric	Utilize Google Docs or Moodle to promote student collaboration http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Webliks_Page.htm - Multiple links to websites, which are separated by the era of study.
7. compare and contrast the beliefs and tenants of Catholicism, Lutheranism, Calvinism. (8)	6.2.12.D.1.f RH.1112.1-10 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> use primary sources to discuss similarities and differences in Christian religions. 	Scored discussion rubric	

III. THE AGE OF EXPLORATION

ESSENTIAL QUESTIONS: Why and how did Europeans want to explore the world? What motivated the voyages of exploration? How did the Columbian Exchange impact the world?

ENDURING UNDERSTANDINGS: Exploration can change the world. Exploration caused a shift in power from Mediterranean merchants to the Atlantic coast.

<i>THE AGE OF EXPLORATION</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
8. analyze the effects of overseas expansion and commerce on political developments within Europe. (9)	6.2.12.C.1. b-e 6.2.12.D.1. a-e RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2 8.1.12.A.3	<ul style="list-style-type: none"> in small groups, prepare and deliver oral presentations about the effects of overseas expansion and commerce on political developments within individual countries of Europe. Students may use multi-media resources including the Internet, for research. 	Oral presentation rubric	Students may use multi-media resources including the Internet, for research Utilize Google Docs or Moodle to promote student collaboration. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

IV. NATIONALISM AND ABSOLUTISM

ESSENTIAL QUESTIONS: What factors account for the rise of the modern nation state? How does the alliance structure of Europe change during the Thirty Years War? Why does Louis XIV provide such a paradigm of an absolute monarch? How did Austria, Prussia, France, Russia, and England emerge as the strongest powers during the age of absolutism?

ENDURING UNDERSTANDINGS: The Thirty Years war had long-lasting effects. Absolutism developed in some nations and was rejected in other nations. Many political economic, social and religions factors led to the English Civil War. Absolute monarchs were responsible for many innovations in their nations, even though the basic social structures did not change. Absolute monarchs used multiple methods to maintain their control. The relationship between the nobility and monarchs varied from nation to nation.

NATIONALISM AND ABSOLUTISM					
<i>PROFICIENCY/OBJECTIVES</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
9. assess the Thirty Years War as a watershed of European history. (10)	6.2.12.D.1.f 6.2.12.B.2.b RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2 8.1.12.A.3	<ul style="list-style-type: none"> using readings and research, in small groups trace events in Europe to the coming of the Thirty Years War. Develop arguments defending or attacking the Thirty Years War as a watershed event as assigned. Discuss in the large group and follow-up with an individual essay. 	FRQ essay rubric Teacher observation Teacher observation Student participation Teacher created rubric	Students may use multi-media resources including the Internet, for research Utilize Google Docs or Moodle to promote student collaboration. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_MainWeblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

<i>NATIONALISM AND ABSOLUTISM</i>					
<i>PROFICIENCY/OBJECTIVES</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
10. analyze the impact of the English Civil War on society and government in England. (11)	6.2.12.A.2 RH.11-12.110 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> • after reading and reviewing primary and secondary sources, discuss causes and effects of the English Civil War in class. Students may use multi-media resources including the Internet, for research. 	Scored discussion rubric	
11. compare and contrast the attempts at absolutism in England, France, Russia, Holy Roman Empire (HRE), and assess the strategies of each monarchy. (12)	6.2.12.A.2 RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> • conduct research using print, technology, and media sources focusing on the experiences of the Stuarts, Bourbons, Hapsburgs, and Romanovs to design a handbook for aspiring absolutists. 	Product rubric	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study. Utilize Google Docs or Moodle to

						promote student collaboration.
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V. THE SCIENTIFIC REVOLUTION

ESSENTIAL QUESTIONS: How did the rise of scientific thought, rationalism and reasoning affect Europe in the 16th and 17th century? How did the Scientific Revolution set the stage for the Enlightenment?

ENDURING UNDERSTANDINGS: Important accomplishments of Bacon, Descartes, Harvey, Newton, Galileo, Copernicus, and Kepler forever changed mankind’s conception of the universe and the world. The Scientific Revolution is a “revolution,” not only because of the many new discoveries, but also because of the development of the Scientific Method.

THE SCIENTIFIC REVOLUTION					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
12. evaluate the economic, social, political, and intellectual factors that led to the Scientific Revolution. (13)	6.2.12.D.2.ce RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> using primary and secondary sources, develop a list of the factors in each category that led to the Scientific Revolution and discuss findings in a large group discussion. using readings and research, compile a list of major technological advances, the scientist, and the impact it had. Prioritize the list in terms of the two or three that had the most significant impact on the world and be prepared to defend the choices. research, prepare and deliver speeches to the Royal Academy in the 	Teacher observation Test/Quiz Teacher observation Completed List Oral presentation rubric	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

THE SCIENTIFIC REVOLUTION					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
			persona of key scientists of the 16 th and 17 th centuries.		

VI. THE ENLIGHTENMENT

ESSENTIAL QUESTIONS: In what ways did the Enlightenment impact the French Revolution? How did scientific findings influence Enlightenment ideas about government and society?

ENDURING UNDERSTANDINGS: Scientific findings influenced Enlightenment ideas about government and society. The Enlightenment’s focus on natural rights reshaped European governments and society.

THE ENLIGHTENMENT					
<i>PROFICIENCY/OBJECTIVES</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
13. analyze the Enlightenment in terms of its roots and impacts. (14)	6.2.12.A.2.a RH.11-12.110 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> use readings and resources to examine the origins of Enlightenment thought in small groups. This will be followed by a large group discussion. 	Teacher observation	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

14. interpret the ideas of the philosophers and analyze their	6.2.12.A.2.a RH.11-12.110 CRP2, 4, 6-8, 11	8.1.12.A.3	• consult primary and secondary sources to prepare for and conduct a	Scored discussion rubric	Utilize Google Docs or Moodle to promote student collaboration.
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THE ENLIGHTENMENT					
<i>PROFICIENCY/OBJECTIVES</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
influence on the future of Europe. (15)	WHST.1112.1-10 CRP2, 4, 6-8, 11		mock salon discussing issues of 18 th century Europe. Each student will assume the role of a philosopher or Enlightenment thinker and come prepared to respond to comments and questions in that persona.		http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.
15. evaluate the effects of the first industrial revolution in England. (16)	6.2.12.A.3.e RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> analyze primary and secondary source documents depicting or describing the development of industry in 18th century England and write an essay evaluating its economic, social and political effects. 	DBQ rubric	

<p>16. assess the ways in which European rulers employed Enlightenment ideas. (17)</p>	<p>6.2.12.A.2.c RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11</p>	<p>8.1.12.A.2</p>	<ul style="list-style-type: none"> • in small groups, research, prepare and deliver oral presentations about Enlightened monarchs and address how the monarchs reflected Enlightenment ideas. 	<p>Oral presentation rubric</p>	<p>Utilize Google Docs or Moodle to promote student collaboration. http://NJSLs.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.</p>
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VII. THE FRENCH REVOLUTION AND THE AGE OF NAPOLEON

ESSENTIAL QUESTIONS: What were the most important causes and effects of each phase of the French Revolution? To what extent was the French Revolution a product of the Enlightenment? How did the French Revolution impact Europe? How did the French Revolution set the stage for the reign of Napoleon? How did Napoleon influence France and Europe during the 19th century? Is the use of terror ever justified?

ENDURING UNDERSTANDINGS: The French Revolution was the first modern European revolution. The French Revolution set the stage for the rise of Napoleon. Europe changed because of the French Revolution and Napoleon. Napoleon used a variety of methods to maintain absolute control over France while also offering a degree of freedom to the French people. Napoleon threatened most European nations and gave their populations a taste of freedom.

<i>THE FRENCH REVOLUTION AND THE AGE OF NAPOLEON</i>					
<i>PROFICIENCY / OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will</i>		
17. evaluate the views of modern historians on the causes and effects of the French Revolution. (18)	6.2.12.A.3.a RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2 8.1.12.A.3	<ul style="list-style-type: none"> using readings and research, in a large group discussion, students will create a timeline showing the causes, events, and effects of the French Revolution. use readings and research of historians to debate the views of Edmund Burke and Thomas Paine on the French Revolution. 	Teacher observation Oral presentations	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_WebLinks_Page.htm - Multiple links to websites, which are separated by the era of study.

<p>18. assess Napoleon Bonaparte as an enlightened despot. (19)</p>	<p>6.2.12.A.3.c RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11</p>		<ul style="list-style-type: none"> • after reading and discussing the life of Napoleon, write an essay defending or attacking Napoleon as a “child of the Enlightenment.” 	<p>FRQ essay rubric</p>	
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<i>THE FRENCH REVOLUTION AND THE AGE OF NAPOLEON, (continued)</i>					
<i>PROFICIENCY / OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
19. compare and contrast the social, economic, and political conditions in France before 1789 and after 1815. (20)	6.2.12.A.3.c RH.11-12.11 CRP2, 4, 6-8, 11	8.1.12.A.1 8.1.12.A.2	<ul style="list-style-type: none"> using charts, graphs, and resource materials, discuss the pre-Revolutionary grievances of each social group and their respective conditions after Napoleon in a scored discussion. 	Scored discussion rubric	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.
20. analyze the impact of the Napoleonic Era and the Congress of Vienna on Europe. (21)	6.2.12.A.3.c RH.11-12.9 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> create two maps of Europe (1799 and 1815) to illustrate the geographic impact of Napoleon and the Congress of Vienna. 	Product rubric	

VIII. 19TH CENTURY “Isms”

ESSENTIAL QUESTIONS: What were the intellectual and social currents of the 19th century? How did industrialization, urbanization, conservatism, liberalism, romanticism, nationalism, classism, women’s rights, imperialism, Darwinism, and socialism affect Europe? What solutions did liberalism, Marxism, and socialism each have to offer to meet the challenges of the early 19th century? How was each “ism” a reaction to the 1st Industrial Revolution?

ENDURING UNDERSTANDINGS: Many different “isms” emerged in response to the Industrial Revolution and its human costs. New theories and philosophies shaped 19th century Europe

<i>19th Century “Isms”</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
21. analyze the various examples of the interplay between liberalism and conservatism in post Napoleonic Europe. (22)	6.2.12.D.3.a RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> in small groups, prepare and deliver oral presentations about events in each of several European nations showing the interplay between liberalism and conservatism. 	Oral presentation rubric	Utilize Google Docs or Moodle to promote student collaboration.

<p>22. assess the causes and effects of the democratic revolutions of 1848. (23)</p>	<p>6.2.12.D.3.a RH.11-12.11 CRP2, 4, 6-8, 11</p>	<p>8.1.12.A.2</p>	<ul style="list-style-type: none"> • using readings and research to prepare, discuss the causes and effects of the revolutions of 1848 in a scored discussion. 	<p>Scored discussion rubric</p>	<p>Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.</p>
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<i>19th Century “Isms”</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
23. analyze the impact of nationalism on the face of Europe. (24)	6.2.12.D.3.a RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11	8.1.12.A.1 8.1.12.A.2	<ul style="list-style-type: none"> investigate examples of the impact of nationalism using print, technology, and media resources. Share with the large group. write an essay assessing positive and negative effects of nationalism on European geo-politics. 	Teacher observation FRQ essay rubric	Students may use multi-media resources including the Internet, for research. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

<p>24. analyze and explain 19th century –isms’ roots in the 1st Industrial Revolution, social climate and economic concerns, as well as the lasting impact of the various – isms. (25)</p>	<p>6.2.12.A.3. d-g 6.2.12.B.3. a-b 6.2.12.C.3. a-f 6.2.12.D.3 a-e RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11</p>	<p>8.1.12.A.1 8.1.12.A.3</p>	<p>• research and deliver oral presentations on each ism. • discuss how the Industrial Revolution relates to each “ism” after reviewing the following: http://quizlet.com/4535671/the-19th-century-the-period-of-isms-flash-cards/ .</p>	<p>Oral presentation rubric</p>	<p>Students may use multi-media resources including the Internet, for research.</p> <p>Utilize Google Docs or Moodle to promote student collaboration. http://NJSL.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.</p>
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IX. 19th CENTURY POLITICS AND CULTURE

ESSENTIAL QUESTIONS: What impact did nationalism have on politics? What are the causes of the numerous European revolutions of the 19th century? What common objectives motivated the revolutions of 1830 and 1848?

ENDURING UNDERSTANDINGS: Nationalism reshaped the map of Europe. Nationalism and liberalism led to revolutions.

19th CENTURY POLITICS AND CULTURE					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
25. analyze the political and cultural reasons for the unification of Italy and Germany. (26)	6.2.12.A.3.a RH.11-12.110 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> use maps and primary sources to determine reasons for and methods of unification. 	Teacher observation	
26. analyze the revolutions of the 19 th century (1830, 1848). (27)	6.2.12.A.3.a RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.1 8.1.12.A.3	<ul style="list-style-type: none"> research and chart the various revolutions of 1830 & 1848 and present lessons on them. discuss causes of the revolutions. Complete an essay comparing and contrasting at least two revolutions. 	Oral presentation rubric Scored discussion rubric Teacher-created rubric	Utilize Google Docs or Moodle to promote student collaboration. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Webli nks_Page.htm - Multiple links to websites, which are separated by the era of study.

X. WORLD WAR I

ESSENTIAL QUESTIONS: What are the long and short-term causes of World War I? How did World War I reshape the political and cultural landscape of Europe in the 20th century? How did the carnage of WWI change the philosophical consciousness of Europeans?

ENDURING UNDERSTANDINGS: World War I reshaped the map of Europe and led to the demise of great empires, including the Austro-Hungarian, Russian and Ottoman Empires.

WORLD WAR I					
<i>PROFICIENCY/OBJECTIVE</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
27. analyze and assess the various causes of World War I. (28)	6.1.12.B.7.a 6.2.12.B.4.a 6.2.12.C.4. a-d 6.2.12.D.4.a RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> read various historians’ theses and discuss their interpretations of the causes of WWI in class. Explain how global competition by nations for land and resource led to increased militarism. 	<p>Scored discussion rubric</p> <p>Teacher observation</p>	
28. analyze the impact of World War I on European society, culture, economy and government. (29)	6.1.12.A.7.c 6.2.12.C.4.c RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.3	<ul style="list-style-type: none"> investigate the economic, social, cultural, and political impact of World War I in small groups. Share findings with large group. write an essay connecting the interwar period with events of the war. 	<p>Teacher observation</p> <p>FRQ essay rubric</p>	<p>Students may use multimedia resources including the Internet, for research.</p> <p>Utilize Google Docs or Moodle to promote student collaboration.</p> <p>http://NJSLS.historyteacher.net/APEuroCourse/APEuroMainWeblinksPage.htm - Multiple links to websites, which are separated by the era of study.</p>

XI. BETWEEN WARS

ESSENTIAL QUESTIONS: How was the interwar period a direct result of World War I? Why did the dictators rise to power in the interwar period?

ENDURING UNDERSTANDINGS: The outcomes of World War I led to the rise of dictators.

BETWEEN WARS					
<i>PROFICIENCY/OBJECTIVES</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
29. compare and contrast the rise of totalitarian governments in Germany, Italy, Spain, and Russia. (30)	6.2.12.D.4. b-e RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2 8.1.12.A.3	<ul style="list-style-type: none"> in small groups, research, prepare and deliver oral presentations comparing and contrasting characteristics of each totalitarian regime. 	Oral presentation rubric	Students may use multimedia resources including the Internet, for research. Utilize Google Docs or Moodle to promote student collaboration. http://NJSLS.historyteacher.net/APEuroCourse/APEuroMainWeblinksPage.htm - Multiple links to websites, which are separated by the era of study.

XII. WORLD WAR II

ESSENTIAL QUESTIONS: Why was anti-Semitism accepted by the mid-war years? How did World War II determine the course of European history for the next 50 years? How did the effects of World War I help cause World War II? How did decisions made at the Yalta and Potsdam Conferences affect post-war world?

ENDURING UNDERSTANDINGS: World War II was caused partially by the effects of World War I. The Holocaust is an example of genocide. Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII. Anti-Semitism threatened the security and lives of German Jews resulting in the Holocaust.

WORLD WAR II					
<i>PROFICIENCY/OBJECTIVES</i>	<i>SLS</i>	<i>NJSLS Technology</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
30. assess the impact of World War II and the meetings at Tehran, Casablanca, Yalta, and Potsdam on the future of European politics. (31)	6.2.12.B.4.d RH.11-12.9 CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> create two maps of Europe (1939 and 1952) to illustrate the geo-political impact of the war. 	Product rubric	http://NJSLS.military.com/Resources/HistorySubmittedFileView?file=history_worldwar_ii_europe_maps.htm http://NJSLS.the-map-ashistory.com/maps/3-historyeurope-treaty-versailles.php
31. assess the Holocaust as the result of deep-seated anti-Semitism. (32)	6.2.12.D.4.1 RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2 8.1.12.A.3	<ul style="list-style-type: none"> use readings and research to prepare for a scored discussion and essay on the causes of the Holocaust why and how it happened – in class students may use multi-media resources including the internet, for research in order to prepare. 	Scored discussion rubric Teacher-created essay rubric	Utilize Google Docs or Moodle to promote student collaboration. http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study. http://NJSLS.state.nj.us/nide/holocaust/curriculum/

32. determine ways in which the Treaty of Versailles led to World War II. (33)	6.2.12.D.4.d RH.11-12.1-10 WHST.1112.1-10 CRP2, 4, 6-8, 11		• identify the provisions of the Treaty of Versailles which altered post-World War I Europe and led to World War II.	Scored discussion rubric	http://NJSL.the-map-as-history.com/maps/3-history-europe-treaty-versailles.php http://www.the-map-as-history.com/maps/3-history-europe-treaty-versailles.php http://www.the-map-as-history.com/maps/3-history-europe-treaty-versailles.php
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XIII. THE COLD WAR

ESSENTIAL QUESTION: How did the fall of Soviet communism change the face of Europe? What caused tension between the United States and the Soviet Union? What impact will the European Union have on international economic and political policy?

ENDURING UNDERSTANDINGS: The Cold War resulted from a variety of conflicts between the US and USSR which began even before WWII ended. Western European nations reorganized the Common Market into the EEC, and many have adopted the Euro, in an attempt to become autonomous and competitive economically and politically.

THE COLD WAR					
PROFICIENCY/OBJECTIVES	SLS	NJSLS Technology	SUGGESTED ACTIVITY	EVALUATION/ ASSESSMENT	TEACHER NOTES
<i>The students will be able to:</i>			<i>The students will:</i>		
33. analyze the events of the Cold War in various European nations.(34)	6.2.12.A.5. b-e 6.2.12.C.5. a-g 6.2.12.C.5. a-d RH.11-12.1- 10 WHST.11- 12.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2	<ul style="list-style-type: none"> in small groups, prepare and present film documentaries about post WWII events within specific European nations. Students may use multi-media resources including the Internet, for research. 	Product rubric	
34. assess the changes in post Cold War Europe.(35)	6.2.12.A.5.d 6.2.12.B.5. b-e CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> create two political maps, one showing Europe before the fall of communism (the “Iron Curtain”) and after. Discuss the differences in the large group. use economic data, charts, graphs, and readings, to assess the economic, social, and political changes that took place in post-Cold War Europe. 	FRQ essay rubric	http://weber.ucsd.edu/Dpts/PoliSci/classes/w96/MAGAZINE.HTM Site contains links to multiple news magazines and journals presented online NJSLS.nytimes.com http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

THE COLD WAR					
PROFICIENCY/OBJECTIVES	SLS	NJSLS Technology	SUGGESTED ACTIVITY	EVALUATION/ ASSESSMENT	TEACHER NOTES
<i>The students will be able to:</i>			<i>The students will:</i>		
35. compare and contrast the ideological, political and economic differences between socialism and capitalism/democracy. (36)	6.2.12.A.5.a CRP2, 4, 6-8, 11		<ul style="list-style-type: none"> Debate the pros & cons of socialism and capitalism. 	Debate rubric	
36. analyze trends toward European unification.(37)	6.2.12.C.5.f RH.11-12.1-10 WHST.11-12.1-10 CRP2, 4, 6-8, 11	8.1.12.A.2	<ul style="list-style-type: none"> using readings and research, prepare to discuss the “one Europe” movement in a scored discussion. Students may use multi-media resources including the Internet, for research. 	Scored discussion rubric	NJSLS.nytimes.com http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.
37. assess European efforts to deal with new issues of the 21 st century. (38)	6.2.12.A.6 a-d 6.2.12.B.6.a 6.2.12.C.6. a-d 6.3.12.D.1 RH.11-12.1-10 WHST.1112.1-10		<ul style="list-style-type: none"> using readings and research, write essays addressing European responses to various 21st century issues. Students may use multi-media resources including the Internet, for research. complete a DBQ focusing on the effects of terrorism in the European Union and the impact they have had on individual liberties and national security. 	FRQ essay rubric DBQ essay rubric	http://weber.ucsd.edu/Dpts/PoliSci/classes/w96/MAGAZINE.HTM Site contains links to multiple news magazines and journals presented online NJSLS.nytimes.com http://ec.europa.eu/homeaffairs/policies/terrorism/terrorism_intro_en.htm

BIBLIOGRAPHY

Bibliographic material will be supplemented by research in the Media Center using a variety of primary and secondary resources in various formats.

TEXTBOOK:

Merriman, John. *A History of Modern Europe from the Renaissance to the Present, 2nd edition*. New York, New York: Norton, 2004.

SUPPLEMENTARY RESOURCES:

Connelly, Owen. *The French Revolution and Napoleonic Era*. Fort Worth, Texas: Holt, Rinehart and Winston, 1991.

Egendorf, Laura K., ed. *The French Revolution*. San Diego, California: Greenhave Press, 2004.

Gaarder, Jostin. *Sophie's World: A Novel about the History of Philosophy*. New York, New York: Farrar, Straus and Giroux, 1994.

Sax, Benjamin C., ed. *Western Civilization*. San Diego, California: Greenhaven Press, 2001.

Showalter, Dennis, ed. *History in Dispute*. New York, New York: St. James Press, 2000.

Thackeray, Frank NJSLS. and John E. Findling. *Events That Changed the World in the Seventeenth Century*. Westport, Connecticut: Greenwood Press, 1999.

Tuchmann, Barbara. *A Distant Mirror: the Calamitous 14th Century*. New York, New York: Knopf, 1978.

WEB SITES:

Internet Medieval Sourcebook. Fordham University. <http://NJSLS.fordham.edu/halsall/sbook1.html> - contains links to many primary source documents as well as several secondary source documents.

NJ Holocaust Curriculum Guides. NJ Commission on Holocaust Education, New Jersey Department of Education.

<http://NJSLS.state.nj.us/nided/holocaust/curriculum/>

NJSLS.nytimes.com - *The New York Times*

http://NJSLS.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm - Multiple links to websites, which are separated by the era of study.

<http://NJSLS.angelfire.com/fl4/ap/reviewgues.html> - Provides students and teachers with practice multiple choice quizzes.

WEB SITES, CONT.

<http://weber.ucsd.edu/Depts/PoliSci/classes/w96/MAGAZINE.HTM> - Site contains links to multiple news magazines and journals presented online

<http://NJSLS.the-map-as-history.com/maps/3-history-europe-treaty-versailles.php> - Multiple maps of Europe and nations - 1918-1942

http://NJSLS.military.com/Resources/HistorySubmittedFileView?file=history_worldwarII_europe_maps.htm – West Point Atlas – WWII, The European Theater

http://ec.europa.eu/home-affairs/policies/terrorism/terrorism_intro_en.htm - Policies and information relating to the National Security of the European Union.

APPENDIX A AUTHENTIC ASSESSMENT/RUBRIC

Sample Authentic Assessment

Congratulations! You have been selected by the Metropolitan Museum of Art to be a part of their “History Comes Alive” Program. This program is part of the education program for Middle and High School students. For this program, you will assume the role of one of the monarchs of Europe during the Enlightenment period. You will portray that monarch by first presenting your views and secondly, by interacting with the other monarchs. You will be in full costume (sponsored by the Museum, of course) and you will be expected to maintain your character throughout the half hour program. Good luck!

Monarchs include:

Catherine the Great	(Russia)
Joseph II	(Austria)
Maria Theresa	(Austria)
Louis XV	(France)
Frederick the Great	(Austria)
Leopold II	(Tuscany)
Gustavus III	(Sweden)

ORAL SPEECH RUBRIC

	Advanced	Proficient	Developing	Novice
<p>Opening</p> <p>40%</p>	<ul style="list-style-type: none"> • Opening grabs the attention of the audience by using strong & clever language to engage the audience • Explained the main point of the speech with clarity • Includes effective persuasive strategies that brings the audience “in” to what they are saying • Topic & purpose are clearly explained 	<ul style="list-style-type: none"> • Opening grabs the attention of the audience by using clever language to engage the audience • Explained the main point of the speech • Includes many persuasive strategies • Topic & purpose are explained 	<ul style="list-style-type: none"> • Opening grabs the attention of the audience • Explained the main point of the speech • Includes some persuasive strategies • Topic & purpose are explained 	<ul style="list-style-type: none"> • Opening does not grab the attention of the audience • The main point of the speech is not explained with clarity • Lacks persuasive strategies • Topic is not explained clearly
<p>Coherence and Organization</p> <p>40%</p>	<ul style="list-style-type: none"> • Ideas/beliefs, opinions are logically organized and flowed smoothly from one point to another • Words and phrases are carefully chosen • A variety of resources are used to support the writer’s ideas/points • Supporting details are topic relevant & non-repetitive 	<ul style="list-style-type: none"> • Ideas/beliefs, opinions are logically organized and flowed from one point to another • Words and phrases are carefully chosen • Resources are used to support the writer’s ideas/points • Supporting details are topic relevant & non-repetitive 	<ul style="list-style-type: none"> • Ideas/beliefs, opinions are somewhat logically organized and flow from one point to another at times • Resources are used to support the writer’s ideas/points • Supporting details are topic relevant 	<ul style="list-style-type: none"> • Choppy and confusing • Format was not clear and difficult to follow • More resources are needed to support the writer’s points • Supporting details are not topic relevant

<p>Closing</p> <p>20%</p>	<ul style="list-style-type: none"> • Closure is evident by unifying the entire speech & reminding audience of the significance & relevancy of the topic • Summarized main points and brought the audience back to your original argument provided • further food for thought for the audience 	<ul style="list-style-type: none"> • Closure is evident by unifying the speech & reminding audience of the significance of the topic • Summarized some of the main points and brought the audience back to your original argument • provided further food for thought for the audience 	<ul style="list-style-type: none"> • Closure is evident by unifying the most of the speech & reminding audience of the significance of the topic • Summarized points and brought the audience back to your original argument 	<ul style="list-style-type: none"> • Closure is not evident Did not summarize the main points of the speech
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Feedback & Guidance: (See reverse for additional comments)

Emergency Meeting of the French Assembly July 1, 1795

Dear Citizen,

The future of France needs to be decided now! France has been in a state of chaos over the past six years and the country has been divided by several factions. You have been chosen to represent members of the revolutionary tribunal and others (workers, clergy, nobles, women, peasants, and aristocrats) from French Society at the time of the French Revolution just after the radical phase has ended. You must give a 3 to 5 minute speech at our meeting. You will also need to prepare to question your opponents during the debate. You have the responsibility of bringing stability to France by debating and determining what type of government would be best for France in the future. The Revolution has made death and carnage common in the streets of France and you need to bring lasting stability to all aspects of French society (politically, socially, economically and religiously). You will be a member of one of the following factions:

Radical Revolutionary “The Mountain” “The Left” Radicals (includes groups like the Jacobins, Cordeliers, Paris Commune,) – You believe a revolution will eradicate both serfdom and absolutism from France and pave the way for a democratic republic. You believe that radical change will be worth its human costs. You are against the restoration of the monarchy. You mostly represent the interests of the radicals in Paris. They include the likes of Jean Paul Marat, Georges Jacques Danton, Jacques Roux, Robespierre, Napoleon, Jacques Hebert, Bertrand Barere, or a member of the sans culottes.

Anti-Revolutionary “The Right” Conservatives (Royalists) – You are opposed to a radical change and are opposed to violence. You believe the human costs will not be worth the revolution. You are for the full restoration of the monarchy. They include the likes of King Louis XVI, Queen Marie Antoinette, Pope Pius VI, Edmund Burke, an émigré, a noble from the south, a French aristocrat, or a member of the clergy.

Moderate Revolutionary View “The Plain” “The Center” Moderates (Girondists, Feuillants,) – You believe that change in France should be evolutionary. You support an orderly, legal change that will occur over time. You want to create a limited/constitutional monarchy that can accomplish these goals. You also lean toward keeping the King alive. You mostly represent the provinces, areas outside the cities. You fear the radical mobs in Paris who are represented by the Mountain. They include the likes of Honore-Gabriel Riqueti, Comte De Mirabeau, Marquis De Lafayette, Louis-Philippe- Joseph, Thomas Paine, Marquis de Con Condorcet.

Speech Criteria:

- Your speech must be 3 to 5 minutes long
- It must include primary source research
- It must be organized properly (see Debate Organizer, Speech Blueprint & Rubric for specifics)
- It must be persuasive
- You must ask several questions during the debate

Consider the following people, events, or issues in your speech:

King Louis XVI	Queen Marie-Antoinette	Great Fear
Causes of the Revolution	The Enlightenment	Robespierre
Tennis Court Oath	Declaration of Rights of Man and the Citizen	Jean Paul Marat
Famine & Bad Harvests	A French butcher (worker)	The Bastille
Georges Jacques Danton	Napoleon	The Clergy
First, Second and Third Estates	Bourgeoisie	Deficit Spending
De-Christianization		
Jacques Necker	A French Peasant	Factions (Jacobins, San Culottes, Peasants, urban vs. rural)
National Assembly & National Convention	Women in the Revolution	Suffrage
The Directory	Committee of Public Safety	Nationalism
Republic vs. Monarchy	Secular vs Religious Society	

FRENCH ASSEMBLY MEETING RUBRIC

	ADVANCED	PROFICIENT	DEVELOPING	NOVICE
RESEARCH & CONTENT 50%	<ul style="list-style-type: none"> • Effective use of multiple sources of primary source research • Used many facts to support persuasive arguments Full understanding of issue debated • Thesis/Position clearly stated 	<ul style="list-style-type: none"> • Good use of multiple sources of primary source research t Used facts to support some persuasive arguments Good understanding of issue debated • Thesis/Position stated 	<ul style="list-style-type: none"> • Lacks research in some areas of the speech • Some facts were used to support arguments • Showed understanding of some issues debated • Position stated but thesis needs some development 	<ul style="list-style-type: none"> • More sources of research needed • Facts did not support most arguments and were not persuasive • Showed little understanding of the issues • Position was unclear and lacks a thesis statement
SPEECH 40%	<ul style="list-style-type: none"> • Poised and clear articulation; proper volume; good posture and eye contact; enthusiasm; confidence; creative • Communicates clearly, correctly, and efficiently Very persuasive and believable 	<ul style="list-style-type: none"> • Poised and clear articulation; proper volume; good posture and eye contact; enthusiasm; confidence; creative most of the time • Communicates clearly, and efficiently • Persuasive and believable 	<ul style="list-style-type: none"> • Clear articulation; proper volume at times • Good posture and eye contact; confidence; creative some of the time • Communicates clearly, and efficiently • Persuasive most of the time 	<ul style="list-style-type: none"> • Body movement and posture distracts audience from the presentation • Little or no eye contact is made with the audience • Uses tone, volume, or speed that interferes with the presentation
CONTRIBUTIONS TO ASSEMBLY MEETING 10%	<ul style="list-style-type: none"> • Asks many quality questions during the full course of the convention • Adds reasoned comments that are supported by evidence to the debate 	<ul style="list-style-type: none"> • Asks quality questions during the full course of the convention • Contributes reasoned comments that are supported by evidence to the debate 	<ul style="list-style-type: none"> • Asks frequent questions during the full course of the convention • Contributes reasoned comments to the debate 	<ul style="list-style-type: none"> • Does not ask questions during the debate • Does not contribute additional comments to the debate

Comments:

APPENDIX B STANDARDS

HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
3	English Language Arts	May 4, 2016	September 2017
6	Social Studies	July 9, 2014	September 2015
8	Technology	October 1, 2014	September 2015
9	21st Century Life and Careers	October 1, 2014	September 2015