

AP European History

2008-2009 Syllabus

Course Description:

The course emphasizes historically significant events in European history from 1450 to the present. To allow for a multifaceted understanding of these events students will explore the past from intellectual, cultural, political, diplomatic, social and economic viewpoints. In an effort to make historians out of you, the course will stress; the analysis and interpretation of primary sources, the analysis and assessment of historiography, and the development of cogent analytical and interpretive writing.

Course Expectations:

- 1. We learn from each other:** The AP course is not one in which you play a passive role, simply absorbing information presented by the teacher. You will be asked to take an active part in forming your own questions, opinions and interpretations about the past. In the AP classroom, discussion will dominate over lectures so that we can learn from each other. Each of you brings something special to the course and no one will stop me from hearing this.
- 2. Knowledge for interpretation's sake:** In AP European, you must do more than memorize information provided by myself or other sources. You will be asked to critically analyze material, interpret primary sources, develop positions, and organize your analysis into a cohesive argument concisely articulated in a thesis.
- 3. Historians read:** As AP students, you will be expected to do a considerable amount of daily reading in the text, from various primary sources, and academic journals. You must show evidence of daily preparation by participating in class, answering questions from the instructor, performing on reading quizzes, and asking cogent questions.
- 4. Active note taking:** The amount of material distributed in this course is substantially higher than in a regular class. Each class you are expected to take notes on our discussions/lectures and your readings. You will need access to this material in order to study for the unit exams and the AP exam. Therefore, each student in this course must have a 3 ring binder for class, a reading journal, and year-in-review Portfolio.

The Core Six Course Goals: "Grrr! I'm a Historian"

- 1. Mastery of the relevant factual knowledge about European History from 1450 -present.**
– While Historians are not walking encyclopedias, the bedrock of their craft is command of the factual play-by-play. You will amass this foundation throughout the year.
- 2. The ability to analyze and interpret primary sources** – Historians use primary sources to allow the past to speak for itself. Through our DBQs and class PowerPoints you will encounter a wide range of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. You will leave this course with the skills necessary to interpret a wide range of primary sources.
- 3. The ability to analyze and interpret historical scholarship** – Historians don't work in a vacuum. There is a community of scholars that works to shape and refine our understanding

of the past. You will encounter, use, and critique this scholarship to better your understanding of European history.

4. **The ability to graphically represent complex events and arguments** – Anyone can make an outline, but it requires true understanding of an event or argument to be able to draw a diagram showing the structure and relationship of its constituent parts. You will leave this course with a new ability to quickly and cogently arrange your thoughts graphically
5. **The ability to write cogent analytical and interpretive essays** – Historians are writers who they owe it to their audience to be good writers. No one wants to read bad history. You will leave this course able to both analyze and interpret a problem and to craft a well-supported composition.
6. **The insight to relate Modern European history to your life** – Causation does not stop at the last page of your textbook. The events we study have shaped our world. Through my daily offer of Euro Immersions you will constantly look for the Euro in your life.

Course Materials

Text:

Kagan, Donald M., Steven Ozment, and Frank M. Turner. *The Western Heritage Since 1300*. New Jersey: Prentice Hall, 6th edition. ISBN Number: 0131828835

Primary Source Readers:

Kagan, Donald M., Steven Ozment, and Frank M. Turner. *The Western Heritage Sixth Edition Volume I: to 1715 Document Set*. New Jersey: Prentice Hall, 6th edition. ISBN: 0023632208

Kagan, Donald M., Steven Ozment, and Frank M. Turner. *The Western Heritage Sixth Edition Volume II: Since 1648 Document Set*. New Jersey: Prentice Hall, 6th edition. ISBN: 0023632755

<http://www.fordham.edu/halsall/mod/modsbook.html>

Summer Reading:

William Manchester, *A World Lit Only By Fire*. New York: Back Bay Books. ISBN-13: 978-0333613474

Assessment: Point System

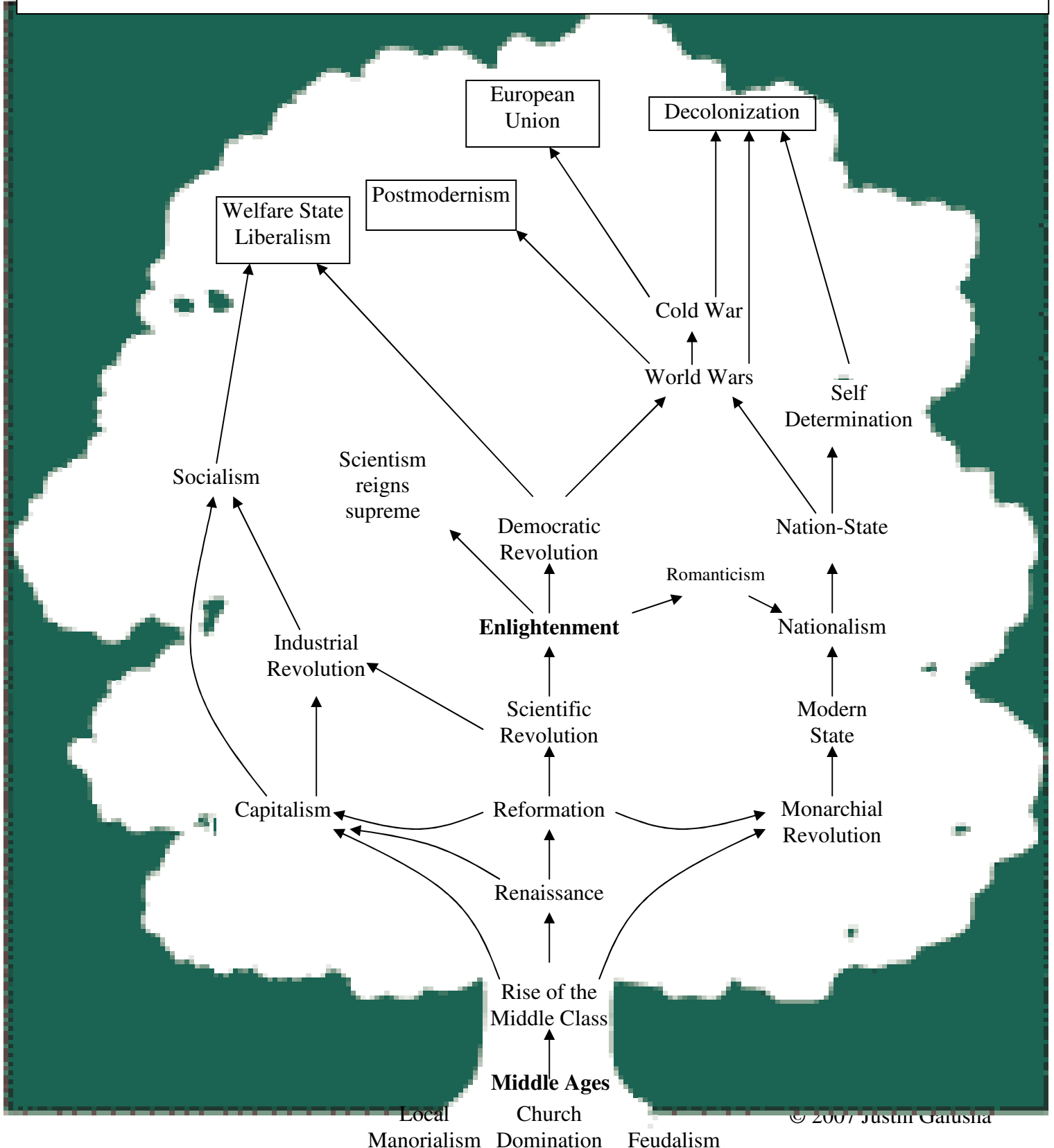
1. **Unit Exams (100-140pts each)** – At the end of each unit you will take a unit exam consisting of AP-style multiple choice questions and Free Response Questions taken exclusively from past AP exams. In essence, by the time May comes along, you will have taken 10 mini AP exams
2. **Document Based Questions (100pts each)** – You will write a DBQ for each unit for a total of at least 10 DBQs. Each DBQ must be accompanied by a metacog (20pts)
3. **Graphic Organizers for the Essential Questions (100pts each)** – You will develop a thesis answer with graphically organized factual support for each of the 14 essential questions
4. **Formal analytical or interpretive papers (100-150pts each)** - You will write a major paper per term for Terms 1 through 3.
5. **Simulations: Group Work (50-100pts each)** – You will conduct two simulations per term for Terms 1 through 3.
6. **Reading journals (100pts a term)**

Evidence of Compliance with College Board AP European History Curricular Requirements

College Board Curricular Requirements	Evidence of Curricular Requirement
The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.	Please refer to the Content Outline, found on pages 5-11, and note that throughout the year, relevant intellectual, cultural, political, diplomatic, social, and economic developments are covered as evidenced by the Content/Topic Outlines for each unit.
The course teaches students to analyze evidence and interpretations presented in historical scholarship.	Please note, as delineated in the Content Outline and the Key Assignment boxes, that students meet this requirement through their analysis and interpretation of, among others, William Manchester's <i>A World Lit Only By Fire</i> , Paul Schoeder's Political Equilibrium Thesis, Crane Brinton's <i>Anatomy of a Revolution</i> , and Weber's Protestant Work Ethic Thesis.
The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.	The course consistently uses the Kagan Primary Source Readers, previous College Board DBQs, Art Days, and various graphs and charts during class time to provide students with opportunities to put into practice 'RMU.' Please refer to page 16 for a detailed description of this instructional method.
The course provides students with frequent practice in writing analytical and interpretive essays such as document based questions (DBQ) and thematic essays	Please refer to the Key Assignment boxes to confirm that the course has students write at least 10 DBQs, and a major thematic paper for Terms 1 through 3. In addition, please note in the Assessment section on page 2 that each of the 11 Unit Exams contain at least one thematic FRQ-style essay.

Development of European History

Galusha's Thesis: While Europe seems to be moving beyond its cannibalistic past with the creation of the European Union, its most significant legacies come in the development of welfare state liberalism, the decolonization of the Third World, and the postmodern shift of the 20th century.



AP European: Content Outline

Term 1: September – November

Unit 1: Renaissance Civilization

Essential Questions:

How did Europe look economically, socially, and politically during the Middle Ages?

To what extent did the Renaissance challenge the medieval mindset and give birth to the modern mind?

Content/Topic Outline

1. Middle Ages: Economic, Social and Political vignettes
2. The Italian Renaissance: Emergence of the Italian City States
 - a. Art of the Italian Renaissance
3. Italy's "Time of Troubles"
4. The Renaissance Papacy and The Northern Renaissance
5. The "New Monarchies" in Northern Europe
 - a. Tudors in England
 - b. Valois Family in France
 - c. Ferdinand and Isabelle in Spain
 - d. The Holy Roman Empire
6. Age of Exploration and the Price Revolution
7. Historiography Lesson: Analysis and critique of Manchester's thesis in *A World Lit Only by Fire*
8. Historiography Lesson : Did women have a Renaissance?

Unit 2: The Reformation and Its Wars

Essential Question:

How did the Reformation challenge and affect European society and political life?

Content/Topic Outline

1. Protestant Reformation: Why now?
 - a. Martin Luther: Conservative or Radical
 - b. Luther's belief System
2. Diet of Worms
3. The varieties of Protestantism and their impact on European society
 - a. Anglicanism, Lutheranism, Calvinism, Anabaptism
 - b. Historiography Lesson: Capitalism and Weber's Thesis
 - c. Democracy
4. The English Reformation
5. Catholic Reformation
6. Women, families, and the Reformation
7. French Wars of Religion
8. Dutch Revolt
 - a. Dutch Art
9. Elizabeth I
10. Thirty Years War
11. Treaty of Westphalia

12. Historiography Debate: Were the wars of religion politically or religiously motivated?

Unit 3: Monarchial Revolution**Essential Question:**

Evaluate the successfulness of the various European monarchies at subjugating the nobility and creating a modern state.

Content/Topic Outline

1. The Modern State and the Military Revolution
2. Absolutism and Constitutionalism
3. English Civil War: Parliament vs. the Crown
 - a. Stuart England
 - b. Civil War and the Commonwealth
 - c. Historiography Lesson: Anatomy of a Revolution - Craine Brinton's Theory of Revolution
4. Glorious Revolution
5. French Absolutism Created: Cardinal Richelieu
6. French Absolutism Solidified: Louis XIV
7. The Wars of Louis XIV
8. Two Extremes: Russia and the Netherlands
9. Two Directions: Spain and Prussia
10. Britain, France, and Central/Eastern Europe.
11. Monarchial Revolution Conference: How successful were the various European monarchies at subjugating the nobility and creating a modern state?

Term 1: Key Assignments**Document Based Questions:**

- Unit 1: Did Women have a Renaissance?
- Unit 2: Pilgrimage of Grace – 1530s
- Unit 3: Attitudes Towards the Poor: 1450-1700

Essential Question Graphic Organizers:

- Unit 1: How did Europe look economically, socially, and politically during the Middle Ages?
- Unit 1: To what extent did the Renaissance challenge the medieval mindset and give birth to the modern mind?
- Unit 2: How did the Reformation challenge and affect European society and political life?
- Unit 3: Evaluate the successfulness of the various European monarchies at subjugating the nobility and creating a modern state.

Papers:

- Your philosophy of history statement
- *A World Lit Only by Fire* analysis and critique

Simulations:

- Martin Luther at the Diet of Worms
- Treaty of Westphalia

Term 2: December – January

Unit 4: Scientific Revolution and the Enlightenment

Essential Questions:

How did Scientism become the dominant source for truth in western society?

Analyze the various Enlightenment ideals that laid the foundation for a Democratic Revolution in western history.

Content/Topic Outline

1. The heliocentric Model's history and Copernicus
2. Brahe's observations and Kepler's Three Laws of Planetary Motion
3. Galileo
4. Newton and an assessment of the Scientific Revolution's impact on Europe's:
 - a. View of God
 - b. View of Nature
 - c. View of Man
 - d. View of Politics
 - e. World domination
5. Causes and characteristics of the Enlightenment
6. Locke and Hobbes: Precursors to the Enlightenment
7. Smith
8. Rousseau and Kant
9. Mary Wollstonecraft and the impact of the Enlightenment on Women
10. Enlightened Despotism: Do they deserve the title?
 - a. Frederick II of Prussia
 - b. Maria Theresa of Austria
 - c. Joseph II of Austria
 - d. Catherine II of Russia
11. Enlightenment Salon

Unit 5: French Revolution

Essential Questions:

How do you explain the onset of the French Revolution?

Content/Topic Outline

1. Balance of Power Politics: Wars of the 18th Century
 - a. War of Spanish Succession
 - b. War of Austrian Succession
 - c. Seven Years War
 - d. American Revolution
2. Causes of the French Revolution
3. French Revolution: Liberal Phase
4. French Revolution: Radical Phase
5. Giant Timeline creation of the French Revolution
6. French Revolution: Thermidorian Reaction
7. Historiography Lesson: Interpretations of the French Revolution
 - a. Marxist
 - b. Contingency
 - c. International Conflict

Unit 6: Napoleon and Congress of Vienna Europe

Essential Question:

Evaluate the successfulness of the Congress of Vienna diplomats at establishing and preserving their goals.

Content/Topic Outline

1. Napoleon's rise to power and Napoleon's Empire
2. Reasons for the fall of the Napoleonic Empire: Are there lessons to be learned for future hegemonic empires?
3. Conservatism
4. Classical Liberalism
 - a. Malthus and Ricardo
 - b. Samuel Smiles
5. Socialism and Communism
 - a. Utopian Socialism
 - b. Marxism
6. Romanticism and Realism
7. Congress of Vienna Simulation
8. Revolutions of the 1820s and 1830s
9. Revolutions of 1848 and the Crimean War
10. The Congress System Debate: Balance of Power or Political Equilibrium
 - a. Historiography Lesson: Assessment of Paul Schoeder's Political Equilibrium thesis.
11. Great Britain: Rise of Democracy and the Welfare State
 - a. Yeas of Violence: 1815-1819
 - b. Reform Movement: 1820-1832
 - c. Chartist Movement
 - d. Repeal of Corn Laws and Rise of Liberalism
 - e. Gladstone and Disraeli
 - f. Labour Party
12. A Divided France Moves toward Democracy
 - a. The Second Republic and Second Empire: Age of Louis Napoleon
 - b. The Siege of Paris and the Paris Commune
 - c. The Crisis-Prone Third Republic
 - i. Boulanger Crisis
 - ii. Panama Crisis
 - iii. Dreyfus Affair

Term 2: Key Assignments

Document Based Questions:

- Unit 4: Witch craze: 15th – 17th Centuries
- Unit 5: Views of Slavery during the Enlightenment and French Revolution
- Unit 6: MFA DBQ

Essential Question Graphic Organizers:

- Unit 4: How did Scientism become the dominant source for truth in western society?
- Unit 4: Analyze the various Enlightenment ideals that laid the foundation for a Democratic Revolution in western history.
- Unit 5: How do you explain the onset of the French Revolution?
- Unit 6 Evaluate the successfulness of the Congress of Vienna diplomats at establishing and preserving their goals.

Papers:

- Research paper on a Philosophe

Simulation

- Enlightenment Salon
- Mock Congress of Vienna

Term 3: February – April

Unit 7: The Industrial Revolution

Essential Question:

To what extent did the drastic changes wrought by the Industrial Revolution affect Europe economically, socially, and, politically?

Content/Topic Outline:

1. Etymology of the Industrial Revolution
 - a. Why was Britain first?
2. Urbanization and the Second Industrial Revolution
3. Impact of the Industrial Revolution on women and family structure
4. What was the intellectual, cultural, political, diplomatic, social and economic impact of the Industrial Revolution?
5. Material Reasons for European Imperialism
6. Justification for European Imperialism
 - a. Impact of Darwin on Society and Social Darwinism
 - b. White Man's Burden
 - c. 19th Century Racism

Unit 8: The Nation-States and World War I

Essential Questions:

Could wiser politicians have prevented the outbreak of World War I?

To what extent was Lenin able to achieve a Marxist Revolution in a country without a Proletariat?

Content/Topic Outline:

1. Forms of Nationalism
 - a. Civic
 - b. Ethnic
2. Italian Unification
3. Roadblocks to German Unification
4. German Unification under Otto von Bismarck
5. Austria in the 1800s
6. Russia in the 1800s
7. Reasons for World War I
 - a. Historiography Lesson: Militarism, Alliances, Imperialism, and Nationalism?
8. Imperial conflicts
9. Alliance System
10. Outbreak of WWI
11. July Crisis: Could wiser politicians have prevented the outbreak of World War I?
12. Impact of a technological war
13. October Revolution
14. Russian Civil War

Unit 9: Interwar Europe and World War II

Essential Question:

Evaluate the role the Treaty of Versailles played in creating the economic, social and political environment that culminated in WWII?

Content/Topic Outline:

1. Cost of WWI and the Conditions of the Treaty of Versailles
2. Assessment of the Treaty of Versailles
3. Stalin's Rise to Power
4. Stalin's Russia: A Study in Totalitarianism
5. France and Britain Between the War
6. Successor States
7. Age of Anxiety
 - a. Impact of Freud and Nietzsche
 - b. Modern Art Between the Wars
8. The Rise to Power of Benito Mussolini
9. Weimar Republic
10. Nazi Seizure of Power
11. The Chronological March Toward War: 1931-1939
12. Holocaust and Anti-Semitism
13. Why did the allies win the war?
14. Yalta Conference

Term 3: Key Assignments

Key Assignments

Document Based Questions:

- Unit 7: Manchester, England and the Industrial Revolution: 1820s-1870s
- Unit 8: The Irish Conflict: 1800-1916
- Unit 9: Women's Rights: 19th and Early 20th Centuries

Essential Question Graphic Organizers:

- Unit 7: To what extent did the drastic changes wrought by the Industrial Revolution affect Europe economically, socially, and, politically?
- Unit 8: Could wiser politicians have prevented the outbreak of World War I? ^{Unit 8}
- Unit 8: To what extent was Lenin able to achieve a Marxist Revolution in a country without a Proletariat? _{Unit 8}
- Unit 9: Evaluate the role the Treaty of Versailles played in creating the economic, social and political environment that culminated in WWII?

Papers:

- Analysis of Crane Brinton's *Anatomy of Revolution*

Simulation

- Can you prevent WWI?
- Yalta Conference

Term 4: April – May

Unit 10: Europe: 1950 to the Present

Essential Question:

Account for the development of the European Union and state your predictions for its future?

Content/Topic Outline:

1. Emergence of the Cold War
2. Early Cold War Flash points: Germany, Israel, and the Korean War
3. Khrushchev and the Kennedy Years
4. Brezhnev Era
5. Decolonization
6. Development of the European Union
7. Domestic Trends in Europe
8. Existentialism
9. Downfall of Soviet Hegemony
10. Russia after the fall
11. Current makeup of the European Union.

Unit 11: Western Philosophy (after the AP Exam)

Essential Question:

How did the history of Europe shape the modern world?

Term 4: Key Assignments

Key Assignments

Document Based Questions:

- Unit 10: Western European Unit: 1946-1989

Essential Question Graphic Organizers:

- Unit 10: Account for the development of the European Union and state your predictions for its future?
- Unit 11: How did the history of Europe shape the modern world?

Project

- Philosophy reading journal

50 Varsity Names

- | | | |
|------------------------|------------------------|------------------------|
| 1. Alexander II | 18. Frederick II | 34. Medici, Lorenzo de |
| 2. Bismarck | 19. Freud | 35. Metternich |
| 3. Calvin | 20. Great Elector | 36. Michelangelo |
| 4. Catherine the Great | 21. Henry IV of France | 37. Montesquieu |
| 5. Cavour | 22. Henry VIII | 38. Mussolini |
| 6. Charles I | 23. Hitler | 39. Napoleon I |
| 7. Charles II | 24. Isabella and | 40. Napoleon III |
| 8. Charles V | Ferdinand | 41. Newton |
| 9. Copernicus | 25. James I | 42. Peter the Great |
| 10. Cromwell, Oliver | 26. James II | 43. Philip II |
| 11. Darwin | 27. Lenin | 44. Richelieu |
| 12. da Vinci, Leonardo | 28. Locke | 45. Robespierre |
| 13. Descartes | 29. Louis XIV | 46. Rousseau |
| 14. Disraeli | 30. Louis XVI | 47. Smith, Adam |
| 15. Einstein | 31. Luther | 48. Stalin |
| 16. Elizabeth I | 32. Machiavelli | 49. Voltaire |
| 17. Erasmus | 33. Marx | 50. William II, Kaiser |

25 Varsity Events/Concepts

- | | | |
|-----------------------------|-------------------------|------------------------------|
| 1. 1848 revolutions | 9. European Union | 18. Renaissance |
| 2. Congress of Vienna | 10. Exploration | 19. Reformation |
| 3. Conservatism | 11. French Revolution | 20. Romanticism |
| 4. Classical Liberalism | 12. Glorious Revolution | 21. Russian Revolution |
| 5. Divine Right | 13. Individualism | 22. Scientific
Revolution |
| 6. English Civil War | 14. Industrialization | 23. Spain, 16th-century |
| 7. Enlightened
Despotism | 15. Militarism | 24. Thirty Years' War |
| 8. Enlightenment | 16. Progress | 25. Treaty of Versailles |
| | 17. Reformation | |

20 Varsity Dates

- | | | |
|--------------|-------------|---------------|
| 1. 1492 | 8. 1713 | 15. 1871 |
| 2. 1517 | 9. 1756 | 16. 1914-1919 |
| 3. 1545 | 10. 1789 | 17. 1939-1945 |
| 4. 1555 | 11. 1793-94 | 18. 1962 |
| 5. 1562-1589 | 12. 1795 | 19. 1968 |
| 6. 1618-1648 | 13. 1815 | 20. 1989 |
| 7. 1688 | 14. 1848 | |

MK'Isms (Must Know'Isms)

1. **Humanism** – (1450 – Present) The new emphasis in the Renaissance on human culture, education and reason, sparked by a revival of interest in classical Greek and Roman literature, culture, and language. Human nature and the dignity of man were exalted and emphasis was placed on the present life as a worthy event in itself (as opposed to the medieval emphasis on the present life merely as preparation for a future life).
2. **Absolutism** – (1600s-1700s) Used to describe the government of Ancien Regime states, especially France, Russia, Spain and Prussia. The term indicates that the only legitimate source of power in such states was the monarch. In particular the rules of such states tried to deprive the aristocracy and the church of the ability to compete with the monarch. This ideal was rarely achieved. The term does not mean that the monarch had immediate and direct control of everyday life. For that, see totalitarianism.
3. **Constitutionalism** (1600s – present)- The belief that governments will defer to the rules and principles enshrined in a constitution and uphold the rule of law.
4. **Mercantilism** \$(1500s-1600s) - international commerce should primarily serve to increase a country's financial wealth, especially of gold and foreign currency. To that end, exports are viewed as desirable and imports as undesirable unless they lead to even greater exports.
5. **Capitalism** \$– an economic system run self-interest controlled by competition where individuals own property. Used by the US
6. **Socialism** \$– an economic system where the government controls the economy. Used by the Soviet Union
7. **Communism** - no\$- a social system where there is no private property, no social classes, and no government. It has never been used it is a utopia.
8. **Imperialism** – (1870-1914) when one country takes over the Economic, Social and Political life of another country
9. **Nationalism** (1800s-early 1900s) having pride in your country or ethnic group.
10. **Totalitarianism** - System of government where a one party dictatorship has total control over its citizen's lives. Uses Propaganda, Censorship, Secret Police and outlaws Religion.
11. **Fascism (1930s-1945)** – a militaristic and extremely nationalistic government that uses totalitarianism. (Hitler and Mussolini)
12. **Modernity** (1450-1800s)– A term which encompasses the development of Western society from the Renaissance until the 20th century. It is characterized by a belief in progress, reason (science), individualism (humanism and capitalism) and the development of a centralized nation-state.
13. **Postmodernism**(Late 1800s – present) – A term which encompasses the rejection of modernism seen in Western society today. Its roots go back to the 1800s but it really gains steam after WWI and the Great Depression. It is characterized by cultural relativism, moral pluralism, and a rejection of the notion of progress. (Existentialism, Nihilism)

AP European Portfolio: 30 Components

Unit 1: Middle Ages and the Renaissance

- 1. G.O. “How did Europe look economically, socially, and politically during the Middle Ages?”
- 2. G.O. “To what extent did the Renaissance challenge the medieval mindset and give birth to the modern mind?”
- 3. Your Philosophy of History Statement
- 4. *A World Lit Only by Fire* analysis and critique
- 5. DBQ: Did Women have a Renaissance?

Unit 2: The Reformation and Its Wars

- 6. G.O. “How did the Reformation challenge and effect the organization of European society?”
- 7. DBQ: Pilgrimage of Grace – 1530s
- 8. Religious Wars Fact Sheet/G.O.

Unit 3: Monarchial Revolution

- 9. G.O. “Evaluate the successfulness of the varying European monarchies at subjugating the nobility and creating a modern state.”
- 10. DBQ: Attitudes Towards the Poor: 1450-1700

Unit 4: Scientific ‘Revolution’ and the Enlightenment

- 11. G.O. “How did Scientism become the dominant source for truth in western society?”
- 12. G.O. “Analyze the various Enlightenment ideals that laid the foundation for a Democratic Revolution in western history.”
- 13. DBQ: Witch craze: 15th – 17th Centuries
- 14. Enlightenment Salon: Resumes

Unit 5: French Revolution

- 15. G.O. “How do you explain the onset of the French Revolution?”
- 16. DBQ: Views of Slavery during the Enlightenment and French Revolution:

Unit 6: Napoleon and Congress of Vienna Europe

- 17. G.O. “Evaluate the successfulness of the Congress of Vienna diplomats at establishing and preserving their goals.”
- 18. DBQ: MFA

Unit 7: The Industrial Revolution

- 19. G.O. “To what extent did the drastic changes wrought by the Industrial Revolution affect Europe economically, socially, and, politically?”
- 20. DBQ: Manchester, England and the Industrial Revolution: 1820s-1870s

Unit 8: The Nation-States and World War I

- 21. G.O. “Could wiser politicians have prevented the outbreak of World War I?”
- 22. G.O. “To what extent was Lenin able to achieve a Marxist revolution in a country without a proletariat?”
- 23. DBQ: The Irish Conflict: 1800-1916
- 24. Anatomy of Revolutions using the English, French and Russian Revolutions

Unit 9: Interwar Europe and World War II

- 25. G.O. “Evaluate the role the Treaty of Versailles played in creating the economic, social and political environment that culminated in WWII?”
- 26. DBQ: Women’s Rights: 19th and Early 20th Centuries
- 27. Yalta Conference Proposal

Unit 10: Europe: 1950 to the Present

- 28. G.O. “Account for the development of the European Union and state your predictions for its future?”
- 29. DBQ: Western European Unit: 1946-1989

Additional Portfolio Components

- Binding (3 ring binder or appropriately sized 3 ring folder) for assignments; binding should be decorated with illustrations appropriate for course content
- Table of Contents
- All Tests in a separate section
- If you had to redo a GO (anything lower than a 70) then it must be resubmitted as an essay

<h1>/300</h1>

DBQ Rubric

1. The core score is the number of points awarded, from 1 to 6, for basic competence in the skills identified in the current rubric — those historical skills that the AP European History Development Committee and the readers deem appropriate.
2. If a core score of 6 is achieved, you may earn expanded score points — 0 to 3 — from the expanded core area for excelling in any of the skills. You must earn 6 points in the basic core area before earning points in the expanded core area.

(Score Scale 0-9)

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Provides an appropriate, explicitly stated, thesis that directly addresses all parts of the question. Thesis may not simply restate the question.		Expands beyond basic core of 1 to 6 points. A student must earn 6 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> Has a clear, analytical, and comprehensive thesis. Uses all or almost all documents. Uses documents persuasively as evidence. Shows understanding of nuances in the documents. Analyzes bias or point of view in at least four documents cited in the essay. Analyzes documents in additional ways — additional groupings or other. Brings in relevant "outside" historical content. 	0-3
2) Discusses a majority of the documents individually and specifically.			
3) Supports the thesis with appropriate interpretations of a majority of the documents.			
4) Demonstrates understanding of the basic meaning of a majority of the documents. (May misinterpret no more than one document.)			
5) Analyzes bias or point of view in at least three documents.			
6) Analyzes documents by explicitly organizing them in at least three appropriate groups.			
Subtotal		Subtotal	
		TOTAL	

Grade Scale: 9 = 95-100 8 = 90-94 7 = 83-89 6 = 77-82 5 = 70-76 4 = 60-69 3 = 50-59 2 = 40-49 1 = 30-39

Commendations

Next time:

First Rule of DBQs:

Follow PBOT to get to CSD3R

Second Rule of DBQs:

Make sure that you have completed rule number one.

Third Rule of DBQs:

Address Point of View in each paragraph

To site a document use the following format:

- John Taylor, an English writer, said “blah blah blah” (doc 5)
- Wilhelm II, emperor of Germany, said “Blah Germany blah blah blah” (doc 17)

Any questions you can email me at Justin.Galusha@weymouthschools.org or see me after school in room 213

Rubric for the Graphic Organizer Answers to the Essential Questions:

	Advanced 4	Proficient 3	Needs Improvement 2	Failed 1	Student Score
Re-states the Question	<ul style="list-style-type: none"> Clearly visible and accurate 	<ul style="list-style-type: none"> Hard to find but accurate. 	<ul style="list-style-type: none"> Hard to find and inaccurate 	<ul style="list-style-type: none"> No 	x2 _____
Defines key terms necessary for answering the question	<ul style="list-style-type: none"> Student identifies the key terms either explicitly or implicitly mentioned in the prompt and expertly defines them in relation to the thrust of the thesis. 	<ul style="list-style-type: none"> Student identifies the key terms either explicitly or implicitly mentioned in the prompt and accurately defines them. 	<ul style="list-style-type: none"> Student identifies the key terms either explicitly or implicitly mentioned in the prompt and adequately defines them. 	<ul style="list-style-type: none"> Student fails to identify and define the key terms either explicitly or implicitly mentioned in the prompt 	x3 _____
Addresses all parts of the question in a C/SD3R Thesis	<ul style="list-style-type: none"> Student presents an analytically sophisticated, historically accurate, cogent and well structured thesis that addresses all parts of the question. 	<ul style="list-style-type: none"> Student presents a well structured, historically accurate thesis that addresses all parts of the question. 	<ul style="list-style-type: none"> Student presents a thesis that addresses all parts of the question but is weak analytically or is historically inaccurate 	<ul style="list-style-type: none"> Student presents a thesis that fails to address all parts of the question. Student does not provide a thesis. Thesis is implausible 	x5 _____
Graphically shows the relationship between the reason and the thesis and among the reason.	<ul style="list-style-type: none"> Student uses shapes and arrows to very clearly show the relationship between each reason and the thesis and among the reasons. 	<ul style="list-style-type: none"> Student uses shapes and arrows to show the relationship between each reason and the thesis and among the reasons. 	<ul style="list-style-type: none"> Student uses shapes and arrows to show the relationship between each reason and the thesis and among the reasons. But when you take a step back it is muddled and confusing. Come May it is useless. 	<ul style="list-style-type: none"> It is a train wreck of crammed content It is a first draft It looks like it was done in home room. 	x6 _____
Uses evidence as building blocks to support the argument. Bold each block.	<ul style="list-style-type: none"> 6+ blocks(person, event, or concept) from the unit study list used for each reason. 	<ul style="list-style-type: none"> Only 5-4 blocks (person, event, or concept) from the unit study list used for some reasons. 	<ul style="list-style-type: none"> Only 3-2 blocks (person, event, or concept) from the unit study list used for some reasons. 	<ul style="list-style-type: none"> Only 2-0 blocks (person, event, or concept) from the unit study list used for some reasons. 	x4 _____
Description of each bullet captures the relevant core aspects of that bullet and the analysis of the bullet links it back to the thesis.	<ul style="list-style-type: none"> Student accurately identifies each bullet and the analysis of it always clearly links it back to the thesis. 	<ul style="list-style-type: none"> Student accurately identifies each bullet and usually the analysis of it clearly links it back to the thesis. 	<ul style="list-style-type: none"> Student accurately identifies most bullets and usually the analysis of it clearly links it back to the thesis. 	<ul style="list-style-type: none"> Student accurately identifies less than half of the bullets and rarely does the analysis of them clearly link back to the thesis. Students who scored in 'failed' for using enough bullets will fails this section. 	x5 _____

Don't take it from me

(the following lists appear unedited as they were written by each class after their AP exam)

Advice from the class of 2007

- -Read the book!
- -Take notes during discussions!
- -Ask questions
- -Listen to everyone else's opinions
- -Don't do the graphic organizers the night before!
- -Do graphic organizers in sections according to what you are doing in class
- -Check the website
- -Don't be afraid to be wrong. Bring your own opinion into history class.

Advice from the class of 2008

- "Read and take notes every night"
- "Read to succeed"
- "Ask good questions"
- "Work in groups"
- "Identify and define in your G.O.s"
- "Codify the commonalities"
- "Make the political sticky notes yellow"
- "Don't take more time than you're supposed to on at home DBQs"
- "Manage your time wisely"
- "Don't leave all your reading and G.Os until the night before the test"
- "Definitely speak up in class discussion"
- "☺"
- "Don't mention America."
- "Defend your own ideas and don't be afraid to say what you think"

Thoughts from the class of 2008

"Euro, more than any other class I've taken, has helped me develop academically. But as hard as I worked to get through that class, I knew you were working ten times harder to help me and my classmates succeed. Your teaching style was different than any other I had yet experienced, but that's why it was so much better. As much as I whined about the DBQ's and GO's we had to do, I can sincerely say I looked forward to our classtime every day."

"I liked having the syllabus because there couldn't be surprises. I always knew what was coming, what to expect, what to work on. And there's also the gratification and motivation in crossing off days and thinking stuff like, "Oh, only three more G.O.s" and that sort of thing."

"I not only felt extremely prepared for the AP test, but for college in general. Although challenging, I feel the difficulty of the class exams was adequate for preparing us for the multiple choice question on the AP exam."

"I believe the essential questions were key to seeing the big picture."

“So make sure, “we can’t be historians on our own” is heard just as loud as, “Grrrr . . I’m a historian.”

“When I came in I was completely unprepared, I felt like I got kicked in the teeth and for a while I ran away with my tail between my legs. Through one-on-one meetings, I was eventually put on track and I feel as though this class didn’t blast me away when I eventually was able to see the big picture.”

“As for [Building Historians] . . . I feel like once a thesis was developed using CSD3R the rest of the DBQ just flowed from there and was a matter of having grouped the documents.”

“Despite all the factors that have, for the most part, helped me this year, I feel our class dynamic/mentality also played a huge part. I truly believe that if we never worked together or discussed together, enlightened each other with our own biased insights, that the test would have been so much harder. Using the class as a team was the tool that helped me develop the most in the subject area.”

“I’d say the G.O.s are the most helpful in taking in all the material, because it forced you to explicitly present your main points and bullets with ample historical proof. That said they were the bane of my existence. It paid off in the end when I did them though.”

“Writing has never been much of a strong point for me in Euro, but I feel like it’s improved. I never pre-wrote before this class but I can see the importance of it now, especially with DBQ’s”

“I felt very prepared for the Euro exam, especially skills wise. The first thing we did this year was the checks we organized into group; as simple as it may have been, it was a very helpful skill to learn. The activity showed the process of finding blocks and organizing them into a CSD3R thesis. “

“Essential Questions and G.O.s were very effective. They sum up each unit and, assuming good blocks are used serve as a great way to review for the test.”

“When I signed up for this class, I never thought European history is as pertinent as it really is. In everyday life I catch references of things we’ve learned in here. . . . It made me think about things in perspectives other than just my own. I think I got a lot out of it.