

Lakewood City Schools

Course of Study for **Advanced Placement Modern European History**

Revised: July 14th 2008

The purpose of this course is for students to examine Modern European History in a similar manner as a college survey course. The rigorous approach will include a critical examination of the major cultural, economic, political, and social developments that have influenced the human experience in Europe since 1450. Students will develop an understanding of this history in order to place the successes and challenges of the West today into a broader, historic context.

Social and Political Breakdown vs. Renaissance & Discovery 1375-1567

- Breakdown of Feudal System--Plague Effects
- Jacob Burckhardt's Thesis
- Read, analyze and discuss excerpt from *The Prince* by Niccolo Machiavelli
- Florence and the Medici
- Women & The Renaissance: Read short excerpt from *Women of the Renaissance*. Margaret L. King, University of Chicago Press 1991.
- Read, analyze, discuss excerpt from *Utopia* by Thomas Moore
- Examine artwork by Michelangelo, Raphael, Donatello, DaVinci
- Compare and Contrast Northern and Italian Renaissance
- Causes and Effects of Voyages of Discovery
- New Monarchs and political institutions Charles V(1519-1556), Ferdinand and Isabella, Henry IV / Court of Star Chamber

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>History Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.</p>	<p>Benchmark A: Explain patterns of historical continuity and change by challenging arguments of Historical inevitability.</p>	<ul style="list-style-type: none"> • Define Renaissance, Humanism, chiaroscuro, vernacular, • Identify Machiavelli, Boccaccio, Thomas More, Brunelleschi, da'Vinci, Raphael, Durer, Van Eyck, Donatello • Identify the significance of the Medici family to the Renaissance • Explain how political and social breakdown of the late middle ages was inevitable and 	<p>Was there a Woman's Renaissance? Document Based Question</p> <p>Social History in the Early Modern period Humanism and Burkhart thesis. Power Point Art Lecture on Italian v. Northern Renaissance</p> <p>Compare and contrast Excerpts from <i>The Prince</i> and <i>Utopia</i></p> <p>Lecture on New Monarchs, Henry VIII, Ferdinand and Isabella, Charles V,</p>

		<p>would eventually give way to the Renaissance</p> <ul style="list-style-type: none"> • Explain How the Renaissance led to • Identify the effects of the Spanish voyages of discovery effected the natives in the Americas • Explain how economic, technological, political, and religious factors promoted European explorations from about 1450-1525 <p>Muslim /Italian control of old, overland trade rout motivated desire to use Atlantic; Monarchs economically, motivated, searching for raw materials; new middle class demanded more opportunity; Esp. Isabella’s staunch Catholicism, Renaissance focus on individual and desire to understand the world;</p>	Voyages of Discovery
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II. The Age of Reformation 1517-1563

- Examine the Social and Political Causes and Effects of the English and German Protestant Reformations
- Martin Luther, Justification by Faith Alone, 95 Thesis, Excommunication, Peace of Augsburg
- Politics in the Age of Reformation; Charles V and the Holy Roman Empire
- Peasant’s Revolt—Excerpts from *Luther* & Primary Source Reading on Peasants Revolt
- Henry VIII, Moore, Cardinal Wolsey and the Reformation Parliament
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Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>People in Societies</p>	<p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.</p>	<p>I can...</p> <p>Explain the significance of Charles V, Martin Luther, justification by faith alone, Johannes Tetzel, Cardinal Wolsey, Henry VIII, Act of Supremacy, Guttenburg and Printing Press,</p> <p>Describe the difference between Calvinism-Predestination Lutheranism, JBFA Anabaptists-adult, not infant baptism</p> <p>Get a 5 on the AP European History Exam</p> <p>Explain the intellectual, social , political and economic causes and effects of the Protestant Reformation in the Holy Roman Empire (German States), England and Switzerland Peasants Revolt 1525 Family life, later marriages, slight change in pov on women, Spread of Reformation to Denmark Schmalkaldic League defensive alliance of Protestant states Peace of Augsburg 1555 cuius regio, eius religio ruler of the land determines religion of the land</p> <p>Compare and contrast the Lutheran Reformation and the Catholic Reformation of the 16th century regarding the reform of both religious doctrines and religious practices</p>	<p>Notes Lecture Discussion on Reformation as a whole</p> <p>View Excerpt from the Tudors</p> <p>POV and 2008 Peasants' Revolt DBQ</p> <p>Powerpoint Baroque/Council of Trent Lecture</p> <p>Notes Lecture discussion on family life</p>

		Lutheranism and women Council of Trent (1545-1547) Baroque Art and Architecture Jesuits Reforms in internal church discipline	
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Unit III

Religious Wars 1562-1648: Political, Ideological, Economic or All of the Above?

EQ:

- Examine the Social and Political causes and consequences of the French Wars of Religion 1562-1598
 St. Bartholomew’s Day Massacre Catherine De’ Medicis v. Guises, Henry IV and Edict of Nantes
- Philip II of Spain, Revolt of the Netherlands and success of William of Orange
- Commercial Revolution: Spanish v. English supremacy
- Thirty Year’s War and Peace of Westphalia-early collective security Evaluate the Social and Political Consequences of Religious conflict, The 30 Years’ War and Treaty of Westphalia.
- Evaluate the political leadership of Mary Tudor, Mary Queen of Scots, and Elizabeth I
- Watch and evaluate the Historic accuracy of *Elizabeth*
- Evaluate Defeat of the Armada clip from *Elizabeth: The Golden Years* Assessment: MC Exam

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People in Societies /Cultures People in Societies / Interaction People in societies/ Diffusion	Identify the perspectives of diverse cultural groups when analyzing current issues. Analyze primary source material to see if a historical interpretation is supported. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity	I can... Get a 5 on the AP European History Exam Identify Catherine De Medicis regent 1559-1589) Huguenots Henry of Navarre (Henry IV Valois	Notes, Lecture, Discussion on French Wars of Religion, Reading about St. Bartholomew’s Day Massacre View excerpts from Elizabeth Notes Lecture Discussion on the Thirty Years War Commrecial Revolution

	<p>Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.</p>	<p>Dynasty) Edict of Nantes Philip II of Spain (Habsburg r. 1556-1598)</p> <p>William of Orange and revolt of the Netherlands</p> <p>Gustavus Adolphus of Sweden Politiques</p> <p>Compare and contrast the religious policies of Two of the following: Elizabeth I of England Catherine de Medicis of France Isabella I of Spain</p> <p>Identify Mary Tudor, Mary QOS (mother of James I)</p>	
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Unit IV Absolutism vs. Constitutionalism 1603-1715

- English Civil War—Constitutional Crisis to Glorious Revolution
- Bishop Boussuet and the Divine Right of Kings
- Influence of French advisors Richelieu and Mazarin

Louis XIV and Absolutism-Evaluate the social and political methods used by Louis and his advisors in establishing absolute authority

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<p>Citizenship Rights and Responsibilities</p>	<p>Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can</p>	<p>I can... Analyze the causes and effects of the English Civil War</p>	<p>Notes Lecture Discussion on English Civil War</p> <p>Alexander Dumas <i>The Man in the Iron</i></p>

Course of Study for Add Course Name Here

Revised: Add Date here

	<p>cause change within a country.</p>	<p>James I 1603-1625 Levy taxes without consent of parliament, did not accommodate Puritan Demands (eliminate ceremony, create hierarchy) Ship money-Parliament did not approve of taxes to re-build navy devastated by war with Spain or to put down Revolt in Scotland; Long Parliament Scottish rebel against attempts to impose</p> <p>Identify Oliver Cromwell</p> <p>Charles I Glorious Revolution 1688</p> <p>Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution</p> <p>Compare and contrast the evolution of parliament in England 1601-1688 to Absolutism in France</p> <p>Identify Henry IV Sully Louis XIII d. 1643, Marie de Medicis, Richelieu, involved the French in anti-Habsburg policies during the 30 years war—alliance with Gustavus Adolphus of Sweden Louix XIV (r. 1643-1715) Mazarin advisor at age 9</p> <p>Fronde-nobility town dweller wanted to preserve local autonomy ; anarchy of</p>	<p><i>Mask</i></p> <p><i>Glorious Revolution in class timeline assignment</i></p>
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		<p>the Fronde</p> <p>Jean-Baptiste Colbert 1619-1683- Define mercantilism maximize exports, reserves of gold and silver 17th century</p> <p>Divine Right Theory Pacified the Nobility Versailles , Revocation of Edict of Nantes 1598</p>	
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Unit V Changes in Scientific and Political Thought 1543-1693

- Emergence of the scientific world view through the theories of Copernicus, Brahe, Kepler, Galileo and Newton
- Evaluate the impact of the Scientific Revolution on Early Modern Europe comparing and contrasting Witch Hunts before and after Scientific Revolution
- Thomas Hobbes; Read Excerpt from *Leviathan* <http://www.fordham.edu/halsall/mod/hobbes-lev13.html>
- John Locke; Read Excerpt from *Two Treatises on Government* <http://www.fordham.edu/halsall/mod/1690locke-sel.html>

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Geography: Places and Regions</p> <p>Geography Human Environmental Interaction</p>	<p>1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods</p> <p>2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns</p>	<p>I can...</p> <p>Describe how human understanding of the universe changed from geocentric to heliocentric</p> <p>Copernicus ON Revolutions of Heavenly Spheres</p> <p>Johannes Keplers</p> <p>Galileo and mathematical explanation of universe</p> <p>Trial of Galileo</p> <p>Isaac Newton 1687</p> <p>Francis Bacon 1627</p>	<p>Notes Lecture Discussion</p> <p>Group DBQ Women in the Scientific Revolution</p>

		Thomas Hobbes Leviathan John Locke Malleus Maleficarum Describe the new astronomy of the 16 th and 17 th centuries and analyze the ways in which it changed scientific thought and methods	
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Unit VI Economic Change & Politics of Central and Eastern European 1686-1740

- Dutch Golden Age
- Mercantilism and Bullionism
- Great Britain and the Age of Walpole
- Emergence of Prussia

Habsburgs Struggle, Ottoman Empire and Poland

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Geography: People and places</p> <p>Geography: Application of Geography</p> <p>Economics</p>	<p>Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods</p> <p>Use appropriate data sources and tools to gather, manipulate, interpret, and communicate geographic information</p>	<p>I can...</p> <p>Explain the political, social, economic and intellectual reasons why Britain remained a leading power while the United Netherlands declined.</p> <p>Explain the political, social, economic and intellectual reasons why France remained a leading power while the United Netherlands declined</p> <p>Explain the significance of Robert</p>	<p>Dutch DBQ Gin DBQ Clips from <i>Amazing Grace</i> Parliament power William</p>

	<p>related to civic/global issues</p> <p>Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.</p> <p>Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.</p>	<p>Walpole England's 1st prime minister 1721-1742</p> <p>Development of parliamentary powers in England</p> <p>Define corruption in 18th century English electoral system (rotten boroughs)</p> <p>Define Mercantilism French British Mercantilist Rivalry</p> <p>Spanish colonial system War of Austrain Succession (1740-1763)</p> <p>Analyze the economic, technological, and institutional factors responsible for western Europe's domination of world trade from 1650-1800</p> <p>Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France (England, Spain, and the Dutch Republic 1600-1700</p> <p>Defend or refute : By 1700 it had become evident that Western Europe and Eastern Europe were moving in opposite directions in terms of their basic social structures. Discuss</p> <p>Evaluate the threat from the Ottoman Empire in the Habsburg Empire</p>	
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		<p>Explain the significance of the Pragmatic Sanction</p> <p>Reasons for the Emergence of Prussia as a powerful German state- Hohenzollern family and the Frederick William the great elector 1640-1688 Friderick William I 1713-1740</p> <p>Peter the Great navy, defeat of Turks Table of Ranks, Get a 5 on the AP European History Exam</p>	
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Unit VIII 18th Century Class Struggle & The Old Regime

- Social hierarchy and the socio-political practices maintaining the order
- Enclosure Movements, Urban Life
- Use primary sources to interpret the impact of the Agricultural revolution on population, examine population growth in urban areas
- Trace the evolution of European economy from cottage industry to growth in urban centers, compare and contrast family economy to early industrial economy
- Understand the impact of changes in industry on social practices and family life
- Interpret William Hogarth Lithographs

Assessments: Gin Act DBQ

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Economics</p> <p><i>Scarcity and</i></p>	<p>1. Compare how values and beliefs influence economic</p>	<p>Describe and analyze the changes that led to Europe's</p>	<p>Add your resources and strategies here</p>

Course of Study for *Add Course Name Here*

Revised: *Add Date here*

<p><i>Resource Allocation</i></p> <p>Geography</p>	<p>decisions in different communities.</p> <p>2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.</p> <p>3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources</p> <p>Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.</p>	<p>Rapid population growth in the 18th century</p> <p>Identify the factors that delayed the industrialization of Eastern Europe during the eighteenth century. Discuss them and then compare them with the factors that encouraged the earlier industrialization of Western</p> <p>Analyze how economic and social developments affected women in England in the period from 1700-1850</p> <p>Support or refute “By 1700 it had become evident that Western Europe and Eastern Europe were moving in opposite directions in terms of their basic social structures</p>	
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Unit XIX Age of Enlightenment & Revolution 1670-1793

- Enlightenment Thinkers Voltaire, Rousseau, Kant, Montesquieu, Wollstonecraft, Diderot
- Evaluate the influence of Enlightenment ideas on religious, political and social thought with emphasis on Deism and Natural Rights
- Identify new economic theories of the physiocrats particularly Adam Smith and Laissez Faire

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>People in Societies: Diffusion</p>	<p>Evaluate the role of institutions in guiding, transmitting, preserving</p>	<p>I can..... Analyze the ways in which</p>	

Course of Study for *Add Course Name Here*
 Revised: *Add Date here*

<p>Citizenship Rights and Responsibilities: Participation</p>	<p>and changing culture.</p> <p>Analyze historical and contemporary examples of citizen movements to bring about political change</p>	<p>Enlightenment thought addressed religious beliefs and social issues in the 18th c.</p> <p>Identify Adam Smith, John Locke, Baron de Montesquieu, Mary Wollstonecraft, Jean Jaques Rousseau, Denis Diderot,</p>	
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Unit XIX French Revolution 1789-1795

- Examine the social, political, economic causes of the Revolution France and the Ancient Regime
- Learn Crane Brinton's Theory of Revolutions and interpret the French Revolution using that model
- Trace the development of relevant legislative
- The Reign of Terror and Radical Revolution
- Napoleon Successes and Failures
- Overall effects of the Revolution

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Government: Role of Government</p> <p>Citizenship Rights and Responsibilities: Participation</p> <p>History: Analysis and interpretation</p>	<p>Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.</p> <p>Analyze historical and contemporary examples of citizen movements to bring about political change</p>	<p>Describe how and analyze to what extent Enlightenment ideas about religion and society shaped the policies of the French Revolution in the period 1789-1799.</p>	<p>Add your resources and strategies here</p>

	<p>Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences</p> <p>Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.</p>		
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Unit X Reaction and Romanticism: Conservative v. Liberal Political Ideology

- Congress of Vienna and Metternich System; evaluate historic change and continuity in attempts at collective security agreements
- Art in the age of Romanticism interpret and discuss examples of Romantic, Neo-Classical and Realist Art
- Bourbon Restoration in France
- Liberal Challenges to Conservative Order
- Decembrist Revolt 1825
- Great Reform Bill in Britain

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>Cut and paste the ODE Academic Content Standards and Benchmarks that are covered in this unit.</p> <p>These can be accessed on the ODE website.</p>	<p>Cut and paste the ODE Indicators that are covered in this unit.</p> <p>These can be accessed on the ODE website.</p>	<p>I can...</p> <p>(Add newly created “I Can” statements that are the Clear Learning Targets in this column, based on the grade level indicator listed to the left.)</p>	<p>Add your resources and strategies here</p>

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