

## **AP EUROPEAN HISTORY**

2018-2019

### **COURSE DESCRIPTION**

AP European History presents in-depth coverage of major developments in modern European history. The course follows the Advanced Placement guidelines established by the College Board and it is therefore taught at the university level. Students will master an understanding of European history from the Renaissance (around 1450) to the present. Through successful participation in the course, a student will develop (a) an understanding of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and communicate historical understanding in writing. This course prepares all students to take the AP European History examination.

### **THEMES ADDRESSED IN THE COURSE**

The thematic learning objectives of the AP European History framework are addressed throughout the course: **[CR3]**

1. Interaction of Europe and the world (INT)
2. Poverty and prosperity (PP)
3. Objective knowledge and subjective visions (OS)
4. States and other institutions of power (SP)
5. Individual and society (IS)

### **HISTORIC THINKING SKILLS**

The historic thinking skills reinforced by the AP European History framework are also address throughout the assignments of the course:

- I. Chronological Reasoning
  - a. Historical Causation
  - b. Patterns of Continuity and Change over Time
  - c. Periodization
- II. Comparison and Contextualization
  - a. Comparison
  - b. Contextualization
- III. Crafting Historical Arguments from Historical Evidence
  - a. Historical Argumentation
  - b. Appropriate Use of Relevant Historical Evidence
- IV. Historical Interpretation and Synthesis
  - a. Interpretation
  - b. Synthesis

### **TEXTBOOKS**

Spielvogel, Jackson J. *Western Civilization Since 1300*, 9<sup>th</sup> Ed. Samford: Cengage Learning, 2015.  
(textbook) [CR1a]

Golden, R. *The Social Dimension of Western Civilization*, Vol. 2. Boston: Bedford and St. Martin's, 2003.  
(secondary source document book) [CR1c]

## **COURSE OUTLINE**

The course consists of four major sections divided into two units each (four during each semester):

### **Section 1: 1450-1648 (August – October) [CR2]**

#### **Unit 1 – Renaissance and Early Reformation (1450-1556, including proto-Renaissance background)**

The learner will:

- Explain political, economic, social, and intellectual causes and characteristics of the Italian Renaissance.
- Evaluate Renaissance literature in terms of these characteristics.
- Explain political changes taking place in Europe during this period.
- Explain and analyze Renaissance political theory.
- Analyze Renaissance artworks in terms of the characteristics noted.
- Explain the differences between the Italian and Northern Renaissance.
- Explain the causes and consequences of the Price Revolution.
- Trace the development of the Protestant groups that emerge from the various movements over time during the Reformation
  - Sample activity: students create a table comparing and contrasting the doctrinal beliefs of the various groups that develop within Western Christendom during the Reformation (specifically Roman Catholics, Anglicans, Lutherans, Calvinists, and Anabaptists) with notations of the changes over time of the beliefs within individual traditions (especially Anglicans). [CR10]

Textbook readings: [CR1a]

- Spielvogel chapters 11 and 12

Primary source readings: [CR1b]

- Pico della Mirandola, “Oration on the Dignity of Man”
- Giorgio Vasari, “The Life of Leonardo da Vinci”
- Niccolo Machiavelli, *The Prince* (excerpts)
- De Busbecq, “Turkish Letters”
- Claude de Seyssel, “The Monarchy of France”
- Martin Luther, *On Papal Power* and *95 Theses* (excerpts)
- John Calvin, *Institutes of the Christian Religion* (excerpts)

- Maps for analysis with a focus on the advance of the Ottoman Empire in the Mediterranean, Italian city-states, and the spread of Protestant movements throughout Europe

Secondary sources & historiography: **[CR1c]**

- Roger Crowley, “Like Water in a Fountain” from *City of Fortune: How Venice Ruled the Seas*
  - Sample activity: students will write a response to Crowley’s discussion of the rivalry between Genoa, Venice, and the Ottoman Empire in Mediterranean and Black Sea trade (INT-1) **[CR3]**
    - Learning objective: compare the commercial and political motivations for the expansion of European trade networks

Supplemental non-textual materials:

- Assorted slides showing key Renaissance paintings, sculptures, and architecture
- Recordings of renaissance music

Unit Exam FRQ (AP-style free response question):

- Social impact of the Renaissance OR political destiny of city-states OR Renaissance art and architecture analysis **[CR4]**

Unit 2: Reformation and Religious Wars (1556-1648)

The learner will:

- Explain the political, social, economic, and intellectual causes of the Reformation.
- Explain the criticisms leveled at the Catholic Church by the various reformers.
- Define the elements of Luther’s theology.
- Explain and define the ideas and differences among the Protestant reformers after Luther.
- Explain the origins of the English Reformation and the religious and political changes that occurred in England during the 16th century.
- Define and characterize the elements of the Catholic Reformation.
- Analyze the rise and fall of Spain in the 16th and 17th centuries.
- Explain the origins of the Wars of Religion through 1648.
- Explain and describe the most important characteristics of society in the 15th and 16th centuries.

Textbook readings: **[CR1a]**

- Spielvogel chapters 13 and 14

Primary source readings: **[CR1b]**

- Maps of the 30 Years War and textual accounts from soldiers and leaders on multiple sides of the conflict as it evolved from a largely religious and ideological war to a political struggle (with an emphasis on France’s changing commitments)
  - Sample activity: students will construct an annotated timeline showing the participation of the various parties of the 30 Years War throughout the full conflict. The annotations must include the motivations behind the participation of each group and address the

reasons why some parties shifted allegiances. Students must create a synthesis paragraph explaining how the motivations behind the 30 Years Wars evolve over time. [CR7]

- Maps of early colonization throughout the world

Secondary sources & historiography: [CR1c]

- Merry Wiesner, “Nuns, Wives, and Mothers: Women and the Reformation in Germany”
- Chart comparing casualty rates among populations in various German states during the 30 Year’s War [CR1b: quantitative]

Supplemental non-textual materials:

- Video: James Burke’s *The Day the Universe Changed: Printing Transforms Knowledge*
- Film: selected clips from *Luther* (2003)
- Slides of important Baroque paintings, sculpture, and architecture
- Recordings of Baroque music

Unit Exam FRQ (AP-style free response question):

- Political and social impacts of the Reformation in the first half of the 16<sup>th</sup> century OR technological developments and education 1450-1650 OR relationship between politics and religion during wars of religion [CR4]

## **Section 2: 1648-1815 (October – December)** [CR2]

### Unit 3: Changes in Early Modern Europe (1648-1750)

The Learner will:

- Explain the theoretical and political origins of Absolutism in France.
- Explain the process by which Absolutism was achieved through the reigns of Henry IV and Louis XIII.
- Describe the characteristics and symbolism of Louis XIV’s Absolutist regime.
- Examine the significance of the wars of the era of Louis XIV.
- Explain the origins of the Puritan movement in England.
- Analyze the political and religious origins of the English Civil War/Puritan Revolution.
- Make the connections between the Civil War and the Revolution of 1688.
- Analyze and explain why Absolutism succeeded in France but failed in England.
- Explain the chief intellectual characteristics of the era of Europe’s Witch Craze.
- Describe and evaluate the causes, course, and consequences of the Scientific Revolution.
- Explain and describe the most important characteristics of 18th-century European society.
- Analyze the consequences of the rise of the three powers of Eastern Europe in the 18th century: Russia, Prussia, and Austria.

Textbook readings: [CR1a]

- Spielvogel chapters 15, 16, and 17

Primary source readings: **[CR1b]**

- Thomas Hobbes, *Leviathan* (excerpts)
- John Locke, *Second Treatise on Civil Government* (excerpts)
- Rene Descartes, *Meditations on First Philosophy* (excerpts)

Supplemental non-textual materials:

- Film: *The Return of Martin Guerre* (1982)
- Video: James Burke's *The Day the Universe Changed: Infinitely Reasonable*

Unit Exam multiple-choice:

- Public AP and AP-style multiple choice questions from the period

#### Unit 4: The Enlightenment, French Revolution, and Napoleonic Era (1750 - 1815)

The Learner will:

- Examine, analyze, and evaluate the political, social, and economic thought of the Enlightenment.
- Explain, analyze, and evaluate the political, social, economic, and intellectual causes of the French Revolution.
- Analyze and evaluate the process of radicalization in the French Revolution.
  - Sample activity: students create an annotated timeline showing the evolution of the French Revolution through the aristocratic, moderate, and radical phases. Students write a synthesis statement at the transition points between each period explaining why the character of the revolution has changed at that point. **[CR9]**
- Identify and evaluate Europe's responses to the French Revolution.
- Identify and explain the role of the various social classes in the events of the Revolution.
- Explain the origins of Napoleon and his rise to power.
- Define and evaluate the reasons for Napoleon's successes and the rise and fall of his empire.

Textbook readings: **[CR1a]**

- Spielvogel chapters 18 and 19

Primary source readings: **[CR1b]**

- Jean-Baptist Colbert, "Memorandum on English Alliances" and "Memorandum to the King on Finances"
- Adam Smith, *The Wealth of Nations* (excerpts)
- Immanuel Kant, "What is Enlightenment?"
- Denis Diderot, *Encyclopedia* (excerpts)
- Voltaire, A Plea for Tolerance and Reason (assorted excerpts)
- Thomas Paine, *The Age of Reason* (excerpts)
- John Locke, *Essay Concerning Human Understanding* (excerpts)
- Jean-Jacques Rousseau, *The Social Contract* (excerpts)
- *Cahier of the Third Estate of the City of Paris* (excerpts)
- Maps showing the revolutionary wars of France and Napoleon's campaigns throughout the period

Secondary sources & historiography: [CR1c]

- Dominique Godineau, “Political Culture and Female Sociability in the French Revolution”

Supplemental non-textual materials:

- Video: PBS’s *Empires: Napoleon*
- Slides of important neo-classical paintings, sculpture, and architecture

Practice FRQ (AP-style free response question):

- Enlightenment and optimism OR Colbert and Smith compare/contrast OR Enlightenment’s impact on elite and popular culture [CR4]
  - Sample activity: require students to create comparison table illustrating contrasts between economic theories of Mercantilism and Classical Economics with an emphasis on the benefits to the state in each system (INT-3) [CR3]
    - Learning objective: analyze how Europeans established and justified empires

Unit Exam FRQ (AP-style free response question):

- Goals of French Revolution power groups through course of revolution [CR4]

### **Section 3: 1815 - 1914 (January – March) [CR2]**

#### Unit 5: The Industrial Revolution (1815-1872)

The Learner will:

- Explain, analyze, and evaluate the causes, course, and consequences of the Industrial Revolution in England.
- Analyze and evaluate the social and intellectual impact of the Industrial Revolution first in England and later on the Continent.
- Evaluate the political changes that resulted from Industrialization.
- Explain the origins and characteristics of the Congress System.
- Explain and analyze the role of Nationalism in European developments in the period up to 1850.
- Explain and identify the characteristics of Romanticism.
- Analyze art and literary works on the basis of the characteristics defined.
- Explain, analyze, and evaluate the causes, course, and consequences of the Revolutions of 1848.

Textbook readings: [CR1a]

- Spielvogel chapters 20, 21, and 22

Primary source readings: [CR1b]

- Thomas Malthus, “Essay on the Principles of Population” (excerpts)
- G. W. F. Hegel, *The Phenomenology of History* (excerpts)

- Sample activity: students will identify the basic functionality of the Hegelian ideal dialectic in groups and debate the rationality vs. intuition it implies in the works of Marx and later social Darwinists (OS-10) [CR3]
  - Learning objective: assess the means by which individualism, subjectivity, and emotion became considered a valid source of knowledge
- Marx and Engels, *The Communist Manifesto* (excerpts)
- Map of the results of the Concert of Vienna

Secondary sources & historiography: [CR1c]

- K. H. Connell, “The Potato in Ireland”
  - Sample activity: students write a piece comparing and contrasting Spielvogel’s textbook description of the Irish potato famine to K. H. Connell’s account. The prompt (and resulting discussion) asks the students to establish the method that Connell follows as he gives a detailed account of the elastic rent system by English landlords and its impact on the choices made regarding food crops for domestic consumption to the textbook’s examination of the causes of the famine. Students are asked to discuss stereotypes and assumptions that they may have given textbook coverage versus a more detailed historic analysis. [CR12]
- E. P. Thompson, *Making of the English Working Class* (excerpts) and New Left History overview
- Excerpts from Burke, Metternich, de Maistre and J. S. Mill
  - Sample activity: students will examine the reaction of conservatives to the Enlightenment and French Revolution as well as that of liberals. After constructing a chart of the various critiques, the students will debate the merits of each side’s argument and the role of rationality and reason going forward, including its role in our present-day political ideologies. [CR5]

Supplemental non-textual materials:

- Film: *Germinal* (1993)
- Slides of important romantic and realist paintings

Practice DBQ:

- *The Gin Acts and Greek Unification or Revolutions of 1848* [CR4]
  - Sample activity: introduce students to the nature and requirements of the AP European History Document-based Questions. Examine one of these actual released past DBQs and require the students to construct an outline of the features of each document: intended audience, purpose, historical context, and the author’s point of view. Students will use this outline as the basis for their first DBQ essay. [CR6]

Unit Exam FRQ (AP-style free response question):

- Causes of Western Europe’s domination of world trade 1650-1800 OR pre-industrial vs. industrial roles of women OR causes of Agricultural Revolution and its consequences [CR4]

Unit 6: Late 19<sup>th</sup> Century Upheaval (1872-1914)

The Learner will:

- Compare and contrast the trends and developments in the unifications of Italy and Germany.
- Explain and evaluate the major social and intellectual characteristics of Victorianism.
- Describe and analyze the changes in the European balance of power in the period from 1860 to 1914.
- Define, evaluate, and analyze the causes and consequences of European Imperialism in the period after 1872.
- Analyze and evaluate major domestic developments in several European countries in the period from 1872 to 1914.

Textbook readings: **[CR1a]**

- Spielvogel chapters 23 and 24

Primary source readings: **[CR1b]**

- Jeanne Bouvier, “The Pains of Poverty”
  - Sample activity: students will write short responses to prompts asking them to engage the text of Bouvier’s piece addressing the conditions of industrial workers, particularly as it applied to women (PP-13) **[CR3]**
    - Learning objective: analyze how states have attempted to address the problems brought about by economic modernization
- Rudyard Kipling, “The White Man’s Burden” (excerpts), advertising images from the period
- Maps of the Race for Africa
- Friedrich Nietzsche, selected excerpts

Secondary sources & historiography: **[CR1c]**

- Herbert S. Klein, “The End of the Atlantic Slave Trade”
- Donna Gabaccia, “Italian Women in the Nineteenth Century”

Supplemental non-textual materials:

- Slides of important impressionist, post-impressionist, and fauvist paintings
- Table: Population Growth, 1851–1911 (Spielvogel p.701) **[CR1b: quantitative]**
- Table: European Emigration, 1876–1910 (Spielvogel p. 703) **[CR1b: quantitative]**

Practice DBQ:

- *Pan Slavism* **[CR4]**
  - Sample activity: students evaluate the evidence in the documents presented within this actual past AP European History DBQ and create an outline of the claims of various nationalities striving for independence from the Austrian, Russian, and Ottoman Empires as well as imperial responses. Students are then asked to generalize their conclusions and claims to the overall process of nationalism, specifically the experience of German and Italian unification that they have studied. **[CR11]**

Unit Exam FRQ (AP-style free response question):

- Age of discovery vs. age of imperialism OR political and social changes addressing revolutionary movements after 1848 [CR4]

#### **Section 4: 1914 - Present (March - May) [CR2]**

##### Unit 7: World War I, the Interwar Period, and WWII (1914-1945)

The Learner will:

- Examine the origins and consequences to Western thought and society made by Darwin, Marx, Wagner, Freud, and Einstein.
- Explain, evaluate, and analyze the causes and consequences of World War I.
- Analyze and evaluate the changes in warfare that are represented in the Great War.
- Define, and analyze the origins and nature of the Russian Revolutions of 1917.
- Explain the causes and character of the Russian Civil War.
- Define, analyze, and evaluate the variations of Marxist thought from Revisionism to Stalinism.
- Examine and analyze European society and cultural life in the 1920s.
- Define, analyze, and evaluate the causes of the Great Depression.
- Explain the political and economic consequences of the treaties that ended World War I.
- Relate the rise and development of totalitarian regimes in the Soviet Union, Italy, and Germany to the political, economic, social, and intellectual forces of the 1920s and 1930s.
- Explain, analyze, and evaluate the causes of World War II.
- Describe the nature of the alliances involved in fighting World War II.
- Define and evaluate the causes and significance of the Holocaust.

Textbook readings: [CR1a]

- Spielvogel chapters 25, 26, and 27

Primary source readings: [CR1b]

- Sigmund Freud, selected excerpts
- V. I. Lenin, “The Call to Power”
  - Sample activity: students examine the ways in which the Russian Revolution was driven by a small group of intellectuals mirrors or does not mirror the forces driving the French Revolution. Students are asked to generalize these principles of revolutions to other revolutions that they have studied in previous coursework (specifically the American and Chinese Revolutions). Most students are familiar with Crane Brinton’s *Anatomy of a Revolution* from a previous history course and this serves as a framework for the activity.

[CR13]

- Erich Remarque, *All Quiet on the Western Front* (excerpts)
- Joseph Stalin, “The Liquidation of the Kulaks”
- Alice Hamilton, “The Youth Who Are Hitler’s Strength”
- Winston Churchill, “Blood, Toil, Tears, and Sweat”
- Elie Wiesel, “Reflections of a Survivor”
- Maps of the course of both WWI and WWII

Secondary sources & historiography: [CR1c]

- Alistair Horne, “The Price of Glory: Verdun 1916”
- William J. Chase, “Daily Life in Moscow, 1921-1929”
- Alex de Jonge, “Inflation in Weimar Germany”
- Christopher R. Browning, “German Killers in the Holocaust: Behavior and Motivation”
  - Sample activity: students will examine three cases of low-ranking individuals asked to conduct killings for the NAZIs during the Holocaust, compare the backgrounds and roles of these individuals, and discuss their perceptions of ethnicity, nationalism, and how these relate to their actions in the face of the humanity of their victims (IS-7) [CR3]
    - Learning objective: understand the variety of reactions and responses within the German war machine to the implementation of The Final Solution

Supplemental non-textual materials:

- Video: *Russia Land of the Czars (Nicholas II)*
- Video: *World War II in Color* (excerpts)

Practice DBQ:

- *WWI Civil Peace or Russian Peasants* [CR4]

Practice FRQ:

- Reasons for Germany’s defeat in WWII OR political and economic problems of new Eastern European states [CR4]

Unit Exam FRQ (AP-style free response question):

- Impact of French and Russian Revolutions on women OR nationalism in Germany and Austria [CR4]

Unit 8: The Cold War and Contemporary Europe (1945-Present)

The Learner will:

- Relate the origins of the Cold War to course and conclusion of World War II.
- Define, analyze, and evaluate the causes of the Cold War.
- Explain how Europe’s emergence from World War II contributed to the breakup of European Empires and a new global balance of power.
- Define and characterize Europe’s cultural renaissance after World War II.
- Explain the characteristics of European society and compare and contrast Western and Eastern European society in the period of the Cold War.
- Describe and analyze the characteristics of European society in the post-industrial period and during the period of the welfare state.
- Define Europe’s political role in NATO and the Warsaw Pact during the Cold War.
- Explain and analyze the origins and consequences of the French Revolution of 1968 and of the Prague Spring.

- Explain, analyze, and evaluate the causes for the collapse of the Soviet Empire in Eastern Europe and of the Soviet Union.
- Define, analyze, and examine the origins and nature of the protracted civil war in the former Yugoslavia.
- Examine and evaluate the process of European Union.
- Examine continued territorial disputes in the 21<sup>st</sup> century including ongoing disputes in the former Yugoslavia and disputes resulting from the Ukrainian revolution and Russian territorial ambitions in Crimea and eastern Ukraine [CR2]

Textbook readings: [CR1a]

- Spielvogel chapters 28, 29, and 30

Primary source readings: [CR1b]

- Winston Churchill, Iron Curtain Speech
- Vaclav Havel, “The Failure of Communism”
- Simone de Beauvoir, “The Second Sex”
- Mikhail Gorbachev, “Perestroika”
- Jean-Paul Sartre and Albert Camus, selected readings
- Maps of decolonization around the globe, the blocs of the Cold War, the fall of the Eastern Bloc, the progress of the Yugoslav civil wars, and ethnic compositions of the former Austrian Empire, Ottoman Empire, Yugoslavia, and Ukraine
  - Sample activity: students will compare the ethnic compositions of the Austrian and Ottoman Empires in the late 19<sup>th</sup> century to the ethnic compositions of the former Yugoslavia and Ukraine. Using previous sources on the 19<sup>th</sup> century empires’ struggles, sources from the Yugoslav civil wars, and news clips from the 2014-present conflict between Ukraine and Russia, students will write a synthesis of the continuities and changes in administering a multi-ethnic state across the time period. [CR8]
- Table: ethnic population estimates in the territories of the former Yugoslavia [CR1b: **quantitative**]

Secondary sources & historiography: [CR1c]

- Norman M. Naimark, “Ethnic Cleansing in the Wars of Yugoslav Succession”
  - Sample activity: students will compare the motivations behind the parties of the Yugoslav civil wars to the relatively peaceful and successful emergence of the Czech Republic and Slovakia in a short response writing activity and discussion (SP-17) [CR3]
    - Learning objective: understand how underlying ethnic and cultural differences resulted both in war and stability among the formerly communist states of central and eastern Europe

Supplemental non-textual materials:

- Film: *The Battle of Algiers* (excerpts)
- Video: *Land of Demons* (ABC News/Peter Jennings)

Unit Exam FRQ (AP-style free response question):

- Western European economic integration OR causes for the collapse of the Soviet Union OR causes of decolonization [CR4]

## STUDENT EVALUATION

Grading will be done on a total point basis. The weight of an assignment is apparent from its point value (for example, a daily assignment might be worth 10 points, whereas a unit exam might be worth 100 points). Your current nine weeks grade is calculated by dividing the total points you have earned by the total points available. Total point values may differ between grading periods. Assignment point values only demonstrate relative weights within a nine weeks grading period. Letter grades are assigned according to the school's Advanced Placement course scale. Fractional final course percentage grades will be rounded up starting with a remainder of 0.5 and down with anything less. There are no exceptions to this rule. Your final course grade will be calculated as follows:

<u>Component</u>	<u>Percentage</u>
First Nine Weeks Average	25%
Second Nine Weeks Average	25%
Third Nine Weeks Average	25%
Fourth Nine Weeks Average	25%

Since this is an AP course, prepared students are strongly encouraged to take the Advanced Placement European History examination in May. Although students that choose to forego the AP exam may be given an alternate assignment, there is no final examination for the course.

## COURSE ASSIGNMENTS

Your grade is based on your performance on various activities:

1. **Unit exams** will be given four times per semester.
2. **Reading check quizzes (RCQ)** will be given randomly. If you miss an RCQ, the results of your next RCQ will simply double instead of taking a make-up. While there are no open-book RCQs, opportunities for using handwritten notes and review materials may be permitted. I will announce this policy prior to each reading due date. Reading is an essential part of this course.
3. **Homework and classwork** may or may not be collected for a grade. We will often practice multiple choice questions, free response questions (FRQs), and document-based questions (DBQs) in preparation for our exams and the AP exam.
4. **Class projects** will be given and graded throughout the year.
5. **Participation** in class discussions and activities enhances your learning and enjoyment of the course. There will be numerous opportunities and ways to participate that you may choose among, but you are expected to actively participate in class.
6. **Enrichment projects** (see below) will be turned in on a self-paced basis.

Although I will make every attempt to grade things in a timely manner and enter them into the electronic gradebook, some assignments may take longer than others to evaluate. My goal is to give you meaningful feedback (especially on writing assignments) that will help you improve. This takes time.

## **ENRICHMENT PROJECTS**

You are required to earn 50 points of enrichment by completing projects each quarter (for a total of 200). It is up to you to keep track of your points and pace yourself. The following options are just some suggestions and I am always open to your ideas.

Your time is valuable and these projects are designed to give you some flexibility in scheduling your own work. These are course requirements, however, and not extra credit. I am looking for quality work that will enrich and reinforce mastery of the material for you and the class. Prior approval of all enrichment projects is required and my judgment is final if the work does not earn the full point value.

### 1. Homework Enrichment – 10 points

- Complete homework enrichment activities for a textbook chapter covered by the unit. You may choose among analytical outlining, historical definitions, level I-II-III analysis (20-10-2 per chapter), SPRITE chart, annotated timeline, C+G+P=S (categorize + generalize + prioritize = synthesis), main idea log, cause/effect chart, analytical web chart, and annotated map. You may mix and match techniques among chapters. This is due on the day of the unit exam and may not be combined with unit review enrichment. Your work must be complete, correct, and complex. I will only accept handwritten materials for this assignment.

### 2. Unit Review – 10 points

- Complete the textbook review questions and vocabulary definitions for a textbook chapter covered by the unit. This is due on the day of the unit exam and may not be combined with homework enrichment. Answers must be complete, correct, and complex to earn credit. I will only accept handwritten materials for this assignment.

### 3. Review Games – 10 points

- Design a review game for a unit exam or the AP exam. The game must cover the full content of the unit (or a broad variety in the case of the AP exam) and serve as a meaningful review activity for the whole class. You must clear your idea with me first and schedule it before another student. Priority will be given to those that have not previously completed a review.

### 4. Book Review – 20-40 points

- Read a book that is relevant to the content in modern European history and complete either a standard book review or a chapter-by-chapter reaction paper. Both non-fiction and historical fiction are allowed. Be certain to establish the relevance of the book to the course material.

### 5. Art & Music – 5-50 points

- Create a piece of art or music that is either in the style of a historic period we study or is instructional. Document your creative process and explain how it relates to the history.

6. Cuisine – 5-40 points
  - Create a dish that uses ingredients and techniques from one of the historic periods and European cultures that we study. Document your creative process and explain how it relates to the history. Use or approximate historically accurate ingredients and processes.
7. Oral Presentation – 5-40 points
  - Assume the role of teacher and present on a topic that enriches and expands on something we are covering in class. Visual aids are a must and student activities are encouraged. Your topic should be contextually relevant to the class schedule and you must get my approval at least a week in advance of your presentation.
8. Film and Television Reviews – 5-10 points
  - Watch a film or television show that is relevant to the content in modern European history and complete a reaction paper. Be certain to establish the relevance of the film or show to the course material.
9. Miscellaneous Projects – 5-50 points
  - Throughout the semester I may need volunteers to take on extra duties during class activities. As we move through the course and I develop new lessons, I will announce these opportunities.

## **CLASSROOM ENVIRONMENT**

This classroom is a professional environment designed to facilitate learning at all times. All members of this learning community are prepared to learn from the second the class bell rings until the instructor dismisses the class. Packing bags and lining up at the door prior to dismissal are unacceptable. Students are required to work on AP European History work during class and should not work on other subjects during any independent reading, writing, or research times.

The rights, responsibilities, and guidelines defined in the handbook apply at all times. Cheating and/or plagiarism will result in no credit for the assignment in question and possible administrative disciplinary action.

During class time students may only leave their assigned seats to accomplish assigned tasks. Students will only be permitted to go to the restroom if they present a valid pass for instructor approval. To facilitate instructor and student movement within our limited space, backpacks, books, and other materials must be stored under desks or in the back of the room when not in use.

## **REQUIRED MATERIALS**

Each student is required to bring the following to class every day:

1. Binder or notebook (to store daily notes and materials, preferably with pockets and three rings)

2. Notebook paper
3. Pen or pencil (we occasionally use machine-graded answer forms that require pencil)

You are not required to bring your textbooks to class every day. Keep your copy of the textbooks in the location where you complete your homework. You are expected to read each section of the texts before the day that we cover it in class on your own time. There are classroom sets of the textbooks that we will use when we do in-class activities that involve the texts.