Course and Exam Description

AP® European History

Including the Curriculum Framework

Effective Fall 2015

CollegeBoard

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Effective Fall 2015

CollegeBoard
New York, NY

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit www.collegeboard.org.

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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About AP®

The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.[1]

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.[1] Additional AP studies are available at www.collegeboard.org/research.

Offering AP Courses and Enrolling Students

This *AP Course and Exam Description* details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

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[1]See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit press.collegeboard.org/ap/committees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A−, B+, and B. AP Exam scores of 3 are equivalent to college grades of B−, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B−, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

About the AP European History Course

About This Course

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility to teach certain topics of their choice in depth.

College Course Equivalent

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course.

Prerequisites

There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

The curricular and resource requirements, derived from the *AP European History Curriculum Framework*, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at http://www.collegeboard.com/html/apcourseaudit/courses/european_history.html to support syllabus development.

Curricular Requirements

- The course includes a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.
- Each of the course historical periods receives explicit attention.
- Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation
- The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation
- The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. — Appropriate use of historical evidence
- The course provides opportunities for students to examine relationships between causes and effects of events or processes. — Historical causation
- The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of continuity and change over time
- The course provides opportunities for students to explain and analyze different models of historical periodization. — Periodization
- The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. — Contextualization

- The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. — Synthesis
- The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. — Synthesis

Resource Requirements

- The school ensures that each student has a college-level European history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.
- The school ensures that each student has access to support materials for the AP European History course, including scholarly, college-level works that correspond with course topics; writings by major European authors; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.

AP European History Curriculum Framework

Introduction

The AP® European History course is the product of several years of research into current best practices in history education. The resulting program of study contains clear learning objectives for the AP European History course and exam, emphasizing the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in European history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in European history.

The course is structured around the investigation of five course themes and 19 key concepts in four different chronological periods, from approximately 1450 to the present. The key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the four historical periods and across Europe. The key concepts help teachers and their students understand, organize, and prioritize historical developments within each period. The course's organization around a limited number of key concepts allows students to spend more time learning essential concepts and developing the historical thinking skills necessary to explore European history.

The curriculum framework that follows is just that — a framework for presenting the essential skills and understandings that students should be able to demonstrate at the end of their AP European History course. It is not a detailed manual for how to teach the course; rather, it presents a clear set of skills and learning objectives that will be measured on the AP European History Exam. **By helping teachers to prioritize among the possible topics to cover across the scope of European history, the framework seeks to allow teachers to explore certain topics in greater depth.** This curriculum framework thus relieves the pressure on teachers to cover all possible events and details of European history at a superficial level while still preparing students well for the rigors of advanced college-level work in history.

Overview of the Curriculum Framework

Section I: Historical Thinking Skills. The curriculum framework begins by describing the historical thinking skills that are central to the study and practice of history. These are organized into four types of skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Teachers should develop these historical thinking skills with students on a regular basis over the span of the course.

Section II: Thematic Learning Objectives. In this section, the framework presents a set of learning objectives, organized into five major themes, that describe what students should know and be able to do by the end of the AP European History course. These objectives represent the major historical understandings that colleges and universities want AP students to have developed in order to merit

placement out of the introductory college European history survey course (c. 1450 to the present). Students should use a range of historical thinking skills to investigate the thematic learning objectives.

Every AP Exam question will be rooted in these specified learning objectives, requiring students to draw upon historical evidence from the concept outline or other topics selected by the teacher to illustrate each learning objective. The thematic learning objectives are broad so that in all short-answer and essay questions, students can choose the perspective and evidence they cite, provided they effectively and accurately use historical evidence.

Section III: The Concept Outline. This section provides a summary of the concepts typically taught in college-level survey courses, divided into four historical periods that run from c. 1450 to the present. The concept outline does not attempt to provide a comprehensive list of groups, individuals, dates, or historical details, because it is each teacher's responsibility to select relevant historical evidence of his or her own choosing to explore the key concepts of each period in depth.

The key concepts in the concept outline are correlated to specific learning objectives. Each exam question will explicitly target one or more of the learning objectives and the corresponding parts of the concept outline. Multiple-choice questions may also test knowledge of specific historical details embedded in the concept outline (though not the examples included in gray boxes, which are purely for illustrative purposes). For short-answer and essay questions, students have the freedom to use historical details of their own choosing to support their arguments.

As many of the key concepts are open to differences in interpretation, short-answer and essay questions will frequently give students the flexibility to "support, modify, or challenge" assertions about these concepts, or to demonstrate their understanding of multiple perspectives on a particular topic. The AP scoring rubrics for the document-based question and the long essay question award points based on accurate use of historical evidence to support a thesis or argument, regardless of the position a student takes on an issue. Accordingly, teachers may wish to use these concepts as opportunities for students to examine primary and secondary source material and participate in discussion and debate.

Section IV: The AP European History Exam. This section describes how different parts of the AP Exam will assess students' achievement of the thematic learning objectives and their use of the historical thinking skills.

I. Historical Thinking Skills

This section presents the historical thinking skills that are meant to be explored by students throughout the AP European History course. Every AP Exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives (see Section II). See Section IV for more details about how the mastery of skills and content will be assessed on the AP Exam.

The AP European History course, along with the AP World History and AP U.S. History courses, seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. In the section that follows, four types of historical thinking skills are defined for teachers, accompanied by definitions of the specific historical thinking skills that are part of that type.

- The sections on **chronological reasoning** and **comparison and contextualization** focus on thinking historically, or the habits of mind that historians use when they approach the past in a critical way.
- The sections on **crafting historical arguments from historical evidence** and **historical interpretation and synthesis** focus on describing the skills used by historians when they construct and test historical arguments about the past.

Each of the skills below is defined and followed by a statement of the proficiency in this skill that students are expected to show on the AP Exam. This is accompanied by discussion of how this skill can be developed in tandem with an exploration of the content of the AP European History course.

Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts, and through the regular development of historical argumentation in writing. The skills can also be developed by teachers through explicit attention to historical thinking in individual or group activities, open-ended research and writing assignments, and skills-based formative assessment strategies. Students should practice using these skills to investigate and formulate historical arguments about the major developments in European history.

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation
	2. Patterns of Continuity and Change over Time
	3. Periodization
II. Comparison and Contextualization	4. Comparison
	5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation
	7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation and Synthesis	8. Interpretation
	9. Synthesis

Skill Type I: Chronological Reasoning

Skill 1: Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to …

- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critique existing interpretations of cause and effect.

How could this skill be approached in the AP European History course?

Identifying and analyzing the causes and effects of events and developments is at the heart of historical analysis, and many debates among historians focus on disagreements over cause and effect. For example, historians have long debated the causes of the French Revolution. Like most major historical events, the French Revolution had multiple short- and long-term causes. Long-term causes included the emergence and spread of Enlightenment ideas and institutions that questioned the justifications of traditional authority; the growth of a middle class whose wealth was not matched by political influence or social status; financial mismanagement of government resources, leading to unmanageable debt; government experiments of reform; and a growing sentiment that the king was a man like any other. Short-term causes included the financial fallout from French involvement in the American Revolution, the influence of the American example, bad harvests leading to food shortages in 1788–1789, and the refusal of traditional elites to accept reforms to the tax codes without calling for a meeting of the traditional representative institution of the country, the Estates General. While all historians agree that these are all contributing causes of the revolution, different arguments emphasize political, cultural, or economic causes as the most significant. For example, a historian who emphasizes cultural causes might argue that the most significant causes of the revolution were a public accustomed to thinking critically and forming its own opinion, a growing belief that the king was just a man, and the example of the American Revolution. This cultural argument might explain the relative insignificance of the other causes by arguing that while food shortages and the financial problems of the crown constituted a significant crisis, similar crises in previous periods had not brought an end to the monarchy. Historians also debate the relative importance of short- and long-term effects of events and processes. When assessing the impact of industrialization, for example, historians would find that the short-term effects included dramatically fluctuating levels of wages and employment, and urban overcrowding. In the long term, however, industrialization led to a higher standard of living for workers. Understanding the impact of processes such as industrialization requires students to identify and assess both short- and long-term impacts, just as understanding the causes of an event requires

students to think about which causes they would argue are the most significant. Students should learn to formulate claims about cause and effect while assessing the arguments historians have offered about them.

Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to …

- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

How could this skill be approached in the AP European History course?

While many argue that the discipline of history analyzes change over time, it is equally important for historians to recognize the significance of historical continuity — that which remains the same over long periods of time. Often, change and continuity coexist. This is seen particularly clearly in the theme of "objective knowledge and subjective visions." This theme traces the evolution from a worldview based on religious faith, communal values, and traditional sources of knowledge to one that was more secular; placed more emphasis on the individual; and believed that knowledge could come from multiple sources. This long historical process was uneven; it affected different groups of the population at different rates. For example, in 18th-century western Europe, most of the population lived in the countryside and had limited access to the books and periodicals that were the main vectors for the expansion of Enlightenment thought. These populations experienced continuity in their worldview; their societies remained highly traditional in that the community was more important than the individual, the authority of the king and church was rarely questioned, and religion played a strong role in daily life. In the cities, by contrast, a growing middle class began to adopt some elements of the Enlightenment worldview. In comparison to the 18th century, by the end of the 19th century a greater percentage of the European population lived in cities, had been educated in public schools, and read books and newspapers. As a result, a more secular worldview in which the individual was more important than the community gained ground. In thinking about patterns of continuity and change, students need to understand this long process of change in worldview and be able to identify which groups at any given time were experiencing these changes and which groups or regions were not.

Skill 3: Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to divide history into discrete periods. To accomplish this periodization, historians identify turning points, and they recognize that the choice of specific dates accords a higher value to one narrative, region, or group than to another narrative, region, or group. How one defines historical periods

depends on what one considers most significant in society — economic, social, religious, or cultural life — so historical thinking involves being aware of how the circumstances and contexts of a historian's work might shape his or her choices about periodization.

Proficient students should be able to …

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of European history.

How could this skill be approached in the AP European History course?

Historians of Europe often talk about turning points — moments when a number of changes coincided to contribute to a major shift in European history. Some of the turning points that are part of this course include 1648, the Age of Enlightenment, the 1848 revolutions, and World War I. As these examples indicate, a turning point can be a specific year (1648) or an era (the Age of Enlightenment). Historians characterize a turning point as a moment when several significant changes occurred that had important long-term consequences, even if not every aspect of European life changed at this particular moment. For example, 1648 is the year the Treaty of Westphalia was signed, which put an end to the Wars of Religion. The consequences of the treaty make it possible to argue that this year was a turning point. After the upheaval caused by more than 100 years of conflicts over religion, from this point on European rulers were increasingly likely to consider religion a private matter. This change of attitude marked the beginning of religious toleration and pluralism, and also contributed to the growing independence of the individual. The year 1648 also ushered in a new system of diplomacy based on the concept of a "balance of power," which would shape European diplomacy and warfare until the early 20th century. Within states, the end of the religious wars led to the consolidation of royal power over the population in some states and to constitutional monarchy in others. Students should be able to assess the claim that such changes constituted the dawn of a new era in light of all the aspects of society that did not change, such as the way families managed their affairs. For a historian who focuses on the family, 1648 might not seem like much of a turning point at all.

Periodization also refers to the ways in which historians divide the past into chronological units. For example, historians speak of the Renaissance, the Age of Enlightenment, and the Age of Revolution to refer to long periods of time that shared many characteristics that distinguished them from earlier and later periods. In this case, historians do not always identify a discrete turning point; it is difficult, for example, to pinpoint the exact beginning of the Renaissance, but in Italy it is clear that at some point early in the 15th century a cultural shift occurred. Still, some groups seem to be less affected by these general types of periodization; for instance, some historians have argued that women, with limited access to education and significant family responsibilities, did not experience a Renaissance. Thus, when considering periodization, students must argue that certain changes were of such significance that they created a new era in the history of the society, and the argument should include what should be considered most significant and why.

Skill Type II: Comparison and Contextualization

Skill 4: Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

Proficient students should be able to …

- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

How could this skill be approached in the AP European History course?

Comparison helps historians think about what factors and characteristics are common and different between events or conditions in different places or times. For example, comparing the French and Russian revolutions can help identify what factors make an event a "revolution" rather than, for example, a coup or a change of regime. Comparison can also help us understand why similar causes had different outcomes. For example, why did the devastation of World War I and the Great Depression lead to the rise of fascism in some European countries but not in others? Comparison is an important skill when evaluating historical evidence as well. For example, in order to understand life on a collective farm in the Soviet Union under Stalin, students might be asked to compare an article from the official state newspaper with an excerpt from a diary of someone working on the farm. To practice the skill of comparison, they would be asked to identify similarities and differences in the two accounts and to explain those similarities and differences by taking into account factors such as authorship, intent, and audience. An article written by a journalist, residing in Moscow and in support of collectivization, would most likely differ in significant ways from a diary entry that was not meant to be shared and had been written by someone who was experiencing firsthand the challenges posed by collectivization. To understand a given historical phenomenon, it is important to be able to understand and compare different perspectives.

Skill 5: Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

Proficient students should be able to …

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other similar historical phenomena across time and place.

How could this skill be approached in the AP European History course?

In the previous section, the example of the way in which students might practice the skill of comparison involved identifying and explaining similarities and differences in two accounts of life on Soviet collective farms. One way to explain these similarities and differences is to put the documents into their larger context. To do so, students would need to understand the political and economic reasons for collectivization, the processes by which farms were collectivized, and the violence with which collectivization was carried out. They would also need to understand how peasant communities had changed since 1917 — from the traditional *mir*, or village community, to the emergence of the *kulaks* (relatively well-off peasants) during the period of the New Economic Policy (NEP), to the collective farm. This context would help students explain why an official account of a collective farm might be far more positive than one written by someone who was sent to work on the farm. Contextualization can take on a broader scale as well. For example, when studying why European nations began the process of granting their overseas colonies independence following World War II, it is important to understand the European context (after the war, Europeans lacked the financial and military resources to maintain the colonies; the horrors of the Holocaust highlighted the injustices of denying indigenous populations autonomy because of their ethnicity), the international context (the United States refused to support Europeans' claims to their colonies; the emergence of the Cold War made Western Europeans more dependent on the United States), and the conditions in the colonies themselves (the war had shown that Europeans were not morally superior; colonial populations had fought for Europeans in the war and demanded independence in return; some colonial territories had been occupied by other powers during the war). Context thus operates on many levels, and practicing the skill of contextualization requires students to identify and evaluate the importance of the various larger trends and processes that shape events.

Skill Type III: Crafting Historical Arguments from Historical Evidence

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Proficient students should be able to …

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

How could this skill be approached in the AP European History course?

In European history, the skill of historical argumentation often operates in conjunction with course themes that transcend individual periods and with other skills. For example, while working on the theme of "states and other institutions of power," students might be asked to explain the causes of World War I. To do so, students would need to identify possible causes, such as the competition among European countries for overseas colonies, the development of new military technologies, the European alliance system, the growth of nationalist movements, the cultural climate in which Darwin's "survival of the fittest" encouraged competition among nations, and/or the political instability in the Balkans. Students would then need to analyze evidence that relates to each of these conditions. Each student would further assess the relative importance of these various factors to formulate a coherent thesis — a statement about the causes of the war — and construct an argument in support of the thesis based on evidence that the student thinks shows that the causal factors he or she chose to emphasize were the most important ones. In framing their argument, students might also take into account competing interpretations by historians, using their own reading of the evidence to decide which interpretations they find most plausible.

Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), and requires paying attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to …

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

How could this skill be approached in the AP European History course?

AP teachers expose students to a variety of sources to help them draw their own conclusions and inferences. To understand an event such as the execution of King Charles I in 1649 during the English Civil War, students would need to analyze the speeches of political leaders such as Oliver Cromwell, drawing conclusions about how Cromwell's religious beliefs shaped and were used to justify his growing conviction that the king had committed treason and should be killed. Other primary sources — such as pamphlets condemning the king on religious and political grounds, the Acts of Parliament that established the court in which the king was tried, and arguments made for and against the king at his trial — could be used to provide other vantage points from which to understand the same event. Other types of historical evidence — such as data showing the numbers of those who died fighting or from disease during the civil war, or a map of territory held by supporters and opponents of the king in the years leading up to the execution — could also be used to provide a larger context for the king's execution. Different sources present different types of information, but all sources reflect a specific point of view and are created for a specific purpose. In crafting a historical argument, students should use the most appropriate evidence to support their thesis. They should also learn to argue that other evidence is less appropriate and to explain why contradictory evidence should be set aside.

Skill Type IV: Historical Interpretation and Synthesis

Skill 8: Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and to be aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, contexts, and points of view found in both primary and secondary sources.

Proficient students should be able to …

- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

How could this skill be approached in the AP European History course?

Historical interpretation is the way in which a historian describes and explains events and developments. It rests on and incorporates historical argument, which the historian builds from the evidence to defend his or her interpretation. Thus, to analyze historical interpretations, students must assess the structure of the arguments built to support them, the nature of the evidence used in the arguments, and the points of view that helped shape them. Interpretation requires students to think consciously, not just about the causes and consequences of specific events but also, and more importantly, about the reasons why historians have interpreted the past in different ways. For example, European historians used to see the process of overseas colonization as one-sided, whereby European technological and military

superiority allowed Europeans to impose their culture and institutions on others. Over the past 30 years or so, this interpretation has given way to another view of colonization that — without denying European technical and military advantages — has focused on the ways in which indigenous groups cooperated with Europeans, the limits of European control, and the persistence of indigenous culture and institutions. Students should learn that interpretations of the past change because historians ask new questions, find or discover how to use new sources, employ new methods (such as the application of statistics to historical sources), and acquire new knowledge that affects the way they read the sources (such as bringing new knowledge about diseases to bear on past epidemics). The skill of interpretation becomes particularly important as students progress from identifying and describing the past to reflecting on a variety of historical evidence in terms of contexts and cultural bias. As they learn how historical interpretations are constructed, students should be encouraged to develop their own interpretations of the past.

Skill 9: Synthesis

Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

Proficient students should be able to …

- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
- Apply insights about the past to other historical contexts or circumstances, including the present.

How could this skill be approached in the AP European History course?

When a student writes a thoughtful, well-argued, and coherent essay, he or she is doing the same thing as a historian who is writing a book on the Italian Renaissance: using the skill of synthesis. In each case, the writer has gathered and analyzed evidence and put it into appropriate contexts. Each has made decisions about how to begin and end the argument, and whether it should include important turning points. Each author has identified and evaluated the causes and effects of the event or development in question, and each has assessed and used previous interpretations on the subject, including those that seem contradictory. Finally, each has used insights and information garnered from studies of other topics in history and other disciplines, if appropriate. Synthesis requires using all the historical thinking skills. Students practice synthesis when they are given a set of diverse documents and asked to analyze and contextualize them in order to answer a question. They also practice it when they apply what they learn about the past to the present; for example, a thorough understanding of the growing popularity of far-right nationalist political parties in Europe today is only possible when one understands the causes and consequences of the rise of fascism in the 1920s and

1930s. Students also practice the skill of synthesis when they apply methods and insights from other disciplines to history. Drawing upon theories in psychology, for example, may allow students to make new and compelling arguments about the rise of the far right by illuminating the way individuals tend to respond to uncertainty. Synthesis moves historical knowledge forward through the development of new and exciting interpretations of the past.

II. Thematic Learning Objectives

The content learning objectives for the AP European History course and exam are organized under five themes, which are topics of historical inquiry to explore throughout the AP European History course.

Theme 1: Interaction of Europe and the World (INT)

Theme 2: Poverty and Prosperity (PP)

Theme 3: Objective Knowledge and Subjective Visions (OS)

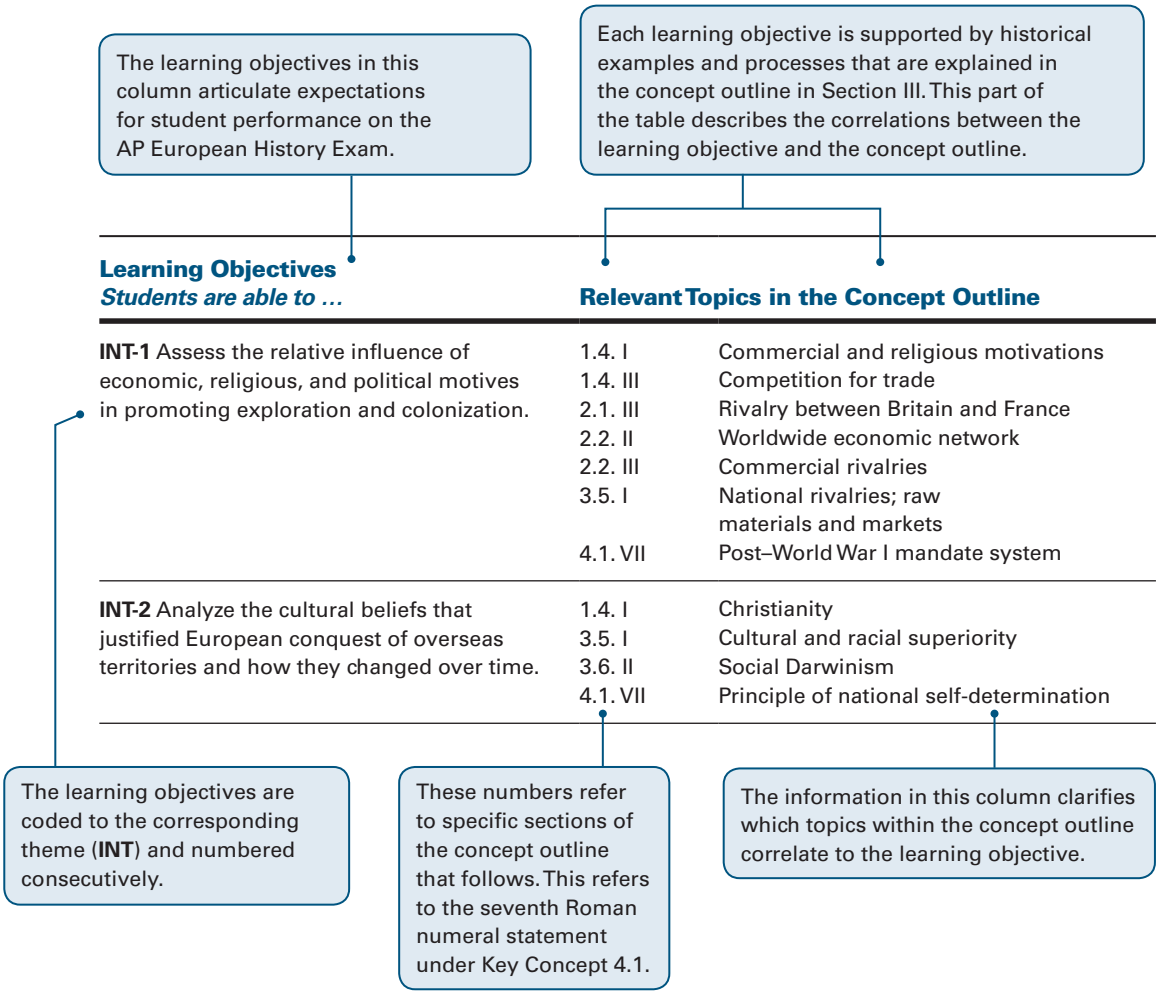
Theme 4: States and Other Institutions of Power (SP)

Theme 5: Individual and Society (IS)

These themes focus student understanding of major historical issues and developments, helping students to recognize trends and processes that have emerged over centuries. The following pages include:

- a description of each theme in detail.
- three to five overarching questions per theme that can be used to guide student inquiry during the entire course; each question relates specifically to two or more learning objectives.
- a table that outlines the course learning objectives for each theme, correlated to the sections of the concept outline. (See Section III for the concept outline.) **Please note that each exam question will directly assess one or more of the learning objectives and the corresponding parts of the concept outline.**

A guide to the table of learning objectives is provided below.



The phrasing of each learning objective presents a particular kind of historical relationship or development; for example, when the learning objective asks students to explain how and why certain factors *affected* a particular phenomenon, it implies that students should reason about this event using thinking skills such as causation and continuity and change over time.

This approach ensures that teachers can continue to teach the course chronologically while still highlighting the relationship between specific historical developments and larger, thematic understandings. Teachers may also investigate European history with their students using themes or approaches of their own choosing, keeping in mind that **all questions on the AP European History Exam will measure student understanding of the thematic learning objectives outlined in this framework**.

LEARNING OBJECTIVES BY THEME

Interaction of Europe and the World (INT)

Beginning in the 15th century, European nations sent explorers into the world beyond the Mediterranean, establishing new shipping routes, trading stations, and eventually, colonies in many parts of the globe. The motivations for these enterprises were complex and have been the subject of much historical debate. Were Europeans driven primarily by the desire for more direct and secure trade routes, by the pursuit of new commercial wealth, or by religious zeal — the desire to convert new peoples to Christianity? Whatever the motivations, these explorations created new, complex trade systems that profoundly affected European prosperity, patterns of consumption, commercial competition, and national rivalries. The activities and influence of Europeans varied in different parts of the world. In India and China, centers of high civilizations, Europeans remained on the periphery in trading stations for centuries. In Africa, they also established themselves on the coasts, trading with the indigenous populations of the interior. In the Americas, they created colonies and imposed their religious, social, and political institutions on the native peoples. Europeans also brought new diseases to the Americas, which hastened the collapse of the indigenous cultures on the two continents. However, cross-cultural influence flowed in both directions. The encounters with non-European peoples profoundly affected European trade, social life, and ideas.

With their American colonies and the global reach of their seafarers, Europeans helped to create a truly global trading system, introducing new foods (such as tomatoes, potatoes, peppers, and corn) that changed the food cultures of China, India, and Europe. At the same time as Europe was experiencing the material consequences of its interaction with the world, European intellectuals began to describe and analyze the peoples and cultures with which they came into contact, as well as to collect and catalogue the flora and fauna they discovered. The use of "race" as a primary category for differentiating peoples coincided with the expansion of slavery, as Europeans sought a workforce for overseas plantations; this categorization helped Europeans justify the slave system. From the 16th to the 19th century, the transatlantic slave trade became a central feature of the world economy, and millions of Africans were transported via the notorious "Middle Passage" to labor on plantations in the Americas. The vast and cruel slave system began to generate opposition in Europe beginning in the late 18th century. Abolitionists objected to the system on humanitarian and religious grounds. An important strand of Enlightenment thought — the belief in citizenship, popular sovereignty, equality, and liberty — promoted by the American and French revolutions also contributed to the ideology of the abolitionist movements, and European states abolished the slave trade in the early 19th century. From the late 18th century to the era of decolonization, these Enlightenment principles influenced those who opposed Europe's global domination.

Yet, this critique of colonialism did not have an immediate effect, given that the 19th century proved to be a period of empire building. Driven by the needs of an industrial economy and nationalism, Europeans expanded their territorial control in Asia and Africa through warfare, the seizure of property, and, in some cases, immigration. In the late 19th century, the scale and pace of conquest intensified because of asymmetries in military technology, communications, and national rivalries among the Great Powers. In conquered territories, Europeans established new administrative,

legal, and cultural institutions, and restructured colonial economies to meet European needs. These actions often led to resistance in colonial areas. Within Europe, exposure to new peoples and cultures influenced art and literature, and spurred on efforts to find a scientific basis for racial differences. Competition for colonies also destabilized the European balance of power and was a significant cause of World War I. In the mid-20th century, the rise of the United States as an economic and military power, two world wars, and the four-decades-long Cold War led to a decolonization movement that diminished Europe's economic and diplomatic place in the world. At the end of the 20th century, Europe sought new ways of defining interactions among its own nations and with the rest of the world. At the same time, the migration of non-European people into Europe began to change the ethnic and religious composition of European society and to create uncertainties about European identity.

OVERARCHING QUESTIONS:

- Why have Europeans sought contact and interaction with other parts of the world? (INT-1 and 2)
- What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world? (INT-3 and 4)
- How have encounters between Europe and the world shaped European culture, politics, and society? (INT-5, 6, 7, and 8)
- What impact has contact with Europe had on non-European societies? (INT-9, 10, and 11)

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
INT-1 Assess the relative influence of economic, religious, and political motives in promoting exploration and colonization.	1.4. I 1.4. III 2.1. III 2.2. II 2.2. III 3.5. I 4.1. VII	Commercial and religious motivations Competition for Trade Rivalry between Britain and France Worldwide economic network Commercial rivalries National rivalries; raw materials and markets Post–World War I mandate system
INT-2 Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.	1.4. I 3.5. I 3.6. II 4.1. VII	Christianity Cultural and racial superiority Social Darwinism Principle of national self-determination
INT-3 Analyze how European states established and administered overseas commercial and territorial empires.	1.4. II 1.4. III 2.2. II 2.2. III 3.5. II 4.1. VII	Technological advances Commercial networks Mercantilism, slave-labor system Diplomacy and warfare Industrial and technological developments Mandate system
INT-4 Explain how scientific and intellectual advances — resulting in more effective navigational, cartographic, and military technology — facilitated European interaction with other parts of the world.	1.4. II 3.1. III 3.5. II	Technological advances New communication and transportation technologies Industrial and technological developments

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
INT-5 Evaluate the impact of the Columbian Exchange — the global exchange of goods, plants, animals, and microbes — on Europe's economy, society, and culture.	1.4. IV	Shift of economic power to Atlantic states; economic opportunities
	2.2. II	Agricultural, industrial, and consumer revolutions in Europe; expansion of slave-labor system
INT-6 Assess the role of overseas trade, labor, and technology in making Europe part of a global economic network and encouraging the development of new economic theories and state policies.	1.4. I	Access to gold, spices, and luxury goods; mercantilism
	1.4. III	Commercial and trading networks
	1.4. IV	Columbian Exchange
	2.2. II	European-dominated worldwide economic network; mercantilism
	2.3. III	Commercial rivalries
	3.1. III	New means of communication and transportation
	3.5. I	Search for raw materials and markets
	4.2. IV	Postwar reconstruction of industry and infrastructure; consumerism
	4.4. I	New communication and transportation technologies
INT-7 Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.	1.4. IV	Expansion of slave trade
	2.1. IV	Slave revolt and independence of Haiti
	2.2. II	Expansion of transatlantic slave-labor system
	2.3. II	Increased exposure to representations of peoples outside Europe
	3.5. I	Ideology of cultural and racial superiority
	3.5. III	Imperial encounters with non-European peoples
	4.1. VII	National self-determination
	4.3. III	Increased immigration into Europe
	4.4. III	Anti-immigrant agitation and extreme nationalist political parties
INT-8 Evaluate the United States' economic and cultural influence on Europe and responses to this influence in Europe.	4.1. I	Emergence of United States as a world power
	4.1. II	Wilsonian idealism
	4.1. IV	Cold War; world monetary and trade systems and geopolitical alliances
	4.2. III	1929 stock market crash
	4.2. IV	Marshall Plan
	4.3. IV	United States' influence on elite and popular culture
	4.4. III	Green parties; revolt of 1968
INT-9 Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patterns, and global conflict.	1.4. IV	Columbian Exchange
	2.2. II	Slave trade and new consumer goods
	3.5. III	Imperial conflicts and alliances
	4.1. I	Cause of First World War
	4.1. IV	Cold War outside Europe
	4.1. VII	Decolonization

Learning Objectives *Students are able to …*	**Relevant**	**Topics in the Concept Outline**
INT-10 Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political, or economic values and institutions, and explain the causes of their reactions.	2.1. IV 3.5. I 3.5. III 4.1. VII	Influence of French Revolution Latin American revolutions Responses to imperialism Independence movements and mandates
INT-11 Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military, and cultural networks.	1.4. I 1.4. III 1.4. IV 1.5. I 2.1. III 2.1. IV 2.2. II 2.2. III 3.5. I 3.5. III 4.1. I 4.1. IV 4.1. VII 4.3. III 4.4. III	Exploration motives and mercantilism Establishment of empires Slave trade and new goods Money economy Colonial rivalry and warfare Revolution across the Atlantic Slave trade Diplomacy and colonial wars Imperialist motives, racial Darwinism Responses and resistance to imperialism World War I outside Europe Cold War outside Europe Nationalism and decolonization Colonial emigration to Europe Guest workers

LEARNING OBJECTIVES BY THEME:

Poverty and Prosperity (PP)

In the centuries after 1450, Europe first entered and then gradually came to dominate a global commercial network. Building off the voyages of exploration and colonization, the commercial revolution of the 17th and 18th centuries involved a wide range of new financial and economic practices — such as joint-stock companies, widely capitalized banks, and triangular trade — all of which supported an emerging money economy. New commercial techniques and goods provided Europeans with an improved diet and standard of living. Wealth from commerce supported, in turn, the growth of industrial capitalism in subsequent centuries.

Commercial wealth helped transform a preindustrial economy based on guild production, cottage industry, and subsistence agriculture into one driven by market operations. While market mechanisms generated wealth and social position for some, they also destabilized traditional patterns of economic activity, such as when the wages of urban artisans and workers declined in the 16th century because of the price revolution. Still, commercial wealth generated resources for centralizing states, many of which, prior to the French Revolution, justified government management of trade, manufacturing, finance, and taxation through the theory of mercantilism. Mercantilism assumed that existing sources of wealth could not be expanded; accordingly, the only way to increase one's economic power over others was to gain a greater share of the existing sources of wealth. As a result, mercantilism promoted commercial competition and warfare overseas.

Market demands generated the increasingly mechanized production of goods through the technology of the Industrial Revolution. Large-scale production required capital investment, which led to the development of capitalism, justified by Adam Smith through the concept of the "invisible hand of the marketplace." The growth of large-scale agriculture and factories changed social and economic relations. Peasants left the countryside to work in the new factories, giving up lives as tenants on landlords' estates for wage labor. Improved climate and diet supported a gradual population increase in the 18th century, and then came a seeming breakthrough of the Malthusian trap (the belief that population could not expand beyond the level of subsistence) with a population explosion in the industrial 19th century. Industrialization generated unprecedented levels of material prosperity for some Europeans, particularly during the second industrial revolution (1850–1914), when an outburst of new technologies ushered Europe into modern mass society.

Prosperity was never equally distributed, either geographically or by social class, and despite the wonders of the railroad and airplane, poverty never disappeared. Capitalism produced its own forms of poverty and social subjection. It created financial markets that periodically crashed, putting people dependent on wages out of work and wiping out investors' capital. Its trading system shifted production from expensive to inexpensive regions, reducing or holding down the wages of workers. By the 19th century, conditions of economic inequality and the resultant social and political instability across Europe raised questions about the role evolving nation-states could or should play in the economic lives of their subjects and citizens. Socialism argued for state ownership of property and economic planning to promote equality, and later, Marxism developed a systematic economic and historical theory that inspired working-class movements and revolutions to overthrow the capitalist system.

The devastating impact of two world wars and the Great Depression transformed pre-1914 economic patterns and complicated the task of governments in managing the unstable economic situation. Soviet Russia and its post–World War II satellites represented one path, while nations in Western and Central Europe modified laissez-faire capitalism with Keynesian budget and tax policies and an expanding welfare state. Consumerism, always an important factor in economic growth, took on even more importance in the second half of the 20th century, although not without criticism. Perhaps the most significant change since World War II has been the movement toward European economic unity and a common currency. Although policies of unity have supported Europe's postwar economic miracle, they have also encountered challenges of a stagnating population, financial crises, and growing social welfare commitments.

OVERARCHING QUESTIONS:

- How has capitalism developed as an economic system? (PP-1, 2, 3, 4, and 5)
- How has the organization of society changed as a result of or in response to the development and spread of capitalism? (PP-6, 7, and 8)
- What were the causes and consequences of economic and social inequality? (PP-9, 10, 11, and 12)
- How did individuals, groups, and the state respond to economic and social inequality? (PP-13, 14, 15, and 16)

Learning Objectives *Students are able to …*	**Relevant**	**Topics in the Concept Outline**
PP-1 Explain how and why wealth generated from new trading, financial, and manufacturing practices and institutions created a market and then a consumer economy.	1.4. IV	Rise of mercantilism
	2.2. I	Market economy
	2.2. II	European-dominated worldwide economic network
	2.3. III	New economic ideas espousing free trade and a free market
	2.3. V	Art and literature reflected the values of commercial society
	2.4. II	Consumer revolution of the 18th century
	3.1. I	Great Britain's industrial dominance
	3.1. II	Industrialization of continental Europe
	3.1. III	Second industrial revolution
	3.2. IV	Development of a heightened consumerism
	4.2. IV	Postwar economic growth
	4.3. IV	Increased imports of United States technology and popular culture
	4.4. I	Mass production, new food technologies, and industrial efficiency
PP-2 Identify the changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe.	1.5. II	Commercialization of agriculture; codification of serfdom
	2.2. I	Agricultural Revolution
	2.2. II	Importation of agricultural products from the Americas
	2.4. I	Agricultural Revolution
	2.4. IV	Agricultural Revolution

Learning Objectives *Students are able to …*	**Relevant**	**Topics in the Concept Outline**
PP-3 Explain how geographic, economic, social, and political factors affected the pace, nature, and timing of industrialization in western and eastern Europe.	3.1. I	Industrial dominance of Great Britain
	3.1. II	Industrialization in continental Europe
	3.1. III	Second industrial revolution
	3.2. V	Some areas lagged in industrialization
	3.4. II	Russian reform and modernization
	4.2. I	Russia's incomplete industrialization
PP-4 Explain how the development of new technologies and industries, as well as new means of communication, marketing, and transportation, contributed to expansion of consumerism and increased standards of living and quality of life in the 19th and 20th centuries.	3.1. III	New technologies and means of communication
	3.2. IV	Mass marketing, efficient methods of transportation, new industries
	4.3. II	Medical technologies
	4.4. I	Mass production, food technologies, industrial efficiency, communication and transportation technologies
	4.4. II	New modes of reproduction
PP-5 Analyze the origins, characteristics, and effects of the post–World War II economic miracle and the economic integration of Europe (the Euro zone).	4.1. IV	World monetary and trade systems
	4.1. V	European economic and political integration
	4.2. IV	Postwar economic growth and welfare benefits
	4.4. I	Creation of a consumer culture
	4.4. II	Professional careers for women; the Baby Boom
	4.4. III	Increased immigration to Europe
PP-6 Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite.	1.2. I	Commercial and professional groups gained in power
	1.5. I	New social patterns
	1.5. III	Expansion of cities; challenges to traditional political and social structures
	2.4. IV	Increased migration to cities
	3.2. I	Development of new classes
	3.2. II	Migration from rural to urban areas
	3.3. II	Government reforms of cities
PP-7 Explain how environmental conditions, the Agricultural Revolution, and industrialization contributed to demographic changes, the organization of manufacturing, and alterations in the family economy.	1.5. IV	Family was primary social and economic institution
	2.2. I	The putting-out system
	2.4. I	Agricultural Revolution and population growth
	2.4. III	New demographic patterns; effects of commercial revolution
	3.1. III	Mechanization and the factory system
	3.2. II	Rapid population growth
	3.2. III	Altered family structure and relations
PP-8 Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.	3.3. I	Evolution of socialist ideology
	3.3. III	Labor unions
	4.2. I	The Russian Revolution
	4.2. II	The ideology of fascism
	4.2. III	The Great Depression
PP-9 Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation, and the price revolution in the early modern period.	1.5. II	Commercialization of agriculture and abolition of traditional rights
	2.4. IV	Migration from rural areas to cities

Learning Objectives *Students are able to …*	**Relevant**	**Topics in the Concept Outline**
PP-10 Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.	2.1. IV	The French Revolution
	2.1. V	Napoleon's domestic reforms
	2.3. I	Challenge of rational and empirical thought to traditional values and ideas
	3.3. I	Development of ideologies
	3.4. I	The Concert of Europe; political revolts and revolutions
	3.4. II	National unification and liberal reforms
	3.6. II	Marx's critique of capitalism
	4.2. I	The Russian Revolution
PP-11 Analyze the social and economic causes and consequences of the Great Depression in Europe.	4.2. II	Increased popularity of fascist ideology
	4.2. III	The Great Depression
	4.3. I	Belief in progress breaks down
PP-12 Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Eastern and Western Europe.	4.2. V	Collapse of the Soviet Union
	4.3. IV	Criticism of United States' technology and popular culture
	4.4. III	Green parties; revolts of 1968
PP-13 Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations, and improving public health.	1.5. III	Government regulation of public morals
	2.4. IV	Policing of marginal groups
	3.2. II	Overcrowding in cities
	3.3. II	Government reform of cities
	4.2. IV	Expansion of social welfare programs
PP-14 Explain how industrialization elicited critiques from artists, socialists, workers' movements, and feminist organizations.	3.3. I	Socialist critiques of capitalism
	3.3. III	Political movements and social organizations
	3.6. I	Romantic writers' response to the Industrial Revolution
	3.6. II	Marx's critique of capitalism; realist and materialist themes in art and literature
	4.3. I	Belief in progress breaks down
	4.3. IV	Criticism of United States' technology and popular culture
PP-15 Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries.	3.2. III	Labor laws and social welfare programs
	3.3. II	Government expansion of functions
	3.3. III	Response of political movements and social organizations
	4.2. I	The Russian Revolution
	4.2. IV	Expansion of social welfare programs
	4.2. V	Social welfare programs in Central and Eastern Europe; perestroika
PP-16 Analyze how democratic, authoritarian, and totalitarian governments of the left and right attempted to overcome the financial crises of the 1920s and 1930s.	4.2. I	Lenin's New Economic Policy; Stalin's economic modernization
	4.2. III	Dependence on American investment capital; attempts to rethink economic policies

LEARNING OBJECTIVES BY THEME:

Objective Knowledge and Subjective Visions (OS)

Starting in the 15th century, European thinkers began developing new methods for arriving at objective truth — substituting these methods for appeals to traditional authorities — and then gradually moved away from belief in absolute truths to increasingly subjective interpretations of reality. Although most early modern Europeans continued to rely on religious authority and ancient texts for their knowledge of the world and as a standard of value, an increasing number argued that direct inquiry (philosophical and scientific) was the principal way to formulate truths and representations of reality. Philosophers of the natural world created a new theory of knowledge based on observation and experimentation, along with new institutions to put the new theories into practice. Science came to be viewed as an objective source of truth about the natural world. Artists, musicians, and writers also employed empirical and quantitative methods to abstract the notions of space, time, and sound in new cultural movements, many of which continued to draw on classical subjects and motifs, such as the Renaissance.

During the Enlightenment, educated Europeans came to accept the world as governed by natural laws, accessible through systematic observation and articulated in mathematics. The results of this intellectual movement were impressive, producing a new understanding of the universe (often designated as Newtonian mechanics) and systems to organize and advance the growing body of knowledge of plants, animals, and minerals. Under the influence of the French Revolution and the Industrial Revolution, intellectuals and activists attempted to employ a similarly scientific approach to the questions of political, social, and economic reform, resulting in the development of such ideologies as conservatism, liberalism, nationalism, socialism, and Marxism. Those in the fine arts and literature both applied and commented on these methods in their depictions of European life during this period of rapid change.

Over time, the new method for acquiring knowledge through observation and experimentation raised questions about the relationship between the observer and the observed. Beginning in the 19th century, new theories called into question the supremacy of reason and the possibility of finding objective truth in favor of subjective interpretations of reality and the importance of nonrational forces. In physics, quantum mechanics and Einstein's theories of relativity, which took the observer into account, challenged Newtonian mechanics, and, in psychology, Freud emphasized the importance of irrational drives in human behavior. Beginning in the 19th century and accelerating in the 20th, European artists and intellectuals, along with a portion of the educated public, rejected absolute paradigms (whether idealist or scientific), replacing them with relative and subjective ones, as exemplified by existential philosophy, modern art, and postmodernist ideas and culture. The emergence of these ideas created a conflict between science and subjective approaches to knowledge. Europeans continued to engage in science and to regard the results of science as being of universal value, while postmodernist thinkers emphasized the subjective component — the role of the actor — in all human activities, including scientific ones.

OVERARCHING QUESTIONS:

- What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge? (OS-1, 2, 3, and 4)
- How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities? (OS-5, 6, 7, 8, and 9)
- How and why did Europeans come to value subjective interpretations of reality? (OS-10, 11, 12, and 13)

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
OS-1 Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution.	1.1. IV	Continued appeal of alchemy and astrology; oral culture of peasants
	1.5. V	Popular culture
OS-2 Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.	1.1. I	New methods of scholarship and new values
	1.1. II	Invention of printing
	1.3. I	Protestant and Catholic reformations
	2.3. II	New public venues and print media
	2.3. IV	Natural religion; religious toleration
OS-3 Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.	1.2. I	New political systems and secular systems of law
	1.2. II	Concept of the balance of power
	1.3. III	Conflicts among religious groups
	2.1. IV	Nationalization of the Catholic Church; de-Christianization
	2.3. IV	Toleration of Christian minorities and civil rights granted to Jews
	3.4. I	Conservative attempts to strengthen adherence to religious authorities
	4.3. III	Continued role of organized religion
OS-4 Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.	1.5. IV	Renaissance and Reformation debates
	2.3. I	Arguments over exclusion of women from political life
	3.2. III	Cult of domesticity
	3.3. I	Radical and republican advocates of suffrage and citizenship
	3.3. III	Feminists and feminist movements
	4.4. II	Family responsibilities, economic changes, and feminism
	4.4. III	Gay and lesbian movements

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
OS-5 Analyze how the development of Renaissance humanism, the printing press, and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe.	1.1. I	Revival of classical texts; new methods of scholarship
	1.1. II	Invention of the printing press
	1.1. III	Visual arts of the Renaissance
	1.1. IV	Science based on observation, experimentation, and mathematics
	2.3. I	Rational and empirical thought
	2.3. II	New print media
OS-6 Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms.	1.4. II	Advances in navigation, cartography, and military technology
	2.3. II	Representations of peoples outside Europe
	3.5. II	Industrial and technological developments
	3.5. III	Imperial encounters with non-European peoples
OS-7 Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity, and politics as governed by natural laws.	2.3. I	Challenge of rational and empirical thought
	2.3. III	Challenge of new political and economic theories
	2.3. VI	Revival of public sentiment and feeling
OS-8 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	2.3. I	Application of principles of the Scientific Revolution to society and human institutions
	2.3. II	New public venues and print media
	3.2. III	Labor laws and social welfare programs
	3.3. I	Liberal, radical and republican, and socialist ideologies
	3.3. II	Government responses to industrialization
	3.3. III	Responses of political movements and social organizations
	3.6. II	Turn toward a realist and materialist worldview
	3.6. III	New relativism and loss of confidence in objectivity of knowledge
	4.3. I	Challenges to the belief in progress
	4.3. II	Benefits and challenges of science and technology
OS-9 Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.	1.1. I	Secular models for political behavior
	1.2. I	Concept of sovereign state and secular systems of law
	2.1. I	Absolute monarchy
	2.1. II	Alternatives to absolutism
	2.1. IV	Liberal revolution; radical Jacobin republic
	2.3. I	Political models of Locke and Rousseau
	2.3. III	Political theories such as that of John Locke
	3.3. I	Ideologies
	3.4. I	Political revolts and revolutions
	4.2. II	Fascist rejection of democracy, glorification of war and nationalism

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
OS-10 Analyze the means by which individualism, subjectivity, and emotion came to be considered a valid source of knowledge.	1.1. I	Humanists valued the individual
	2.3. V	Emphasis on private life in the arts
	2.3. VI	Revival of public sentiment and feeling
	3.3. I	Liberal, radical, and republican emphasis on individual rights
	3.6. I	Romanticism's emphasis on intuition and emotion
	3.6. III	Relativism in values and emphasis on subjective sources of knowledge
	4.3. I	Challenge to confidence in science and human reason
	4.3. IV	Self-expression and subjectivity in the arts
OS-11 Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history.	1.1. I	Humanist secular models for individual and political behavior
	1.3. I	New interpretations of Christian doctrine and practice
	1.3. III	Adoption of religious pluralism
	2.3. IV	Rational analysis of religious practices
	4.3. III	Continued role of organized religion
OS-12 Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation.	2.3. VI	Revival of public sentiment and feeling
	3.3. I	Nationalism
	3.4. II	National unification and liberal reform
	3.6. I	Romanticism
	3.6. III	Freudian psychology; modern art
	4.2. II	Fascist nationalism
OS-13 Explain how and why modern artists began to move away from realism and toward abstraction and the nonrational, rejecting traditional aesthetics.	3.6. I	Romantic break with neoclassical forms and rationalism
	3.6. III	Shift to subjective, abstract, and expressive in the arts
	4.3. IV	Experimentation, self-expression, and subjectivity in the arts

LEARNING OBJECTIVES BY THEME:

States and Other Institutions of Power (SP)

After 1450, the old ideal that Europe constituted a unified Christendom was weakened by the rise of sovereign states. These states asserted a monopoly over law and the management of all institutions, including the church. The growth of secular power played a critical role in the success of the Protestant Reformation, and states gained increasing influence over religious affairs. The military revolution of the early modern period forced states to find new and better sources of revenue, and it spurred the expansion of state control over political and economic functions. In the long view, war became increasingly costly, technologically sophisticated, and deadly. As Europeans expanded overseas, the theaters of European warfare expanded as well.

European polities took a variety of forms — empires, nation-states, and small republics. Absolute monarchies concentrated all authority in a single person who was regarded as divinely ordained, whereas in constitutional governments, power was shared between the monarch and representative institutions. Early modern advances in education, publishing, and prosperity created public opinion and civil society independent of government — developments that supported and were promoted by Enlightenment theories of natural rights and the social contract. Political revolutions and industrialization shifted governance from monarchies and aristocracies to parliamentary institutions that both generated and embodied the rule of law while gradually widening the participation of citizens in governance through the extension of suffrage. In the late 19th century, as European states became increasingly responsive to public opinion and developed mass political parties, they ironically became impersonal and bureaucratic. After World War I, under the pressure of political and economic crises, totalitarian regimes threatened parliamentary governments.

The European state system, originating in the Peace of Westphalia and structuring interstate relations through World War I, assumed that the continent would be divided into independent sovereign states and that war and diplomacy would be the normal means of interstate relations. In the 19th century, the goal of establishing and maintaining a balance of power was challenged by the revolutionary and Napoleonic wars, the emergence of Italy and Germany as states, the weakening of traditional empires, and shifts in the alliance system. New and hardened alliances between countries driven by overseas competition and the growing influence of nationalism undermined diplomatic efforts to stave off war in the first half of the 20th century. In the 20th century, new international organizations (the League of Nations, the United Nations, NGOs) attempted to develop international law and modes of dispute resolution that would promote peace. After the catastrophe of two world wars, European states returned to the goal of a unified Europe, embodied this time not in Christendom but in the secular institutions of the European Union.

OVERARCHING QUESTIONS:

- What forms have European governments taken, and how have these changed over time? (SP-1, 2, 3, 4, 5, and 6)
- In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices? (SP-7, 8, and 9)
- How did civil institutions develop apart from governments, and what impact have they had upon European states? (SP-10, 11, and 12)

- How and why did changes in warfare affect diplomacy, the European state system, and the balance of power? (SP-13 and 14)
- How did the concept of a balance of power emerge, develop, and eventually become institutionalized? (SP-15, 16, 17, 18, and 19)

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
SP-1 Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance as well as subsequent theories and practices that stressed the political importance and rights of the individual.	1.1. I	Civic humanism and secular theories
	1.1. III	Art in service of state
	1.2. I	Growth of sovereign nation-state
	2.1. II	Challenges to absolutism
	2.1. IV	French Revolution
	2.3. I	Enlightenment principles
	2.3. III	Social contract and capitalism
	2.3. V	State patronage and new political ideals in art
	3.3. I	Political ideologies
	3.3. II	Growth of regulatory state
	3.3. III	Political movements and parties
	4.3. II	Industrialized warfare
	4.4. II	Women's rights
	4.4. III	Dissenting groups in politics
SP-2 Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states.	1.2. I	New Monarchs and rise of nation-state
	1.2. III	Absolutism and its challengers
	1.3. II	Control over religion
	1.3. III	Religious wars
	2.1. I	Absolutism
	2.1. II	English Civil War and the Dutch Republic
SP-3 Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.	1.1. I	Secular political theories
	1.2. I	State control over religion
	1.3. II	Reformation and religious conflict
	1.3. III	Religious wars
	2.1. I	Absolutist religious policies
	2.1. IV	French Revolution's attack on religion
	2.1. V	Napoleon and Concordat
	2.3. IV	Religious toleration
	3.3. I	Political ideologies and religion
	3.4. I	Conservatism
	4.1. VI	Post–World War II religious conflicts
	4.3. III	Second Vatican Council and immigration
SP-4 Analyze how new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.	2.1. IV	French Revolution
	2.3. I	Enlightenment natural rights
	2.3. III	Liberalism (Locke and Adam Smith)
	3.3. I	Ideologies of change
	3.3. III	Mass political movements and reform
	3.4. I	Post-1815 revolutions
	3.4. II	National unification and nation-building

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
SP-5 Assess the role of colonization, the Industrial Revolution, total warfare, and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	1.4. I	Colonization and mercantilism
	2.1. IV	French revolutionary equality and warfare
	2.2. II	Commercial revolution
	3.1. I	British industrialization
	3.1. II	Continental industrialization
	3.1. III	Second industrial revolution
	3.3. II	Government regulation and reform
	4.1. V	Post-1945 European unity
	4.2. I	Russian Revolution
	4.2. III	Great Depression
	4.2. IV	Economic miracle and welfare state
	4.2. V	Planned economies in Eastern Europe
SP-6 Explain how new ideas of political authority and the failure of diplomacy led to world wars, political revolutions, and the establishment of totalitarian regimes in the 20th century.	4.1. I	Causes of World War I
	4.1. II	Versailles settlement
	4.1. III	Appeasement and World War II
	4.2. I	Bolshevik Revolution and Stalin
	4.2. II	Fascism
SP-7 Explain the emergence of representative government as an alternative to absolutism.	1.2. III	Limits to absolutism
	2.1. II	Constitutionalism
	2.1. IV	French Revolution
	2.3. I	Enlightenment principles in politics
	2.3. III	Social contract and capitalism
	3.3. I	Ideologies of liberation
	3.3. III	Mass movements and reform
	3.4. I	Revolutions from 1815 to 1848
	3.4. II	Nationalism and unification
SP-8 Explain how and why various groups, including communists and fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms.	4.1. III	Nazi aggression and *Blitzkrieg*
	4.2. I	Bolshevik Revolution and Stalin
	4.2. II	Rise of fascism
SP-9 Analyze how various movements for political and social equality — such as feminism, anticolonialism, and campaigns for immigrants' rights — pressured governments and redefined citizenship.	2.1. IV	French Revolution — women and minorities
	2.3. I	Natural rights
	2.3. IV	Religious toleration (Jews)
	3.3. I	Ideologies of liberation
	3.3. III	Workers, feminists, and reform
	3.5. III	Responses to imperialism (nationalism)
	4.1. VII	Decolonization
	4.2. V	Collapse of communism
	4.4. II	Feminism
	4.4. III	Post-1945 critics and dissenters
SP-10 Trace the ways in which new technologies, from the printing press to the Internet, have shaped the development of civil society and enhanced the role of public opinion.	1.1. II	Printing press
	2.3. II	Civil society and literacy
	3.1. III	Second industrial revolution — transportation and communication
	4.2. II	Mass media and propaganda
	4.4. I	Total war and higher standard of living

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
SP-11 Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.	1.2 III	English Civil War and nobles
	1.3. II	Religious minorities
	1.3. III	Religious wars and religious pluralism
	2.1. II	England and the Dutch Republic
	2.1. IV	French Revolution
	2.3. I	Enlightenment ideals
	2.3. III	Locke and Adam Smith
	3.3. I	Ideologies of change
	3.4. I	Post-1815 revolutions
SP-12 Assess the role of civic institutions in shaping the development of representative and democratic forms of government.	2.3. II	Growth of civil society
	3.3. III	Mass political movements and parties
	4.4. II	Women and feminism
	4.4. III	Post-1945 dissenting groups
SP-13 Evaluate how the emergence of new weapons, tactics, and methods of military organization changed the scale and cost of warfare, required the centralization of power, and shifted the balance of power.	1.2. II	Early modern military revolution
	1.4. II	Exploration and colonization
	2.1. IV	French revolutionary warfare
	2.1. V	Napoleonic tactics and warfare
	3.4. III	Industrialization of warfare
	3.5. II	Second industrial revolution and imperialism
	4.1. I	Total warfare, 1914–1918
	4.1. III	World War II
	4.1. IV	Nuclear weapons and Cold War
	4.1. VI	Post-1945 nationalist/separatist movements and guerrilla warfare
	4.3. II	Genocide and nuclear war
SP-14 Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19th and 20th centuries.	3.4. I	Congress of Vienna and Concert of Europe
	3.4. II	Crimean War
	3.4. III	Unification of Italy and Germany
	4.1. I	World War I
	4.1. II	Versailles settlement
	4.1. III	World War II
	4.1. IV	Cold War
	4.1. VII	Decolonization
	4.2. II	Fascist aggressions
	4.2. V	Ethnic cleansing in the Balkans
SP-15 Assess the impact of war, diplomacy, and overseas exploration and colonization on European diplomacy and balance of power until 1789.	1.2. II	Peace of Westphalia and balance of power
	1.4. III	Colonial empires
	2.1. III	Dynastic and colonial wars
	2.1. IV	French revolutionary wars
	2.2. III	Commercial rivalries and warfare
SP-16 Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.	2.1. IV	French revolutionary warfare
	2.1. V	Wars of Napoleon
	3.4. I	Congress of Vienna settlement

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
SP-17 Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.	2.1. IV	*Fraternité* and citizen armies
	2.1. V	Napoleonic warfare
	3.3. I	Post-1815 nationalism
	3.4. I	Congress of Vienna and Metternich
	3.4. II	Conservative Realpolitik
	3.4. III	Unification of Italy and Germany
	3.5. I	Nationalism as motive for imperialism
	3.5. III	Imperial conflicts and colonial nationalism
	4.1. I	Nationalism as cause of World War I
	4.1. II	National self-determination and League of Nations
	4.1. III	Fascism and "new racial order"
	4.1. IV	Cold War and collapse of communism
	4.1. V	European unity
	4.1. VI	Post-1945 nationalist and separatist movements
	4.1. VII	Colonial independence movements
	4.2. II	Fascism and extreme nationalism
	4.2. V	Eastern European resistance to communism and Balkan conflicts
	4.4. III	Immigration and anti-immigrant groups
SP-18 Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.	3.4. II	Crimean War and Conservative nationalism
	3.4. III	Unification of Italy and Germany
	3.5. I	Imperialism
	3.5. III	Imperial rivalries and conflicts
	4.1. I	Causes of World War I
SP-19 Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation-state, and global political alliances.	4.1. IV	Cold War and collapse of communism
	4.1. V	European unity
	4.2. V	Collapse of communism and Balkan conflicts

LEARNING OBJECTIVES BY THEME:

Individual and Society (IS)

Early modern society was divided into the three estates: clergy, nobility, and commoners, the latter of which included merchants, townspeople, and the overwhelming majority, the peasantry. Within those estates, family, religion, and landed wealth shaped social practices, and inequality of wealth prevailed within each estate. The poor were viewed as objects of charity or dangerous idlers requiring social control, such as disciplinary measures or confinement. Social values and communal norms were sanctified by religion. With the advent of the Reformation, new Protestant denominations clashed with the Catholic Church and with each other to establish new religious practices and social values.

Marriage and family life were constrained by the values of the community. Men and especially women of all estates followed closely prescribed norms. Gathering resources to create a new household often required young adults to work and save for a period of years, and a late age of marriage for commoners (the European family pattern) tended to limit demographic growth. In preindustrial Europe, women's and men's work was complementary rather than separate, as peasants worked communally to bring in the harvest or artisanal women oversaw journeymen and apprentices, kept the books, and marketed the product. Despite female involvement in movements of cultural and social change, gender norms continued to stress women's intellectual inferiority and their duty of obedience to fathers and husbands, as well as limit their access to institutional power. The Protestant Reformation placed new emphasis on the individual's direct relationship to God and the role of women in the family as mothers and assistants in religious instruction and schooling, while excluding them from clerical roles. Social and economic stresses along with negative gender stereotypes led to witchcraft persecution, which victimized elderly women in particular in the 16th and 17th centuries.

Demographic growth spurred social change in the 18th century. The Enlightenment brought a new emphasis on childhood as a stage of life, and the ideal of companionate marriage began to compete with arranged marriages. The French Revolution formally ended the division of society into three estates and continued to challenge traditional society throughout the 19th century; though remnants of the old order persisted into the 20th century. The Industrial Revolution created a division of social classes based on new criteria of capital and labor. The revolutionary emphasis on liberty galvanized many excluded groups to take an active role in politics, and the language of natural rights spurred the development of movements of equality, such as feminism and the end of feudalism and serfdom. The growth of the middle classes in the 19th century tended to anchor men and women in "separate spheres" and elevate women's role in the home into "the cult of domesticity." Early industrialism negatively affected the working classes and, more generally, shifted the family from a unit of production to one of consumption.

By the late 19th century, a new mass society had emerged defined by consumerism, expanding literacy, and new forms of leisure. The "woman question" that had emerged in the 17th century took on a new intensity as women sought economic and legal rights. World War I profoundly affected European society by conclusively ending the residual hold of old elites on power and democratizing society through shared sacrifice, represented by female suffrage in many nations. Between the

wars, Soviet communism theoretically endorsed equality, yet women often performed double duty as laborers and mothers, while kulaks were considered enemies of the state and thus liquidated. On the other hand, fascist regimes re-emphasized a domestic role for women and created states based on a mythical racial identity. After World War II, the welfare state emerged in Western Europe with more support for families, choices in reproduction, and state-sponsored health care. Economic recovery brought new consumer choices and popular culture. In the Soviet bloc, family life was constrained and controlled by states dedicated to heavy industry rather than consumer goods, though basic needs such as housing, health care, employment, and education were provided within an authoritarian context. The end of the Cold War and the rise of the European Union brought some shared social values to light, as well as contested issues of immigration, guest workers, and the shifting religious and ethnic balance of Europe. Immigrants sometimes challenged secularism in European life and reasserted their religious values. European society has become, with fits and starts, a pluralistic one.

OVERARCHING QUESTIONS:

- What forms have family, class, and social groups taken in European history, and how have they changed over time? (IS-1, 2, 3, 4, and 5)
- How and why have tensions arisen between the individual and society over the course of European history? (IS-6, 7, and 8)
- How and why has the status of specific groups within society changed over time? (IS-9 and 10)

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
IS-1 Explain the characteristics, practices, and beliefs of traditional communities in preindustrial Europe and how they were challenged by religious reform.	1.1. IV	Alchemy and astrology
	1.5. I	Hierarchy and social status
	1.5. II	Subsistence agriculture
	1.5. IV	Family economy, gender roles, European marriage pattern
	1.5. V	Folk culture and communal norms
IS-2 Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.	1.2. I	Rise of commercial and professional groups
	1.5. I	Financial and commercial innovations
	1.5. II	Price revolution and commercial agriculture
	1.5. III	Urban expansion and problems
	2.2. I	Agricultural Revolution and cottage industry
	2.4. IV	Urban migration and poverty
	3.2. I	Industrialization and bourgeoisie
IS-3 Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	1.1. II	Printing press — Renaissance and Reformation
	1.4. II	Exploration and colonization
	2.3. II	Civil society and publishing
	3.1. II	Industrialization
	3.1. III	Second industrial revolution and mass production
	3.2. IV	Transportation and consumerism
	3.3. II	Governmental reform of infrastructure
	3.5. II	Industry and empire
	4.4. I	Technology as destructive and improving standard of living

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
IS-4 Analyze how and why the nature and role of the family has changed over time.	1.5. IV	Family, gender roles, and marriage patterns
	2.4. II	Consumerism and privacy in home
	2.4. III	European marriage pattern and new concepts of childhood
	3.2. III	Companionate marriage and domesticity
	4.4. II	Women in workforce, feminism, and Baby Boom
	4.4. III	Feminism and gay/lesbian movements
IS-5 Explain why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries.	3.2. I	New industrial classes
	3.2. III	Protective legislation and leisure
	3.3. I	Socialism and anarchism
	3.3. III	Worker movements and reformers
	3.4. I	Post-1815 revolutions
	4.2. I	Russian and Bolshevik revolutions
IS-6 Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.	1.5. IV	Family economy; Renaissance and Reformation debates on women
	1.5. V	Communal norms and enforcement
	2.1. IV	French Revolution
	2.1. V	Napoleonic Code
	2.3. I	Enlightenment and natural rights
	3.2. III	Companionate marriage and domesticity
	3.3. I	Radicalism and feminism
	3.3. III	Feminism and women in reform movements
	4.4. II	Total war, post-1945 feminism, and political opportunities
IS-7 Evaluate how identities such as ethnicity, race, and class have defined the individual in relationship to society.	1.4. IV	Slave trade
	1.5. I	New economic elites and hierarchy
	2.1. I	Nobles and absolutism
	2.1. IV	French Revolution attack on feudalism/manorialism
	2.1. V	Napoleon and meritocracy
	2.2. II	Expansion of slave trade
	3.2. I	Industrialization and class
	3.2. III	Middle- and working-class families
	3.3. I	Post-1815 ideologies
	3.3. III	Mass political movements and governmental reform
	3.5. III	Interaction with and responses by colonies
	3.6. II	Social Darwinism and Marxism
	4.1. III	Nazi racism and Holocaust
	4.1. VI	Post-1945 nationalist and separatist movements
	4.4. I	Total war and genocide
	4.4. III	Youth, gay/lesbian, immigrant dissenters
IS-8 Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.	4.1. I	World War I and total war on the home front
	4.2. I	Russian Revolution and Civil War
	4.2. II	Spanish Civil War and World War II
	4.3. I	Destructive effects of technology
	4.4. I	Total war and genocide

Learning Objectives *Students are able to …*	**Relevant Topics in the Concept Outline**	
IS-9 Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onward.	1.5. IV	Renaissance and Reformation
	2.1. IV	French Revolution
	2.1. V	Napoleonic Era
	2.3. I	Enlightenment
	2.3. II	Salons
	2.4. II	Consumerism and family life; privacy
	2.4. III	Commercial revolution
	3.2. III	Industrialization, protective legislation, and leisure
	3.3. I	Post-1815 ideologies of change
	3.3. III	Mass political movements and feminism
	4.4. II	Military production, economic recovery, and post-1945 feminism
IS-10 Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.	1.3. II	Religious minorities
	1.4. I	Colonial conquest
	1.5. III	Urban migrants and regulation of morals
	1.5. V	Communal norms and witchcraft
	2.1. IV	Reign of Terror and counterrevolution
	2.1. V	Napoleonic Empire
	3.3. I	Nationalism, anti-Semitism, and chauvinism
	3.2. V	Persistence of serfdom and feudalism
	3.5. I	Racial Darwinism and "The White Man's Burden"
	3.5. III	Imperial-influenced art and colonial independence movements
	3.6. II	Social Darwinism
	4.1. III	Fascist racism and the Holocaust
	4.1. VI	Post-1945 nationalist and separatist movements
	4.1. VII	Mandates and decolonization
	4.2. I	Kulaks and Great Purges
	4.2. II	Fascist propaganda
	4.2. V	Balkan conflicts and wars
	4.3. III	Guest workers and immigration
	4.4. I	Total war and genocide
	4.4. III	Post-1945 dissenting groups

III. The Concept Outline

The concept outline presents a chronological framework for investigating the different periods of European history in the AP European History course. Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam (see Section II).

Historical Periods

The course outline is structured around the investigation of course themes and key concepts in the following four chronological periods. These periods, from c. 1450 to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period is equal.

Period 1: c. 1450 to c. 1648
Period 2: c. 1648 to c. 1815
Period 3: c. 1815 to c. 1914
Period 4: c. 1914 to the Present

How to Use the Concept Outline

The concept outline is designed to provide teachers with clarity regarding the concepts that students may be asked to analyze on an AP European History Exam. There are five key points teachers should keep in mind when using this concept outline:

1. **The concept outline provides teachers with a summary of the concepts typically analyzed in current, college-level European history survey courses, but its statements should serve as a focus of debate and discussion in classrooms.**

   All historical developments and topics that college and university faculty have identified as necessary for college credit have been included below in a series of key concept statements about each period (presented in an outline form using Roman numerals and letters). The multiple-choice questions on the AP Exam will expect that students know the concepts in the concept outline as well as the specific historical details (individuals, events, processes, etc.) discussed in the outline — **with the exception of the examples listed in gray boxes, which are purely illustrative.** The short-answer and essay questions will ask students to critically analyze the concepts in the concept outline by using historical examples of their choosing. For example, an essay question might include the prompt, "Some historians argue that …" and ask students to support, refute, or modify this assertion, using specific evidence to justify their answers. This approach provides the maximum degree of flexibility in instruction across states, districts, schools, and teachers, while also providing clarity regarding the concepts typically required for credit and placement.

2. **The concept outline gives teachers the freedom to select course content (individuals, events, processes, etc.) of their own choosing to help their students analyze the statements included therein.**

   In order to help students investigate the key concepts, teachers must select specific individuals, events, processes, or other historical details that they consider relevant. In addition, rather than trying to cover all possible examples of a particular concept, teachers should select fewer examples to teach in depth.

   Example: Rather than giving cursory treatment to multiple examples of how innovations in banking and finance promoted the growth of urban financial

centers and of a money economy in the period c. 1450-c.1648 (Key Concept 1.5.I.A), teachers should choose one example to teach well. Several examples (Double-entry bookkeeping, the Bank of Amsterdam, The Dutch East India Company, The British East India Company) are offered as possibilities, but the teacher is not limited to choosing from these examples. AP Exam questions will not require that all students know the same example of innovations in banking and finance in this period. Instead, AP Exam short-answer and essay questions will reward students for writing accurately about whichever historical examples they have studied.

3. **Gray boxes contain illustrative examples. These examples are relevant for a particular concept, but they are illustrative only — not mandatory.**

   The illustrative examples found in gray boxes provide clarity regarding the possible individuals, events, processes, and/or geographic regions teachers might choose to address for a particular concept. They are included to demonstrate a variety of examples from different geographic regions and/or to expand on content that may be less familiar to teachers, as requested by teachers who have provided feedback on the curriculum framework throughout its development. Teachers may opt to use these illustrative examples or others of their own choosing, as indicated by the introductory phrase in each box: "Teachers have flexibility to use examples such as…."

4. **The concept outline includes references to the thematic learning objectives that help teachers and students ask important questions and draw meaningful connections among the concepts within and across different historical periods.**

   The Roman numeral sections of the outline contain references to the learning objectives on pages 18–40. For example, the references [**OS-2** | **OS-5** | **OS-9** | **OS-10** | **OS-11** | **SP-1** | **SP-3**] appear with the first Roman numeral statement under Key Concept 1.1, indicating that exam questions about Key Concept 1.1. I will be derived from one or more of the learning objectives referenced. The references help teachers see how the learning objectives can be applied to the various statements in the concept outline.

   In addition, the references to the learning objectives help teachers make thematic connections across the chronology of the concept outline. As previously indicated on page 18, the following abbreviations are used for the five course themes:

   INT — Interaction of Europe and the World

   PP — Poverty and Prosperity

   OS — Objective Knowledge and Subjective Visions

   SP — States and Other Institutions of Power

   IS — Individual and Society

5. **The concept outline is a living document.**

   The AP European History concept outline is a living document that is revised periodically. The AP European History Development Committee is responsible for updating the concept outline as needed to provide clarity and/or improvements that best reflect college-level teaching of European history. Any updates to AP course materials are made during the summer between school years, and AP teachers are always notified via email of any changes.

Period 1: c. 1450 to c. 1648

KEY CONCEPT 1.1

The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.

Renaissance intellectuals and artists revived classical motifs in the fine arts and classical values in literature and education. Intellectuals — later called humanists — employed new methods of textual criticism based on a deep knowledge of Greek and Latin, and revived classical ideas that made human beings the measure of all things. Artists formulated new styles based on ancient models. The humanists remained Christians while promoting ancient philosophical ideas that challenged traditional Christian views. Artists and architects such as Brunelleschi, Leonardo, Michelangelo, and Raphael glorified human potential and the human form in the visual arts, basing their art on classical models while using new techniques of painting and drawing, such as geometric perspective. The invention of the printing press in the mid-15th century accelerated the development and dissemination of these new attitudes, notably in Europe north of the Alps (the northern Renaissance).

During the 16th and 17th centuries, Europeans developed new approaches to and methods for looking at the natural world in what historians have called the Scientific Revolution. Aristotle's classical cosmology and Ptolemy's astronomical system came under increasing scrutiny from natural philosophers (later called scientists) such as Copernicus, Galileo, and Newton. The philosophers Francis Bacon and René Descartes articulated comprehensive theories of inductive and deductive reasoning to give the emerging scientific method a sound foundation. Bacon urged the collection and analysis of data about the world and spurred the development of an international community of natural philosophers dedicated to the vast enterprise of what came to be called natural science. In medicine, the new approach to knowledge led physicians such as William Harvey to undertake observations that produced new explanations of anatomy and physiology and to challenge the traditional theory of health and disease (the four humors) espoused by Galen in the second century. The articulation of natural laws, often expressed mathematically, became the goal of science.

The unexpected encounter with the Western hemisphere at the end of the 15th century further undermined knowledge derived from classical and biblical authorities. The explorations produced new knowledge of geography and the world's peoples through direct observation, and this seemed to give credence to new approaches to knowledge more generally. Yet while they developed inquiry-based epistemologies, Europeans also continued to use traditional explanations of the natural world based on witchcraft, magic, alchemy, and astrology.

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion. [**OS-2** | **OS-5** | **OS-9** | **OS-10** | **OS-11** | **SP-1** | **SP-3**]

   A. Italian Renaissance humanists promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism.

Teachers have flexibility to use examples of ***Italian Renaissance humanists*** such as the following:

- Petrarch (pre-1450)
- Lorenzo Valla
- Marsilio Ficino
- Pico della Mirandola

B. Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Roman Catholic Church and shifted the focus of education away from theology toward the study of the classical texts.

Teachers have flexibility to use examples of ***individuals promoting a revival of Greek and Roman texts*** such as the following:

- Leonardo Bruni
- Leon Battista Alberti
- Niccolò Machiavelli

C. Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior.

Teachers have flexibility to use examples of ***individuals promoting secular models for individual and political behavior*** such as the following:

- Niccolò Machiavelli
- Jean Bodin
- Baldassare Castiglione
- Francesco Guicciardini

II. The invention of printing promoted the dissemination of new ideas. [**OS-2** | **OS-5** | **SP-10** | **IS-3**]

A. The invention of the printing press in the 1450s aided in spreading the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.

B. Protestant reformers used the press to disseminate their ideas, which spurred religious reform and helped it to become widely established.

III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals. [**OS-5** | **SP-1**]

A. Princes and popes, concerned with enhancing their prestige, commissioned paintings and architectural works based on classical styles and often employing the newly invented technique of geometric perspective.

Teachers have flexibility to use examples of ***painters and architects*** such as the following:

- Michelangelo
- Donatello
- Raphael
- Andrea Palladio
- Leon Battista Alberti
- Filipo Brunelleschi

B. A human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation was encouraged through the patronage of both princes and commercial elites.

Teachers have flexibility to use examples of ***artists who employed naturalism*** such as the following:

- Raphael
- Leonardo da Vinci
- Jan Van Eyck
- Pieter Bruegel the Elder
- Rembrandt

C. Mannerist and Baroque artists employed distortion, drama, and illusion in works commissioned by monarchies, city-states, and the church for public buildings to promote their stature and power.

Teachers have flexibility to discuss ***Mannerist and Baroque artists***, whose art was used in new public buildings, such as the following:

- El Greco
- Artemisia Gentileschi
- Gian Bernini
- Peter Paul Rubens

IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although folk traditions of knowledge and the universe persisted. [**OS-1** | **OS-5** | **IS-1**]

A. New ideas and methods in astronomy led individuals such as Copernicus, Galileo, and Newton to question the authority of the ancients and religion and to develop a heliocentric view of the cosmos.

B. Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen.

Teachers have flexibility to use examples of additional ***physicians who challenged Galen*** such as the following:

- Paracelsus
- Andreas Vesalius

C. Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method.

D. Alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. In the oral culture of peasants, a belief that the cosmos was governed by divine and demonic forces persisted.

Teachers have flexibility to use examples of ***natural philosophers who persisted in holding traditional views of alchemy and astrology*** such as the following:

- Paracelsus
- Gerolamo Cardano
- Johannes Kepler
- Sir Isaac Newton

KEY CONCEPT 1.2

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

Three trends shaped early modern political development: (1) from decentralized power and authority toward centralization; (2) from a political elite consisting primarily of a hereditary landed nobility toward one open to men distinguished by their education, skills, and wealth; and (3) from religious toward secular norms of law and justice.

One innovation promoting state centralization and the transformation of the landed nobility was the new dominance of firearms and artillery on the battlefield. The introduction of these new technologies, along with changes in tactics and strategy, amounted to a military revolution that reduced the role of mounted knights and castles, raised the cost of maintaining military power beyond the means of individual lords, and led to professionalization of the military on land and sea under the authority of the sovereign. This military revolution favored rulers who could command the resources required for building increasingly complex fortifications and fielding disciplined infantry and artillery units. Monarchs who could increase taxes and create bureaucracies to

collect and spend them on their military outmaneuvered those who could not.

In general, monarchs gained power vis-à-vis the corporate groups and institutions that had thrived during the medieval period, notably the landed nobility and the clergy. Commercial and professional groups, such as merchants, lawyers, and other educated and talented persons, acquired increasing power in the state — often in alliance with the monarchs — alongside or in place of these traditional corporate groups. New legal and political theories, embodied in the codification of law, strengthened state institutions, which increasingly took control of the social and economic order from traditional religious and local bodies. However, these developments were not universal. In eastern and southern Europe, the traditional elites maintained their positions in many polities.

The centralization of power within polities took place within and facilitated a new diplomatic framework among states. Ideals of a universal Christian empire declined along with the power and prestige of the Holy Roman Empire, which was unable to overcome the challenges of political localism and religious pluralism. By the end of the Thirty Years' War, a new state system had emerged based on sovereign nation-states and the balance of power.

I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. [**PP-6** | **OS-3** | **OS-9** | **SP-1** | **SP-2** | **SP-3** | **IS-2**]

   A. New Monarchies laid the foundation for the centralized modern state by establishing a monopoly on tax collection, military force, and the dispensing of justice, and gaining the right to determine the religion of their subjects.

> Teachers have flexibility to use examples of ***monarchical control*** such as the following:
>
> - Ferdinand and Isabella of Spain consolidating control of the military
> - Star Chamber
> - Concordat of Bologna (1516)
> - Peace of Augsburg (1555)
> - Edict of Nantes (1598)

   B. The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion.

   C. Across Europe, commercial and professional groups gained in power and played a greater role in political affairs.

> Teachers have flexibility to use examples of ***commercial and professional groups that gained in power*** such as the following:
>
> - Merchants and financiers in Renaissance Italy and northern Europe
> - Nobles of the robe in France
> - Gentry in England

D. Secular political theories, such as those espoused in Machiavelli's *The Prince*, provided a new concept of the state.

Teachers have flexibility to use examples of ***secular political theorists*** such as the following:

- Jean Bodin
- Hugo Grotius

II. The competitive state system led to new patterns of diplomacy and new forms of warfare. [**OS-3** | **SP-13** | **SP-15**]

A. Following the Peace of Westphalia, religion no longer was a cause for warfare among European states; instead, the concept of the balance of power played an important role in structuring diplomatic and military objectives.

B. Advances in military technology (i.e., the military revolution) led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. Technology, tactics, and strategies tipped the balance of power toward states able to marshal sufficient resources for the new military environment.

Teachers have flexibility to use examples of ***states that benefited from the military revolution*** such as the following:

- Spain under the Habsburgs
- Sweden under Gustavus Adolphus
- France

III. The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states. [**SP-2** | **SP-7** | **SP-11**]

A. The English Civil War, a conflict between the monarchy, Parliament, and other elites over their respective roles in the political structure, exemplified this competition.

Teachers have flexibility to use examples of ***competitors for power in the English Civil War*** such as the following:

- James I
- Charles I
- Oliver Cromwell

B. Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy.

Teachers have flexibility to use examples of ***the competition between monarchs and nobles*** such as the following:

- Louis XIII and Cardinal Richelieu
- The Fronde in France
- The Catalan Revolts in Spain

KEY CONCEPT 1.3

Religious pluralism challenged the concept of a unified Europe.

Late medieval reform movements in the Church (including lay piety, mysticism, and Christian humanism) created a momentum that propelled a new generation of 16th-century reformers, such as Erasmus and Martin Luther. After 1517, when Luther posted his 95 Theses attacking ecclesiastical abuses and the doctrines that spawned them, Christianity fragmented, even though religious uniformity remained the ideal. Some states, such as Spain and Portugal, which had recently expelled Muslims and Jews, held fast to this ideal. Others — notably the Netherlands and lands under Ottoman control, which accepted Jewish refugees — did not. In central Europe, the Peace of Augsburg (1555) permitted each state of the Holy Roman Empire to be either Catholic or Lutheran at the option of the prince. By the late 16th century, northern European countries were generally Protestant and Mediterranean countries generally Catholic. To re-establish order after a period of religious warfare, France introduced limited toleration of the minority Calvinists within a Catholic kingdom (Edict of Nantes, 1598; revoked in 1685). Jews remained a marginalized minority wherever they lived.

Differing conceptions of salvation and the individual's relationship to the church were at the heart of the conflicts among Luther, subsequent Protestant reformers such as Calvin and the Anabaptists, and the Roman Catholic Church. The Catholic Church affirmed its traditional theology at the Council of Trent (1545–1563), ruling out any reconciliation with the Protestants and inspiring the resurgence of Catholicism in the 17th century. Religious conflicts inevitably merged with and exacerbated long-standing political tensions between the monarchies and nobility across Europe, dramatically escalating these conflicts as they spread from the Holy Roman Empire to France, the Netherlands, and England. Economic issues such as the power to tax and control ecclesiastical resources further heightened these clashes. All three motivations — religious, political, and economic — contributed to the brutal and destructive Thirty Years' War, which was ended by the Peace of Westphalia (1648). The treaty established a new balance of power with a weakened Holy Roman Empire. The Peace of Westphalia also added Calvinism to Catholicism and Lutheranism as an accepted religion in the Holy Roman Empire, ensuring the permanence of European religious pluralism. However, pluralism did not mean religious freedom; the prince or ruler still controlled the religion of the state, and few were tolerant of dissenters.

I. The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture. [**OS-2** | **OS-11**]

A. Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.

Teachers have flexibility to use additional examples of ***Christian humanists*** such as the following:

- Sir Thomas More
- Juan Luis Vives

B. Reformers Martin Luther and John Calvin, as well as religious radicals such as the Anabaptists, criticized Catholic abuses and established new interpretations of Christian doctrine and practice.

Teachers have flexibility to use examples of ***Catholic abuses*** such as the following:

- Indulgences
- Nepotism
- Simony
- Pluralism and absenteeism

C. The Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented the division within Christianity.

Teachers have flexibility to use examples of the ***Catholic Reformation*** such as the following:

- St. Teresa of Avila
- Ursulines
- Roman Inquisition
- Index of Prohibited Books

II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority. [**SP-2** | **SP-3** | **SP-11** | **IS-10**]

A. Monarchs and princes, such as the English rulers Henry VIII and Elizabeth I, initiated religious reform from the top down (magisterial) in an effort to exercise greater control over religious life and morality.

Teachers have flexibility to use examples of ***state actions to control religion and morality*** such as the following:

- Spanish Inquisition
- Concordat of Bologna (1516)
- Book of Common Prayer
- Peace of Augsburg

B. Some Protestants, including Calvin and the Anabaptists, refused to recognize the subordination of the church to the state.

C. Religious conflicts became a basis for challenging the monarchs' control of religious institutions.

Teachers have flexibility to use examples of ***religious conflicts caused by groups challenging the monarch's control of religious institutions*** such as the following:

- Huguenots
- Puritans
- Nobles in Poland

III. Conflicts among religious groups overlapped with political and economic competition within and among states. [**OS-3** | **OS-11** | **SP-2** | **SP-3** | **SP-11**]

A. Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French Wars of Religion.

Teachers have flexibility to use examples of ***key factors in the French Wars of Religion*** such as the following:

- Catherine de' Medici
- St. Bartholomew's Day Massacre
- War of the Three
- Henry IV

B. The efforts of Habsburg rulers failed to restore Catholic unity across Europe.

Teachers have flexibility to use examples of ***Habsburg rulers*** such as the following:

- Charles I/V
- Philip II
- Philip III
- Philip IV

C. States exploited religious conflicts to promote political and economic interests.

Teachers have flexibility to use examples of ***state exploitation of religious conflicts*** such as the following:

- Catholic Spain and Protestant England
- France, Sweden, and Denmark in the Thirty Years' War

D. A few states, such as France with the Edict of Nantes, allowed religious pluralism in order to maintain domestic peace.

Teachers have flexibility to use examples of ***states allowing religious pluralism*** such as the following:

- Poland
- The Netherlands

KEY CONCEPT 1.4

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

From the 15th through the 17th centuries, Europeans used their mastery of the seas to extend their power in Africa, Asia, and the Americas. In the 15th century, the Portuguese sought direct access by sea to the sources of African gold, ivory, and slaves. At the same time, the rise of Ottoman power in the eastern Mediterranean led to Ottoman control of the Mediterranean trade routes and increased the motivation of Iberians and then northern Europeans to explore possible sea routes to the East. The success and consequences of these explorations, and the maritime expansion that followed them, rested on European adaptation of Muslim and Chinese navigational technology as well as advances in military technology and cartography. Political, economic, and religious rivalries among Europeans also stimulated maritime expansion. By the 17th century, Europeans had forged a global trade network that gradually edged out earlier Muslim and Chinese dominion in the Indian Ocean and the western Pacific.

In Europe, these successes shifted economic power within Europe from the Mediterranean to the Atlantic states. In Asia, the Portuguese, Spanish, and Dutch competed for control of trade routes and trading stations. In the Americas, the Spanish and Portuguese led in the establishment of colonies, followed by the Dutch, French, and English. The pursuit of colonies was sustained by mercantilist economic theory, which promoted government management of economic imperatives and policies. The creation of maritime empires was also animated by the religious fervor sweeping Europe during the period of the Reformations (Catholic and Protestant). Global European expansion led to the conversion of indigenous populations in South and Central America, to an exchange of commodities and crops that enriched European and other civilizations that became part of the global trading network, and, eventually, to migrations that had profound effects on Europe. The expansion also challenged parochial worldviews in Christian Europe. Yet the Columbian Exchange also unleashed several ecological disasters — notably the death of vast numbers of the Americas' population in epidemics of European diseases, such as smallpox and measles, against which the native populations had no defenses. The establishment of the plantation system in the American colonies also led to the vast expansion of the African slave trade, one feature of the new Atlantic trading system.

I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies. [**INT-1** | **INT-2** | **INT-6** | **INT-11** | **SP-5** | **IS-10**]

   A. European states sought direct access to gold and spices and luxury goods as a means to enhance personal wealth and state power.

   B. The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.

   C. Christianity served as a stimulus for exploration as governments and religious authorities sought to spread the faith and counter Islam, and as a justification for the physical and cultural subjugation of indigenous civilizations.

II. Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires. [**INT-3** | **INT-4** | **OS-6** | **SP-13** | **IS-3**]

Teachers have flexibility to use examples of ***navigational technology*** such as the following:

- Compass
- Stern-post rudder
- Portolani
- Quadrant and astrolabe
- Lateen rig

Teachers have flexibility to use examples of ***military technology*** such as the following:

- Horses
- Guns and gunpowder

III. Europeans established overseas empires and trade networks through coercion and negotiation. [**INT-1** | **INT-3** | **INT-6** | **INT-11** | **SP-15**]

A. The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America.

B. The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe.

C. The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance.

D. The competition for trade led to conflicts and rivalries among European powers.

IV. Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade. [**INT-5** | **INT-6** | **INT-7** | **INT-9** | **INT-11** | **PP-1** | **IS-7**]

A. The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy.

B. The exchange of new plants, animals, and diseases — the Columbian Exchange — created economic opportunities for Europeans and facilitated European subjugation and destruction of indigenous peoples, particularly in the Americas.

Teachers have flexibility to use examples of ***new plants, animals, and diseases*** such as the following:

From Europe to the Americas:

- Wheat
- Cattle
- Horses
- Pigs
- Sheep
- Smallpox
- Measles

From the Americas to Europe:

- Tomatoes
- Potatoes
- Squash
- Corn
- Tobacco
- Turkeys
- Syphilis

C. Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.

KEY CONCEPT 1.5

European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

In the 16th and 17th centuries, Europeans experienced profound economic and social changes. The influx of precious metals from the Americas and the gradual recovery of Europe's population from the Black Death caused a significant rise in the cost of goods and services by the 16th century, known as the *price revolution*. The new pattern of economic enterprise and investment that arose from these changes would come to be called capitalism. Family-based banking houses were supplanted by broadly integrated capital markets in Genoa, then in Amsterdam, and later in London. These and other urban centers became increasingly active consumer markets for a variety of luxury goods and commodities. Rulers soon recognized that capitalist enterprise offered them a revenue source to support state functions, and the competition among states was extended into the economic arena. The drive for economic profit and the increasing scale of commerce stimulated the creation of joint-stock companies to conduct overseas trade and colonization.

Many Europeans found their daily lives altered by these demographic and economic changes. As population increased in the 16th century, the price of grain rose and diets deteriorated, all as monarchs were increasing taxes to support their larger state militaries. All but the wealthy were vulnerable to food shortages, and even the wealthy had no immunity to recurrent lethal epidemics. Although hierarchy and privilege continued to define the social structure, the nobility and gentry expanded with the infusion of new blood from the commercial and professional classes. By the mid-17th century, war, economic contraction, and slackening population growth contributed to the disintegration of older communal values. Growing numbers of the poor became beggars or vagabonds, straining the traditional systems of charity and social control. In eastern Europe, commercial development lagged and traditional social patterns persisted; the nobility actually increased its power over the peasantry.

Traditional town governments, dominated by craft guilds and traditional religious institutions, staggered under the burden of rural migrants and growing poverty. The Reformation and Counter-Reformation stimulated a drive to regulate public morals, leisure activities, and the distribution of poor relief. In both town and country, the family remained the dominant unit of production, and marriage remained an instrument of families' social and economic strategies. The children of peasants and craft workers often labored alongside their parents. In the lower orders of society, men and women did not occupy separate spheres, although they performed different tasks. Economics often dictated later marriages (European marriage pattern). However, there were exceptions to this pattern: In the cities of Renaissance Italy, men in their early 30s often married teenaged women, and in eastern Europe, early marriage for both men and women persisted. Despite the growth of the market economy in which individuals increasingly made their

own way, leisure activities tended to be communal, rather than individualistic and consumerist, as they are today. Local communities enforced their customs and norms through crowd action and rituals of public shaming.

I. Economic change produced new social patterns, while traditions of hierarchy and status persisted. [**INT-11** | **PP-6** | **IS-1** | **IS-2** | **IS-7**]

   A. Innovations in banking and finance promoted the growth of urban financial centers and a money economy.

> Teachers have flexibility to use examples of ***innovations in banking and finance*** such as the following:
>
> - Double-entry bookkeeping
> - Bank of Amsterdam
> - The Dutch East India Company
> - The British East India Company

   B. The growth of commerce produced a new economic elite, which related to traditional elites in different ways in Europe's various geographic regions.

> Teachers have flexibility to use examples of ***the new economic elites*** such as the following:
>
> - Gentry in England
> - Nobles of the robe in France
> - Town elites (bankers and merchants)
> - Caballeros and hidalgos in Spain

   C. Hierarchy and status continued to define social power and perceptions in rural and urban settings.

II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power. [**PP-2** | **PP-9** | **IS-1** | **IS-2**]

   A. Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many cases, farmers paid rent and labor services for their lands.

   B. The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in western Europe.

Teachers have flexibility to use examples of ***the commercialization of agriculture*** such as the following:

- Enclosure movement
- Restricted use of the village common
- Free-hold tenure

C. As western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.

D. The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.

III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth. [**PP-6** | **PP-13** | **IS-2** | **IS-10**]

A. Population recovered to its pre–Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.

B. Migrants to the cities challenged the ability of merchant elites and craft guilds to govern and strained resources.

Teachers have flexibility to use examples of ***the way new migrants challenged urban elites*** such as the following:

- Sanitation problems caused by overpopulation
- Employment
- Poverty
- Crime

C. Social dislocation, coupled with the weakening of religious institutions during the Reformation, left city governments with the task of regulating public morals.

Teachers have flexibility to use examples of ***regulating public morals*** such as the following:

- New secular laws regulating private life
- Stricter codes on prostitution and begging
- Abolishing or restricting Carnival
- Calvin's Geneva

IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family. [**PP-7** | **OS-4** | **IS-1** | **IS-4** | **IS-6** | **IS-9**]

A. Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.

B. The Renaissance and Reformation movements raised debates about female roles in the family, society, and the church.

Teachers have flexibility to use examples of ***debates about female roles*** such as the following:

- Women's intellect and education
- Women as preachers
- La Querelle des Femmes

C. From the late 16th century forward, Europeans responded to economic and environmental challenges, such as the "Little Ice Age," by delaying marriage and childbearing, which restrained population growth and ultimately improved the economic condition of families.

V. Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms. [**OS-1** | **IS-1** | **IS-6** | **IS-10**]

A. Leisure activities continued to be organized according to the religious calendar and the agricultural cycle and remained communal in nature.

Teachers have flexibility to use examples of ***communal leisure activities*** such as the following:

- Saint's day festivities
- Carnival
- Blood sports

B. Local and church authorities continued to enforce communal norms through rituals of public humiliation.

Teachers have flexibility to use examples of ***rituals of public humiliation*** such as the following:

- Charivari
- Stocks
- Public whipping and branding

C. Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.

Period 2: c. 1648 to c. 1815

KEY CONCEPT 2.1

Different models of political sovereignty affected the relationship among states and between states and individuals.

Between 1648 and 1815, the sovereign state was consolidated as the principal form of political organization across Europe. Justified and rationalized by theories of political sovereignty, states adopted a variety of methods to acquire the human, fiscal, and material resources essential for the promotion of their interests. Although challenged and sometimes effectively resisted by various social groups and institutions, the typical state of the period, best exemplified by the rule of Louis XIV in France, asserted claims to absolute authority within its borders. A few states, most notably England and the Dutch Republic, gradually developed governments in which the authority of the executive was restricted by legislative bodies protecting the interests of the landowning and commercial classes.

Between the Peace of Westphalia (1648) and the Congress of Vienna (1814–1815), European states managed their external affairs within a balance of power system. In this system, diplomacy became a major component of the relations among states. Most of the wars of the period, including conflicts fought outside of Europe, stemmed from attempts either to preserve or disturb the balance of power among European states. While European monarchs continued to view their affairs in dynastic terms, increasingly, reasons of state influenced policy.

The French Revolution was the most formidable challenge to traditional politics and diplomacy during this period. Inspired in part by Enlightenment ideas, the revolution introduced mass politics, led to the creation of numerous political and social ideologies, and remained the touchstone for those advocating radical reform in subsequent decades. The French Revolution was part of a larger revolutionary impulse that, as a transatlantic movement, influenced revolutions in Spanish America and the Haitian slave revolt. Napoleon Bonaparte built upon the gains of the revolution and attempted to exploit the resources of the continent in the interests of France and his own dynasty. Napoleon's revolutionary state imposed French hegemony throughout Europe, but eventually a coalition of European powers overthrew French domination and restored, as much as possible, a balance of power within the European state system. At the same time, the conservative powers attempted to suppress the ideologies inspired by the French Revolution.

I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. [**OS-9** | **SP-2** | **SP-3** | **IS-7**]

   A. Absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges.

Teachers have flexibility to use examples of ***absolute monarchs*** such as the following:

- James I of England
- Peter the Great of Russia
- Philip II, III, and IV of Spain

B. Louis XIV and his finance minister, Jean-Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population.

C. In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism.

Teachers have flexibility to use examples of ***enlightened monarchs*** such as the following:

- Frederick II of Prussia
- Joseph II of Austria

D. The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland's partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe.

E. Peter the Great "westernized" the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.

II. Challenges to absolutism resulted in alternative political systems. [**OS-9** | **SP-1** | **SP-2** | **SP-7** | **SP-11**]

A. The outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament.

Teachers have flexibility to use examples of ***these outcomes*** such as the following:

- English Bill of Rights
- Parliamentary sovereignty

B. The Dutch Republic developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.

III. After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war. [**INT-1** | **INT-11** | **SP-15**]

A. As a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power and the Habsburgs, centered in Austria, shifted their empire eastward.

Teachers have flexibility to use examples of ***Prussian and Habsburg rulers*** such as the following:

- Maria Theresa of Austria
- Frederick William I of Prussia
- Frederick II of Prussia

B. After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion.

C. Louis XIV's nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him.

Teachers have flexibility to use examples of ***Louis XIV's nearly continuous wars*** such as the following:

- Dutch War
- Nine Years' War
- War of the Spanish Succession

D. Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.

IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order. [**INT-7** | **INT-10** | **INT-11** | **PP-10** | **OS-3** | **OS-9** | **SP-1** | **SP-3** | **SP-4** | **SP-5** | **SP-7** | **SP-9** | **SP-11** | **SP-13** | **SP-15** | **SP-16** | **SP-17** | **IS-6** | **IS-7** | **IS-9** | **IS-10**]

A. The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises.

B. The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges.

Teachers have flexibility to use examples of ***actions taken during the moderate phase of the French Revolution*** such as the following:

- Declaration of the Rights of Man and Citizen
- Civil Constitution of the Clergy
- Constitution of 1791
- Abolition of provinces and division of France into departments

C. After the execution of the Louis XVI, the radical Jacobin Republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization.

Teachers have flexibility to use examples of ***radical Jacobin leaders and institutions*** such as the following:

- Georges Danton
- Jean-Paul Marat
- Committee of Public Safety

D. Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.

E. Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.

F. Revolutionary ideals inspired a slave revolt led by Toussaint L'Ouverture in the French colony of Saint Domingue, which became the independent nation of Haiti in 1804.

G. While many were inspired by the revolution's emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.

V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction. [**PP-10** | **SP-3** | **SP-13** | **SP-16** | **SP-17** | **IS-6** | **IS-7** | **IS-9** | **IS-10**]

A. As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.

Teachers have flexibility to use examples of ***domestic reforms under Napoleon*** such as the following:

- Careers open to talent
- Educational system
- Centralized bureaucracy
- Civil Code
- Concordat of 1801

Teachers have flexibility to use examples of ***curtailment of rights under Napoleon*** such as the following:

- Secret police
- Censorship
- Limitation of women's rights

B. Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.

C. Napoleon's expanding empire created nationalist responses throughout Europe.

D. After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814-1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.

KEY CONCEPT 2.2

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

The economic watershed of the 17th and 18th centuries was a historically unique passage from limited resources that made material want inescapable, to self-generating economic growth that dramatically raised levels of physical and material well-being. European societies — first those with access to the Atlantic and gradually those to the east and on the Mediterranean — provided increasing percentages of their populations with a higher standard of living.

The gradual emergence of new economic structures that made European global influence possible both presupposed and promoted far-reaching changes in human capital, property rights, financial instruments, technologies, and labor systems. These changes included:

- Availability of labor power, both in terms of numbers and in terms of persons with the skills (literacy, ability to understand and manipulate the natural world, physical health sufficient for work) required for efficient production
- Institutions and practices that supported economic activity and provided incentives for it (new definitions of property rights and protections for them against theft or confiscation and against state taxation)
- Accumulations of capital for financing enterprises and innovations, as well as for raising the standard of living and the means for turning private savings into investable or "venture" capital
- Technological innovations in food production, transportation, communication, and manufacturing

A major result of these changes was the development of a growing consumer society that benefited from and contributed to the increase in material resources. At the same time, other effects of the economic revolution — increased geographic mobility, transformed employer–worker relations, the decline of domestic manufacturing — eroded traditional community and family solidarities and protections.

European economic strength derived in part from the ability to control and exploit resources (human and material) around the globe. Mercantilism supported the development of European trade and influence around the world. However, the economic, social, demographic, and ecological effects of European exploitation on other regions were often devastating. Internally, Europe divided more and more sharply between the societies engaging in overseas trade and undergoing the economic transformations sketched above (primarily countries on the Atlantic) and those (primarily in central and eastern Europe) with little such involvement. The eastern European countries remained in a traditional, principally agrarian, economy and maintained the traditional order of society and the state that rested on it.

I. Early modern Europe developed a market economy that provided the foundation for its global role. [**PP-1** | **PP-2** | **PP-7** | **IS-2**]

A. Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities.

Teachers have flexibility to use examples of ***trade freed from traditional restrictions*** such as the following:

- Market-driven wages and prices
- Le Chapelier laws

B. The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products.

C. The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners.

D. The development of the market economy led to new financial practices and institutions.

Teachers have flexibility to use examples of ***new financial practices and institutions*** such as the following:

- Insurance
- Banking institutions for turning private savings into venture capital
- New definitions of property rights and protections against confiscation
- Bank of England

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe. [**INT-1** | **INT-3** | **INT-5** | **INT-6** | **INT-7** | **INT-9** | **INT-11** | **PP-1** | **PP-2** | **SP-5** | **IS-7**]

A. European states followed mercantilist policies by exploiting colonies in the New World and elsewhere.

B. The transatlantic slave-labor system expanded in the 17th and 18th centuries as demand for New World products increased.

Teachers have flexibility to use examples of ***transatlantic slave-labor systems*** such as the following:

- Middle Passage
- Triangle trade
- Plantation economies in the Americas

C. Overseas products and influences contributed to the development of a consumer culture in Europe.

Teachers have flexibility to use examples of ***overseas products*** such as the following:

- Sugar
- Tea
- Silks and other fabrics
- Tobacco
- Rum
- Coffee

D. The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.

E. Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.

III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era. [**INT-1** | **INT-3** | **INT-11** | **SP-15**]

A. European sea powers vied for Atlantic influence throughout the 18th century.

B. Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies.

KEY CONCEPT 2.3

The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

During the 17th and 18th centuries, Europeans applied the methods of the new science — such as empiricism, mathematics, and skepticism — to human affairs. During the Enlightenment, intellectuals such as Rousseau, Voltaire, and Diderot aimed to replace faith in divine revelation with faith in human reason and classical values. In economics and politics, liberal theorists such as John Locke and Adam Smith questioned absolutism and mercantilism by arguing for the authority of natural law and the market. Belief in progress, along with improved social and economic conditions, spurred significant gains in literacy and education as well as the creation of a new culture of the printed word, including novels, newspapers, periodicals, and such reference works as Diderot's *Encyclopédie*, for a growing educated audience.

Several movements of religious revival occurred during the 18th century, but elite culture embraced skepticism, secularism, and atheism for the first time in European history, and popular attitudes began to move in the same directions. From the beginning of this period, Protestants and Catholics grudgingly tolerated each other following the religious warfare of the previous two centuries. By 1800, most

governments had extended toleration to Christian minorities and in some states even to Jews. Religion was viewed increasingly as a matter of private rather than public concern.

The new rationalism did not sweep all before it; in fact, it coexisted with a revival of sentimentalism and emotionalism. Until about 1750, Baroque art and music glorified religious feeling and drama as well as the grandiose pretensions of absolute monarchs. During the French Revolution, romanticism and nationalism implicitly challenged what some saw as the Enlightenment's overemphasis on reason. These Counter-Enlightenment views laid the foundations for new cultural and political values in the 19th century. Overall, intellectual and cultural developments during this period marked a transition in European history to a modern worldview in which rationalism, skepticism, scientific investigation, and a belief in progress generally dominated, although such views did not completely overwhelm other worldviews stemming from religion, nationalism, and romanticism.

I. Rational and empirical thought challenged traditional values and ideas. [**PP-10** | **OS-4** | **OS-5** | **OS-7** | **OS-8** | **OS-9** | **SP-1** | **SP-4** | **SP-7** | **SP-9** | **SP-11** | **IS-6** | **IS-9**]

   A. Intellectuals such as Voltaire and Diderot began to apply the principles of the Scientific Revolution to society and human institutions.

> Teachers have flexibility to use examples of ***works applying scientific principles to society*** such as the following:
>
> - Montesquieu's *The Spirit of the Laws*
> - Cesare Beccaria's *On Crimes and Punishments*

   B. Locke and Rousseau developed new political models based on the concept of natural rights.

   C. Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered new arguments for the exclusion of women from political life, which did not go unchallenged.

> Teachers have flexibility to use examples of ***individuals who challenged Rousseau's position on women*** such as the following:
>
> - Mary Wollstonecraft
> - Olympe de Gouges
> - Marquis de Condorcet

II. New public venues and print media popularized Enlightenment ideas. [**INT-7** | **OS-2** | **OS-5** | **OS-6** | **OS-8** | **SP-10** | **SP-12** | **IS-3** | **IS-9**]

   A. A variety of institutions, such as salons, explored and disseminated Enlightenment culture.

Teachers have flexibility to use examples of ***institutions that broadened the audience for new ideas*** such as the following:

- Coffeehouses
- Academies
- Lending libraries
- Masonic lodges

B. Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion.

Teachers have flexibility to use examples of ***printed materials*** such as the following:

- Newspapers
- Periodicals
- Books
- Pamphlets
- The *Encyclopédie*

C. Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe.

III. New political and economic theories challenged absolutism and mercantilism. [**INT-6** | **PP-1** | **OS-7** | **OS-9** | **SP-1** | **SP-4** | **SP-7** | **SP-11**]

A. Political theories, such as John Locke's, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition.

B. Mercantilist theory and practice were challenged by new economic ideas, such as Adam Smith's, espousing free trade and a free market.

Teachers have flexibility to use examples of ***proponents of new economic ideas*** such as the following:

- Physiocrats
- Francois Quesnay
- Anne Robert Jacques Turgot

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration. [**OS-2** | **OS-3** | **OS-11** | **SP-3** | **SP-9**]

A. Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.

Teachers have flexibility to use examples of ***intellectuals*** such as the following:

- David Hume
- Baron d'Holbach

B. Religion was viewed increasingly as a matter of private rather than public concern.

C. By 1800, most governments had extended toleration to Christian minorities and, in some states, civil equality to Jews.

V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good. [**PP-1** | **OS-10** | **SP-1**]

A. Until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to glorify state power.

Teachers have flexibility to use examples of ***Baroque artists and musicians who promoted religion or glorified monarchy*** such as the following:

- Diego Velásquez
- Gian Bernini
- George Frideric Handel
- J. S. Bach

B. Artistic movements and literature also reflected the outlook and values of commercial and bourgeois society as well as new Enlightenment ideals of political power and citizenship.

Teachers have flexibility to use examples of ***artistic movements that reflected commercial society or Enlightenment ideals*** such as the following:

- Dutch painting
- Frans Hals
- Rembrandt
- Jan Vermeer
- Neoclassicism
- Jacques Louis David
- Pantheon in Paris

Teachers have flexibility to use examples of ***literature that reflected commercial society or Enlightenment ideals*** such as the following:

- Daniel Defoe
- Samuel Richardson
- Henry Fielding
- Johann Wolfgang von Goethe
- Jane Austen

VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling. [**OS-7** | **OS-10** | **OS-12**]

A. Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.

B. Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.

C. Romanticism emerged as a challenge to Enlightenment rationality.

KEY CONCEPT 2.4

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

The legacies of the 16th-century population explosion, which roughly doubled the European population, were social disruptions and demographic disasters that persisted into the 18th century. Volatile weather in the 17th century harmed agricultural production. In some localities, recurring food shortages caused undernourishment that combined with disease to produce periodic spikes in mortality. By the 17th century, the European marriage pattern, which limited family size, became the most important check on population levels, although some couples also adopted birth control practices to limit family size. By the middle of the 18th century, better weather, improvements in transportation, new crops and agricultural practices, less epidemic disease, and advances in medicine and hygiene allowed much of Europe to escape from the cycle of famines that had caused repeated demographic disaster. By the end of the 18th century, reductions in child mortality and increases in life expectancy constituted the demographic underpinnings of new attitudes toward children and families.

Particularly in western Europe, the demographic revolution, along with the rise in prosperity, produced advances in material well-being that did not stop with the economic: Greater prosperity was associated with increasing literacy, education, and rich cultural lives (the growth of publishing and libraries, the founding of schools, and the establishment of orchestras, theaters, and museums). By the end of the 18th century, it was evident that a high proportion of Europeans were better fed, healthier, longer lived, and more secure and comfortable in their material well-being than at any previous time in human history. This relative prosperity was balanced by increasing numbers of the poor throughout Europe, who strained charitable resources and alarmed government officials and local communities.

I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth. [**PP-2** | **PP-7**]

A. By the middle of the 18th century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises (a process known as the Agricultural Revolution).

B. In the 18th century, plague disappeared as a major epidemic disease, and inoculation reduced smallpox mortality.

II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities. [**PP-1** | **IS-4** | **IS-9**]

Teachers have flexibility to use examples of ***a new concern for privacy*** such as the following:

- Homes were built to include private retreats, such as the boudoir
- Novels encouraged a reflection on private emotions

Teachers have flexibility to use examples of ***new consumer goods for homes*** such as the following:

- Porcelain dishes
- Cotton and linens for home décor
- Mirrors
- Prints

Teachers have flexibility to use examples of ***new leisure venues*** such as the following:

- Coffeehouses
- Taverns
- Theaters and opera houses

III. By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution. [**PP-7** | **IS-4** | **IS-9**]

A. Although the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern and, in some areas, by the early practice of birth control.

B. As infant and child mortality decreased and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.

IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families. [**PP-2** | **PP-6** | **PP-9** | **PP-13** | **IS-2**]

A. The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work.

B. The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.

C. The concentration of the poor in cities led to a greater awareness of poverty, crime, and prostitution as social problems, and prompted increased efforts to police marginal groups.

Period 3: c. 1815 to c. 1914

KEY CONCEPT 3.1

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

The transition from an agricultural to an industrial economy began in Britain in the 18th century, spread to France and Germany between 1850 and 1870, and finally to Russia in the 1890s. The governments of those countries actively supported industrialization. In southern and eastern Europe, some pockets of industry developed, surrounded by traditional agrarian economies. Although continental nations sought to borrow from and in some instances imitate the British model — the success of which was represented by the Crystal Palace Exhibition in 1851 — each nation's experience of industrialization was shaped by its own matrix of geographic, social, and political factors. The legacy of the revolution in France, for example, led to a more gradual adoption of mechanization in production, ensuring a more incremental industrialization than was the case in Britain. Despite the creation of a customs union in the 1830s, Germany's lack of political unity hindered its industrial development. However, following unification in 1871, the German Empire quickly came to challenge British dominance in key industries, such as steel, coal, and chemicals.

Beginning in the 1870s, the European economy fluctuated widely because of the vagaries of financial markets. Continental states responded by assisting and protecting the development of national industry in a variety of ways, the most important being protective tariffs, military procurements, and colonial conquests. Key economic stakeholders, such as corporations and industrialists, expected governments to promote economic development by subsidizing ports, transportation, and new inventions; registering patents and sponsoring education; encouraging investments and enforcing contracts; and maintaining order and preventing labor strikes. State intervention reached its culmination in the 20th century, when some governments took over direction of the entire process of industrial development under the pressure of war and depression and/or from ideological commitments.

I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems. [**PP-1** | **PP-3** | **SP-5**]

   A. Britain's ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth.

   B. Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative.

Teachers have flexibility to use examples of ***Britain's leadership*** such as the following:

- The Crystal Palace at the Great Exhibition of 1851
- Banks
- Government financial awards to inventors

C. Britain's parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament.

II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship. [**PP-1** | **PP-3** | **SP-5** | **IS-3**]

A. France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.

Teachers have flexibility to use examples of ***government support of industrialization*** such as the following:

- Canals
- Railroads
- Trade agreements

B. Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.

Teachers have flexibility to use examples of ***industrialization in Prussia*** such as the following:

- Zollverein
- Investment in transportation network
- Adoption of improved methods of manufacturing
- Friedrich List's National System

C. A combination of factors including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship accounted for eastern and southern Europe's lag in industrial development.

Teachers have flexibility to use examples of ***geographic factors in eastern and southern Europe*** such as the following:

- Lack of resources
- Lack of adequate transportation

III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity. [**INT-4** | **INT-6** | **PP-1** | **PP-3** | **PP-4** | **PP-7** | **SP-5** | **SP-10** | **IS-3**]

A. Mechanization and the factory system became the predominant modes of production by 1914.

B. New technologies and means of communication and transportation — including railroads — resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.

Teachers have flexibility to use examples of ***new technologies*** such as the following:

- Bessemer process
- Mass production
- Electricity
- Chemicals

Teachers have flexibility to use examples of ***developments in communication and transportation*** such as the following:

- Telegraph
- Steamship
- Streetcars or trolley cars
- Telephones
- Internal combustion engine
- Airplane
- Radio

C. Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through monopolies, banking practices, and tariffs.

KEY CONCEPT 3.2

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

Industrialization promoted the development of new socioeconomic classes between 1815 and 1914. In highly industrialized areas, such as western and northern Europe, the new economy created new social divisions, leading for the first time to the development of self-conscious economic classes, especially the proletariat and the bourgeoisie. In addition, economic changes led to the rise of trade and industrial unions, benevolent associations, sport clubs, and distinctive class-based cultures of dress, speech, values, and customs. Europe also experienced rapid population

growth and urbanization that resulted in benefits as well as social dislocations. The increased population created an enlarged labor force, but in some areas migration from the countryside to the towns and cities led to overcrowding and significant emigration overseas.

Industrialization and urbanization changed the structure and relations of bourgeois and working-class families to varying degrees. Birth control became increasingly common across Europe, and childhood experience changed with the advent of protective legislation, universal schooling, and smaller families. The growth of a cult of domesticity established new models of gendered behavior for men and women. Gender roles became more clearly defined as middle-class women withdrew from the workforce. At the same time, working-class women increased their participation as wage-laborers, although the middle class criticized them for neglecting their families.

Industrialization and urbanization also changed people's conception of time; in particular, work and leisure were increasingly differentiated by means of the imposition of strict work schedules and the separation of the workplace from the home. Increasingly, trade unions assumed responsibility for the social welfare of working-class families, fighting for improved working conditions and shorter hours. Increasing leisure time spurred the development of leisure activities and spaces for bourgeois families. Overall, although inequality and poverty remained significant social problems, the quality of material life improved. For most social groups, the standard of living rose; the availability of consumer products grew; and sanitary standards, medical care, and life expectancy improved.

I. Industrialization promoted the development of new classes in the industrial regions of Europe. [**PP-6** | **IS-2** | **IS-5** | **IS-7**]

   A. In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, such as the proletariat and the bourgeoisie.

   B. In some of the less industrialized areas of Europe, the dominance of agricultural elites persisted into the 20th century.

   C. Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.

II. Europe experienced rapid population growth and urbanization, leading to social dislocations. [**PP-6** | **PP-7** | **PP-13**]

   A. Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.

   B. With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.

III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families. [**PP-7** | **PP-15** | **OS-4** | **OS-8** | **IS-4** | **IS-5** | **IS-6** | **IS-7** | **IS-9**]

A. Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.

B. By the end of the century, wages and the quality of life for the working class improved because of laws restricting the labor of children and women, social welfare programs, improved diet, and the use of birth control.

Teachers have flexibility to use examples of ***laws restricting the labor of children and women*** such as the following:

- Factory Act of 1833
- Mines Act of 1842
- Ten Hours Act of 1847

C. Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.

D. Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.

Teachers have flexibility to use examples of ***leisure time activities and spaces*** such as the following:

- Parks
- Sports clubs and arenas
- Beaches
- Department stores
- Museums
- Theaters
- Opera houses

IV. A heightened consumerism developed as a result of the second industrial revolution. [**PP-1** | **PP-4** | **IS-3**]

A. Industrialization and mass marketing increased both the production and demand for a new range of consumer goods — including clothing, processed foods, and labor-saving devices — and created more leisure opportunities.

Teachers have flexibility to use examples of ***mass marketing*** such as the following:

- Advertising
- Department stores
- Catalogs

B. New efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced the quality of life.

Teachers have flexibility to use examples of ***new efficient methods of transportation and other innovations*** such as the following:

- Steamships
- Railroads
- Refrigerated rail cars
- Ice boxes
- Streetcars
- Bicycles

Teachers have flexibility to use examples of ***new industries during the second industrial revolution*** such as the following:

- Chemical industry
- Electricity and utilities
- Automobile
- Leisure travel
- Professional and leisure sports

V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages. [**PP-3** | **IS-10**]

Teachers have flexibility to use examples of ***primitive agricultural practices and famines*** such as the following:

- The "Hungry '40s"
- Irish potato famine
- Russian serfdom

KEY CONCEPT 3.3

The problems of industrialization provoked a range of ideological, governmental, and collective responses.

The French and industrial revolutions triggered dramatic political and social consequences and new theories to deal with them. The ideologies engendered by these 19th-century revolutions — conservatism, liberalism, socialism, nationalism, and even romanticism — provided their adherents with coherent views of the world and differing blueprints for change. For example, utopian socialists experimented with communal living as a social and economic response to change. The responses to socioeconomic changes reached a culmination in the revolutions of 1848, but the failure of these uprisings left the issues raised by the economic, political, and social transformations unresolved well into the 20th century.

In the second half of the 19th century, labor leaders in many countries created unions and syndicates to provide the working classes with a collective voice, and these organizations used collective action such as strikes and movements for men's universal suffrage to reinforce their demands. Feminists and suffragists petitioned and staged public protests to press their demands for similar rights for women. The international movements for socialism, labor, and women's rights were important examples of a trend toward international cooperation in a variety of causes, including antislavery and peace movements. Finally, political parties emerged as sophisticated vehicles for advocating reform or reacting to changing conditions in the political arena.

Nationalism acted as one of the most powerful engines of political change, inspiring revolutions as well as campaigns by states for national unity or a higher degree of centralization. Early nationalism emphasized shared historical and cultural experiences that often threatened traditional elites. Over the course of the 19th century, leaders recognized the need to promote national unity through economic development and expanding state functions to meet the challenges posed by industry.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions. [**PP-8** | **PP-10** | **PP-14** | **OS-4** | **OS-8** | **OS-9** | **OS-10** | **OS-12** | **SP-1** | **SP-3** | **SP-4** | **SP-7** | **SP-9** | **SP-11** | **SP-17** | **IS-5** | **IS-6** | **IS-7** | **IS-9** | **IS-10**]

   A. Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.

Teachers have flexibility to use examples of ***liberals*** such as the following:

- Jeremy Bentham
- Anti-Corn Law League
- John Stuart Mill

   B. Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women.

Teachers have flexibility to use examples of ***advocates of suffrage*** such as the following:

- Chartists
- Flora Tristan

C. Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.

Teachers have flexibility to use examples of ***conservatives*** such as the following:

- Edmund Burke
- Joseph de Maistre
- Klemens von Metternich

D. Socialists called for a fair distribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.

Teachers have flexibility to use examples of ***utopian socialists*** such as the following:

- Henri de Saint-Simon
- Charles Fourier
- Robert Owen

Teachers have flexibility to use examples of ***Marxists*** such as the following:

- Friedrich Engels
- August Bebel
- Clara Zetkin
- Rosa Luxemburg

E. Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.

Teachers have flexibility to use examples of ***anarchists*** such as the following:

- Mikhail Bakunin
- Georges Sorel

F. Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement.

Teachers have flexibility to use examples of ***nationalists*** such as the following:

- J. G. Fichte
- Grimm Brothers
- Giuseppe Mazzini
- Pan-Slavists

Teachers have flexibility to use examples of ***anti-Semitism*** such as the following:

- Dreyfus Affair
- Christian Social Party in Germany
- Karl Lueger, mayor of Vienna

G. A form of Jewish nationalism, Zionism, developed in the late 19th century as a response to growing anti-Semitism in both western and eastern Europe.

Teachers have flexibility to use examples of ***Zionists*** such as the following:

- Theodor Herzl

II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states. [**PP-6** | **PP-13** | **PP-15** | **OS-8** | **SP-1** | **SP-5** | **IS-3**]

A. Liberalism shifted from laissez-faire to interventionist economic and social policies on behalf of the less privileged; the policies were based on a rational approach to reform that addressed the impact of the Industrial Revolution on the individual.

B. Government reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces.

Teachers have flexibility to use examples of ***modernizing infrastructure*** such as the following:

- Sewage and water systems
- Public lighting
- Public housing
- Urban redesign
- Parks
- Public transportation

C. Governments promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.

III. Political movements and social organizations responded to the problems of industrialization. [**PP-8** | **PP-14** | **PP-15** | **OS-4** | **OS-8** | **SP-1** | **SP-4** | **SP-7** | **SP-9** | **SP-12** | **IS-5** | **IS-6** | **IS-7** | **IS-9**]

A. Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.

Teachers have flexibility to use examples of ***mass-based political parties*** such as the following:

- Conservatives and Liberals in Great Britain
- Conservatives and Socialists in France
- Social Democratic Party in Germany

B. Workers established labor unions and movements promoting social and economic reforms that also developed into political parties.

Teachers have flexibility to use examples of ***political parties representing workers*** such as the following:

- German Social Democratic Party
- British Labour Party
- Russian Social Democratic Party

C. Feminists pressed for legal, economic, and political rights for women as well as improved working conditions.

Teachers have flexibility to use examples of ***feminists and feminist movements*** such as the following:

- Flora Tristan
- British Women's Social and Political Union
- Pankhurst family
- Barbara Smith Bodichon

D. Various private, nongovernmental reform movements sought to lift up the deserving poor and end serfdom and slavery.

Teachers have flexibility to use examples of ***reform movements and social reformers*** such as the following:

- The Sunday School Movement
- The Temperance Movement
- British Abolitionist Movement
- Josephine Butler

Teachers have flexibility to use examples of ***the deserving poor*** such as the following:

- Young prostitutes
- Children
- Women
- Elderly

KEY CONCEPT 3.4

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

Following a quarter-century of revolutionary upheaval and war spurred by Napoleon's imperial ambitions, the Great Powers met in Vienna in 1814–1815 to re-establish a workable balance of power and suppress liberal and nationalist movements for change. Austrian Foreign Minister Klemens von Metternich led the way in creating an informal security arrangement to resolve international disputes and stem revolution through common action among the Great Powers. Nonetheless, revolutions aimed at liberalization of the political system and national self-determination defined the period from 1815 to 1848.

The revolutions that swept Europe in 1848 were triggered by poor economic conditions, frustration at the slow pace of political change, and unfulfilled nationalist aspirations. At first, revolutionary forces succeeded in establishing regimes dedicated to change or to gaining independence from great-power domination. However, conservative forces, which still controlled the military and bureaucracy, reasserted control. Although the revolutions of 1848 were, as George Macaulay Trevelyan quipped, a "turning point at which modern history failed to turn," they set the stage for a subsequent sea change in European diplomacy. A new breed of conservative leader, exemplified by Napoleon III of France, co-opted nationalism as a top-down force for the advancement of state power and authoritarian rule in the name of "the people." Further, the Crimean War (1853–1856), prompted by the decline of the Ottoman Empire, shattered the Concert of Europe established in 1815 and opened the door for the unifications of Italy and Germany. Using the methods of *Realpolitik*, Cavour in Italy and Bismarck in Germany succeeded in unifying their nations after centuries of disunity. Their policies of war, diplomatic intrigue, and, in Bismarck's instance, manipulation of democratic mechanisms created states with the potential for upsetting the balance of power, particularly in the case of Germany.

Following the Crimean War, Russia undertook a series of internal reforms aimed at achieving industrial modernization. The reforms succeeded in establishing an industrial economy and emboldened Russia's aspirations in the Balkans. They also led to an active revolutionary movement, which employed political violence and assassinations and was one of the driving forces behind the 1905 Russian Revolution.

After the new German Emperor Wilhelm II dismissed Chancellor Bismarck in 1890, Germany's diplomatic approach altered significantly, leading to a shift in the alliance system and increased tensions in European diplomacy. Imperial antagonisms, growing nationalism, militarism, and other factors resulted in the development of a rigid system of alliances. The Great Powers militarized their societies and built up army and naval forces to unprecedented levels (fed by industrial and technological advances), while at the same time developing elaborate plans for the next war. The long-anticipated war finally came in the summer of 1914. The assassination of the heir to the Austrian throne in Sarajevo forced the political leaders of the Great Powers, locked in the rigid structure of the Triple Entente versus the Triple Alliance, to implement war plans that virtually required the escalation of hostilities. The ensuing Great War revealed the flaws in the diplomatic order established after the unifications of Germany and Italy, but more importantly, it produced an even more challenging diplomatic situation than that faced by the diplomats in 1814–1815.

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism. [**PP-10** | **OS-3** | **OS-9** | **SP-3** | **SP-4** | **SP-7** | **SP-11** | **SP-14** | **SP-16** | **SP-17** | **IS-5**]

   A. Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.

   B. Conservatives re-established control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.

   C. In the first half of the 19th century, revolutionaries attempted to destroy the status quo.

> Teachers have flexibility to use examples of ***early 19th-century political revolts*** such as the following:
>
> - Greek War of Independence
> - Decembrist Revolt in Russia
> - Polish Rebellion
> - July Revolution in France

   D. The revolutions of 1848 challenged the conservative order and led to the breakdown of the Concert of Europe.

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. [**PP-3** | **PP-10** | **OS-12** | **SP-4** | **SP-7** | **SP-14** | **SP-17** | **SP-18**]

   A. The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation.

   B. A new breed of conservative leaders, including Napoleon III, Cavour, and Bismarck, co-opted the agenda of nationalists for the purposes of creating or strengthening the state.

C. The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.

D. In Russia, autocratic leaders pushed through a program of reform and modernization, which gave rise to revolutionary movements and eventually the Revolution of 1905.

Teachers have flexibility to use examples of ***reformers in Russia*** such as the following:

- Alexander II
- Sergei Witte
- Peter Stolypin

III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order. [**SP-13** | **SP-14** | **SP-17** | **SP-18**]

A. Cavour's *Realpolitik* strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy.

B. Bismarck employed diplomacy and industrialized warfare and weaponry and the manipulation of democratic mechanisms to unify Germany.

C. After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.

Teachers have flexibility to use examples of ***Bismarck's alliances*** such as the following:

- Three Emperors' League
- Triple Alliance
- Reinsurance Treaty

D. Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.

E. Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.

Teachers have flexibility to use examples of ***nationalist tensions in the Balkans*** such as the following:

- Congress of Berlin in 1878
- Growing influence of Serbia
- Bosnia-Herzegovina Annexation Crisis, 1908
- First Balkan War
- Second Balkan War

KEY CONCEPT 3.5

A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

The European imperial outreach of the 19th century was in some ways a continuation of three centuries of colonization, but it also resulted from the economic pressures and necessities of a maturing industrial economy. The new technologies and imperatives of the second industrial revolution (1870–1914) led many European nations to view overseas territories as sources of raw materials and consumer markets. While European colonial empires in the Western hemisphere diminished in size over this period as former colonies gained independence, the region remained dependent on Europe as a source of capital and technological expertise and was a market for European-made goods. European powers also became increasingly dominant in Eastern and Southern Asia in the early 19th century, and a combination of forces created the conditions for a new wave of imperialism there and in Africa later in the century. Moreover, European national rivalries accelerated the expansion of colonialism as governments recognized that actual control of these societies offered economic and strategic advantages. Notions of global destiny and racial superiority fed the drive for empire, and innovations such as antimalarial drugs, machine guns, and gunboats made it feasible. Non-European societies without these modern advantages could not effectively resist European imperial momentum.

The "new imperialism" of the late 19th and early 20th centuries was promoted in European nations by interest groups that included politicians, military officials and soldiers, missionaries, explorers, journalists, and intellectuals. As an example of a new complex phase of imperial diplomacy, the Berlin Conference in 1884–1885 outlined the procedures that Europeans should use in the partition of the African continent. By 1914, most of Africa and Asia were under the domination of Great Britain, France, Portugal, Germany, Belgium, and the Netherlands. Notwithstanding the power of colonial administrations, some groups in the colonial societies resisted European imperialism, and by 1914, anticolonial movements had taken root within the non-European world and in Europe itself.

Imperialism exposed Europeans to foreign societies and introduced "exotic" influences into European art and culture. At the same time, millions of Europeans carried their culture abroad, to the Americas and elsewhere, through emigration, and helped to create a variety of mixed cultures around the world.

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa. [**INT-1** | **INT-2** | **INT-6** | **INT-7** | **INT-10** | **INT-11** | **SP-17** | **SP-18** | **IS-10**]

   A. European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.

   B. The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.

   C. Europeans justified imperialism through an ideology of cultural and racial superiority.

II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires. [**INT-3** | **INT-4** | **OS-6** | **SP-13** | **IS-3**]

A. The development of advanced weaponry invariably ensured the military superiority of Europeans over colonized areas.

Teachers have flexibility to use examples of ***advanced weaponry*** such as the following:

- Minié ball (bullet)
- Breech-loading rifle
- Machine gun

B. Communication and transportation technologies allowed for the creation of European empires.

C. Advances in medicine supported European control of Africa and Asia by preserving European lives.

Teachers have flexibility to use examples of ***advances in medicine*** such as the following:

- Louis Pasteur's germ theory of disease
- Anesthesia and antiseptics
- Public health projects
- Quinine

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad. [**INT-7** | **INT-9** | **INT-10** | **INT-11** | **OS-6** | **SP-9** | **SP-17** | **SP-18** | **IS-7** | **IS-10**]

A. Imperialism created diplomatic tensions among European states that strained alliance systems.

Teachers have flexibility to use examples of ***diplomatic tensions*** such as the following:

- Berlin Conference in (1884–1885)
- Fashoda crisis (1898)
- Moroccan crises (1905, 1911)

B. Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.

Teachers have flexibility to use examples of ***artists and writers and works*** such as the following:

- Jules Verne's literature of exploration
- Paul Gauguin and Pablo Picasso's Primitivism
- Vincent Van Gogh and Japanese prints
- Joseph Conrad's *Heart of Darkness*

Teachers have flexibility to use examples of ***participants in the imperialism debate*** such as the following:

- Pan-German League
- J. A. Hobson's and Vladimir Lenin's anti-imperialism

C. As non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and/or by modernizing their own economies and societies.

Teachers have flexibility to use examples of ***responses to European imperialism*** such as the following:

- Indian Congress Party
- Zulu Resistance
- India's Sepoy Mutiny
- China's Boxer Rebellion
- Japan's Meiji Restoration

KEY CONCEPT 3.6

European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

The romantic movement of the early 19th century set the stage for later cultural perspectives by encouraging individuals to cultivate their uniqueness and to trust intuition and emotion as much as reason. Partly in reaction to the Enlightenment, romanticism affirmed the value of sensitivity, imagination, and creativity and thereby provided a climate for artistic experimentation. Later artistic movements such as Impressionism, Expressionism, and Cubism, which rested on subjective interpretations of reality by the individual artist or writer, arose from the attitudes fostered by romanticism. The sensitivity of artists to non-European traditions that imperialism brought to their attention also can be traced to the romantics' emphasis on the primacy of culture in defining the character of individuals and groups.

In science, Darwin's evolutionary theory raised questions about human nature, and physicists began to challenge the uniformity and regularity of the Newtonian universe. In 1905 Einstein's theory of relativity underscored the position of the observer in defining reality, while the quantum principles of randomness and probability called the objectivity of Newtonian mechanics into question. The emergence of psychology as an independent discipline, separate from philosophy on the one hand and neurology on the other, led to investigations of human behavior that gradually revealed the need for more subtle methods of analysis than those provided by the physical and biological sciences. Freud's investigations into the human psyche suggested the power of irrational motivations and unconscious drives.

Many writers saw humans as governed by spontaneous, irrational forces and believed that intuition and will were as important as reason and science in the search for truth. In art, literature, and science, traditional notions of objective, universal truths and values increasingly shared the stage with a commitment to and recognition of subjectivity, skepticism, and cultural relativism.

I. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion. [**PP-14** | **OS-10** | **OS-12** | **OS-13**]

A. Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.

Teachers have flexibility to use examples of ***romantic artists*** such as the following:

- Francisco Goya
- Caspar David Friedrich
- J. M. W. Turner
- John Constable
- Eugène Delacroix

Teachers have flexibility to use examples of ***romantic composers*** such as the following:

- Ludwig van Beethoven
- Frédéric Chopin
- Richard Wagner
- Pyotr Ilyich Tchaikovsky

B. Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.

Teachers have flexibility to use examples of ***romantic writers*** such as the following:

- Johann Wolfgang von Goethe
- William Wordsworth
- Lord Byron
- Percy Shelley
- John Keats
- Mary Shelley
- Victor Hugo

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview. [**INT-2** | **PP-10** | **PP-14** | **OS-8** | **IS-7** | **IS-10**]

A. Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs.

B. Charles Darwin provided a rational and material account of biological change and the development of human beings as a species, and inadvertently a justification for racialist theories known as *Social Darwinism*.

C. Marx's scientific socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution.

D. Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.

Teachers have flexibility to use examples of ***realist artists and authors*** such as the following:

- Honoré de Balzac
- Honoré Daumier
- Charles Dickens
- George Eliot
- Gustave Courbet
- Fyodor Dostoevsky
- Jean-Francois Millet
- Leo Tolstoy
- Émile Zola
- Thomas Hardy

III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life. [**OS-8** | **OS-10** | **OS-12** | **OS-13**]

A. Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.

Teachers have flexibility to use examples of ***philosophers who emphasized the irrational*** such as the following:

- Friedrich Nietzsche
- Georges Sorel
- Henri Bergson

B. Freudian psychology provided a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious.

C. Developments in the natural sciences such as quantum mechanics and Einstein's theory of relativity undermined the primacy of Newtonian physics as an objective description of nature.

Teachers have flexibility to use examples of ***scientists who undermined the notion that Newtonian physics provided an objective knowledge of nature*** such as the following:

- Max Planck
- Marie and Pierre Curie

D. Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values such as beauty and patriotism.

Teachers have flexibility to use examples of ***modern artists*** such as the following:

- Claude Monet
- Paul Cézanne
- Henri Matisse
- Edgar Degas
- Pablo Picasso
- Vincent Van Gogh

Period 4: c. 1914 to the Present

KEY CONCEPT 4.1

Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.

European politics and diplomacy in the 20th century were defined by total war and its consequences. World War I destroyed the balance of power, and the Treaty of Versailles, which ended the war, created unstable conditions in which extremist ideologies emerged that challenged liberal democracy and the postwar settlement. In Russia, hardships during World War I gave rise to a revolution in 1917. The newly established, postwar democracies in central and eastern Europe were too weak to provide stability either internally or in the European state system, especially during the Great Depression of the 1930s. The League of Nations, established after the war to employ collective security in the interests of peace, could not manage the international tensions unleashed by World War I. The breakdown of the settlement led to World War II, a conflict even more violent than World War I. During this second great war, the combatants engaged in wholesale destruction of cities, deliberate attacks on civilians, and the systematic destruction of their enemies' industrial complexes. The Nazi government in Germany undertook the annihilation of Jews from the whole continent (the Holocaust), as well as the murder of other targeted groups of Europeans. At the end of the war, the economic and political devastation left a power vacuum that facilitated the Cold War division of Europe.

During the 20th century, European imperialism, power, and sense of superiority reached both its apogee and nadir. In the first half of the century, nations extended their control and influence over most of the non-Western world, often through League of Nations' mandates. The idea of decolonization was born early in the century with the formation of movements seeking rights for indigenous peoples; the material and moral destruction of World War II made the idea a reality. After the war, regions colonized and dominated by European nations moved from resistance to independence at differing rates and with differing consequences. Yet even after decolonization, neocolonial dependency persisted, and millions of people migrated to Europe as its economy recovered from the war. This immigration created large populations of poor and isolated minorities, which occasionally rioted because of discrimination and economic deprivation. As European governments tried to solve these problems, the apparently permanent presence of the immigrants challenged old notions of European identity.

The uneasy alliance between Soviet Russia and the West during World War II gave way after 1945 to a diplomatic, political, and economic confrontation between the democratic, capitalist states of Western Europe allied with the United States and the communist bloc of Eastern Europe dominated by the Soviet Union (also known as the Union of Soviet Socialist Republics, or USSR). During the ensuing confrontation between East and West, called the Cold War, relations between the two blocs fluctuated, but one consequence of the conflict was that European nations could not act autonomously in international affairs; the superpowers — the Soviet Union and the United States — controlled international relations in Europe.

Nonetheless, the Cold War promoted political and economic unity in Western Europe, leading to the establishment of a succession of ever-more comprehensive organizations for economic cooperation. In 1957, six countries formed the Common Market, which soon began to expand its membership to include other European states. The success of the Common Market inspired Europeans to work toward a closer political and economic unity, including a European executive body and Parliament. The founding of the European Union in 1991 at Maastricht included the agreement to establish the euro as a common currency for qualifying member-states. Following a series of largely peaceful revolutions in 1989, culminating in the collapse of the Soviet Union in 1991, the formerly communist states of Eastern Europe moved toward democracy and capitalist economies, and over time some of these states joined the European Union. One unforeseen consequence of the end of the Cold War was the re-emergence of nationalist movements *within* states, which led to the Balkan wars in Yugoslavia and tensions among the successor states of the Soviet Union as well as the rebirth of nationalist political parties in Western Europe.

I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. [**INT-8** | **INT-9** | **INT-11** | **SP-6** | **SP-13** | **SP-14** | **SP-17** | **SP-18** | **IS-8**]

   A. A variety of factors — including nationalism, military plans, the alliance system, and imperial competition — turned a regional dispute in the Balkans into World War I.

   B. New technologies confounded traditional military strategies and led to massive troop losses.

> Teachers have flexibility to use examples of ***new technologies*** such as the following:
>
> - Machine gun
> - Barbed wire
> - Submarine
> - Airplane
> - Poison gas
> - Tank

   C. The effects of military stalemate and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.

   D. The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.

Teachers have flexibility to use examples of ***non-European theaters of conflict*** such as the following:

- Armenian Genocide
- Arab revolt against the Turks
- Japanese aggression in the Pacific and on the Chinese mainland

E. The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.

II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. [**INT-8** | **SP-6** | **SP-14** | **SP-17**]

A. Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises.

Teachers have flexibility to use examples of ***democratic successor states*** such as the following:

- Poland
- Czechoslovakia
- Hungary
- Yugoslavia

B. The League of Nations, created to prevent future wars, was weakened from the outset by the nonparticipation of major powers, including the United States, Germany, and the Soviet Union.

C. The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic's ability to establish a stable and legitimate political and economic system.

III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization. [**SP-6** | **SP-8** | **SP-13** | **SP-14** | **SP-17** | **IS-7** | **IS-10**]

A. French and British fears of another war, American isolationism, and deep distrust between Western democratic, capitalist nations, and the communist Soviet Union allowed fascist states to rearm and expand their territory.

Teachers have flexibility to use examples of ***fascist states' expansion allowed by European powers*** such as the following:

- Remilitarization of the Rhineland
- Italian invasion of Ethiopia
- Annexation of Austria
- Munich Agreement and its violation
- Nazi–Soviet Non-Aggression Pact

B. Germany's *Blitzkrieg* warfare in Europe, combined with Japan's attacks in Asia and the Pacific, brought the Axis powers early victories.

C. American and British industrial, scientific, and technological power and the all-out military commitment of the USSR contributed critically to the Allied victories.

D. Fueled by racism and anti-Semitism, Nazi Germany — with the cooperation of some of the other Axis powers and collaborationist governments — sought to establish a "new racial order" in Europe, which culminated with the Holocaust.

Teachers have flexibility to use examples of ***Nazi establishment of a "new racial order"*** such as the following:

- Nuremberg Laws
- Wannsee Conference
- Auschwitz and other death camps

IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. [**INT-8** | **INT-9** | **INT-11** | **PP-5** | **SP-5** | **SP-13** | **SP-14** | **SP-17** | **SP-19**]

A. Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the *Iron Curtain*.

B. The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited "hot wars" in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.

Teachers have flexibility to use examples of ***hot wars outside of Europe in which the United States and the USSR supported opposite sides*** such as the following:

- Korean War
- Vietnam War
- The Yom Kippur War
- The Afghanistan War

C. The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances such as the North Atlantic Treaty Organization (NATO).

Teachers have flexibility to use examples of the ***world monetary and trade system*** such as the following:

- International Monetary Fund (IMF)
- World Bank
- General Agreement on Tariffs and Trade (GATT)
- World Trade Organization (WTO)

D. Countries east of the Iron Curtain came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact.

E. The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through admission of former Eastern bloc countries.

V. In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century. [**PP-5** | **SP-5** | **SP-17** | **SP-19**]

A. As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.

B. One of the major continuing challenges to countries in the EU is balancing national sovereignty with the responsibilities of membership in an economic and political union.

Teachers have flexibility to use examples of ***challenges to national sovereignty within the EU*** such as the following:

- The creation of the euro
- The creation of a European parliament
- Free movement across borders

VI. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post–World War II peace. [**SP-3** | **SP-13** | **SP-17** | **IS-7** | **IS-10**]

Teachers have flexibility to use examples of ***nationalist violence*** such as the following:

- Ireland
- Chechnya

Teachers have flexibility to use examples of ***separatist movements*** such as the following:

- Basque (ETA)
- Flemish

Teachers have flexibility to use examples of ***ethnic cleansing*** such as the following:

- Bosnian Muslims
- Albanian Muslims of Kosovo

VII. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states. [**INT-1** | **INT-2** | **INT-3** | **INT-7** | **INT-9** | **INT-10** | **INT-11** | **SP-9** | **SP-14** | **SP-17** | **IS-10**]

A. At the end of World War I, President Woodrow Wilson's principle of national self-determination raised expectations in the non-European world for freedom from colonial domination — expectations that led to international instability.

B. The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power and creating a strategic interest in the Middle East and its oil.

Teachers have flexibility to use examples of ***mandate territories*** such as the following:

- Lebanon and Syria
- Iraq
- Palestine

C. Despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers' reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments.

Teachers have flexibility to use examples of ***indigenous nationalist movements*** such as the following:

- Indian National Congress
- Algeria's National Liberation Front (FLN)
- Ho Chi Minh's Viet Minh
- Sukarno in Indonesia

KEY CONCEPT 4.2

The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.

During World War I, states increased the degree and scope of their authority over their economies, societies, and cultures. The demands of total war required the centralization of power and the regimentation of the lives of citizens. During the war, governments sought to control information and used propaganda to create stronger emotional ties to the nation and its war effort. Ironically, these measures also produced distrust of traditional authorities. At the end of the war, four empires dissolved — the German, Austro-Hungarian, Ottoman, and Russian empires — but the democratic nations that arose in their place lacked a tradition of democratic politics and suffered from weak economies and ethnic tensions. Even before the end of the war, Russia experienced a revolution and civil war that created not only a new state, the Union of Soviet Socialist Republics (also known as the USSR or Soviet Union), but also a new conception of government and socioeconomic order based on communist ideals.

In Italy and Germany, charismatic leaders led fascist movements to power, seizing control of the post–World War I governments. Fascism promised to solve economic problems through state direction, although not ownership, of production. The movements also promised to counteract the provisions of the Treaty of Versailles by rearming the military and by territorial expansion. The efforts of fascist governments to revise the Treaty of Versailles led to the most violent and destructive war in human history (World War II), a conflict between liberal democracies, temporarily allied with communist Russia, and fascist states. When this conflict ended in the total defeat of fascism, Europe was devastated, and liberal, capitalist democracies faced centrally directed, communist states — the only viable alternatives left.

In the post–World War II period, despite the difference of ideologies, states in both the East and West increased their involvement in their citizens' lives through the establishment of welfare programs, the expansion of education, regulation and planning of the economy, and the extension of cultural opportunities to all groups in society.

With the collapse of communism and the fall of the Soviet Union in the early 1990s, the liberal democracies of Western Europe celebrated the triumph of their political and economic systems, and many of the former communist states moved for admission into the European Union and the NATO. By the late 1990s, it became evident that the transition from communism to capitalism and democracy was not as simple as it first appeared to be. The West also experienced difficulties because of economic recession and experimented with hybrid economies that emphasized the social responsibility of the state toward its citizens.

I. The Russian Revolution created a regime based on Marxist–Leninist theory. [**PP-3** | **PP-8** | **PP-10** | **PP-15** | **PP-16** | **SP-5** | **SP-6** | **SP-8** | **IS-5** | **IS-8** | **IS-10**]

A. In Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change.

Teachers have flexibility to use examples of ***revolutionary change in Russia*** such as the following:

- February/March Revolution
- Petrograd Soviet

B. Military and worker insurrections, aided by the revived Soviets, undermined the Provisional Government and set the stage for Lenin's long-planned Bolshevik Revolution and establishment of a communist state.

C. The Bolshevik takeover prompted a protracted civil war between communist forces and their opponents, who were aided by foreign powers.

D. In order to improve economic performance, Lenin compromised with free-market principles under the New Economic Policy, but after his death, Stalin undertook a centralized program of rapid economic modernization.

Teachers have flexibility to use examples of the ***Soviet Union's rapid economic modernization*** such as the following:

- Collectivization
- Five-Year Plans

E. Stalin's economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks, famine in the Ukraine, purges of political rivals, unequal burdens placed on women, and the establishment of an oppressive political system.

Teachers have flexibility to use examples of the ***Soviet Union's oppressive political system*** such as the following:

- Great Purges
- Gulags
- Secret police

II. The ideology of fascism, with roots in the pre–World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability. [**PP-8** | **PP-11** | **OS-9** | **OS-12** | **SP-6** | **SP-8** | **SP-10** | **SP-14** | **SP-17** | **IS-8** | **IS-10**]

A. Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to lure the disillusioned.

B. Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror and manipulating the fledgling and unpopular democracies in their countries.

C. Franco's alliance with Italian and German fascists in the Spanish Civil War — in which the Western democracies did not intervene — represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s.

D. After failures to establish functioning democracies, authoritarian dictatorships took power in Central and Eastern Europe during the interwar period.

Teachers have flexibility to use examples of ***authoritarian dictatorships in Central and Eastern Europe*** such as the following:

- Poland
- Hungary
- Romania

III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe. [**INT-8** | **PP-8** | **PP-11** | **PP-16** | **SP-5**]

A. World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide.

B. Dependence on post–World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe.

C. Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.

Teachers have flexibility to use examples of ***new economic theories and policies*** such as the following:

- Keynesianism in Britain
- Cooperative social action in Scandinavia
- Popular Front policies in France

Teachers have flexibility to use examples of ***political alliances*** such as the following:

- National government in Britain
- Popular Fronts in France and Spain

IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state. [**INT-6** | **INT-8** | **PP-1** | **PP-5** | **PP-13** | **PP-15** | **SP-5**]

A. Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an "economic miracle," which increased the economic and cultural importance of consumerism.

B. The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.

V. Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union. [**PP-12** | **PP-15** | **SP-5** | **SP-9** | **SP-14** | **SP-17** | **SP-19** | **IS-10**]

A. Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members.

B. After 1956, Soviet leader Nikita Khrushchev's de-Stalinization policies failed to meet their economic goals within the Soviet Union and prompted revolts in Eastern Europe.

C. Following a long period of economic stagnation, Mikhail Gorbachev's internal reforms of *perestroika* and *glasnost*, designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites.

D. The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries but resulted in war and genocide in the Balkans and instability in some former Soviet republics.

KEY CONCEPT 4.3

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

The major trend of 20th-century European thought and culture moved from an optimistic view that modern science and technology could solve the problems of humankind to the formation of eclectic and sometimes skeptical movements that doubted the possibility of objective knowledge and of progress. Existentialism,

postmodernism, and renewed religiosity challenged the perceived dogmatism of positivist science. While European society became increasingly secular, religion continued to play a role in the lives of many Europeans. Religious denominations addressed and in some cases incorporated modern ideas, such as the toleration of other religions, as well as scholarship — biblical and scientific — that challenged the veracity of the Bible. The Christian churches made these accommodations as immigration, particularly from Muslim countries, altered the religious landscape, challenging Europe's traditional Judeo-Christian identity.

After World War I, prewar trends in physics, psychology, and medical science accelerated. In physics, new discoveries and theories challenged the certainties of a Newtonian universe by introducing the ideas of relativity and uncertainty. Psychology, which became an independent field of inquiry at the end of the 19th century, demonstrated that much human behavior stemmed from irrational sources. By the mid-20th century, dramatic new medical technologies prolonged life but created new social, moral, and economic problems. During World War II, the potential dangers of scientific and technological achievements were demonstrated by the industrialization of death in the Holocaust and by the vast destruction wrought by the atomic bombs dropped on Japanese cities. It became clear that science could create weapons powerful enough to end civilization.

The art world in the 20th century was defined by experimentation and subjectivity, which asserted the independence of visual arts from realism. Futurism glorified the machine age; Dadaism satirized traditional aesthetics; and Expressionism and Surrealism explored the relationship between art and the emotions or the unconscious. In the interwar period, the slogan "form follows function" expressed a desire by architects to render the space in which we live and work more efficient. Throughout the century, American culture exerted an increasing pull on both elite and popular culture in Europe.

I. The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks. [**PP-11** | **PP-14** | **OS-8** | **OS-10** | **IS-8**]

   A. When World War I began, Europeans were generally confident in the ability of science and technology to address human needs and problems despite the uncertainty created by the new scientific theories and psychology.

   B. The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period.

II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge. [**PP-4** | **OS-8** | **SP-1** | **SP-13**]

   A. The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge, while also providing the knowledge necessary for the development of nuclear weapons and power.

Teachers have flexibility to use examples of ***physicists*** such as the following:

- Werner Heisenberg
- Erwin Schrödinger
- Enrico Fermi
- Niels Bohr

B. Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.

Teachers have flexibility to use examples of ***medical theories and technologies*** such as the following:

- Eugenics
- Birth control
- Abortion
- Fertility treatments
- Genetic engineering

C. Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war.

III. Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes. [**INT-7** | **INT-11** | **OS-3** | **OS-11** | **SP-3** | **IS-10**]

A. The challenges of totalitarianism and communism in Central and Eastern Europe brought mixed responses from the Christian churches.

Teachers have flexibility to use examples of ***Christian responses to totalitarianism*** such as the following:

- Dietrich Bonhoeffer
- Martin Niemöller
- Pope John Paul II
- Solidarity

B. Reform in the Catholic Church found expression in the Second Vatican Council, which redefined the Church's dogma and practices and started to redefine its relations with other religious communities.

C. Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life.

IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture. [**INT-8** | **PP-1** | **PP-12** | **PP-14** | **OS-10** | **OS-13**]

A. New movements in the visual arts, architecture, and music demolished existing aesthetic standards, explored subconscious and subjective states, and satirized Western society and its values.

Teachers have flexibility to use examples of ***new movements in the visual arts*** such as the following:

- Cubism
- Futurism
- Dadaism
- Surrealism
- Abstract Expressionism
- Pop Art

Teachers have flexibility to use examples of ***new architectural movements*** such as the following:

- Bauhaus
- Modernism
- Postmodernism

Teachers have flexibility to use examples of ***new movements in music*** such as the following:

- Compositions of Igor Stravinsky
- Compositions of Arnold Schoenberg
- Compositions of Richard Strauss

B. Throughout the century, a number of writers challenged traditional literary conventions, questioned Western values, and addressed controversial social and political issues.

Teachers have flexibility to use examples of ***writers*** such as the following:

- Franz Kafka
- James Joyce
- Erich Maria Remarque
- Virginia Woolf
- Jean-Paul Sartre

C. Increased imports of United States technology and popular culture after World War II generated both enthusiasm and criticism.

KEY CONCEPT 4.4

Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

The disruptions of two total wars, the reduction of barriers to migration within Europe because of economic integration, globalization, and the arrival of new permanent residents from outside Europe changed the everyday lives of Europeans in significant ways. For the first time, more people lived in cities than in rural communities. Economic growth — although interrupted by repeated wars and economic crises — generally increased standards of living, leisure time (despite the growing number of two-career families), educational attainment, and participation in mass cultural entertainments. The collapse of the birth rate to below replacement levels enhanced the financial well-being of individual families even as it reduced the labor force. To support labor-force participation and encourage families, governments instituted family policies supporting child care and created large-scale guest-worker programs.

Europe's involvement in an increasingly global economy exposed its citizens to new goods, ideas, and practices. Altogether, the disruptions of war and decolonization led to new demographic patterns — a population increase followed by falling birth rates and the immigration of non-Europeans — and to uncertainties about Europeans' cultural identity. Even before the collapse of communism and continuing afterward, a variety of groups on both the left and right began campaigns of terror in the name of ethnic or national autonomy, or in radical opposition to free-market ideology. Other groups worked within the democratic system to achieve nationalist and xenophobic goals.

By the 1960s, the rapid industrialization of the previous century had created significant environmental problems. Environmentalists argued that the unfettered free-market economy could lead Europe to ecological disaster, and they challenged the traditional economic and political establishment with demands for sustainable development sensitive to environmental, aesthetic, and moral constraints. At the same time, a generation that had not experienced either economic depression or total war came of age and criticized existing institutions and beliefs while calling for greater political and personal freedom. These demands culminated with the 1968 youth revolts in Europe's major cities and in challenges to institutional authority structures, especially those of universities.

Feminist movements gained increased participation for women in politics, and before the end of the century, several women became heads of government or state. Yet traditional social patterns and institutions continued to hinder the achievement of gender equality. While these internal movements and struggles went on, immigrants from around the globe poured into Europe, and by the end of the century, Europeans found themselves living in multiethnic and multireligious communities. Immigrants defied traditional expectations of integration and assimilation and expressed social values different from 20th-century Europeans. Many Europeans refused to consider the newcomers as true members of their society. In the early 21st century, Europeans continued to wrestle with issues of social justice and how to define European identity.

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living. [**INT-6** | **PP-1** | **PP-4** | **PP-5** | **SP-10** | **IS-3** | **IS-7** | **IS-8** | **IS-10**]

A. World War I created a "lost generation," fostered disillusionment and cynicism, transformed the lives of women, and democratized societies.

B. World War II decimated a generation of Russian and German men; virtually destroyed European Jewry; resulted in the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities, and others; forced large-scale migrations; and undermined prewar class hierarchies.

C. Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available.

D. New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization.

Teachers have flexibility to use examples of ***new communication technologies*** such as the following:

- Telephone
- Radio
- Television
- Computer
- Cell phone
- Internet

II. The lives of women were defined by family and work responsibilities, economic changes, and feminism. [**PP-4** | **PP-5** | **OS-4** | **SP-1** | **SP-9** | **SP-12** | **IS-4** | **IS-6** | **IS-9**]

A. During the world wars, women became increasingly involved in military and political mobilization as well as in economic production.

B. In Western Europe through the efforts of feminists, and in Eastern Europe and the Soviet Union through government policy, women finally gained the vote, greater educational opportunities, and access to professional careers, even while continuing to face social inequalities.

Teachers have flexibility to use examples of ***feminists and feminism*** such as the following:

- Simone de Beauvoir
- Second-wave feminism

C. With economic recovery after World War II, the birth rate increased dramatically (the Baby Boom), often promoted by government policies.

Teachers have flexibility to use examples of ***government policies promoting population growth*** such as the following:

- Neonatalism
- Subsidies for large families
- Child-care facilities

D. New modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives.

Teachers have flexibility to use examples of ***new modes of managing reproduction*** such as the following:

- The pill
- Scientific means of fertilization

E. Women attained high political office and increased their representation in legislative bodies in many nations.

Teachers have flexibility to use examples of ***women who attained high political office*** such as the following:

- Margaret Thatcher of Great Britain
- Mary Robinson of Ireland
- Edith Cresson of France

III. New voices gained prominence in political, intellectual, and social discourse. [**INT-7** | **INT-8** | **INT-11** | **PP-5** | **PP-12** | **OS-4** | **SP-1** | **SP-9** | **SP-12** | **SP-17** | **IS-4** | **IS-7** | **IS-10**]

A. Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.

B. Gay and lesbian movements worked for expanded civil rights, obtaining in some nations the right to form civil partnerships with full legal benefits or to marry.

C. Intellectuals and youth reacted against perceived bourgeois materialism and decadence, most significantly with the revolts of 1968.

D. Because of the economic growth of the 1950s and 1960s, numerous guest workers from southern Europe, Asia, and Africa immigrated to Western and Central Europe; however, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties.

Teachers have flexibility to use examples of ***anti-immigration, right-wing parties*** such as the following:

- French National Front
- Austrian Freedom Party

AP European History Instructional Approaches

The AP European History course is designed to help students develop conceptual understanding of European history from c. 1450 to the present, while enhancing student ability to think historically through developing proficiency with the nine historical thinking skills. This section on instructional approaches provides teachers with recommendations and examples on how to implement the curriculum framework in practical ways in the classroom, addressing the following topics:

- Organizational approaches
- Selecting and using course materials
- Developing the historical thinking skills
- Increasing depth and managing breadth through instructional choices
- Strategies for instruction

Organizational Approaches

The *AP European History Curriculum Framework* offers two different ways of approaching the study of European history c. 1450 to the present: chronological, through the concept outline, and thematic, through the five themes and corresponding learning objectives. While teachers typically use chronology as the main organizational structure for the course, the framework is designed to help teachers and students make thematic connections across the material within a chronological framework. The ideal AP European History classroom would approach the material chronologically while fostering thematic connections throughout the course within *every* unit of instruction.

Using the Key Concepts

The key concepts act as important framing devices in teaching the curriculum framework. These 19 narratives form the spine of the course, giving shape and structure to content that students otherwise might feel is disconnected. In considering approaches, teachers should keep in mind that the key concepts need not be addressed in the order in which they appear in the framework. Additionally, it is common, and even expected, that instruction in a particular instructional module would include historical developments and processes outlined in multiple key concepts. For example, in teaching the interwar and World War II period, teachers would likely want to draw upon all four key concepts from Period 4, as each one touches on different aspects of European history and society from the 1920s through the 1940s. Also, teachers may find it useful to teach key concepts from different time periods within the same lesson plan sequence or unit of instruction. For example, teachers may decide after discussing the price revolution (Key Concept 1.5), they want to cover the emergence and impact of commercial agriculture by combining aspects of both Key Concept 1.5 and Key Concept 2.2.

Using the Themes

Teachers and students often find it challenging to maintain focus on the broader processes and narratives of European history that link together individual historical events. The course themes were designed to meet that challenge and should be an important part of every unit of instruction. A fitting test of overall student understanding would be to ask students to develop a brief analytical narrative for each theme at the end of the course. While it would be atypical to structure the entire course thematically, when developing chronological units of study, instructors should always keep an eye on the elaboration of a theme in previous units and anticipate further developments in future units related to the same theme. While the themes include the traditional approaches to analyzing the past, namely, through the lens of political, economic, social, cultural, or intellectual history, they are pitched with a narrative tension in mind, yet without prescribing a particular conclusion. The themes therefore facilitate identifying and making connections across the different periods, enabling students to grasp the big picture of European history.

The learning objectives for the course — which are based on the themes — provide opportunities and examples of how to connect the themes across different time periods. The chart below provides an example of *one* learning objective for each of the five themes (each theme has between 10 and 19 learning objectives).

Theme	Learning Objective	Connections Across Periods
Interaction of Europe and the World	**INT-7** Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.	▸ Explain how the slave trade and revolts against it affected European attitudes toward race. (Periods 1 and 2) ▸ Compare the intellectual and cultural impacts of colonization in the 18th and 19th centuries. (Periods 2 and 3) ▸ Explore how ideologies of cultural and racial superiority served as a pretext and justification for imperialism. (Period 3) ▸ Examine how immigration into Europe after World War II challenged European attitudes concerning race. (Period 4)
Poverty and Prosperity	**PP-1** Explain how and why wealth generated from new trading, financial, and manufacturing practices and institutions created a market and then a consumer economy.	▸ Explain how overseas trading led to the rise of the Atlantic powers and a consumer revolution. (Periods 1 and 2) ▸ Illustrate how the Agricultural Revolution, a loosening of traditional restrictions on trade and labor, and the emergence of cottage industry contributed to the creation of a market economy. (Periods 1 and 2) ▸ Compare mercantilist theories and practices with new theories espousing a free market. (Periods 1 and 2) ▸ Discuss the reasons for and impact of industrialization and its spread. (Periods 3 and 4)

Theme	Learning Objective	Connections Across Periods
Objective Knowledge and Subjective Visions	**OS-11** Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history.	▸ Discuss secular models for individual behavior that arose during the Renaissance. (Period 1) ▸ Examine how religious reform put a new emphasis on the individual believer. (Period 1) ▸ Explore the role of the Enlightenment in reframing religion. (Period 2) ▸ Discuss the emergence of religious toleration and challenges caused by immigration. (Periods 1 and 2; Period 4)
States and Other Institutions of Power	**SP-9** Analyze how various movements for political and social equality — such as feminism, anticolonialism, and campaigns for immigrants' rights — pressured governments and redefined citizenship.	▸ Discuss how marginalized groups (e.g., women, Jews, workers, people of color) employed the language of natural rights to argue for equality, particularly during the French Revolution, with varying degrees of success. (Period 2) ▸ Compare the arguments for equality made by and on the behalf of workers and women and the responses to these arguments. (Periods 3 and 4) ▸ Examine anticolonial and nationalist responses to European imperialism and their impact. (Periods 3 and 4)
Individual and Society	**IS-10** Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.	▸ Provide a framework for how identities are constructed through language, depictions, and customs. (Period 1) ▸ Show how certain minorities — Jews, other religious minorities, accused witches, colonial people, etc. — were defined as a problem for cities and states, and discuss measures taken against them. (Periods 1 and 2) ▸ Explain how mass politics and imperialism created ideologies of identity and exclusion. (Periods 2 and 3) ▸ Discuss the reasons why totalitarian and nationalist movements sought to eliminate those they labeled as outsiders, sometimes by means of genocide. (Period 4) ▸ Address the ways in which Europe's contact with the non-European world through (de)colonization and immigration forced a reevaluation of European identity. (Period 4)

Selecting and Using Course Materials

Teachers will need a wide array of historical source material to help students become proficient with the historical thinking skills and develop a conceptual understanding of European history. In addition to using a textbook that will provide required course content, teachers should create regular opportunities for students to examine primary source material in different and varied forms, as well as other types of historical scholarship. Rich, diverse source material allows the teacher more flexibility in designing learning activities that develop the habits of historical thinking that are essential for student success in the course.

Textbooks

The textbook is the most important tool that teachers can use to help students develop understanding of European history. Most importantly, the textbook should be written at a college level and must include discussion of historical developments and processes from c. 1450 into the 21st century in a way that encourages conceptual understanding. While nearly all college-level European History textbooks will address the various facets of European history — political, economic, social, cultural, intellectual — one or more of these approaches may be dominant or, on the other hand, minimized. It will be important for the teacher to identify and supplement the textbook accordingly with other types of secondary sources to ensure that all of these five approaches are addressed, thereby ensuring that all of the five course themes (each of which includes discussion of one or more of these approaches) receives adequate attention. Ideally, the textbook selected will use these approaches (political, economic, social, cultural, intellectual) as threads to make connections across different time periods.

The College Board provides an example textbook list that teachers may consult to help determine whether a text is considered acceptable in meeting the AP European History Course Audit curricular requirement. Additionally, the AP European Teacher Community on AP Central provides reviews of recently published texts to help teachers determine their appropriateness for the AP course.

Primary Sources

Students will find it useful to analyze primary source material regularly to deepen their understanding of the key concepts addressed by the textbook and to practice the required historical thinking skills. While increasing numbers of textbook publishers are including primary source material within the text, it is important that teachers introduce students to a wide variety of source material in order to provides opportunities to analyze evidence from the past from diverse sources. These sources must include the following: written documents, maps, images, quantitative data, and works of art. Teachers may use the ancillary materials and website sources that accompany most of the recently published textbooks to find quality primary source documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. Many teachers may prefer to augment a textbook that contains few or only short primary sources with document readers that provide lengthier selections or online compilations of primary sources related to particular topic areas.

Secondary Sources

Student success in the course also depends on exposure to and analysis of multiple secondary sources — non-contemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians. Secondary sources of all types can provide a broader and more substantive perspective on topics addressed by a textbook. Additionally, secondary sources can be helpful in supplementing textbooks with older publication dates. It is especially important that students receive instruction in the practice of analyzing and comparing historians' interpretations of events; teachers should offer students opportunities to compare a primary source with a secondary source or compare the views represented by two different secondary sources. This need can often be met by document readers that provide both primary and secondary source material or through ancillary resource material offered by textbook publishers.

Teachers should also consult school librarians to help identify databases that contain a variety of useful source material — both primary and secondary. Many schools already subscribe to databases, such as ABC-CLIO, JSTOR, or Gale, that may augment the materials found in texts or document readers. Librarians can assist in developing course-specific LibGuides that give students easy access to the source material identified by the teacher to be used at home or in the classroom.

Developing the Historical Thinking Skills

History is a story of the past that serves to guide the present and the future. In a personal way, it enriches one's sense of belonging to a human community that transcends both time and space. As we study the past, we learn that during the Renaissance, for example, educated individuals strove to identify and enhance the qualities that made them unique, just as we do; we learn that during the Reformation, many struggled to articulate the elements of their faith, as many still do today; and we learn that in the aftermath of World War II, people were both in awe and fearful of technology, which has an even greater presence in our lives today. In terms of informing the future, history offers alternative ways of addressing unique or recurring challenges, which, amongst other things, can aid in the formulation of one's own goals and commitments. The study of the Holocaust serves as a constant reminder of the dangers of discrimination; the struggle of women and workers in the past can inspire us as we develop tactics in the struggle for the rights of others today; understanding how governments responded to the Great Depression of the 1930s helps us formulate responses to current economic crises.

The story that history relates, however, is only as faithful and complete a representation of what happened in the past as the human mind can recover. Because of this incompleteness, historical analysis is prey to error and rests upon interpretation, requiring critical evaluation at every step. The historical thinking skills articulated in the *AP European History Curriculum Framework* equip students to begin to understand and create historical knowledge in a process similar to that followed by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past.

Using Historical Sources as Historical Evidence

Students best develop historical thinking skills by exploring and interpreting a wide variety of primary sources and secondary texts. Sources provide evidence of the past that may point to some larger aspect of a historical development or process. Analysis of sources differs from description in that when one describes a source, one provides only a summary of its content; when one analyzes a source, one thinks critically about not only the content of a source but also who the author and presumed audience of the source were, why a source was produced, and what factors influenced the production of that source. In analyzing sources, therefore, several different features need to be considered, including its content, authorship, purpose, format, audience, context, author's point of view, and limitations.

The chart below identifies underlying questions that help students make productive inquiries as they analyze historical sources. The questions guide students so that they can extract useful information, make supportable inferences, and draw appropriate conclusions from the sources — all of which are necessary when students use sources to create an historical argument. The chart below also explains the significance of these inquiries and provides suggested strategies to further proficiency.

Source Features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Content	What point(s) is the document trying to make?	Documents of every type are incomplete. They may consist merely of the best information available at a given time and place. They may be limited by the time or resources available to the creator. Valid interpretation can only be based on an awareness of precisely what a document says and what it does not say.	Ask students to paraphrase the three main points the document asserts.
	What does the document not say (i.e., does it selectively include and/or exclude information)?		Ask students to tell you what a document does not say on the topic it purports to address.
	What of its content is usable by a historian?		Ask students what content a historian would need to double-check before using it to make an argument.
Authorship	Who wrote the document?	The author of every document is a unique individual with a unique point of view. Even an author who seeks to write an objective and truthful account of an event will be limited by his or her ability to understand what happened, to accurately remember the event, and to determine what was significant about the event and what can be left out of the account. To make generalizations about the past, we must first understand who the author of any given document was. If we do not know who the author was, we must make an educated guess.	If the author is known, ask students to research the author. If the author is unknown, ask students what the content and/or format, along with the date the document was produced, suggest about authorship. In either case, discuss how knowing who the author is (or might be) affects how we understand the content.
	What was the author's position in society?		Ask students how an author of a different social status or with a different political point of view might respond to the document.
	Do I know anything about this person beyond what is provided in the source that would affect the reliability of the document?		Give students some information about the author, and ask which piece of information might render the document less reliable as an objective account.

Source Features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Purpose	Why did the author create the source?	When an author creates a source — whether it is a diary entry, a political treaty, or a painting — he or she has a purpose in mind: to record the events of the day, to end a war, to paint an image that a patron would want to purchase, etc. This purpose might involve convincing another person, controlling the actions of many people, or serving as a reminder to oneself. As time goes by, the purpose of the document may affect whether or not it is preserved. Documents deemed unimportant (a child's diary) or controversial (a record of collaboration during World War II) often do not survive. Understanding purpose helps historians understand historical processes, as each document not only tells us about the past but is also the result of an action taken by one or more people in the past.	After students have identified the author and discussed his or her point of view, ask them what they think the author hoped to accomplish by writing the document.
	Why was the document created at this time?		Have students research what was happening during the year and in the country/region in which the document was created. Based on this research, ask them to come up with two arguments about why the time and place are crucial in understanding the purpose of the document.
	Why has it survived to the present?		Ask students why they think the document was deemed important enough to keep. Reminding them of the time and place it was written, ask what other types of documents that might help us understand the same event may have been written but not preserved.
	How does its purpose affect its reliability or usefulness?		Have students identify three ways in which the purpose of the document makes it less reliable for historians.

Source Features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Format	What is the format of the source: text, image, art, newspaper article, letter, cartoon, lyrics, op-ed, etc?	When an author wishes to communicate something, he or she must decide what format to use. A novel, a newspaper article, and a cartoon might all be used to make the same point, but the way in which they make it is very different. Readers have certain assumptions about certain media, for example, that newspaper articles are always accurate or that letters to the editor are always biased. We may share these assumptions, and so we need to be aware of them when reading a given document. Furthermore, the format of a document contributes to its overall meaning. A fictional account of the wealth created by the slave trade and a table documenting that wealth numerically could be created by the same author with the same purpose of ending slavery, but the first might seek to do so by having a rapacious plantation owner communicate the information, while the second might be juxtaposed with a table documenting the number of Africans who died on the Middle Passage.	Give students three types of documents concerning the same event, such as a newspaper article, a political cartoon, and a personal letter. Ask students to compare the way in which information about the event is communicated in each source.
	What is the intent of the medium?		Ask students what assumptions a reader could make about each document based on its format or the genre to which it belongs.
	Does the source's format or genre (novel, romantic poetry, Impressionist painting, census, military map) add meaning to what the source explicitly states?		Provide students with a visual source and engage in a discussion about how the image, including any symbols, conveys meaning. Do the same with a statistical table.
Audience	Who was the source created for?	Every document is created with an audience in mind, even if that audience is oneself. When creating a document, authors make decisions based on what they think the audience already knows and what they want the audience to know and believe. In doing so, the author might leave certain information out, emphasize some points rather than others, or adopt a specific tone or point of view. Understanding who the audience was presumed to be and what impact the author wished to have on them, helps us better understand the content and purpose of a document.	After discussing authorship and purpose, ask students to identify a possible audience for the document. Discuss why some audiences are more plausible than others.
	How might the audience have affected the content of the source?		Ask students to imagine how the author might have recast the content for a different audience.
	How might the audience have affected the reliability of the source?		Give students two documents written by the same author but for different audiences, such as an editorial and a personal letter by Winston Churchill. Ask them which source is more reliable for making an argument about how Churchill's politics affected his private life. Ask them what argument the other source would better serve.

Source Features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Context	When and where was the source produced?	As stated earlier in the discussion on purpose, each document was created at a specific moment in time and in a specific place. Identifying this time and place helps us understand purpose, but in order to understand the context, we need to go beyond simple identification. When a historian talks about context, he or she is referring to specific historical processes and events that can explain both the author's reasons for writing the document and the ways in which contemporaries understood the document. For example, we may know that Simone de Beauvoir published The Second Sex in France in 1949 during a "return to normalcy" in which women were encouraged to leave the workforce. Knowing this helps us understand the author's purpose. To understand the larger context of the book, we must ask what other relevant historical processes were occurring at the time. The reaction against women's rights that began in the 1930s and continued into the 1950s; the growth in number, since the 1850s, of women who were gaining access to higher education; and the existentialist emphasis on personal responsibility and autonomy as a reaction against French collaboration with the Nazis are all important aspects of the context in which this book was written and first read. Knowing the context helps us understand authorship, purpose, the choice of format, presumed audience, and content.	Give students three documents demanding greater educational opportunities for women: one from the 1850s, one from the 1890s, and one from the 1960s — all without a date or authorship information. Ask them to form hypotheses about where and when each document was produced. Discuss what elements of the document serve as reliable clues to context.
	What contemporaneous events might have affected the author's viewpoint and/or message?		Have students read a document and then discuss its context, focusing on three historical processes or events that were contemporaneous with the document. Ask students how these processes/events might have influenced the author and audience.
	How does the context affect the reliability of a source?		Give students two accounts of the Cold War: one written in the 1950s and one written today. Ask how the context shaped each account and which they think is more reliable.

Source Features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Author's Point of View	What was the author's point of view?	As discussed above, all sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her point of view shapes a document. Factors that may shape point of view include aspects of the creator's identity (e.g., gender, religion, ethnicity, political affiliation), his or her relation to the event (e.g., actor, bystander, critic), and the distance in time between the event and the document's creation. For example, a humanist extolling the values of education to create civic-minded individuals may assume that all individuals have the leisure time necessary to pursue an education because he is addressing his work to other men of elite social status, like himself. He thus introduces a bias into the source, which may affect its reliability.	Compare two accounts of the same event by authors about whom a good deal of information is known; for example, Helen Maria Williams and Arthur Young on the 1790 Festival of the Federation in France. Ask students to identify differences in the accounts, and discuss how what we know about the authors can explain these differences.
	Does the author's point of view undermine the explicit purpose of the source?		After identifying possible biases in a source, ask students how a reader who shared these biases and one who did not (or who had different biases) might respond to the source.
	How can you tell, if you can tell, what other beliefs the author might hold?		Compare different types of sources — text, map, photograph, painting, cartoon, chart — to ask what we can tell about an author's beliefs from the source itself.
Limitations	What does the document not tell me?	Every reader's tendency when confronting a piece of information is to fill in, without even thinking, the gaps left open by the source. The historian must not do this. If the missing information is important, the historian must seek out other documents that could provide that information. In addition, a historian must be aware that the meaning of a document often lies in what it does not say, as much as in what it says. In this way, gaps often give us clues to the author's point of view.	Have students identify three things they do not know after reading a text.
	What might have limited the knowledge of the author (e.g., social status or position, education)?		Ask students to engage in a document-based question exercise and explain two to three ways in which the sources provide a limited perspective on the event described.
	What other kinds of sources might fill in the content gaps?		Have students choose among a number of preselected sources and decide which sources best fill in the gaps of the original source.
	What other documents might offer alternatives to the author's point of view?		Give students two documents (in addition to the original source) and ask them which a historian would prefer to use as an example of a reliable, alternative point of view.
	What other documents might help to better understand the author's own point of view?		Have students brainstorm what the "perfect source" would be to help them better understand the author's point of view. Discuss whether or not such a source was likely to have been produced at the time.

Developing Effective Historical Arguments

In the AP European History course, students are expected to investigate sources from multiple angles. Understanding the content of a source and analyzing its authorship, purpose, format, audience, context, author's point of view, and limitations, enables students to extract useful information, make supportable inferences, and draw appropriate conclusions from it. Like the AP history student, every historian must rely on incomplete sources — partial remnants of the information that was available at the time being studied. The historian fills in the gaps by mining sources from other historical times and places, including secondary sources or writings by other historians. The historian must make inferences from explicit or implicit information in source material and by positing relationships between sources that were produced independently of one another. All historical writing is in this sense an argument. For this reason, understanding a historical account requires identifying and evaluating what the historian has added to the sources by interpreting and combining them to make them tell a coherent story. Students should learn to identify how such interpreting and combining serves as the connective tissue in every historical story.

In order to foster this kind of understanding and see the overall picture, teachers might ask students to break down a given historical account into two components: what a source used by the historian actually contains and what the historian says it means or the implications he or she draws from it. In addition, teachers can simulate historical interpretation by presenting students with a question to facilitate a historiographical debate such as, *Was World War I the inevitable result of the build-up of tensions in the early 20th century?* To motivate this debate, teachers can provide students with two or more perspectives on the issue.

In creating historical arguments, students — as apprentice historians — follow the method they have seen used in the historical writings studied in the course: selecting sources that contain usable information, deciding how to relate them to each other, and suggesting relationships between pieces of information and between sources to suggest that these connections amount to insights about larger issues or periods. Students use these connections and insights to develop an argument about the past.

The most common ways in which historians relate pieces of information to each other involve analyzing cause and effect (or **causation**), positing **continuity or change over time**, arguing for a coherence of time and place that characterizes an historical period (or **periodization**), analyzing similarity and difference (or **comparison**), seeing the connections between the particular and the general (or **contextualization**), and seeing historical events or processes in the light of the interpretations of other historians (**interpretation**). The chart on the following pages provides some suggestions for ways of approaching each of these skills in the AP European History course.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Causation	What were the reasons for this event? What factors contributed to a specific pattern or trend? What prompted this person/group to act/react this way?	Every event, pattern or trend, or action has a cause — a reason or set of reasons why it happened. Historians do not simply arrange events in chronological order; instead, they seek to understand why things happened as well as what effects an event, pattern or trend, or action had. Most events, actions, or trends have many causes; historians seek to identify the most significant short- and long-term causes and effects. Significance can be understood in different ways. Sometimes the most significant causes and effects are those that are the most direct. Sometimes they are defined as those that contributed the most. Other times, historians look for specific types of causes and effects, such as political causes or economic effects.	Begin a classroom discussion of a specific event by reviewing long- and short-term causes. Ask students to identify the most significant causes and explain why they made the choices they did.
	What resulted from this event, pattern, or action? What were the short-term effects? What were the long-term effects?		After discussing an event or action in class, ask students to identify a short-term and long-term political, cultural, and economic effect of that event.
	What cause seemed to be the most significant? What effect seemed to be the most significant and why?		Have students work in groups to construct a timeline that charts causes and effects of a specific event or trend. In a follow-up discussion with the entire class, identify the most significant causes and effects.
	How do the assessments of historians concerning causation differ from those who experienced the event, pattern, or action?		Ask students to compare selected pages in the textbook on a specific event with a primary source concerning the event. Discuss the differences in explanations of causes and effects, and ask students why someone contemporary to the event might identify different causes and effects than a historian would.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Patterns of Continuity and Change over Time	What has changed within a specific time period?	Discussions of cause and effect focus on change, but both change and continuity are important to historians. Even in moments of tremendous change, such as the Russian Revolution, for most people who lived through it, attitudes concerning the family and gender roles remained the same. Some of the most interesting questions that historians investigate ask why, at the same moment in history, some things change while others do not.	Give students a range of years, such as 1850–1914, and ask them to identify three aspects of European life and society that changed in those years and three aspects that did not.
	What has remained the same within a specific time period?		Pick a specific date or event that is usually associated with great change, such as 1945. Have students discuss what did not change from before 1945 to after 1945.
	What can explain why some things have changed and others have not?		After a class discussion focusing on change and continuity during a certain period or around a specific event, ask students to write a short paragraph explaining why some aspects of society changed while others didn't.
	How are continuity and change represented in different types of sources, for example, in graphs, charts, political cartoons, and texts? What might be the reasons behind different depictions of continuity and change?		Compare a variety of primary and secondary sources concerning the Industrial Revolution. Discuss with students how each source depicts and explains change during the Industrial Revolution. Then ask students what the sources don't include, focusing on both change and continuity.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Periodization	When discussing a period of history, what are the specific dates or years chosen to begin and end the period? Why were these dates chosen?	In order to identify significant patterns of continuity and change, historians organize the past into specific periods that share a set of common characteristics. These periods begin and end with what historians consider turning points, or dates when a number of important and long-lasting changes can be identified. The years 1492, 1648, 1789, 1914, and 1989 can all be considered turning points in European history. Periodization requires identifying the set of common characteristics that define a period and assessing the significance of dates chosen to begin and end the period.	When beginning instruction on each period in European history, such as the Scientific Revolution, give students the beginning and end dates of the period and discuss with them why historians generally agree on these dates. When completing the instruction of a period, ask students to go back to the dates and assess whether they are appropriate to begin and end the period.
	What are the common characteristics of a time period identified by historians (e.g., "the Renaissance" or "the second industrial revolution")?		Have students read a short secondary source that defines the characteristics of a period such as the Enlightenment. Discuss these in class. As you cover the period, ask students to keep a list of examples of characteristics identified in the passage. After having covered the period, have students discuss their examples. Ask them if there are important aspects of the Enlightenment that were not identified by the historian.
	Why did a source define a specific date as the beginning of a period but another source starts the period with another date?		Compare two sources — primary or secondary — that give different start dates for a period. Put students in small groups to identify what was significant about each date. Then, in discussion with the entire class, analyze why each author chose the date he or she did. In both cases, ask what the choice of date tells us about what the author considered important or unimportant about the period.
	How would choosing a different beginning/end change the story of what happened?		For a complex event such as the Russian Revolution, ask each student to write down two possible beginning and/or end dates. Create a timeline on the board with the dates students propose. Discuss how choosing different beginning and/or end dates changes our understanding of what the revolution was about.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Comparison	How is one development like/unlike another development from the same time/a different time?	In order to make sense of specific events or developments, historians often put them in a comparative context in order to see a larger picture. Comparing the military strategies of different European countries during World War I can tell one something about the assumptions and concerns of European leaders that looking at only one country often cannot. Comparison also helps in understanding the complexity of historical change, since different groups in society often have different experiences of the same event or same development. Comparison is a skill used on a daily basis by historians, who must always take into account differences among sources, both primary and secondary.	After discussing industrialization in western Europe, ask students to write a paragraph identifying the similarities and differences in industrialization in Great Britain, France, Belgium, and the German states. Discuss these similarities and differences in class, and then discuss industrialization in eastern Europe. In small groups, have students discuss what the comparisons among the different European countries can tell us about the process of industrialization in general.
	Why did an event or development affect different groups in different ways?		After having taught the Renaissance, introduce Joan Kelly-Gadol's assertion that women did not have a Renaissance. Ask students to assess this statement by comparing the experience of men and women during the Renaissance. Provide students with information concerning men and women from different social groups to be used as a basis for discussion. As a class, identify a list of reasons that explains the different experiences of different groups.
	How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development?		Give students two short explanations of the French Revolution: one that focuses on political aspects and another that focuses on social aspects. Ask students to compare the two and identify what is similar and different in each explanation. Then give them a primary source and ask them which historian's argument the source would best support.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Contextualization	What was happening at the time the event occurred or the document was written/created that might have had an influence?	Historians examine the historical context of events to understand why things happened the way they did. Context is different from causation in that instead of focusing on specific events or actions that may have caused another event to occur, historians refer to context as the larger constellation of developments and processes that may not have served as a specific cause but may still have influenced an event. In other words, the context of an event often influences its course, even if it did not cause the event. Context can operate on many different levels, from the local to the global. For example, while Europeans did not initially undertake the process of creating a common market as a direct result of decolonization, over time, the loss of overseas colonies served as an important context for its development. Context is crucial in making sense of primary sources. For example, to fully understand the treaties drawn up at the Congress of Vienna, we need to understand the intellectual and cultural currents of the time that may have influenced the political and military decisions that were made. It is also important to remember that the same source may have different meanings in different contexts; for example, when read by the wealthy or the poor, or by people in different countries or time periods.	When discussing a specific event, such as the English Civil War, have students make a list of 10 things that were happening in the decade before its outbreak. Discuss whether each was a direct cause or part of the larger context. For those that are identified as context, discuss how they influenced the course of the Civil War.
	What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?		Have students research what was happening locally, regionally, and internationally at the time an important work, such as Montesquieu's *Persian Letters*, was published. Ask them to explain how a passage from this book reflects one or more of these contexts.
	How does a specific event relate to larger processes? How do larger processes shape a specific event?		Have students read a section from the textbook concerning an example of decolonization, such as the independence and partition of India, and a secondary source that defines decolonization in general terms. In class, discuss how the event reflects the more general definition of decolonization. As part of the class discussion, identify other major developments of the period, such as the beginnings of the Cold War. Ask students how this development may have influenced the British to withdraw from India.
	How does the context in which a source is read or viewed inform how it is understood?		After discussing a propaganda poster created by the Nazi Party to encourage mothers to have many children, ask how the poster might be received in a different context, such as among British supporters of eugenics before the war or among feminists in the 1970s.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Interpretation	What is the main idea, or argument, of the excerpt written by each historian?	Historians make different interpretations of the past; history, by its nature as a discipline, is inherently interpretive. When they examine the past, historians make use of the diverse historical thinking skills to analyze primary and secondary sources and then organize the information from these sources into a coherent narrative based on an argument, or thesis, about the past. This argument is an interpretation of the past that reflects the historian's best understanding. However, written history, like the events that constitute history, is always changing, as new information and new ways of looking at the past become available. It is therefore important to understand that all accounts of historical events are interpretations of those events.	Give students two paragraphs concerning a specific event, each written by a different historian. Ask students to identify the main argument of each.
	What is one piece of information from this time period that supports the argument of the historian? What is a piece of evidence that undermines the argument?		Provide students with a paragraph written by a historian explaining an event in history. In small groups, ask students to find two pieces of information that support the argument being made and two that challenge it.
	Why might a different historian make a different argument concerning the same event or development?		After studying various causes for an event such as the Industrial Revolution, give students two excerpts, each from a different historian that provide different interpretations of the event. Ask students to write a short essay in support of one of the interpretations using primary sources and what they know about that period in history as evidence for their argument. After the essays have been returned to students, pair those who supported different historians and have them come up with an explanation for the difference in interpretations.

Synthesis

The skill of synthesis can be the most challenging of the skills outlined in the *AP European History Curriculum Framework*. While complete mastery of this skill is the hallmark of professional historians, there are a variety of ways that a student at the AP/introductory college level can begin to demonstrate proficiency in this skill, including but not limited to, the following:

- The student is able to appropriately extend or modify his or her thesis or argument.
- The student can recognize and effectively account for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument.
- The student can identify and employ an additional category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity/gender) beyond that called for in the inquiry or essay prompt.
- The student is able to appropriately connect the topic of the question or inquiry to other historical periods, geographical areas, contexts, or circumstances.
- The student is able to draw on appropriate ideas and methods from different fields of inquiry or disciplines in support of his or her argument.

Each of these points suggests that to demonstrate the skill of synthesis, students must first be able to formulate a coherent thesis and/or argument that provides structures to the entire essay. To develop student proficiency in formulating a sustained argument in writing assignments, the teacher should encourage students to develop arguments throughout an essay, not just in the thesis or introduction. In oral presentations, students should be encouraged to state explicitly how each major point they make contributes to the overall argument. If a student is creating a chart or diagram, he or she should pay attention to how each element of the chart or diagram, including the format, contributes to the overall argument the student wishes to make. In many but not all cases, the student will demonstrate the skill of synthesis in the conclusion of an essay or presentation, after the major lines of the main argument have been developed. While synthesis is typically evident in written arguments, other forms of expression, including oral or visual, can also provide opportunities for demonstrating this skill.

The chart below lists some of the possible ways of demonstrating the skill of synthesis, and it provides a description of how this can be achieved and suggestions for developing student proficiency for each.

	Students can display this by:	**Students should be encouraged to:**
The student appropriately extends or modifies his or her thesis or argument.	Moving beyond the prompt of a given question in order to give the argument more depth and/or context. For example, if a question asks about the causes of World War I, the student might structure the essay around three primary causes: rivalries caused by imperialism, the alliance system, and the influence of Social Darwinism. In the conclusion, the student might extend the argument by suggesting that all three causes were fundamentally rooted in the expansion of nationalism over the course of the 19th century.	Think not only about the most immediate causes or effects of an event or process but also how the event or process is part of longer term developments.
	Modifying the argument by recognizing its limitations concerning causation. For example, in an essay on the influence of the French Revolution on the emergence and development of socialism, a student might introduce in the conclusion other aspects that were not developed in the body of the essay, such as the impact of industrialization.	Reread their essays before drafting their conclusions and identify what other contributing factors they may have left out of their analysis.
	Modifying the argument of the essay or presentation by recognizing the limits of its applicability. For example, if a student argues throughout an essay that the Enlightenment radically changed the way in which Europeans thought about religion, he or she might note in the conclusion that the majority of Europeans were not exposed to the new ideas and maintained traditional religious beliefs.	Recognize that all arguments have limits and articulate the limits to their own arguments.
	Extending or modifying the argument by demonstrating proficiency in a different historical skill. For example, in an essay that is primarily about historical causation, a student may conclude by questioning the periodization used in the prompt.	Think about how to answer questions using different historical thinking skills, paying attention to what sorts of arguments one might make focusing on causation, periodization, continuity and change over time, etc.

	Students can display this by:	Students should be encouraged to:
The student recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument.	Employing a style of writing that shows that he or she is capable of sophisticated comparisons. (For example, "While John Smith advocates … Mary Jones criticizes …"; "On the one hand … while on the other hand …"; etc.)	Think about differences in opinions as they read and analyze sources.
	Clearly stating how one perspective or argument might undermine another or lead to different conclusions	Look for relationships between sources and be attentive to the ways in which different sources might approach the same topic from very different perspectives.
	Illustrating how one source functions as an explicit or implicit critique of another	Think of sources as being in dialogue with each other.
	Demonstrating how different types of sources (e.g., texts, images, maps) can be used to create a coherent argument	Practice using a variety of sources, not just written texts, to craft coherent arguments.
The student identifies and employs an additional category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity/gender) beyond that called for in the inquiry or essay prompt.	Discussing how cultural attitudes accounted for political differences. For example, in discussing a political treaty like the Peace of Westphalia, a student might briefly note how the treaty shaped and was shaped by cultural attitudes toward religion.	Think about multiple perspectives on any given topic.
	Offering descriptions of the ways in which economic concerns may have affected political decisions. For example, a student might include a paragraph on the importance of the Great Depression in an essay on the political factors behind the rise of the Nazi Party.	Remember that historical subjects do not function in isolation. In other words, political leaders always need to be located in their social, intellectual, and cultural contexts.
	Paying attention to how gender, race, or ethnicity shaped cultural attitudes. For example, in a discussion of two paintings from the Impressionist movement, a student might briefly discuss the restrictions female artists faced in painting city scenes.	Think about how social identities (race, ethnicity, and gender) may have conditioned the responses of historical actors.

	Students can display this by:	Students should be encouraged to:
The student appropriately connects the topic of the question or inquiry to other historical periods, geographical areas, contexts, or circumstances.	Comparing developments in one region with developments in another, even when not asked for in the prompt. For example, in a presentation on industrialization in western Europe, a student might conclude by discussing one major way in which industrialization was different in eastern Europe.	Consistently consider the different ways in which Europeans experienced global phenomena depending on geography and culture.
	Highlighting how one development was a precondition for a subsequent one (or vice versa). For example, in an argument about how the Renaissance established new ways of thinking about the individual, a student might state in the conclusion that these new ways of thinking about the individual laid the foundation for modernity, as seen in the continuing emphasis on subjectivity in the arts.	Think about points of similarity and points of difference between historical periods.
	Illustrating how developments in one period might be compared to those in another; for example, by drawing attention to a major difference in the peace settlements following the first and second world wars.	Perform a variety of comparative exercises (by creating charts, etc.) that allow them to see and illustrate difference across time periods.
	Highlighting the ways in which social, political, and cultural contexts affected how one group of people experienced a historical development or event versus another. For example, in an essay on workers' attempts to organize in the 19th century, a student might include a brief discussion of how and why their middle-class employers saw such attempts as dangerous.	Consider how different groups in society might understand any given event or interpret any given primary source.
The student draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of his or her argument	Incorporating knowledge from other classes (e.g., literature, art history, economics) into their arguments. For example, a student may have learned about Keynesian economics in another class and can use this knowledge to explain how Germany recovered from the Great Depression.	Learn about different academic disciplines and consider history an interdisciplinary endeavor. Ask their teachers how topics they have studied in another class might apply to topics studied in the AP European History course.
	Drawing on methods of analysis learned in other courses. For example, a student who has learned about how novelists use plot to convey meaning might pay special attention to plotting in analyzing a document in an essay.	Think about how the different types of sources used to understand the past might be viewed differently depending on how they are intended to be used by scholars working in different fields like art history, literary studies, anthropology, etc.
	Arguing that while a historian would emphasize certain aspects of a source or make a certain type of argument, someone from another discipline might point to other factors. For example, in an essay about modernist art, a student might argue that while overall historians tend to see such art as evidence of cultural anxiety and a turn toward the irrational, art historians celebrate the artists who produced such art as self-assured actors whose innovations were evidence of progress in the arts.	Recognize that the major narratives and schema of periodization used by historians may not apply to other disciplines.

Increasing Depth and Managing Breadth through Instructional Choices

The AP European History course is designed with the assumption that teachers will include the historical developments and processes discussed in the concept outline, making choices to go into depth about specific historical individuals, events, treaties, etc. that illustrate or exemplify the required historical developments and processes. This allows teachers greater flexibility and ensures that students leave the course with the ability to use specific historical evidence to support their understanding and analysis of broader developments and processes.

Increasing Depth

There are two different, but complementary, ways of achieving depth in the AP European History course.

1. **Developing a detailed understanding of a specific historical event.** Learning to progress from a general understanding of historical processes or developments to a more detailed understanding of the complexities, contradictions, and paradoxes of a particular event in history provides an opportunity for students to develop historical thinking skills and understand how different aspects of history — such as political, social, and cultural history — are interrelated. Teachers can cover the illustrative examples provided in the concept outline in depth so that students acquire greater knowledge of specific historical events and understand how these events exemplify the broader processes indicated by the concept outline and the learning objectives.
2. **Reflecting on history on a broader, conceptual level.** This definition of depth refers to the ability to elaborate on concepts that have shaped the narrative of European history, such as nationalism, or elaborate on concepts that shape historical thinking, such as periodization. Conceptual understanding allows students to apply the knowledge of historical processes acquired through a focus on specific examples chosen by the teacher to other examples of the same or similar processes that may be on the exam.

Managing Breadth

The curriculum framework provides two distinct tools — the learning objectives and the illustrative examples — to help teachers manage the breadth of the course through effective instructional choices.

Learning objectives

The learning objectives demonstrate how historical developments and processes connect over time and across regions. The learning objectives, therefore, chart the contours of the conceptual understanding required of students, while also pointing to specific sections of the concept outline where such understanding applies. The learning objectives help teachers and students see how examples from one time or place can be used to understand those in other times and places, since they are organized around historical processes and concepts that are applicable over time and in different historical contexts. This approach should reassure teachers that they do not need to cover each part of the curriculum in equal detail but rather their focus should be on **transfer of understanding**: how spending more time on specific examples will allow students to apply conceptual understanding across

time periods or from one event to another. For example, spending time on an in-depth discussion of nationalism in Period 2 (SP-17), in the context of the French Revolution, means that when students encounter nationalism later in the course, they will already have an understanding of this concept that they can apply to other contexts.

The overarching questions that introduce the learning objectives for each theme similarly provide a guide for managing breadth while increasing depth. For example, learning objectives INT-1 and INT-2 address the reasons why Europeans have sought contact and interaction with other parts of the world from the 16th century onward. INT-2 focuses specifically on cultural reasons, including Social Darwinism. A teacher who had already discussed Social Darwinism in detail in the context of a lesson on Darwin's theories of evolution might spend less time on the use of Social Darwinism in the colonial context, while a teacher whose interest lies more in overseas expansion might decide to use the example of imperialism to discuss Darwin's theories and their popularization in Social Darwinism.

Illustrative examples

The concept outline includes illustrative examples throughout that can be used to guide instructional choices. The variety and diversity of illustrative examples are intended to provide flexibility so that teachers can cater their instruction to their strengths and students' interests. The illustrative examples provide concrete illustrations of broader historical developments and processes. For example, while everyone will cover rapid modernization under Stalin, some teachers might spend more time on collectivization and others on the Five-Year Plans, both of which are provided as illustrative examples (4.2 I D). Teachers may also choose an illustrative example not included in the curriculum framework, such as the creation of the new industrial city Magnitogorsk (or Magnetic Mountain). In each case, students will develop an understanding of how and why Stalin promoted rapid industrialization (content required by the concept outline). They will also address topics covered in several learning objectives, including attempts to overcome the economic crises of the interwar period (PP-16), the relationship of the government to the economy (SP-5, SP-6), and the role of class in shaping identity (IS-5).

Transferring knowledge

Instructors should provide opportunities for students to transfer knowledge and skills that they learn from studying one particular topic in depth to other similar specific topics throughout the course. The learning objectives and the illustrative examples can help facilitate this transfer; the example below about the French Revolution provides one model of how to do this.

The main point students need to know about the French Revolution is that it "posed a fundamental challenge to Europe's existing political and social order" (2.1 IV). Coverage of the revolution is organized by its different phases as well as by the experiences of different social groups (women, slaves) and by its overall ideological emphasis. Illustrative examples demonstrate how teachers can provide an in-depth discussion of the overarching questions that relate to the revolution without sacrificing discussion of any required knowledge. For example, in a discussion of the Constitution of 1791 (an illustrative example), teachers would touch upon many of the learning objectives for this section, including several within the themes of poverty and prosperity, states and other institutions of power, and individual and society.

The following chart further illustrates how a discussion of the illustrative example of the Constitution of 1791 in Period 2 (Key Concept 2.1 IV B) can be used to make connections with other thematically related topics corresponding to the same learning objective: **PP-10 Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.**

Connecting the learning objective and illustrative example	Thematically related topics in Period 3 (from the Concept Outline)	Connecting the different topics using the learning objective to transfer knowledge
Social inequality contributed to the creation of the Constitution of 1791 because educated members of the Third Estate wanted to abolish social distinctions based on birth. When these educated men wrote the Constitution, they allowed for equality of opportunity but they established citizenship qualifications based on wealth, denying the poor and women full political rights. They thereby contributed to social inequality.	**3.3 I A:** Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.	Nineteenth-century liberals shared many of the same assumptions as those who drafted the Constitution, including the assumption that property was a prerequisite for political participation. Many liberals feared that granting everyone political rights, including the poor and women, would lead to revolutionary violence.
	3.3 I D: Socialists called for a fair distribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.	Persistent economic inequality due to the establishment of political distinctions based on wealth gave rise to Socialist demands for political and social reform, and, with Marxist theory, to a call for revolution.

Teachers who discuss the Constitution of 1791 in the context of the French Revolution can spend less time later in the course on liberalism and/or the development of socialism because the larger concept of the relationship between social inequality and political revolution will already have been treated in depth, enabling transfer of knowledge from one context to another.

Strategies for Instruction

Discussion-Based Instructional Strategies

In order for students to develop the full range of historical thinking skills and understandings needed for the AP European History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities. Effective discussion and collaboration go beyond summary and comprehension by requiring students to grapple with others' ideas as they formulate their own perspectives on an issue. The first table below defines and describes in general terms the purpose of several effective instructional strategies, followed by a second table customized to AP European History that explains: (1) how the strategy can be applied specifically in the AP European History classroom and (2) how the teacher can check for student understanding and make connections across different topics throughout the course.

Table 1: Strategies at a glance

Strategy	Definition	Purpose
Socratic Seminar	A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion continues with student responses and, when needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking.	To help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe perspectives and point of view; probe facts, reasons, and evidence; or examine implications and outcomes.
Debate	The presentation by two or more groups of an informal or formal argument that defends a claim with evidence. The goal is to debate ideas without attacking the people who defend those ideas.	To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.
Fishbowl	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.	To provide students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.
Shared Inquiry	Students read a provocative text and are asked interpretative questions (questions for which there are no predetermined right answers). Students offer different answers and debate one another, supporting their positions with specific evidence from the text.	To allow a teacher to lead a deep discussion of a text and encourage a diversity of ideas to emerge as students think deeply and share interpretations.
Discussion Group	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.	To allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives.

Strategy	Definition	Purpose
Debriefing	A facilitated discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.	To solidify and deepen student understanding.
Jigsaw	Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups who have read the same text, then return to their original groups to share their new knowledge. Each group then formulates an answer to a common question.	To have students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.
Questioning a Text	Developing literal, interpretive, and universal questions about a text while reading it.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.

Table 2: Applying strategies to AP European History.

Socratic Seminar

Example AP European History Application

This strategy can be used on a regular basis or before summative assessments as a tool to review previous instruction. For example, after reading about the impact of industrialization on everyday life (3.2 III) in the textbook, the teacher can ask students questions about what they have read, with the goal of answering a larger question based on a learning objective, such as "How and why did industrialization affect the family?" (IS-4)

Checking for Student Understanding and Making Connections

Teachers listen to the discussions to assess how well students understand the key concept and learning objective and then bring the class back together as a whole in order to guide a discussion about the reading. To begin the discussion, the teacher can ask each group what questions they found the most difficult to answer, thus identifying areas that need further attention. At the end of the discussion, the teacher can ask students how this discussion helps them address one of the overarching questions for the Poverty and Prosperity theme, "How has the organization of society changed as a result of or in response to the development and spread of capitalism?" This second question can be used by teachers to see how well students are able to link specific content to larger processes.

Debate

Example AP European History Application

The teacher can use the overarching question to formulate a debate. For example: The third overarching question for the theme Poverty and Prosperity (PP) is, "What were the causes and consequences of economic and social inequality?" Students could debate the extent to which the Reign of Terror's use of extreme measures to address social and economic inequality was justified (2.1 IV C).

A variation on this involves using the four corners of the room. In initial discussion, the entire class could develop four possible responses to the question posed; this activity works especially well in identifying causes of significant events, such as the causes of World War I. Each corner is labeled with one of the responses and students are tasked to go to the corner that best supports their argument. Students are given 5 minutes to organize an argument in defense of their response. A student representative from each corner presents his or her argument and then the students are allowed to move to a different corner if their opinions have changed. In the next round, a student representative will address why his or her group's response is the most significant. A closure activity could be the formulation of a thesis statement by each student to express their argument.

Checking for Student Understanding and Making Connections

At the conclusion of the debate, the students (and teacher) can reflect on the merits of the arguments presented and identify areas that needed more evidence or were particularly persuasive. As students suggest how arguments could have been strengthened, teachers can assess where student knowledge of the key concept is weak and ask how each side might have used information from this key concept that students did not include. Teachers can then remind students of earlier instances from the course that addressed this overarching question, such as peasant responses to the commercialization of agriculture (1.5 II D), asking students to compare this earlier instance to that discussed in the debate. This activity can be used as a means to assess how well students are able to understand how two discrete events can be considered evidence of a larger process.

Fishbowl

Example AP European History Application

Students are given two texts related to women's roles from the Enlightenment: one by Rousseau and one by Condorcet. Students discuss the Enlightenment position on women using evidence from the texts. Those in the outer circle evaluate the evidence used to support various positions in the discussion.

Checking for Student Understanding and Making Connections

The discussion of these texts focuses on section 2.3 I of the concept outline, which is linked to learning outcome IS-9: Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onward. The exercise will allow teachers to assess students' understanding of the Enlightenment debate on women as they listen to students in both the outer and inner ring. The teacher can then place the discussion within the context of the overarching question of which IS-9 is a part, "How and why has the status of specific groups within society changed over time," asking students to compare Enlightenment debates with those of the Renaissance and Reformation (1.5 IV). As students make comparisons, the teacher can review areas where student understanding is weak.

Shared Inquiry

Example AP European History Application

The teacher will provide a selection of primary sources, such as writings by Rousseau, Wollstonecraft, J. S. Mill, de Beauvoir, and Punch cartoons and ask students to use the content in Key Concept 4.4 II B to choose a specific number of these documents that they think best address learning objective IS-6: Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere. Before having students complete the task, either as homework or in small groups, the teacher will ask them what they think the learning objective means and clear up any confusion.

When students have chosen their documents, they will form small groups based on the document chosen. Students will formulate an answer to the learning objective based on their choice of documents and then present these answers.

Checking for Student Understanding and Making Connections

After student presentations, the teacher will address issues that remain to be discussed, for example, by reviewing a document that few or no students chose to analyze. The teacher will then ask students how the case study of women helps them answer the overarching question for IS-6, "How and why have tensions arisen between the individual and society over the course of European history?" Student responses will allow the teacher to assess how well students understand this tension, and the teacher can plan to reinforce and/or strengthen this understanding in a future lesson on post-1945 dissenting movements (4.4 III).

Discussion Group

Example AP European History Application

To organize a discussion that addresses one of the overarching questions for the theme Objective Knowledge and Subjective Visions, "How and why did Europeans come to value subjective interpretations of reality," the teacher will assign groups to discuss images of one or more modern art movements from the late 19th and early 20th centuries, such as Cubism, Futurism, or Surrealism (4.3 IV A). Students will focus on how the images are different from Renaissance artworks discussed earlier in the class (1.1 III A and B).

Checking for Student Understanding and Making Connections

After each group reports its findings, the teacher will discuss aspects shared by all of the modern images, focusing on how they departed from existing aesthetic standards as established in the Renaissance, explored the subconscious, valued subjective interpretations over objective representations, and satirized the values of Western society (4.3 IV A). The teacher will then ask students to identify these elements in the modern paintings they discussed. The teacher will prompt students to discuss context, by asking how and why individualism, subjectivity, and emotion came to be considered a valid source of knowledge (OS-10). By means of this discussion, the teacher will be able to assess how well students understand key concepts 4.3 IV A as well as the larger process of the shift from objective to subjective visions of reality suggested in both the learning objective and the overarching question. After the discussion, the teacher can have students review needed material and plan to come back to the overarching question in a lesson on art after World War II focusing on Pop Art and the influence of the United States on European culture (INT-8; 4.3 IV C).

Debriefing

Example AP European History Application	Checking for Student Understanding and Making Connections
After completing a unit on the Soviet Union and the Eastern bloc in the post-World War II era (4.2 V), the teacher will ask students what policy or policies most contributed to the fall of the Soviet Union.	The teacher will use the discussion to enhance understanding of the key conclusions from the unit of study, reinforcing important information and reminding students of information they might not have considered. At the end of the discussion, the teacher will discuss how the collapse of the Soviet Union changed the European and international balance of power (4.1 IV and V; SP-19) and will ask students how this shift in the balance of power was similar to or different from that following World War I (4.1 II; SP-17). The teacher can then highlight important similarities and differences in shifts of the balance of power over time and finish by asking students to write a paragraph explaining how the day's lesson helps them answer one of the overarching questions for the theme States and other Institutions of Power that connects the two learning objectives, "How did the concept of a balance of power emerge, develop, and eventually become institutionalized?" The teacher can read and comment on the paragraphs to assess student understanding and provide feedback to students.

Jigsaw

Example AP European History Application	Checking for Student Understanding and Making Connections
This exercise works well for complex issues or issues with which students may not engage well. For example, to address one of the overarching questions for the theme Objective Knowledge and Subjective Visions, "How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities," the teacher selects and disseminates readings related to points A, B, and C of Key Concept 3.3 II, dealing with government responses to problems created or exacerbated by industrialization. Students are tasked to see how the evidence and information from their readings helps to answer the overarching question.	After the class has listened to all group answers, the teacher reminds students that the overarching question has two parts: reliance on the scientific method and a challenge to traditional authorities. The teacher asks the class to specify which elements of the group answers fall into each category, writing them down on the blackboard in two separate groups, or if there is access to technology, presenting them with ThingLink, Prezi, or another appropriate platform. The teacher can use this exercise to reinforce important points and to address information that students have neglected. After this is completed, the teacher will remind students of how scientific principles were applied to society during the Enlightenment (2.3 I) and ask them if the use of these principles in response to industrialization challenged the same traditional authorities and in the same ways. The discussion can be used as a means for the teacher to assess student understanding of key concepts (3.3 II and 2.3 I), the learning objective OS-8, and the overarching question.

Questioning a Text

Example AP European History Application	Checking for Student Understanding and Making Connections
The teacher assigns a text to be read by all students, instructing them to write down any questions that come to mind while reading the text (e.g., questions that demand further evidence, questions concerning information that needs clarification, or questions that would advance understanding through discussion). For example, to address the overarching question, "How has capitalism developed as an economic system," (the first question in the theme Poverty and Prosperity), the teacher will assign a primary source text addressing factory conditions in the early 19th century (3.3 I and 3.3 II). Students will be asked to come up with three questions about the text. The teacher will form groups based on similar questions and ask students to research the answers in the textbook or in another source.	Each group will present its findings, after which the teacher will lead a discussion with the goal of identifying the most important factors behind the development of industrialization (PP-1, PP-3). Teachers can use the student presentations as an opportunity to assess student misunderstandings and use the discussion to help students self-correct. At the end of the discussion, the teacher will remind students that some areas of Europe lagged behind in industrialization (PP-3; 3.2 V, 3.4 II) and will ask students why this was so. The discussion, which will focus on what elements that made rapid industrialization possible were lacking in countries such as Russia, will allow the teacher to assess student understanding of the overarching question and identify areas where review is needed.

Formative Assessment

Formative assessment strategies are an important instructional strategy in teaching the AP European History course because they give teachers and students information about learning in order to enhance learning. This information is vital for monitoring progress, deepening understanding, honing skills, and improving achievement. It helps teachers adapt and tailor pedagogy to meet the needs of each student and produce self-directed students. Formative assessment strategies help students become aware of their strengths and challenges in learning and allow students to plan and implement solutions to overcome difficulties.

Formative assessments are often initiated and modeled by teachers, with the goal of having students learn to self-evaluate and address their own learning needs. Steps of formative assessment include identification of a learning goal; monitoring progress toward the goal through observation, questioning, dialogue, record-keeping, and reflection; providing feedback in response to the learning data collected; and adjusting teaching and learning strategies to support achievement. Formative assessment, explained and guided by the instructor, develops students' metacognitive abilities; students become aware of their own learning processes as they develop historical knowledge and skills, enabling them to troubleshoot and address problems. They become more independent and successful learners.

The discussion-based instructional strategies chart earlier embeds examples of formative assessment that allow a teacher to check for student understanding of specific issues. Teachers might follow these activities with another formative assessment, such as an exit slip, quiz, homework assignment, reflection piece, or other type of written task. The goal of the formative assessment is to provide specific, detailed information about what students know and understand to inform the learning process. Unlike summative assessments, formative assessments do not result in a score or grade. Formative assessments are part of the practice of learning, not an evaluation of the end result.

The AP European History Exam

Exam Description

The AP European History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. To assist students in budgeting their time, Section II begins with a 15-minute reading period during which students are encouraged to read the questions and plan their answers. After the conclusion of the reading period, students have 75 minutes to write their answers. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual exam administration.

How Student Learning Is Assessed on the AP Exam

The following are general parameters about the relationship between the components of the curriculum framework and the questions that will be asked of students on the AP Exam:

- Students' achievement of the thematic learning objectives will be assessed throughout the exam. Each exam question will explicitly target one or more learning objectives and the corresponding parts of the concept outline. (Correlations between the learning objectives and the concept outline are provided in the tables in Section II and in codes throughout the concept outline in Section III.)
- Students' use of the historical thinking skills will be assessed throughout the exam.
- Students' understanding of all four periods of European history will be assessed throughout the exam.

- Students will write at least one essay — in response to either the document-based question or one of the long essay questions — that examines long-term developments that cross historical time periods.
- The periods will be covered approximately equally on the exam. Coverage of a period may be accomplished by asking questions in different sections of the exam. For example, the appearance of a long essay or document-based question on Period 4 might mean that there are fewer questions addressing that period in the multiple-choice section.

Multiple-Choice Questions

The multiple-choice section will consist of 55 questions, organized into sets of three to five questions that ask students to respond to stimulus material (i.e., a primary or secondary source, including texts, images, charts, graphs, maps, etc). Each multiple-choice question will address one or more of the learning objectives for the course as well as directly connect to the concept outline and to one or more course themes. Each question will also test one or more of the nine historical thinking skills discussed in the curriculum framework, reflecting the course's emphasis on the acquisition and application of historical reasoning. While a question set may focus on one particular period of European history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Multiple-choice questions will assess students' ability to reason about the stimulus material **in tandem with** their knowledge of the historical issue at hand. The possible answers for a multiple-choice question will reflect the level of detail present in the required historical developments found in the concept outline for the course. Events and topics contained in the illustrative example lists will **not** appear in multiple-choice questions unless accompanied by text that fully explains that topic to students.

Short-Answer Questions

The short-answer section will consist of four questions that require students to use historical thinking skills and content knowledge to respond to stimulus material, a historian's argument, or a general proposition or question about European history. As in the multiple-choice section, stimulus material may consist of a primary or secondary source, including texts, images, charts, graphs, maps, etc. At least two of the four short-answer questions will include stimulus material. Each short-answer question will directly address one or more of the thematic learning objectives for the course and assess one or more of the nine historical thinking skills. Each short-answer question will ask students to analyze historical developments and/or processes using examples drawn from the concept outline or other examples explored in depth in classroom instruction. The short-answer questions may require students to take a position based on the stimulus material presented, identify a significant cause or effect, or account for differences and similarities in perspectives, historical developments, etc.

Document-Based Question

The document-based question emphasizes the ability to analyze and synthesize historical evidence, including textual, quantitative, or visual materials. The question also requires students to formulate a thesis and support it with relevant evidence. The five to seven documents accompanying the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. The diversity of materials — which could include charts, graphs, cartoons, and works of art alongside written documents — will allow students to assess the value of different kinds of documents and to call upon a broad spectrum of historical skills. Each document-based question will focus on one targeted skill — such as causation, continuity and change over time, or comparison — that varies from year to year.

The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, this document-based question will also assess students' ability to incorporate outside knowledge related to the question but beyond the specifics of the documents. This ability to place the documents in the historical context in which they were produced is essential for student success.

Long Essay Question

To provide opportunities for students to demonstrate what they know best, students will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in European history as defined by the thematic learning objectives. As with the document-based question, student essays will require the development of a thesis or argument supported by analysis and synthesis of specific, relevant historical evidence. Students will be expected to illustrate in their responses that they have mastered a targeted skill, such as continuity and change over time, comparison, causation, or periodization.

Both long essay questions on the exam will target the same skill, which varies from year to year, and the tasks required of students will be very similar. The questions will address different chronological periods and topics. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples, drawn either from the concept outline or from topics beyond the concept outline discussed in the classroom.

Sample Exam Questions

The sample questions that follow illustrate the relationship between the curriculum framework and the AP European History Exam and serve as examples of the types of questions that will appear on the exam. Each question is followed by the main learning objectives, skills, and key concepts it addresses. A question may partially address other learning objectives, skills, or key concepts — only the primary ones are listed. For multiple-choice questions, the correct answers are provided in an answer key at the end of the multiple-choice section. The short-answer question, document-based question, and long essay question sections are followed by a description of what good responses will include.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following examples, question sets will be organized around three to five questions that focus on a primary source, secondary source, or historical issue.

Set 1: This primary source passage refers to the disunity of the German territories and calls for Germans to reject supposedly corrupting Italian customs. By the date of the passage as well as its content, students should recognize that the author is reflecting ideas common to northern humanists and that would shortly lead to Reformation (SP-1, OS-2). The questions explore the relationship between ideas and politics by asking students to situate the passage within this context and explore the nature and impact of nationalism over time (SP-17, OS-12).

Questions 1–4 refer to the passage below.

"Assume, O men of the German lands, that ancient spirit of yours with which you so often confounded and terrified the Romans and turn your eyes to the frontiers of Germany; collect her torn and broken territories. Let us be ashamed, ashamed I say, to have placed upon our nation the yoke of slavery. . . . O free and powerful people, O noble and valiant race. . . . To such an extent are we corrupted by Italian sensuality and by fierce cruelty in extracting filthy profit that it would have been far more holy and reverent for us to practice that rude and rustic life of old, living within the bounds of self-control, than to have imported the paraphernalia of sensuality and greed which are never sated, and to have adopted foreign customs."

Conrad Celtis, oration delivered at the University of Ingolstadt, 1492

1. The passage above most clearly shows the influence of which of the following trends in fifteenth-century Europe?

   (A) The development of natural philosophy based on inductive and deductive reasoning

   (B) The revival of classical learning and the development of Northern humanism

   (C) The continued reliance on traditional supernatural explanations of the world

   (D) The development of Baroque dramatic forms to enhance the stature of elites

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual.	Contextualization	1.1 I B

2. Celtis' discussion of Italian influence in the German lands is most similar to which of the following?

   (A) Machiavelli's criticism of Italian political systems in *The Prince*

   (B) Galileo's science-based inquiries that threatened the authority of Catholic worldviews

   (C) Erasmus' arguments in favor of religious toleration and criticizing traditional superstitions

   (D) Martin Luther's criticisms of the Catholic Church in his Ninety-five Theses

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-2: Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.	Comparison	1.3 I B

3. The political condition of Germany described in the passage did not change until

   (A) 1789

   (B) 1815

   (C) 1871

   (D) 1945

Learning Objectives	Historical Thinking Skills	Key Concept in the Curriculum Framework
SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.	Continuity and Change Periodization	3.4 III B

4. Which of the following groups in the nineteenth century would most likely have agreed with the sentiments in the passage?

   (A) Industrial capitalists

   (B) Radical anarchists

   (C) Romantic nationalists

   (D) Utopian socialists

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation. **SP-17:** Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.	Continuity and Change Comparison	3.3 I F

Set 2: In this primary source, a literate shoemaker describes the conquest of the Kingdom of Bohemia, which was the first stage of the Thirty Years' War. This passage prompts students to reflect on the worldviews of ordinary people during this time (OS-1, OS-2) and the relationship between religion and politics (SP-3). The questions ask students to draw on their knowledge of the Thirty Years' War) and the Protestant Reformation. Students must also consider how the primary source could be used to craft a historical argument.

Questions 5–8 refer to the passage below.

"Anno Domini 1618, a great comet appeared in November. To see the thing was terrible and strange, and it moved me and changed my disposition so that I started to write, because I thought that it meant something big would occur, as then really did happen. . . . Anno Domini 1619, Ferdinand became the Holy Roman Emperor, under whom a great persecution happened through war, unrest, and the spilling of the blood of Christians. . . . First, he started a big war in Bohemia, which he then oppressed and subjugated under his religion, then almost the whole of Germany was conquered, all of which I can hardly describe and explain."

Hans Herberle, shoemaker in Ulm, southern Germany, personal chronicle compiled in the 1630s

5. The conflict that Herberle describes in his chronicle resulted in which of the following?

   (A) The establishment of several religiously pluralistic and tolerant states within the German-speaking regions

   (B) The weakening of the Holy Roman Empire and the strengthening of smaller sovereign states within its boundaries

   (C) The virtual extinction of all Christian denominations except Lutheranism and Roman Catholicism within the German-speaking regions

   (D) The political unification of most of the German-speaking regions under a Protestant, rather than a Catholic monarch

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.	Causation	1.2 I B

6. Based on the passage, which of the following can be safely inferred about Herberle's religious affiliation?

   (A) He was a member of a Lutheran church.

   (B) He was a member of a Calvinist church.

   (C) He was not a member of any established church.

   (D) He was not Roman Catholic.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.	Use of Evidence	1.3 III B

7. A historian could best use Herberle's discussion of the comet as evidence for which of the following features of early modern intellectual life?

   (A) The diffusion of new scientific knowledge in the general population of Europe

   (B) The continued popularity of astrology among members of the elite

   (C) The persistence of a traditional view of the world as governed by supernatural forces

   (D) The growing tension between religious and scientific explanations of natural phenomena

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-1: Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution.	Argumentation	1.1 IV D

8. The ability of someone of Herberle's social status in seventeenth-century Germany to read and write was most likely the result of which of the following?

   (A) The diffusion of Renaissance humanist ideas to areas outside Italy

   (B) The Protestant Reformation's emphasis on individual study of the Bible

   (C) The establishment of mandatory systems of national education

   (D) The growth of representative forms of government as alternatives to absolutism

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-2: Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.	Contextualization	1.3 I B

Set 3: In this set of questions, the primary source passage prompts students to think about the growth of commercial empires and consumerism in the 18th century (INT-3, PP-1). The questions also ask students to use the passage to explore continuity and change in descriptions of and attitudes toward non-European peoples (INT-2, INT-7).

Questions 9–12 refer to the passage below.

"The Natives of New-Holland may appear to some to be the most wretched people upon Earth, but in reality they are far happier than we Europeans; being wholly unacquainted not only with the superfluous but the necessary Conveniencies so much sought after in Europe, they are happy in not knowing the use of them. They live in a Tranquility which is not disturbed by the Inequality of Condition: The Earth and sea of their own accord furnishes them with all things necessary for life, they covet not Magnificent Houses, Household-stuff, etc., they live in a warm and fine Climate and enjoy a very wholesome Air, so that they have very little need of Clothing. . . . Many to whom we gave Cloth left it carelessly upon the beach and in the woods as a thing they had no manner of use for. In short they seemed to set no Value upon any thing we gave them, nor would they ever part with any thing of their own for any one article we could offer them; this in my opinion argues that they think themselves provided with all the necessaries of Life and that they have no superfluities."

James Cook, British naval officer, describing the inhabitants of Australia, 1770

9. Accounts of non-European peoples similar to Cook's portrayal of the inhabitants of Australia contributed most directly to the development of which of the following?

   (A) Romanticism

   (B) Enlightenment rationalism

   (C) Positivism

   (D) Nationalism

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-7: Analyze how contact with non-European people increased European social and cultural diversity and affected attitudes toward race.	Contextualization	2.3 II C

10. Compared to Cook's portrayal of the inhabitants of Australia in the late eighteenth century, the predominant European view of non-European peoples in the late nineteenth century had changed in which of the following ways?

    (A) Europeans in the late nineteenth century tended to view less structured and hierarchical societies as more desirable political models.

    (B) Europeans in the late nineteenth century tended to view lack of technological development as evidence of cultural inferiority.

    (C) Europeans in the late nineteenth century tended to view economically undeveloped societies as fairer and more just.

    (D) Europeans in the late nineteenth century tended to view climate as less significant than other factors in determining social development.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time. **INT-7**: Analyze how contact with non-European people increased European social and cultural diversity and affected attitudes toward race.	Continuity and Change	2.3 II C 3.6 II B

11. Cook's observations concerning the material culture of the inhabitants of Australia most clearly reflect the influence of which of the following developments in Europe?

    (A) The decline in power of the landed aristocracy relative to commercial elites

    (B) The increase in agricultural productivity known as the Agricultural Revolution

    (C) Protestant reaction against ornate forms of decoration and religious imagery

    (D) The expanded availability and use of consumer goods

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-1: Explain how and why wealth generated from new trading, financial, and manufacturing practices and institutions created a market and then a consumer economy.	Contextualization	2.4 II

12. Cook's voyages were primarily a result of which of the following eighteenth-century developments?

    (A) Competition among European powers to create commercial empires

    (B) Rivalries between Catholic and Protestant countries to gain converts overseas

    (C) Private support for scientific exploration

    (D) Efforts to secure new sources of labor for industrialization

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-3: Analyze how European states established and administered overseas commercial and territorial empires.	Contextualization	2.2 III B

Set 4: This song was sung by Paris market women after having forced the French monarch to move from Versailles to Paris. The questions ask students to analyze the song and apply their understanding to various aspects of the French Revolution, such as the themes of political change (SP-7) and social inequality, particularly the unequal status of women (SP-9, PP-10, IS-6).

Questions 13–15 refer to the song lyrics below.

"To Versailles like bragging lads
We brought with us all our guns
We had to show, though we were but women,
A courage that no one can reproach us for.

Now we won't have to go so far
When we want to see our King.
We love him with a love without equal,
Since he's come to live in our Capital."

Song of the poissardes *(Paris market women), October 1789*

13. The events referred to in the song led most directly to which of the following?

    (A) The formalization of a constitutional monarchy in France

    (B) The creation of a republican government in France

    (C) The installation of Napoleon as Emperor of the French

    (D) The restoration of the Bourbon monarchy

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-7: Explain the emergence of representative government as an alternative to absolutism.	Causation	2.1 IV B

14. The *poissardes* and other participants in the events described in the song were motivated most strongly by which of the following?

    (A) An economic crisis brought about by food shortages

    (B) The desire to institute free-market principles in the French economy

    (C) The failure of France to gain substantial advantages from its wars with Britain

    (D) The fear that Enlightenment ideas about government would undermine the basis of monarchy

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries. **SP-7:** Explain the emergence of representative government as an alternative to absolutism.	Contextualization	2.1 IV A

15. The participation of women such as the *poissardes* led to which of the following during the early phases of the French Revolution?

    (A) Wage equality for women

    (B) Permanent legal equality for women, but no political rights

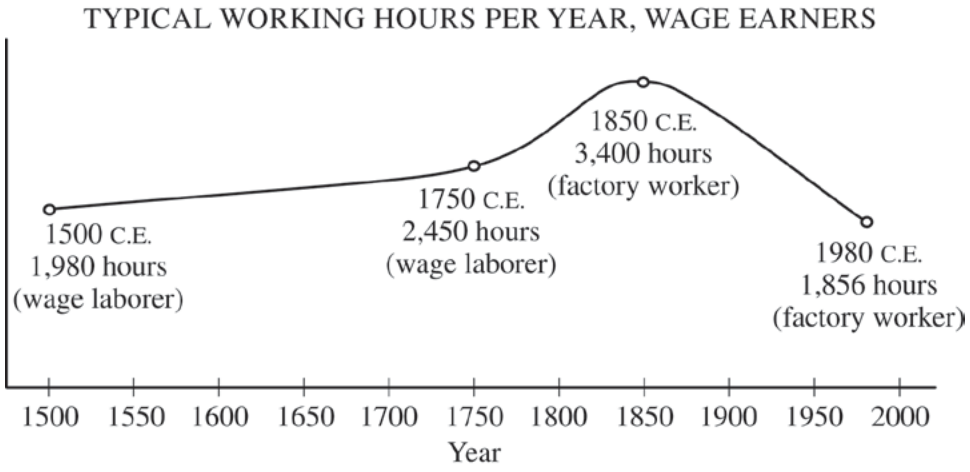
    (C) Temporary improvements in women's legal status

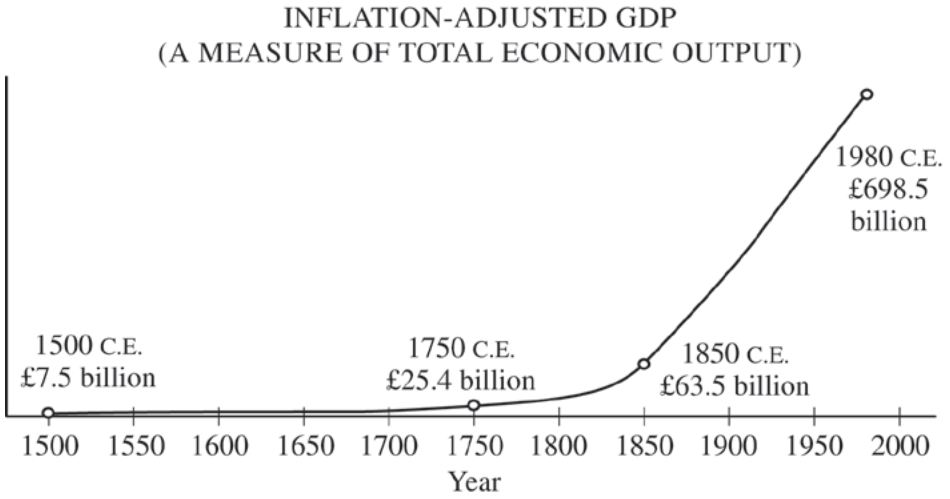
    (D) Loss of rights previously held by women

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-9: Analyze how various movements for political and social equality — such as feminism, anticolonialism, and campaigns for immigrants' rights — pressured governments and redefined citizenship. **IS-6:** Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.	Causation	2.1 IV E

Set 5: In this set of questions, students are asked to interpret and compare two charts, both based on data from England, 1500 to the present. The first chart shows a rise in working hours to 1850, after which working hours decline. The second chart tracks the Gross Domestic Product of England, which began to rise after 1700. The questions focus on the economic (PP-1, PP-7, SP-5, IS-3), political (PP-8, PP-14, PP-15), social (PP-13), and technological (PP-4, PP-5) causes and contexts of changes in the data presented. They cover a long period in Europe's history, beginning with the early growth of a market economy and including 19th-century liberalism, social reform movements of the 19th and 20th centuries, and the rapid economic growth and modernization of the post–World War II era.

Questions 16–19 refer to the following two charts, showing economic data for England from 1500 to the present.





16. Which of the following was the most direct cause of the change in typical working hours between 1500 and 1750?

    (A) The growth of a new industrial elite

    (B) The transfer of new crops from the Americas to Europe as part of the Columbian Exchange

    (C) Population losses as a result of the English Civil War

    (D) The lifting of traditional restrictions on economic activity as part of the growth of a market economy

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-1: Explain how and why wealth generated from new trading, financial, and manufacturing practices and institutions created a market and then a consumer economy. **PP-7**: Explain how environmental conditions, the Agricultural Revolution, and industrialization contributed to demographic changes, the organization of manufacturing, and alterations in the family economy.	Causation	2.2 I A

17. Which of the following political developments in Britain was most directly a response to the labor conditions suggested by the data for 1850?

    (A) British Conservatives' shift from isolationism to support of imperial expansion

    (B) British Liberals' shift from laissez-faire to interventionist economic and social policies

    (C) British industrialists' shift from support of protectionism to support of free trade

    (D) British socialists' success in advancing revolutionary Marxist principles

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations, and improving public health. **PP-15**: Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries. **SP-5**: Assess the role of colonization, the Industrial Revolution, total warfare, and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	Contextualization	3.3 II A

18. The trend in typical working hours between 1850 and 1980 was an effect of all of the following EXCEPT

    (A) government social welfare programs

    (B) the activities of trade unions and workers' parties

    (C) home-front economic mobilization during wartime

    (D) the rapid economic growth of the late twentieth century

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-8: Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis. **PP-13:** Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations, and improving public health. **PP-14:** Explain how industrialization elicited critiques from artists, socialists, workers' movements, and feminist organizations. **PP-15:** Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries. **SP-5:** Assess the role of colonization, the Industrial Revolution, total warfare, and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	Causation	3.2 III B 3.3 III B 4.2 IV A 4.2 IV B

19. For the late nineteenth and the twentieth century, which of the following best explains the relationship between the trends reflected in the two charts?

    (A) Technological changes in this period led to dramatic increases in industrial productivity.

    (B) Women's entry into the paid workforce was offset by higher rates of unemployment and the wider adoption of the eight-hour work day.

    (C) English GDP growth in this period was in large part driven by the economic exploitation of overseas colonies, not by domestic labor.

    (D) Expanded leisure and recreation opportunities raised workers' morale.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-4: Explain how the development of new technologies and industries, as well as new means of communication, marketing, and transportation, contributed to expansion of consumerism and increased standards of living and quality of life in the 19th and 20th centuries. **PP-5**: Analyze the origins, characteristics, and effects of the post–World War II economic miracle and the economic integration of Europe (the Euro zone). **IS-3**: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	Continuity and Change Comparison	4.4 I C

Set 6: This primary source employs the language of nationalism based on common ethnic background. The question explore the political (SP-17, SP-19) and ideological (IS-7, OS-9, OS-12) dimensions of nationalism by asking students to use the skills of contextualization, causation, and comparison to correctly interpret this passage and place it in a long-term context of nationalist conflict in central Europe.

Questions 20–23 refer to the passage below.

"The purpose of the geography curriculum was to come to know the narrower and broader Fatherland and to awaken one's love of it. . . . From [merely learning the names of] the many rivers and mountains one will not see all the Serbian lands, not even the heroic and unfortunate field of Kosovo [on which the Ottomans defeated the Serbs in 1389]; from the many rivers and mountains children do not see that there are more Serbs living outside Serbia than in Serbia; they do not see that Serbia is surrounded on all sides by Serbian lands; from the many mountains and rivers we do not see that, were it not for the surrounding Serbs, Serbia would be a small island that foreign waves would quickly inundate and destroy; and, if there were no Serbia, the remainder of Serbdom would feel as though it did not have a heart."

Report to the Serbian Teachers' Association, 1911–1912

20. The report best reflects which of the following goals of public education systems in the period before the First World War?

    (A) Heightening awareness of the dangers of international conflict

    (B) Greater appreciation of the Ottoman legacy in the Balkans

    (C) Training bureaucrats for imperial posts

    (D) Instilling feelings of nationalism

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
IS-7: Evaluate how identities such as ethnicity, race, and class have defined the individual in relationship to society. **OS-9**: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.	Contextualization	3.3 I F

21. The conditions referred to in the report were most directly a result of which of the following developments?

    (A) The transformation of the Habsburg Empire into the dual monarchy of Austria-Hungary

    (B) The emergence of new Balkan states as the Ottoman Empire declined

    (C) The growth of international tensions following Bismarck's dismissal as chancellor of Germany

    (D) The increase of economic competition between imperial powers for industrial resources

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.	Causation	3.4 III E

22. Sentiments similar to those expressed in the report most directly contributed to which of the following developments in the late twentieth century?

    (A) The development of the European Union during the Cold War

    (B) The development of COMECON in Eastern Europe

    (C) Ethnic conflict after the collapse of communism

    (D) The move by European nations to relinquish their colonies

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-19: Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation-state, and global political alliances.	Causation	**4.2 V D**

23. In the interwar period, educators in which of the following countries would most likely have had a view of geography education similar to that expressed in the passage?

    (A) Germany

    (B) Great Britain

    (C) France

    (D) The Soviet Union

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs. **OS-12**: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation.	Comparison	**4.2 II B**

Set 7: This secondary source by historian Eugen Weber compares the French fascism of the 1930s with the Jacobin ideology of the French Revolution. Students do not need to be familiar with Weber to answer these questions because they will have studied both the politics of the interwar period and the French Revolution. The questions ask students to assess Weber's argument by reflecting on the various reasons why radical popular movements emerge (PP-8, PP-10, IS-8). In addition, students will employ their knowledge of various intellectual movements of the modern period to interpret Weber's theoretical framework (OS-8).

Questions 24–27 refer to the passage below.

"Twentieth-century Fascism is a byproduct of disintegrating liberal democracy. Loss of hope in the possibilities of existing order and society, disgust with their corruption and ineffectiveness, above all the society's evident loss of confidence in itself, all these produce or spur a revolutionary mood in which the only issue lies in catastrophic action—but always with a strong social tinge: 'I place my only hope in the continuation of socialist progress through fascisms,' writes Drieu [a French Fascist author of the 1930s]. And the editor of the French Fascist publication, the *Insurgent*, Jean-Pierre Maxence, would call for insurgents of all parties to join 'the front of united youth, for bread, for grandeur and for liberty, in immense disgust with capitalist democracy.' From this angle, as from many others, Fascism looks very much like the Jacobinism of our time."

Eugen Weber, historian, Varieties of Fascism*, 1964*

24. Which of the following features of the French Revolution would best support Weber's argument comparing Fascism to Jacobinism?

(A) The passage of laws ending the hereditary privileges of the nobility

(B) Napoleon's seizure of power from the Directory

(C) The wars to protect Revolutionary France from foreign invasion

(D) The economic price and wage controls imposed during the Reign of Terror

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-8: Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis. **PP-10:** Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.	Comparison	2.1 IV C 4.2 II A

25. Weber's argument linking Fascism and Jacobinism implies that he was influenced by which of the following?

(A) Marxist materialist analysis of social change and historical development

(B) Social Darwinist belief in the importance of struggle in historical progress

(C) Positivist emphasis on the role of technology in shaping human affairs

(D) Postmodernist subjectivist critiques of the ethos of Western society

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-8: Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	Interpretation	**3.6 II C**

26. Which of the following would most contradict Weber's thesis concerning the fundamental character of Fascism?

    (A) Mussolini's membership in the Italian Socialist Party prior to founding the Italian Fascist movement

    (B) The spread of Fascism to eastern European countries in the 1930s

    (C) The growth of National Socialism in Germany during the economic crisis of the early 1930s

    (D) Franco's support for traditional Catholic values in his Spanish Fascist movement

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
PP-8: Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis. **IS-8:** Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.	Argumentation Synthesis	2.1 IV C 4.2 II C

27. Which of the following would best explain the appeal of Fascism in France alluded to in the passage?

    (A) The French alliance with Italy during the First World War

    (B) Political instability in France after the First World War

    (C) Lingering anti-Semitism in France in the aftermath of the Dreyfus affair

    (D) The incorporation of Alsace into France after the First World War

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
IS-8: Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.	Contextualization	4.4 I A

Set 8: This poster was produced by the French Communist party to oppose American influence, primarily as it spread in the wake of the Marshall Plan and NATO but also through the importation of American goods and the spread of American popular culture into France (INT-8, PP-12). This set of question explores post–World War II politics in Europe by asking students to place the stimulus material in context and use the skill of causation to link the attitudes expressed in the poster to decolonization (SP-9) and the student revolts of 1968.

Questions 28–30 refer to the 1950 poster, shown below, created by the French Communist Party.

TRANSLATION: "No, France will not be a colonized country! Americans stay in America!"

28. The attitude exemplified by the poster was likely LEAST influenced by which of the following?

    (A) Soviet influence over Western European communist parties during the Cold War

    (B) The Marshall Plan

    (C) The creation of NATO

    (D) The creation of the United Nations

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-8: Evaluate the United States' economic and cultural influence on Europe and responses to this influence in Europe.	Contextualization	4.1 IV C 4.2 IV A 4.3 IV C

29. The creators of the poster also likely opposed which of the following?

    (A) Greater involvement of women in politics and education

    (B) The expansion of social welfare programs

    (C) The continued French government of Algeria

    (D) The expansion of Soviet economic influence in Eastern Europe

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-9: Analyze how various movements for political and social equality — such as feminism, anticolonialism, and campaigns for immigrants' rights — pressured governments and redefined citizenship.	Contextualization	4.1 VII C

30. The political sentiment expressed in the poster would have the greatest influence on which of the following?

    (A) The collapse of the Soviet Union

    (B) The development of the European Union

    (C) The increase in the number of "guest workers" in Western Europe

    (D) The student rebellions of 1968

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-8: Evaluate the United States' economic and cultural influence on Europe and responses to this influence in Europe. **PP-12:** Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Eastern and Western Europe.	Causation	4.3 IV C 4.4 III C

Answers to Multiple-Choice Questions

1—B	16—D
2—D	17—B
3—C	18—C
4—C	19—A
5—B	20—D
6—D	21—B
7—C	22—C
8—B	23—A
9—A	24—D
10—B	25—A
11—D	26—D
12—A	27—B
13—A	28—D
14—A	29—C
15—C	30—D

Part B: Short-Answer Questions

There are four short-answer questions on the exam. The following questions are meant to illustrate the various types of these questions. Note that the short-answer questions do not require students to develop and support a thesis statement. In all short-answer questions, students will be asked to do three things, each of which will be assigned one point in the scoring.

Question 1: This passage was written in the midst of the French wars of religion, in which religious strife and political conflict weakened the French monarchy and destabilized the kingdom. The questions ask students to reflect on the political causes (SP-2) and political and intellectual consequences (SP-3, SP-11, OS-3) of the wars of religion in France and in another European country of their choosing.

1. Use the passage below and your knowledge of European history to answer all parts of the question that follows.

"One of the greatest afflictions of a king is when his people are torn apart, as when in one house the children against the wish of their father are banded together one against the other. . . . So the war is entirely contrary to the establishment of proper order and the increase of your grandeur. . . . Your Majesty will be aware that we by no means approve of the so-called reformed religion, but . . . the cinders of the fire of this so overwhelmed kingdom are still so hot that it is impossible to hold them in your hand without burning your fingers. . . . We beseech you, Sire, very humbly to believe that whoever desires this civil war is ungodly, and to take notice of two maxims: the first, that the peace of your subjects lies in the union of your princes; and the other, that violence eventually leads only to self-destruction."

Petition of nobles to the king of France, 1577

(A) Briefly identify and describe ONE cause of the conflict discussed in the petition.

(B) Briefly identify and describe ONE result of the conflict discussed in the petition.

(C) Briefly identify and describe how one country in early modern Europe other than France dealt with the type of conflict discussed in the petition.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges. **SP-2:** Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states. **SP-3:** Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. **SP-11:** Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.	Causation Comparison	1.3 III A 1.3 III D

What Good Responses Will Include

(A) A good response would describe one of several possible causes of the conflict discussed in the petition, such as:

- Calvinist communities (Huguenots) in Catholic France rejected the religious doctrines and practices that served to legitimize the monarchy.
- The significant numbers of French nobles (between one third and one half of the nobility) that converted to Protestantism meant that in territories under their control, Catholic clerics were banned from performing religious ceremonies. This was considered an act of opposition to the monarchy.
- The Catholic Church in France responded to the spread of Calvinism by persecuting Huguenots and burning them at the stake, thus encouraging greater resistance to the Church and the monarch by French Protestants.
- The death of King Henry II in 1559 led to a struggle between Catholic and Protestant nobles — each of whom led their own military forces — for control of the crown.
- In the absence of a strong monarch able to unify the kingdom, disorder spread as local conflicts became violent and roving bands attacked cities and villages.
- The massacre of thousands of Huguenots on St. Bartholomew's Day in 1572, by the order of Catherine de' Medici, regent of France, exacerbated the conflict and brought Spain and England into the war.

(B) A good response would describe one of several possible results of the conflict discussed in the petition, such as:

- Moderate Catholics and Protestants joined together under the label *Politiques* to advocate religious toleration as a means to restore order.

- The leader of the Protestant faction, Henri de Navarre, converted to Catholicism in 1593 after becoming the legitimate king in 1589, ruling as Henri IV.
- In 1598, Henri IV issued the Edict of Nantes, which allowed Protestants to worship in their homes throughout France and in public in certain towns, gave Protestants the same civil rights as Catholics, and allowed Protestants a small armed force to defend themselves.
- Henri IV strengthened the power of the crown as a means to enforce the Edict of Nantes and bring about an economic recovery, thus laying the foundations for French absolutism.

(C) A good response would describe one strong example of how another country in early modern Europe other than France dealt with the type of conflict discussed in the petition, such as:

- Unlike the compromise solution in France, in England, religious warfare ended when Protestant Elizabeth I took the throne in 1558. All subjects were required to belong to the Church of England and Catholics were deprived of the same civil rights as Protestants.
- While Elizabeth I of England ordered the creation of a Church of Ireland, most native Irish remained Catholic, and thus increasingly discontent with English rule.
- Unlike the compromise solution in France, in the Holy Roman Empire, the German territories were divided into Protestant and Catholic territories; in each territory, only the religion of the ruler (e.g., prince, bishop) was allowed.
- Unlike the case of France where the monarchy was strengthened following the wars of religion, at the end of the Thirty Years' War, the Holy Roman Empire disintegrated as various borderlands were recognized as independent (the United Provinces) or absorbed into France (Lorraine) and as the German territories became largely independent.

Question 2: This secondary source by historian Michael Broers contends that while the educated elites of Europe may have opposed Napoleonic conquest and occupation on nationalist grounds, among the popular classes, concrete experiences of the occupation gave rise to opposition. Broers further contends that opposition to Napoleon in Europe was not spurred by a desire to create or defend nation-states but was rather about preserving traditional institutions and ideals. The question asks students to think about the relationship between social class (IS-7), ideology (SP-17), and the role of warfare in remaking the balance of power (SP-13). Students are asked specifically to evaluate this argument by providing a piece of evidence that supports it and a piece of evidence that challenges it and to place the question of opposition against foreign occupation in a longer historical context.

2. Use the passage below and your knowledge of European history to answer all parts of the question that follows.

"It must never be forgotten that, in so far as their voices can be heard at all, the common people of Europe had different priorities and preoccupations from those of the propertied classes. Theirs had not been 'the empire of the professionals,' but of the recruiting sergeant and the canceled Holy Day. Napoleonic rule left very deep scars in the body of Europe, all the more profound for being less tangible than the ideological divisions within the educated, propertied elites. . . . The struggle against Napoleon was one of diversity against standardization, of tradition against innovation, of dynastic loyalty against usurpation. It was a popular struggle . . . about preserving the past, a past in which the 'nation-state' had no part."

Michael Broers, Europe Under Napoleon, 1799–1815*, published in 1996*

(A) Provide one piece of evidence that supports Broers' contention in the passage.

(B) Provide one piece of evidence that undermines Broers' contention in the passage.

(C) Identify one example of a foreign occupation in the twentieth century, and analyze the extent to which it provoked reactions similar to those described by Broers.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
IS-7: Evaluate how identities such as ethnicity, race, and class have defined the individual in relationship to society. **SP-13:** Evaluate how the emergence of new weapons, tactics, and methods of military organization changed the scale and cost of warfare, required the centralization of power, and shifted the balance of power. **SP-17:** Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.	Comparison Interpretation	2.1 IV D 2.1 V A 2.1 V B 2.1 V C

What Good Responses Will Include

(A) A good response would provide one piece of evidence that supports Broers' contention in the passage, such as:

- Opposition to Napoleon in Spain was spurred by his religious policy designed to decrease the influence of the Catholic Church and the brutality of the French forces.
- In the German states, the burden of French occupation (e.g., higher taxes, the need to quarter soldiers) turned many against the French.
- Leaders of the Spanish opposition sought to restore the Bourbon monarchy.
- Even among nationalists, resistance to the French was defined (for example, by Herder and Fichte) as protection of a traditional, folk culture.
- The various coalitions formed to defeat Napoleon sought to either enhance their territory (a traditional goal of European warfare) or restore the principle of

the balance of power that had been established in 1648; the settlements of the Congress of Vienna (1814) brought about both goals.

› After Napoleon's defeat, the restored French monarch, Louis XVIII, joined with Chancellor Metternich of the Austrian Empire and Tsar Alexander I of Russia to maintain political, social, and religious conservatism throughout Europe.

(B) A good response would provide one piece of evidence that undermines Broers' contention in the passage, such as:

› In Saint-Domingue, opposition to Napoleon's efforts to reinstate slavery were a continuation of an earlier opposition that was fed by nationalist writings and ideas coming to the island from France. Opposition to Napoleon led to the establishment of Haiti, a new nation-state.

› Resistance to Napoleon in England led to the production of written and visual propaganda that spread nationalist sentiment throughout a larger segment of the population — one that included people who were not part of the educated elites.

› Although led by educated elites, the nationalist revolt in Spain (1820) had broad popular support.

(C) A good response would analyze the extent to which one example of foreign occupation in the 20th century provoked reactions similar to those described by Broers.

› Opposition to colonial occupation, as in British India under the Raj (1858–1947) or French Indochina (1887–1954), combined nationalist goals (particularly the creation of a sovereign nation-state) with an appreciation for traditional indigenous culture and values. This example thus both supports and challenges Broers' arguments. However, this example is also different in that Marxist ideas, nonexistent during Napoleon's empire, also inspired resistance movements.

› After World War I, nationalist leader Mustapha Kemal drove out the allied occupiers of the Ottoman Empire and established a republic (1923) that sought to modernize and secularize the territory, while also continuing the Ottoman policy of expelling or killing those who were now defined as foreign (e.g., Armenians, Greeks). This example both supports and challenges Broers' arguments. However, this example is also different because the Kemal was inspired by Woodrow Wilson's Fourteen Points, with its clear doctrine of national self-determination.

› From 1940 to 1944, France was occupied by Germany, first in the north and after 1942 throughout the country. French nationalism was widespread throughout the population; in fact, nationalism was evoked not only to oppose the occupation but also to justify it. Pétain, the leader of the collaborationist Vichy government, and de Gaulle, leader of the Free French, appealed to French traditions and the French way of life. This example shows how both nationalism and an appeal to tradition could be used for the sake of opposition as well as to justify an occupation.

Question 3: This question asks students to use the skill of periodization to assess the degree to which the second industrial revolution, which brought about innovations in transportation and technology and spurred new industries as well as greater consumerism, constituted a turning point in Europe's relationship with the rest of the world. The question asks students to think about the relationships between economic growth and innovation and overseas conquest and colonization, including how such economic growth affected motivations for colonization (INT-1, INT-7); the creation of international economic, military, and cultural networks (INT-6, INT-10); attitudes toward race in Europe (INT-11); and resistance overseas (INT-2).

3. Answer all parts of the question.

   Historians have argued that the second industrial revolution (1870–1914) marked a turning point in Europe's relationship with the rest of the world.

   (A) Identify TWO pieces of evidence that <u>support</u> this argument and explain how each supports the argument.

   (B) Identify ONE piece of evidence that <u>undermines</u> this argument and explain how the evidence undermines the argument.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-1: Assess the relative influence of economic, religious, and political motives in promoting exploration and colonization. **INT-2:** Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time. **INT-6:** Assess the role of overseas trade, labor, and technology in making Europe part of a global economic network and encouraging the development of new economic theories and state policies. **INT-7:** Analyze how contact with non-European people increased European social and cultural diversity and affected attitudes toward race. **INT-10:** Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political, or economic values and institutions, and explain the causes of their reactions. **INT-11:** Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military, and cultural networks.	Periodization	3.1 III 3.5 I 3.5 II

What Good Responses Will Include

(A) A good response would explain how <u>two</u> pieces of evidence support the argument that the second industrial revolution marked a turning point in Europe's relationship with the rest of the world, such as:

- During the second industrial revolution, advanced weaponry (e.g., the Minnié ball, the breech-loading rifle, the machine gun) provided Europeans with a tremendous military advantage, allowing for greater control of existing colonies (e.g., Algeria, India) and easier conquest of new colonies (e.g., Indochina).
- Communication technologies (e.g., wireless telegraphy, the radio) and advances in transportation technology (e.g., modern tarmac, ironclad warships, gas turbine engines, the use of steel to construct bridges) facilitated overseas conquest and colonial administration.
- Europeans increasingly turned to overseas territories to supply raw materials, such as rubber, needed in the new industries.
- More efficient manufacturing methods led Europeans to seek out new markets for consumer goods overseas.
- As Europeans competed for overseas markets, they increasingly saw the possession of colonies as a sign of national superiority.
- The need to secure markets and the production of raw materials led to more invasive governing techniques, which were justified by the ideals of the "civilizing mission."

- As European society and culture modernized, avant-garde writer and artists (e.g., Gauguin, Picasso) looked to indigenous cultures overseas for artistic inspiration and as a means to criticize modern society.
- The use of imperialist motifs in advertising increased awareness of racial difference.
- As overseas peoples were increasingly affected by Europe's search for both markets and raw materials, they sought to modernize their own societies along European lines — a shift that eventually led to resistance movements.

(B) A good response would explain how one piece of evidence undermines the argument that the second industrial revolution marked a turning point in Europe's relationship with the rest of the world, such as:

- World War I was a more significant turning point in Europe's relationship with the rest of the world. Resistance to colonial rule emerged as a result of indigenous peoples fighting in the war on behalf of their European rulers, combined with the powerful inspiration, and seemingly broken promise, of Wilson's doctrine of nationalist self-determination. World War I thus marks the beginning of the process of decolonization.
- The "civilizing mission," which became more predominant in justifying colonial conquest and possession during the period of the second industrial revolution, was simply a restatement of traditional, religiously based arguments for colonization and thus did not constitute a real change.
- While attitudes about racial differences may have been undergoing a shift in Europe during the second industrial revolution, in the colonies, the majority of the indigenous population still lived under a highly segregated system in which Europeans held all the power.
- Since the beginning of overseas exploration, Europeans had sought to extract wealth from overseas territories and their inhabitants, as for example in the 18th-century plantation economies of the Caribbean. While the means and type of extraction may have changed with the second industrial revolution, this was not significant enough to constitute a turning point.

Question 4: This question employs a passage and a photograph to explore resistance to the increased involvement of Europe in global economic and cultural networks in the period after World War II. The sources prompt students to reflect upon the economic and cultural causes for opposition to increased American cultural and economic influence over Europe (INT-8) and to the spread of globalization (PP-12). To craft a successful response to this question, students must identify causes that are valid for <u>both</u> sources.

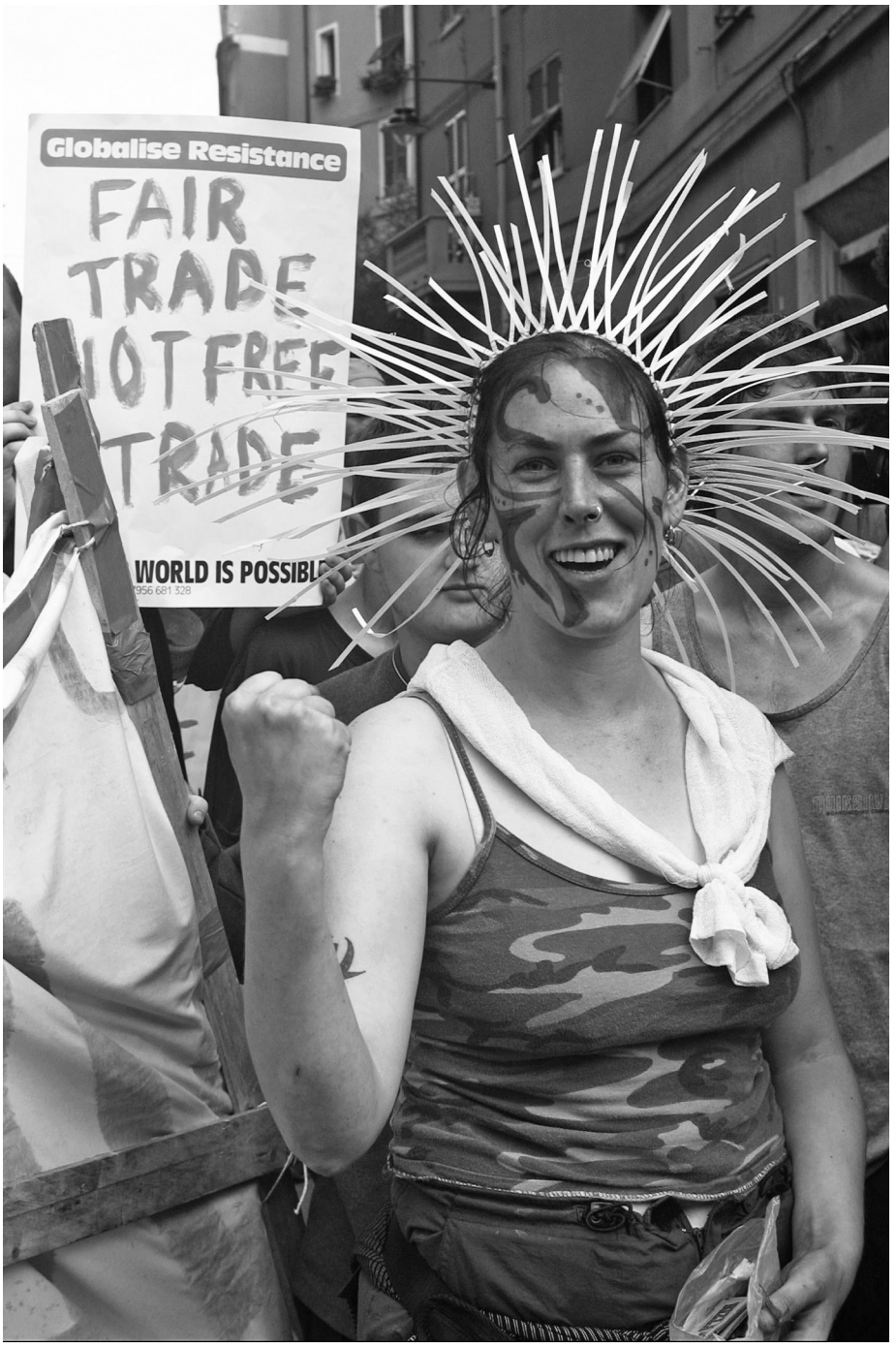
4. Use the excerpt and the image as well as your knowledge of European history to answer all parts of the question that follows.

Source 1

"In order to encourage the distribution and production of European television programmes, Member States must ensure where practicable that broadcasters reserve a majority proportion of their transmission time for television programming produced within the EEC."

European Economic Community (EEC), "Television without Frontiers Directive," 1989

Source 2



Protesters at a summit meeting of leaders of major industrialized countries in Genoa, Italy, 2001

(A) Briefly explain TWO economic developments in the late twentieth century that gave rise to the reactions shown in the two sources.

(B) Briefly explain ONE cultural development in the late twentieth century that gave rise to the reactions shown in the two sources.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
INT-8: Evaluate the United States' economic and cultural influence on Europe and responses to this influence in Europe. **PP-12:** Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Eastern and Western Europe.	Contextualization	4.3 IV C 4.4 III A 4.4 III C

What Good Responses Will Include

(A) A good response would explain <u>two</u> economic developments in the late 20th century that gave rise to the reactions shown in the two sources, such as:

- The fall of the Soviet Union, a process that began in 1989 (source 1), enhanced the global dominance of the United States' economy; the United States was perceived by many Europeans as the leader in the process of globalization (source 2).
- The international monetary institutions established in the postwar era, such as the International Monetary Fund (1944) and the World Bank (1945), laid the foundations for both the EEC (source 1) and the mechanisms that facilitated the rise of a global economy (source 2)
- Both American culture and globalization encouraged rampant consumerism that was destructive of the environment. While source 2 makes a direct reference to the environmental movement (i.e., the woman wears a headdress that resembles the sun and her face painting suggest the oceans, the continents, or artwork of aboriginal peoples), source 1 is also a response to the increased consumption of consumer goods (televisions) that were built according to the principle of planned obsolescence.
- Globalization decreased the control of national governments over the development of their economies, sparking protests both by representatives of the nations affected (source 1) and ordinary people (source 2).

(B) A good response would explain <u>one</u> cultural development in the late 20th century that gave rise to the reactions shown in the two sources, such as:

- Throughout the second half of the 20th century, American popular culture was widely embraced by Europeans, even as cultural elites attempted to stem this process (source 1). Globalization furthered this process of what some called "cultural imperialism" as English became the international lingua franca, as we see in the sign in source 2.
- Globalization was seen as encouraging a homogenization of culture, sparking a drive to preserve the local.

- While young people often resisted globalization, it also gave them a set of common references acquired through television programs (source 1) or the movies, which enabled the creation of international protest movements (source 2).
- In the 1980s and beyond, as questions of immigration fostered a sense among some that traditional national and European values were no longer represented in popular culture (source 1), young Europeans, largely of European background (source 2), protested the impact of globalization.

Section II

Part A: Document-Based Question

For this question, the main historical thinking skill being assessed is **continuity and change over time**; in employing this skill, students will also be using the skill of **causation**. Other document-based questions may focus on other skills. The learning objectives addressed in the example document-based question are from the Individual and Society theme (IS-6, IS-8, and IS-9). Each document-based question will also always assess the historical thinking skills of **argumentation**, **use of evidence**, **contextualization**, and **synthesis**. The directions to students will explain the discrete tasks necessary to score well on this question.

Directions: *The following question is based on the accompanying Documents 1–7. The documents have been edited for the purpose of this exercise. This question is designed to test your ability to apply several historical thinking skills simultaneously, including historical argumentation, use of relevant historical evidence, contextualization, and synthesis. Your response should be based on your analysis of the documents and your knowledge of the topic.*

Write a well-integrated essay that does the following:

- *States an appropriate thesis that directly addresses all parts of the question*
- *Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND your knowledge of European history beyond/outside the documents*
- *Analyzes a majority of the documents in terms of such features as their intended audience, purpose, point of view, format, argument, limitations, and/or social context as appropriate to the argument*
- *Places the argument in the context of broader regional, national, or global processes*

Question 1. Evaluate the extent to which the experience of war altered the lives of European women during the First World War and its immediate aftermath.

Document 1

Source: "Votes for Heroines as well as Heroes," cover illustration, Votes for Women, weekly magazine, November 26, 1915.

[CHIVALRY, looking at British Prime Minister H. H. Asquith]:

"Men and women protect one another in the hour of death.* With the addition of the woman's vote, they would be able to protect one another in life as well."

*A reference to the November 17, 1915, sinking of the British hospital ship Anglia, many of whose female nurses died asking that the wounded soldiers onboard be rescued first.

Document 2

Source: Paul von Hindenburg, Chief of the German General Staff, letter to German Chancellor Bethmann Hollweg, 1916.

It is also my opinion that women's work should not be overestimated. Almost all intellectual work, heavy physical labor, as well as all real manufacturing work will still fall on men—in addition to the entire waging of the war. It would be good if clear, official expression were given to these facts and if a stop were put to women's agitation for parity in all professions, and thereby, of course, for political emancipation. . . . After the war, we will still need the woman as spouse and mother. I thus strongly support those measures, enacted through law, prerogative, material aid, etc., aimed at that effect. In spite of the strong opposition to such measures, it is here that vigorous action needs to be taken in order to extinguish the influence of this female rivalry, which disrupts the family. . . . If I nevertheless urge that the requirement to work be extended to all women who are either unemployed or working in trivial positions, now and for the duration of the war, I do so because, in my opinion, women can be employed in many areas to a still greater degree than previously and men can thereby be freed for other work.

Document 3

Source: Countess de Courson, French author, The French Woman during the War, 1916.

The task of the peasant woman is heavy, and for the past eighteen months they have accomplished it admirably, although perhaps today with a little more lassitude. In 1914, some of the field work was completed by the men before they left for war, by the young soldiers of the class of 1915 . . . who were still there to do their fair share of the work. The summer of 1915 was more difficult to get through; the mourning, the deep anxiety pressed on these peasant women, many of them knowing today that the empty places at the hearth will stay that way forever. Despite the crushing weight of physical and emotional fatigue, they continued, with few exceptions, to face up to the necessities of the war.

Document 4

Source: Madeline Ida Bedford, English middle-class poet writing in the voice of a working-class woman, 1917.

Munition Wages

Earning high wages?
Yes, five pounds* a week.
A woman, too, mind you,
I calls it damn sweet.

You're asking some questions—
But bless you, here goes:
I spends the whole racket
On good times and clothes.

We're all here today, mate,
Tomorrow—perhaps dead,
If Fate tumbles on us
And blows up our shed.

Afraid! Are you kidding?
With money to spend!
Years back I wore tatters,
Now—silk stockings my friend!

Worth while, for tomorrow
If I'm blown to the sky,
I'll have repaid my wages
In death—and pass by.

*British currency

Document 5

Source: Private G. F. Wilby, British frontline soldier, letter to his fiancée, Ethel Baxter, 1918.

Whatever you do, don't go in Munitions [manufacturing] or anything in that line—just fill a Woman's position and remain a woman—don't develop into one of those "things" that are doing men's work, as I told you in one of my letters, long ago. I want to return and find the same loveable little woman that I left behind—not a coarse thing more of a man than a woman—I love you because of your womanly little ways and nature, so don't spoil yourself by carrying on with a man's work—it's not necessary.

Document 6

Source: Maria Botchkareva - Yashka, Russian woman soldier, My Life as Peasant, Officer and Exile, memoir, 1919

The Colonel gave the signal. But the men on my right and to the left of Captain Petrov would not move. They replied to the Colonel's order with questions and expressions of doubts as to the wisdom of advancing.

The cowards!

We decided to advance in order to shame the men, having arrived at the conclusion that they would not let us perish in No Man's Land. . . . Some of my girls were killed outright, many were wounded. . . . We swept forward and overwhelmed the first German line, and then the second . . . our regiment alone captured two thousand prisoners.

Document 7

Source: Women as percentage of the industrial workforce in France, 1911–1926.

Date	1911	1914*	1915	1916	1917	1918	1919	1920	1921	1926
	34.0%	31.9%	40.1%	40.0%	40.4%	40.3%	36.4%	32.0%	31.7%	28.6%

*as of July 1914

Learning Objectives	Key Concepts in the Curriculum Framework
IS-6: Evaluate the causes and consequences of persistent tensions between women's roles and status in the private versus the public sphere.	4.4. II
IS-8: Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.	
IS-9: Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onward.	

What Good Responses Will Include

A good response would draw on six or seven documents (i.e., all or all but one of the documents provided) to present an analysis of each element mentioned in the question: changes and continuities in the social, economic, political, and cultural experiences of women during and immediately after World War I.

Given the thrust of this question, the thesis should focus on the skill of **patterns of continuity and change over time** and should address the experiences of women, as well as attitudes toward women, during and immediately after World War I, giving specific examples of what changed and what stayed the same. It should also give reasons for change in certain areas and continuity in others; in other words, a good response will also address the issue of **causation**.

A good response will focus both on the role of and attitudes toward women over time (IS-6, IS-9) and on the impact of war on civilians (IS-8). While a good essay will focus primarily on World War I and its immediate aftermath, it should also connect this specific experience to longer patterns of continuity and change addressed by the learning objectives. Placing the essay within this larger context is one way in which a student could earn the extra point for synthesis.

Each piece of evidence and each paragraph should make points that support the thesis. A good thesis does not simply restate the question. For this question, a good thesis might look something like, "Although women made gains in employment during the war and were granted the vote in some countries at the end of the war, continuity in cultural attitudes and the loss of jobs after the war meant that women experienced little lasting change as a result of World War I." Another example of a good thesis would be, "Although women's gains during the war were limited and in many cases temporary, women's greater involvement in the public sphere during the war meant that it marked a turning point in the struggle for women's rights." Note that in both of these theses, the student addresses both continuity and change and also places the experience of the war years and their immediate aftermath in a longer context.

The analysis of the documents should provide evidence to support the thesis. While evidence from at least six documents must be included, the essay should incorporate more in-depth analyses of at least four documents (a majority of the seven provided), examining point of view, intended audience, purpose, or any of the other features specified in the directions. A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to craft a convincing argument. For example, since all of the documents address the issue of women's work, a student might begin by talking about what sorts of work women engaged in, from those that departed least from women's traditional role, such as nursing (document 1), to those that were the most dramatic departure, such as fighting in the army (document 6). For most working-class women, however, the ability to work in munitions factories was the most notable change because it offered them higher wages than the traditional sorts of work available to women (document 4). It was also one of the changes in women's experience that was most controversial. Document 4 uses satire to argue that women munitions workers were selfish, caring only about themselves and not the war, and documents 2 and 5 both express the belief that manufacturing work would render women less feminine. These three documents also show that while women were needed for the war effort, their expansion into new areas of employment created unease. This unease helps to explain why, despite the heavy losses France suffered in World War I, the increased participation of women in the workforce during the war was reversed fairly rapidly at war's end; by 1921, women's participation had dipped below the prewar level (document 7).

A good essay would observe that the documents also reflect differences in point of view, audience, format, etc. Document 4, the poem "Munition Wages," written by a middle-class woman, shows that women's war work raised concerns about class as well as gender. Specifically, Bedford is concerned here with the high wages women munitions workers earned and criticizes working-class women for spending that money on frivolous items rather than, presumably, saving it. While it is not specified where this poem was published, it is fair to say that her audience

was other middle-class readers. Documents 1 and 3 were most likely also intended for a primarily middle-class audience, but their intent was quite different. Both documents praise women's work for the war effort. Document 3 lauds French peasant women for taking on the hard work of bringing in the harvest to argue that their sacrifices extend beyond the loss of loved ones; they were also doing their bit to feed the nation. Document 1 uses the example of women nurses aboard the Anglia, who asked that soldiers be saved first, to argue that such heroism should be rewarded with the vote. Both of these documents were part of a larger effort during the war to demonstrate that women were willing and able to contribute to the nation in roles other than that of mother to its future soldiers. However, as seen in document 2, the letter of von Hindenburg, and document 5, a letter from a British soldier, this argument faced strong convictions that manufacturing work rendered women less feminine and perhaps less fit for motherhood — convictions that were shared by those in power and by ordinary men. These beliefs help to explain why women's participation in the workforce declined after the war (document 7). Document 6 also argues for women's ability to do men's work. However, its publication date (1919), just two years after the Bolshevik Revolution, reflects the more radical notions of equality between men and women that were embraced by early Bolshevik leaders. The radicalism of Botchkareva's memoir, with its reference to shaming men by showing them to be cowards, is underscored when it is compared with the British cartoon (document 1) that appeals to masculine chivalry. At the same time, Botchkareva's memoir hints at an experience shared by many women during the war — those for whom the opportunity to work was often accompanied by a new sense of independence and self-confidence that was truly transformative. A good essay will weave crucial observations such as these into the analysis that creates the overall historical argument.

It is also important to consider the role that outside knowledge will play in a good response. Note that the directions mention that a well-integrated essay includes "knowledge of European history beyond/outside the documents." It is outside knowledge that would allow a student to place Botchkareva's memoir (document 6) in the context of the Russian Revolution. Outside knowledge also allows students to follow up on specific references in the documents, such as the campaign for women's rights that preceded the war (document 1) or the severe problems faced by the Russian army in World War I (document 6). Students might also use outside knowledge to provide context and demonstrate continuity and change beyond the time period specified in the question. For example, in reference to the call for the vote for women in document 1, a student might note that while in England women over 30 received the right to vote immediately after World War I, in France, women did not get the vote until 1945. The student might also note that von Hindenburg's fear that manufacturing work rendered women unfit for motherhood (document 2) was widely shared and had prompted earlier protective legislation that prevented women from working in certain industries, such as mining (Mines and Collieries Act of 1842), or working late hours (legislation in England, France, and Germany in the 1890s). Students might also point to the fact that in 1911, 34 percent of the workforce was made up of women (document 7) to argue that while more women worked during the war, new sources of employment had been available for middle-class women since the middle of the 19th century (teaching, nursing) and for working-class women since the last quarter of the century (department stores, clerical work, chemical industries). Students might also note what is not mentioned by any of the documents: that the war increased women's participation in the public

sphere in other ways, such as their active involvement in the pacifist movement. The inclusion of knowledge that extends beyond the documents themselves should strengthen the argument and demonstrate an appreciation for the nuances of historical thinking.

Finally, a good response demonstrates an understanding of the broader context of issues relevant to the question. As mentioned earlier, the longer history of women's work or of the women's suffrage movements are both part of this broader context, as are middle-class criticisms of working-class women as frivolous. Another context is the wider shifts caused by World War I, such as decreased confidence in parliamentary systems, the emergence of a "lost generation," or the severe population losses that hindered economic recovery. The broader crisis caused by the war rendered the debate over women's roles more heated, and women's status often served as a metaphor for the strong yearning for a past that was never to return.

Part B: Long Essay Question

In this section, students will choose between one of two long essay questions. The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill (in this case, **comparison**) but apply it to different time periods and/or topics. Therefore, the question pairing allows students to make a choice concerning which time period and historical perspective they are best prepared to write about.

Questions 1–2: These questions focus on the skill of comparison, asking students to compare either the efforts of governments to address nationalism between 1815 and 1871 and between 1945 and 2000, or the impact of science on European thought between the mid-1500s and the late 1700s and between the mid-1800s to the late 1900s. Each question asks students to think about the role of ideas in European history: nationalism in the first question and a more general "European thought" in the second. The first question focuses on how governments responded to nationalism, while the second focuses on how science altered European thought. In both cases, students will need to compare and contrast the two time periods. Students must also support their thesis in both questions by referring to the historical evidence addressed in class to illustrate the learning objectives associated with each question. Unlike the short-answer questions, the long essay questions require students to have a thesis that they support with relevant examples.

1. Compare the efforts of European governments to address the issue of nationalism in the period from 1815 to 1871 with the efforts of European governments to address the issue of nationalism in the period from 1945 to 2000.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SP-14: Analyze the role of warfare in remaking the political map of Europe and shifting the global balance of power in the 19th and 20th centuries. **SP-17:** Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.	Comparison Argumentation Use of Evidence Synthesis	3.4 I 3.4 II 3.4 III 4.1 IV 4.1 V 4.2 V

What Good Responses Will Include

A good response to this question will be organized around a thesis that compares the major differences and/or similarities between how European governments addressed nationalism in the two periods. In support of this thesis, the response would use examples from both periods. While some students might use examples from each period in every paragraph, organizing the essay thematically, the most common way of structuring this response would involve the student discussing the

first period and the second period sequentially. However, even if the student first discusses the early period and then the late period, the points made for each period must support the overall comparison of the two.

One way of presenting an argument for this essay would be to contrast the two periods. A student might characterize the first period as that of nation building, while arguing that in the second period the nation-state became less relevant. In support of the first part of this argument, the student might say that although at the outset of this period efforts by governments, such as that of Metternich in Austria, sought to extinguish nationalist sentiments, those sentiments did not disappear but were driven underground, surviving in secret societies such as the Italian Carbonari. With the revolutions of 1848, it was clear that nationalism had not only survived but also thrived, as revolutionaries throughout central and southern Europe sought to create new nation-states, modeled after those of France and Great Britain, on the basis of ethnic belonging. Everywhere in Europe, the revolutions of 1848 were eventually defeated; however, in their aftermath, governments recognized that they could no longer ignore nationalist sentiment and that indeed nationalism could be used to their advantage. The period between 1815 and 1871 was thus overall a period of nation building.

To continue this argument contrasting the two periods, a student might characterize the period 1945 to 2000 as one in which the individual nation-state became progressively less important. The excesses of nationalism under fascist regimes, and the desire to mark a break with these regimes (as well as to "forget" the crimes committed during World War II by both states and individuals in the name of the nation) led to the creation of a series of transnational organizations, including the European Coal and Steel Community (1951), the European Economic Community (1957), and the EU (1993). A good response might point out that while the relationship between the individual member states and the EU has at times been a matter of contention, it has gained progressively more influence over individual members, as was seen with the imposition of austerity measures on Greece as a condition of a debt bailout by Eurozone countries in 2012. As the EU gained in both members and in influence, the dangers of nationalism were reinforced by the collapse of the Soviet Union and particularly by war in the former Yugoslavia in the early 1990s. In this response, the student would draw on strong examples from each period to support the argument that the two periods were fundamentally different.

Another good way to answer this question would be to argue for the continuing influence of nationalism in shaping government policy. For the first period, a student might draw on many of the same examples as in the previous response, but in the second period, the focus would be on the uses of nationalism by governments in the post-1945 era. Strong, if troubling, examples would include the ethnic conflicts in the Balkans. But students might also discuss successful campaigns to create post-Soviet nations, such as in Poland or Bulgaria where a rejection of Communist Party rule combined with a strong sentiment of nationalism. In the Russian Federation, President Putin has relied heavily on Russian nationalism to strengthen support for his government. A student might also point out that in the West, tense debates in each member country about joining the EU demonstrate that despite the growth of transnational organizations, nationalism persists. In addition, the student might discuss how there was a resurgence of nationalism with the far-right parties that emerged in the 1980s — parties that have continued to increase their influence in European politics to this day. In a good essay, the response uses strong examples

from each period to show continuity, even while recognizing the stark difference in the overall context between the two periods.

2. Compare the impact of science on European thought in the period from the mid-1500s to the late 1700s with the impact of science on European thought in the period from the mid-1800s to the late 1900s.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women. **OS-5:** Analyze how the development of Renaissance humanism, the printing press, and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe. **OS-7:** Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity, and politics as governed by natural laws. **OS-8:** Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	Comparison Argumentation Use of Evidence Synthesis	1.1 IV 2.3 I 3.6 III 4.3 II

What Good Responses Will Include

A good response to this question will be organized around a thesis that compares the major differences and/or similarities between the impacts of science on European thought in the two periods. In support of this thesis, the response would use examples from both periods. While some students might use examples from each period in every paragraph, organizing the essay thematically, the most common way of structuring this response will be to discuss the first period and the second period sequentially. However, even if a student first discusses the early period and then the late period, the points made for each period must support the overall comparison of the two.

One possible way of organizing this essay would be to contrast the two periods. A student might argue, for example, that while in the first period advances in science led to increasing confidence in the ability of humans to understand and control the natural world, in the second period confidence gave way to doubt and disenchantment with science. In a response such as this, the students might begin by discussing Andreas Vesalius's work on anatomy (1543) that stressed the importance of revising traditional received knowledge about how the body worked (Galen's doctrines) according to what was actually seen when dissecting a human body. The student might then point out that by the mid-16th century, Francis Bacon was arguing for a new way of approaching knowledge that corresponded to the approach taken by Vesalius, namely beginning with what can be concretely

observed and moving from there to more abstract generalizations. John Locke expanded Bacon's method from scientific and philosophical reasoning to a more general argument about how human beings make sense of their environment and argued that human beings do not possess innate knowledge given by God but are rather born as a blank slate, or *tabula rasa*. Locke's ideas suggested that controlling the environment could lead to a different type of person, thus inspiring those who argued for education as a means for progress. The idea that human beings could use their own observations not only to make sense of the world but also to improve it was central to the Enlightenment. From Voltaire to Rousseau, *philosophes* argued that rejecting received knowledge in favor of knowledge of social and political systems attained through direct observation was key to improving the human condition.

Moving into the second period, a student might argue that this same confidence in human ability to change was shared by Auguste Comte, whose doctrine of positivism stressed the importance of taking a scientific approach to the study of society that focused on direct observation. Even Karl Marx, with his criticism of capitalism, believed that a scientific approach was needed to understand how capitalism worked, and that this understanding would lead to progress for the working class. However, while noting that the scientific method continued to be used throughout the 20th century, this essay would argue that confidence that science could bring about progress declined following World War I. Drawing upon examples such as the invention of the atomic bomb and later nuclear power, a student could explain how these weapons led to fears that warfare could destroy the human race and cause irreparable harm to the environment. While advances in pharmaceuticals saved human lives, the unknown long-term side effects of new drugs, as well as the difficulty in finding cures for diseases such as AIDS or cancer, led to a questioning of the extent to which scientists could truly understand and control the world. These concerns gave rise to both formal (the Green Party) and informal movements that were facilitated by other scientific inventions, such as the Internet. In making this argument, a student would not only be comparing

the two periods but would also be challenging what could be seen as an implied periodization, in which a break occurred between the first and second periods, instead arguing that the real contrast in the relationship between science and thought was between the period from the mid-1500s to the end of World War I and between World War I and the present.

Another way of organizing the essay would be to argue that the two periods were part of the same long-term transformation. For example, a student might argue that despite some uncertainty over the impact of science in the second period, an overall comparison of the two periods demonstrates the ever-increasing influence of science in European thought. Many of the same examples given earlier could be used to demonstrate the influence of science, but where the first examples stressed the relationship between science and beliefs concerning the human ability to understand and control the natural environment, this essay might focus on how science shaped human understanding more generally, arguing that differences such as having great confidence in science versus having little confidence in science are less important than the overall trend, which is the growing influence of science on thought. Good examples of groups whose intellectual or cultural work was influenced by science include the Enlightenment *philosophes*, Social Darwinists, and Cubist painters (influenced by Einstein's theory of relativity). This essay might conclude that while in the early period the implications of scientific discoveries were available only to a small educated audience, by the late 20th century, science was shaping both elite and popular understandings of humans and their place in the natural world. In making such a conclusion, the response tempers the emphasis on continuity throughout with a recognition that change has also occurred over this long time period.

Appendix: Scoring Rubrics

AP European History Document-Based Question Rubric

Maximum Possible Points: 7

A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill **(e.g., Comparison)**

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + targeted skill **(e.g., Comparison)**

Analysis of documents (0–3 points)

Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument	**OR**	Offers plausible analysis of BOTH the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument AND at least one of the following for the majority of the documents: ▸ intended audience, ▸ purpose, ▸ historical context, and/or ▸ author's point of view	**OR**	Offers plausible analysis of BOTH the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument AND at least one of the following for all or all but one of the documents: ▸ intended audience, ▸ purpose, ▸ historical context, and/or ▸ author's point of view
1 point		**2 points**		**3 points**

AND/OR

Analysis of outside examples to support thesis/argument (0–1 point)

Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument

1 point

C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes
1 point

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

Appropriately extends or modifies the stated thesis or argument	**OR**	Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument	**OR**	Appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances	**OR**	Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		**1 point**		**1 point**		**1 point**

AP European History Long Essay Rubric

Maximum Possible Points: 6

A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill **(Continuity and change over time, comparison, causation, or periodization)**

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.
1 point

B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence	**OR**	Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument
1 point		**2 points**

C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME		
Describes historical continuity AND change over time	**OR**	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time
1 point		**2 points**
For questions assessing COMPARISON		
Describes similarities AND differences among historical developments	**OR**	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments
1 point		**2 points**

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development	**OR**	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development
1 point		**2 points**

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed	**OR**	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis
1 point		**2 points**

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.						
Appropriately extends or modifies the stated thesis or argument	**OR**	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt	**OR**	The argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	**OR**	Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		**1 point**		**1 point**		**1 point**

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