



# Sonoran Science Academy

## Course Syllabus: AP European History

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### Course Description

AP European History since 1450 is a **college level** course that introduces students to the cultural, economic, political, and social developments that have fundamentally shaped western civilization. Through use of appropriate analytical skills, primary and secondary sources, maps, charts, graphs, statistics, and other visual documents students will "evaluate selective factual knowledge to increase their understanding of the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse" (College Board, 2010).

Students will develop an understanding of the basic concepts and topics introduced, analyze and interpret historical evidence, and improve their abilities to express their understanding of historical events in writing through research papers and timed essays.

This course covers the chronological period beginning with the High Renaissance (c. 1450) through the present. The outline of the periods covered is as follows:

c. 1450 – c. 1815 (French Revolutionary/Napoleonic Era)	50%
c. 1815 – Present	50%
Nineteenth Century	25%
Twentieth Century	25%

### Topic Outline

#### 1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events

- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

## **2. Political and Diplomatic History**

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- The growth and changing forms of nationalism
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

## **3. Social and Economic History**

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes:
  - the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity

## **Objectives**

1. To develop student understanding of cultural, intellectual, political, diplomatic, social, and economic developments that have fundamentally shaped Western Civilization.
2. To improve students ability to critically read primary and secondary sources, including maps, graphs, charts, statistics, and other visual and written documents to construct and evaluate historical interpretations.

3. To enable students to effectively express their understandings orally and in writing through oral presentations, visual and written research projects and timed essays.
4. To develop student skills in time management, organization, debate, presentation, critical reading, and study skills.
5. To prepare students to do well on the AP European History Exam in May.

## Required Books/Resources

- Textbook: Kagan, Donald; Ozment, Steven; Turner, Frank M. *The Western Heritage, Since 1300*, AP Edition, 9<sup>th</sup> Ed. New Jersey: Prentice Hall, 2007.
- Kishlansky, Mark A., Ed. *Sources of the West: Readings in Western Civilization*, 7<sup>th</sup> Ed. 2 vols. New York: Longman, 2008.
- Workbook: *The Princeton Review: Cracking the AP European History Exam*
- Workbook: Kagan/Ozment/Turner. *AP\* Test Prep Series: AP\* European History*, 9<sup>th</sup> Ed. New Jersey: Prentice Hall, 2007.

## Supplemental Resources

- Gregory, Candace. *Documents of Western Civilization, Since 1500*, vol. 2, Canada: Thomson Wadsworth, 2006.
- Mitchell, Helen and Joseph, ed. *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*, Volumes I and II. New York: McGraw Hill; 5<sup>th</sup> ed., 2007.
- Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, eds. *Sources of the Western Tradition*. 2 vols. 7<sup>th</sup> ed. Boston: Houghton Mifflin, 2008.
- Rumsey, Thomas R. *Men and Women of the Renaissance and Reformation, 1300–1600*. Wellesley Hills, Mass.: Independent School Press, 1981.
- Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretation, from the Renaissance to the Present*. 2<sup>nd</sup> ed. Boston: Houghton Mifflin, 1995.
- *World History: 1500 to the 20<sup>th</sup> Century, The Way We Saw It in Illustrations and Art*. From the *History Unfolding Series*. MindSparks: Culver City, CA, 2009. This resource is used to provide frequent practice in analyzing visual documents including, etchings, political cartoons, and other artwork.
- Caliguire, Augustine, ed., et. al. *Advanced Placement European History*, vol. 1 – 3. The Center for Learning: 2006. This resource is used to provide practice in using and creating maps and charts.

## Course Materials

- One notebook with college-ruled paper and folders devoted exclusively to European History
- Black pens (all free response questions must be completed in black or dark blue pen)
- Pencils (all multiple choice questions must be completed in pencil)
- Highlighters

Students should keep the following items in your notebook: syllabus, notes (from readings, lectures, and class discussions), daily assignments, and any items handed out in class. All graded tests and quizzes should be kept for studying for the semester final and AP test to be taken in May. Any student not registering for the AP test will be required to take a cumulative final exam.

## Research Project

- Students will participate in the National History Day Competition by completing a year-long research project in which they must utilize scholarly historical research and primary sources to support a thesis based on the annual theme. This year the theme is ***Rights and Responsibilities in History***. While there is not specific limit to the number of sources used, successful projects will use over 20 sources minimum, of which 2/3 must be primary sources and the remaining 1/3 must be ***scholarly*** secondary sources. Wikipedia and Ask.com are NOT considered scholarly sources. Students will produce an annotated bibliography in MLA format indicating the historical context, purpose and/or intended audience, author's point of view, and type of source or argument and tone. A process paper is also required, which specifies where the student obtained the idea for the topic and how he or she when about researching for the project, including how interviews were conducted (in person, over the phone, etc.).

## Course Policies

### MAKE-UP WORK:

After an ***excused absence*** it is the student's responsibility to contact the teacher to receive any instruction or paperwork that was missed. Students are responsible for making-up assignments, tests or quizzes missed as a result of an excused absence.

Homework assignments, tests, and quizzes are announced at least a week in advance on the homework board and on my website, as a result, students are expected to make-up quizzes and turn in missing assignments on the day they return to school. Tests must be made-up within three days of returning to school. It is the student's responsibility to schedule a time to make up a missing test with the teacher.

In-class assignments missed due to an excused absence may be made up with three days of returning to school. If missing assignments, tests, or quizzes are not made up within the specified time they will receive a zero.

### **HOMEWORK POLICY:**

Students are expected to complete weekly readings in both the textbook and supplementary assignments. Students will complete a detailed outline of the textbook chapter, in addition to, answering assigned questions or preparing a 2 – 3 page précis for the supplemental material.

**No late homework assignments will be accepted.** If you do not have your homework at the beginning of class on the due date, you will receive a zero.

In terms of extended projects and papers, the grade will drop one letter grade for each day the assignment is late. One Day Late – highest grade possible is a B, Two Days Late – highest grade possible is a C, etc. **Late projects and papers will not be accepted after 5 days.**

The teacher will inform students when a project or paper that follows this policy is being assigned and will remind them of the grading policy.

Tutoring is offered after school *by appointment* on Mondays or Wednesdays from 3:15 – 4:15.

### **HONOR CODE:**

I expect every student to conduct themselves honorably. I WILL NOT TOLERATE CHEATING, LYING, STEALING OR PLAGIARIZING!

**Cheating** is attempting to receive academic credit or helping someone else receive credit for work that was not personally done or for knowledge not personally mastered.

Cheating occurs not only when you receive an answer but also when you give an answer. Cheating also occurs when you copy someone else's homework or allow someone else to copy your homework. Examples of cheating include, but are not limited to: deception; the use of talking, signs, or gestures during a quiz or test; copying from another student or allowing another student to copy an individual assignment; passing test or quiz information during a class period or from one class period to members of another class period; submission of pre-written writing assignments at times when such assignments are supposed to be written in class; illegally exceeding the time limits on timed tests, quizzes, or assignments; unauthorized use of study aids, notes, books, data, or other information; computer fraud; sabotaging the projects the projects or experiments of other students.

**Plagiarism** occurs not only when you turn in someone else's work as your own but also when you turn in a previous assignment done by you for a current assignment. It occurs when you use the ideas or someone else and do not give them credit. Examples include: having a parent or another person write an essay or do a project that is then submitted as your own work; failing to use proper documentation and bibliography. **Please be aware that it is not acceptable to use quote large portions (i.e. two or more paragraphs) of another's work, even if properly cited.**

**Penalties:**

THE PENALTY FOR CHEATING OR PLAGIARIZING IS A ZERO FOR THAT ASSIGNMENT OR TEST THAT CANNOT BE DROPPED OR REPLACED, A PHONE CALL TO YOUR PARENT OR GUARDIAN, AND A DISCIPLINE NOTICE SENT TO THE PRINCIPAL.

The purpose of this Honor Code is to communicate with you so that you have a clear understanding of when cheating, plagiarism, lying, stealing occurs and the resulting harsh penalty. If you neither cheat, nor give the appearance of cheating there will be no penalty. Because the circumstances under which cheating, plagiarizing, lying and stealing occurs are clearly spelled out, I do not expect to see any such situations, however, in the unhappy event that such an occurrence arises, there will be no exceptions to enforcing the stated penalty. THE PRESUMPTION IS THAT YOU ARE HONORABLE AND ETHICAL AND WOULD NEVER KNOWINGLY CHEAT.

**Grading:**

**Grading scale**

<b>98-100%</b>	<b>A+</b>
<b>90-97%</b>	<b>A</b>
<b>88-89%</b>	<b>B+</b>
<b>80-87%</b>	<b>B</b>
<b>78-79%</b>	<b>C+</b>
<b>70-77%</b>	<b>C</b>
<b>65-69%</b>	<b>D</b>
<b>Below 65%</b>	<b>F</b>

**Course Schedule:**

**Semester 1**

<b>UNIT 1 – End of Feudalism, Renaissance and Reformation</b>	<b>5 weeks</b>
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Essential Questions

1. Describe the attributes of feudalism, including: the place of agriculture and guilds; the relationships between kings, nobles, knights, and serfs/peasants; relationships between kings, popes, and cardinals.
2. What were the social and economic characteristics of the Renaissance?
3. Compare and contrast the manifestations of the Renaissance in the south versus the north.

4. How do the concepts of individualism and humanism relate to one another?
5. Why does the Renaissance begin in Italy first? Explain your answer
6. Describe the major advances in art, architecture, literature, and science.
7. In what ways was the Renaissance more secular?
8. What was new and what was “reborn” in the Renaissance?
9. What were the causes of the Reformation (especially religious and political)?
10. What was the English Reformation? What were the reasons it began?
11. What were the political and religious consequences of the Reformation?
12. What were the doctrines of Martin Luther and John Calvin? How did they compare to each other and to the doctrines of the Roman Catholic Church?
13. How was the Catholic Reformation a response to the Protestant Reformation and what was the purpose of the Council of Trent? Was it successful? Why or why not?
14. What was the Peace of Augsburg?
15. What were the causes and effects of the Thirty Years War (include diplomatic, social, economic, and cultural)?
16. How important was religion as a cause of the Thirty Years War?
17. Describe the stages of the Thirty Years War?
18. What role did Cardinal Richelieu play in the balance of power between the royal families of Hapsburgs and Bourbons?
19. What was *Politiques* and what role did it play in the French Wars of Religion?
20. Describe the progress and resolution of the French Wars of Religion (include the roles of Catherine de Medici, St. Bartholomew’s Day, Coligny, Henry IV, and the Edict of Nantes).
21. What was the Peace of Westphalia?

**Week 1 – The Late Middle Ages: Social and Political Breakdown (1300-1453)**

Introduction to the Course: What is the goal of European History?

Video: *The History of Western Art: Gothic Art*

Optional Video: “The Middle Ages” from *Just the Facts Learning Series* – OR –  
*History’s Worst Jobs: The Middle Ages*

BELL WORK: *History Unfolding: The High Middle Ages – The Universal Church & Europe and the World Beyond*

HOMEWORK:

Textbook	Kagan: Chapter 9, "The Late Middle Ages"
Mon.	<i>The Feudal Order</i> Illustrations 1, 2A, 2B, & 3 and answer the questions. Princeton Review: chapter 1 Return signed syllabus page
Tues.	<i>AP European History 1: Lesson 1</i> Map Activity; complete the political, religious, and historical maps of Europe and answer the questions.
Wed.	<i>AP European History 1: Lesson 3</i> Medieval Warfare "Medieval Weapons" – answer the questions; "The Battle of Crécy: Primary vs. Secondary Sources" - evaluate the two primary sources in parts A and B, write a half page précis (summary or abstract) summarizing the information provided in these documents, then read the documents in part C and write a half page précis evaluating the accuracy of the two fictional accounts.
Thurs.	Gothic Art: The painted crypt of San Isidoro at León, Spain ; Catalan fresco, now in Museu Nacional d'Art de Catalunya; Pórtico da Gloria, Santiago Cathedral; The Three Magi from the St. Albans Psalter, English, 12th century; Master of Pedret, <i>The Virgin and Child in Majesty and the Adoration of the Magi</i> , apse fresco, Spain, c. 1100, now The Cloisters; The Western (Royal) Portal at Chartres Cathedral (ca. 1145); Adoration of the Magi from Strasbourg Cathedral; Untitled Gothic sculpture, late 15th century; Ceiling in the Cathedral in Celje 14th century (Slovenia) – write a 2 – 3 page precise comparing the Romanesque and Gothic styles.
Fri.	Princeton Review: chapters 2 & 3

## Week 2 – The Renaissance

Classroom Game: *The Renaissance*

Video: *The History of Western Art: Renaissance*

Optional Videos: *Engineering an Empire: Da Vinci's World* – OR – *Leonardo Da Vinci: Renaissance*

*Master* (Edited to remove inappropriate content) – OR - *History's Worst Jobs: The Tutors*

BELL WORK: *History Unfolding: The High Middle Ages – Beyond Lord and Vassal*

*History Unfolding: The European Renaissance*

*AP European History 1: Lesson 4, The Renaissance: New Directions* – Analyze the artwork and determine themes portrayed and how these illustrate the ideals of the Renaissance.

HOMEWORK:

Textbook	Kagan: Chapter 10, "Renaissance and Discovery"
Mon.	Perry: chapter 1 introduction, pp. 2-3; examine <i>Triumph of Galetea</i> , Raphael, p.1 Rumsey: "Professor Burckhardt and the Renaissance" – write a one page précis



Tues.	Kishlansky: "Desiderius Erasmus, <i>In Praise of Folly</i> (1509)"; "Sir Thomas More, <i>Utopia</i> (1516)" – answer all questions for both readings. Perry: "Niccolò Machiavelli, <i>The Prince</i> " – questions 1-3
Wed.	Perry: "Petrarch: The Father of Humanism" and "Leonardo Bruni: Study of Greek Literature and a Humanist Educational Program" – questions 1-4; "Pico della Mirandola <i>Oration on the Dignity of Man</i> " – questions 1-2
Thurs.	Renaissance Art: Florence Cathedral dome by Filippo Brunelleschi; <i>The Virgin and Child with St. Anne</i> , (c. 1510), <i>Mona Lisa</i> , <i>The Last Supper</i> , <i>The Vitruvian Man</i> (c. 1485) <i>Accademia, Venice</i> , and selected invention sketches, Leonardo da Vinci; <i>Pietà</i> , <i>David</i> , <i>The Last Judgment</i> , Dome of St. Peter's Basilica, and <i>The Libyan Sybil</i> , Sistine Chapel, Michelangelo; <i>The School of Athens</i> , <i>Madonna and Child</i> , and <i>The Wedding of the Virgin</i> , Raphael; <i>The Rape of Europa</i> (1562), Rubens; Giorgione's <i>The Tempest</i> (c. 1508), <i>The Allendale Nativity/Adoration of the Shepherds</i> c. 1505, <i>Three Philosophers</i> ; <i>St. Christopher</i> , engraving (1521), <i>The Cannon</i> (1518), Albrecht Dürer; <i>Portrait of Henry VIII</i> , (c. 1536), <i>Portrait of Edward VI as a Child</i> , (c. 1538), <i>Lais of Corinth</i> , (1526), Hans Holbein
Fri.	<i>Taking Sides</i> , Vol. 1 – Issue 11, "Did Women Benefit from the Renaissance?" write a two to three page essay evaluating the arguments presented. Princeton Review: Chapters 4-5

### Week 3 – Renaissance and Discovery (1375-1527)

Classroom Game: *The Renaissance*

Optional Video: "The Age of Discovery" from *Just the Facts Learning Series*

BELL WORK: *History Unfolding: The European Renaissance*

*AP European History 1: Lesson 8, Age of Discovery*

HOMEWORK:

Textbook	Kagan: Chapter 10, "Renaissance and Discovery"
Mon.	Gregory: " <i>Court of the Great Khan, Marco Polo</i> " – questions 1-3
Tues.	Gregory: " <i>Aztec Account of the Spanish Conquest</i> " – questions 1-3
Wed.	Gregory: " <i>Jesuit Missionary in China, Matteo Ricci</i> " – questions 1-3
Thurs.	Gregory: " <i>Capture and Enslavement, Olaudah Equiano</i> " – questions 1-3 and answer questions 1-3 on p. 241 <i>AP European History 1: Lesson 7, "Two Great Nations Clash: The Spanish Armada"</i> – Read the first set of selections and summarize the main ideas of each, then read the second set of selections and summarize the main ideas in each document. Finally, write a half page précis evaluating the approach of Elizabeth I to the threats presented by Spain.
Fri.	<b>Quiz on chapters 9 and 10 – multiple choice</b>

Princeton Review: Chapters 4-5
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**Week 4 – The Reformation**BELL WORK: *History Unfolding*: The Reformation – “The Troubled Church”*AP European History 1*: Lesson 9, The Lutheran Revolt: A Move Toward the Unknown

HOMEWORK:

Textbook	Kagan: Chapter 11, “The Age of Reformation”
Mon.	Perry: Martin Luther: <i>On Papal Power, Justification by Faith, The Interpretation of the Bible, and The Nature of the Clergy</i> – questions 1-2
Tues.	Gregory: “Sixty-Seven Articles, Ulrich Zwingli” – questions 1-3 Kishlansky: “John Calvin, <i>Institutes of Christian Religion</i> (1534) and <i>Catechism</i> (ca. 1540)” – questions 1-8
Wed.	Gregory: “ <i>Rapture of the Soul, Teresa of Avila</i> ” – questions 1-3
Thurs.	Perry: “Canons and Decrees of the Council of Trent” and “Saint Ignatius Loyola, <i>The Spiritual Exercises</i> ” – answer questions 1-4 for both.
Fri.	AP European History 1: Lesson 11, Handout 21 – Read documents (including the charts), annotate or summarize the main points made in each, complete parts B and C.

**Week 5 – Wars of Religion**Video: *Elizabeth I*BELL WORK: *History Unfolding*: The Reformation – “Martin Luther’s Revolt” and “The Spreading Spirit of Protest”*AP European History 1*: Lesson 13, The Thirty Years’ War

HOMEWORK:

Textbook	Kagan: Chapter 12, “The Age of Religious Wars”
Mon.	Gregory: “ <i>Malleus Maleficarum</i> ” – questions 1-3 Kishlansky: “Henry IV, <i>The Edict of Nantes</i> (1598)” – questions 1-5
Tues.	Kishlansky: “Cardinal Richelieu, <i>The Political Testament</i> (1638)” – questions 1-5 Kishlansky: “Hans Von Grimmelshausen, <i>Simplicissimus</i> (1669)” – questions 1-5
Wed.	<i>Taking Sides, Vol. 1</i> – Issue 19, “Was Gender a Major Issue in Queen Elizabeth I of England’s reign?” and write a two to three page essay examining the arguments provided. Princeton Review: Chapter 7 – review for unit exam
Thurs.	<b>Quiz on chapters 11 and 12 – multiple choice questions</b>
Fri.	<b>Unit 1 Exam – Two Free Response questions</b>

**Friday, August 30, 2013 – NHD Topic due**

<b>UNIT 2 – Age of Absolutism and Constitutionalism</b>
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4 weeks
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Essential Questions

1. Describe the political, economic, and technological causes that allowed for the exploration of the New World.
2. Describe the major characteristics of the Spanish Golden Age (include art, architecture, literature).
3. What led to the Commercial Revolution of the Seventeenth and Eighteenth Centuries? What roles did the increased supply of bullion and mercantilism play?
4. What were the causes and effects of the Netherlands Revolt?
5. What political, social, and economic problems did James I and Charles I cause?
6. Describe the role Oliver Cromwell played in the English Civil War?
7. What domestic and foreign policies led to the restoration of the Stuarts?
8. What was the Glorious Revolution?
9. Describe the changes in religious toleration in England throughout the period.
10. What led to the development of a constitutional monarchy in England?
11. What is the definition of Absolutism? Give examples from the reign of Louis XIV.
12. Describe Louis XIV's domestic policy. What social and economic problems arose as a result?
13. What wars did Louis XIV fight and what were the effects on France?
14. What was the War of Spanish Succession and what was the role of William III? What concessions were made in the Treaty of Utrecht?
15. Describe the Pragmatic Sanction and the effect it had on the Hapsburg Empire.
16. What led Russia to join the European political arena? What were the effects on Russia?
17. How did Peter the Great Westernize Russia? What reforms did he mandate?
18. Describe the causes that led to the end of the Ottoman expansion.

**Week 6 – Constitutional Crisis and Settlement: English Political Evolution**

Video: *World's Worst Jobs: The Stuarts*

BELL WORK: *History Unfolding: The Reformation – “Church and State After the Reformation”*

*AP European History 1: Lesson 12, The Commercial Revolution (Friday)*

ACTIVITY: *AP European History 1: Lesson 19, The Glorious Revolution (requires computers for research)*

*AP European History 1: Lesson 20, The Aristocracy Plays at War, Handout 34 (assign one war per student – requires computers for research)*

HOMEWORK:

Textbook	Kagan: Chapter 13, “European State Consolidation in the Seventeenth and Eighteenth Centuries”
Mon.	NO SCHOOL
Tues.	Kishlansky: “James I, <i>True Law of a Free Monarchy</i> (1598)” – questions 1-5 and “Philippe Duplessis-Mornay, <i>A Defense of Liberty Against Tyrants</i> (1579) – answer questions 1-5
Wed.	Kishlansky: “Sir William Clarke, <i>The Putney Debates</i> (1647)” – questions 1-4
Thurs.	Gregory: “Cromwell's Speech Before Parliament” – questions 1-3 Sherman: “Conrad Russell, <i>The Causes of the English Civil War</i> ” – Write a half page précis
Fri.	

**Week 7 – Absolutism in France, Russia, Prussia and the Fall of Three Empires: Holy Roman, Poland, and Ottoman**

Video: *The History of Western Art: Baroque*

BELL WORK: *AP European History I: Lesson 18, The Russian Greats: Peter and Catherine (Mon. – Wed.)*

*AP European History I: Lesson 21, The Ottoman Empire “Mapping the Ottoman Empire” and “Masters of the World” (Thurs. – Fri.)*

HOMEWORK:

Textbook	Kagan: Chapter 13, “European State Consolidation in the Seventeenth and Eighteenth Centuries”
Mon.	Kishlansky: “Thomas Hobbes, <i>Leviathan</i> (1651)” – questions 1-5
Tues.	Kishlansky: “John Locke, <i>Second Treatise of Government</i> (1689)” – questions 1-5 and “The English Declaration of Rights” and “The English Bill of Rights (1689) – answer questions 1-4 for both
Wed.	Kishlansky: “Duc De Saint-Simon, <i>Memoirs</i> (1694-1723)” – answer questions 1-5
Thurs.	Baroque Art: <i>Adoration</i> , by Peter Paul Rubens; <i>Aeneas flees burning Troy</i> , Federico Barocci, 1598; <i>Still-life</i> , by Josefa de Óbidos, c.1679; Trevi Fountain in Rome; Bernini's <i>Ecstasy of St. Teresa</i> ; “Portrait of several musicians and artists” by François Puget; <i>The</i>

	<i>Coronation of the Virgin, Annibale Carracci; The Abduction of the Sabine Women, Nicolas Poussin; Saint John the Baptist Preaching, (ca. 1650) Mattia Preti; Rubens, His Wife Helena Fourment (1614–1673), and Their Son Peter Paul (born 1637), mid- to late 1630s, Peter Paul Rubens</i>
Fri.	Princeton Review: Chapter 8

### Week 8 – Society and Economy Under the Old Regime in the 18<sup>th</sup> Century

BELL WORK: *AP European History 1*: Lesson 20, The Aristocracy Plays at War, Handout 35 (Mon.)

*AP European History I*: Lesson 17, Lord Have Mercy upon Us: The Great Plague of 1665 (Tues. – Fri.) – Includes charts containing statistical data, personal, eyewitness accounts, and expert analysis.

HOMEWORK:

Textbook	Kagan: Chapter 15, "Society and Economy Under the Old Regime in the Eighteenth Century"
Mon.	Sherman: "Political Testament, <i>Frederick the Great</i> ," "The Complete English Tradesman, <i>Daniel Defoe</i> ," "The Slave Trade, <i>Anonymous</i> ."
Tues.	Sherman: "Letter to Lady R., 1716: Women and the Aristocracy, <i>Lady Mary Wortley Montagu</i> ," "Women of the Third Estate"; visual sources "Happy Accidents of the Swing, <i>Jean-Honoré Fragonard</i> ," "Act of Humanity, <i>Jean Defraigne</i> ," "The Battle of Fontenoy, <i>C. C. P. Lawson</i> "; chart "The Atlantic Slave Trade."
Wed.	Sherman: Secondary sources "Slavery – White, Black, Muslim, Christian, <i>David Brion Davis</i> ," "The Ancient Régime: Ideals and Realities, <i>John Roberts</i> ," "The Resurgent Aristocracy, <i>Leonard Krieger</i> ."
Thurs.	Sherman: Secondary sources "Lords and Peasants, <i>Jerome Blum</i> ," "Women's Work in Preindustrial Europe, <i>Mary E. Wiesner</i> ," answer questions 1 – 4.
Fri.	Princeton Review: Chapter 8

**Friday, September 27, 2013 – NHD preliminary bibliography due**

### Week 9 – Practice AP Test

BELL WORK: *none*.

HOMEWORK:

Textbook	
Mon.	<b>Midterm Exam - DBQ Essay</b>
Tues.	<b>Midterm Exam – 2 free response essay questions</b>
Wed.	<b>Midterm Exam – Multiple Choice section</b>
Thurs.	NO SCHOOL

Fri.	NO SCHOOL
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<b>UNIT 3 – New Directions in Society, Science, and Philosophy through the 18<sup>th</sup> Century</b>	4 weeks
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### Essential Questions

1. What were the causes of the Scientific Revolution?
2. What was revolutionary about the Scientific Revolution?
3. Describe the political, military, economic and religious implications of the Scientific Revolution?
4. Discuss several of the important scientists and how their ideas impacted people's view of the universe during this period.
5. Compare and contrast the ideas of Hobbes, Locke, and Rousseau.
6. What were the causes and effects of the partitions of Poland? What led to the rise of Prussia?
7. Describe the multi-national character of Hapsburg land and the problems this caused?
8. Describe the special economic and social characteristics of Eastern Europe.
9. What were English and French domestic and foreign policies after Utrecht?
10. What were the causes and effects of the Seven Years War?
11. Describe the evolution of the World Economy in the 18<sup>th</sup> Century.
12. Define the Enlightenment/Age of Reason. What were some of the major characteristics?
13. What economic and democratic changes occurred in the 18<sup>th</sup> century?
14. Who were the philosophers and what did they teach?
15. How did the new ideas of the enlightenment influence political and social theory?
16. What was Deism?
17. What new economic theories developed and how did they lead to the end of mercantilism? Define *laissez-faire*. Who was Adam Smith and what did he teach?
18. Compare and contrast the foreign and domestic policies of Catherine the Great, Frederick the Great, Maria Theresa, Joseph II, Louis XV and Louis XVI. Which were considered *Enlightened Depots* and which were not? Why?

**Week 10 – The Scientific Revolution**

Video: "The Scientific Revolution, parts 1 & 2" from *Just the Facts Learning Series*

BELL WORK: *History Unfolding: Science and the Universe* (Mon., Tues., Thurs.)

*AP European History I: Lesson 22, The Scientific Revolution: The Search for Meaning, Handout 39, Conflicting Views* (Wed.)

HOMEWORK:

Textbook	Kagan: Chapter 14, "New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries"
Mon.	Gregory: "Copernican Theory" – questions 1-3 Perry: "Cardinal Bellarmine, Attack on the Copernican Theory" – question 1; "Galileo Galilei, <i>The Starry Messenger</i> " – questions 1-2; "Galileo Galilei, Letter to the Grand Duchess Christina and <i>Dialogue Concerning the Two Chief World Systems – Ptolemaic and Copernican</i> " and "Galileo Before the Inquisition" – questions 1-4
Tues.	Perry: "Francis Bacon, Attack on Authority and Advocacy of Experimental Science" – questions 1-2; "William Harvey, <i>The Motion of the Heart and Blood in Animals</i> " – questions 1-4 Gregory: "Observations Upon Experimental Philosophy, Margaret Cavendish" – questions 1-3
Wed.	Perry: "René Descartes, <i>Discourse on Method</i> " – questions 1-3; "Isaac Newton, <i>Principia Mathematica</i> " – questions 1-4
Thurs.	
Fri.	<b>Chapter 14 quiz – multiple choice</b>

Fall Break

**Week 11- Reactions to Europe's Economic Policies**

BELL WORK: *History Unfolding: Science, Man, and Society*

*AP European History I: Lesson 24, The Global Economy: The Marriage of Politics and Economics, Handout 42 – annotate & summarize article for discussion.*

HOMEWORK:

Textbook	Kagan: Chapter 16, "The Transatlantic Economy, Trade Wars, and Colonial Rebellion"
Mon.	Kishlansky: "Thomas Mun, <i>England's Treasure by Foreign Trade</i> (1664) – questions 1-5
Tues.	Kishlansky: "Adam Smith, <i>The Wealth of Nations</i> (1776) – questions 1-5
Wed.	Kishlansky: "Captain James Cook, <i>Journals</i> (1769)" and "Joseph Crassons De Medeuil, <i>Notes on the French Slave Trade</i> (1784-1785) – answer questions 1-4 for both
Thurs.	Kishlansky: "Thomas Jefferson, <i>The Declaration of Independence</i> (1776) – answer

	questions 1-4
Fri.	<b>Chapter 14 &amp; 16 quiz – multiple choice</b>

**Week 12 – The Enlightenment**

BELL WORK: *History Unfolding*: Philosophers and Kings

*AP European History I*: Lesson 23. The Enlightenment, Handout 40

HOMEWORK:

Textbook	Kagan: Chapter 17, "The Age of Enlightenment: Eighteenth-Century Thought"
Mon.	Kishlansky: "Voltaire, <i>Candide</i> (1759)" – questions 1-5
Tues.	Kishlansky: "Jean-Jacques Rousseau, <i>The Social Contract</i> " – questions 1-5 and "Montesquieu, <i>Spirit of the Laws</i> (1748)" – questions 1-6
Wed.	Kishlansky: "Cesare Beccaria, <i>On Crimes and Punishments</i> (1764)" and – questions 1-5 for each
Thurs.	
Fri.	

**Friday, October 25, 2013 – NHD Thesis Statement due**

**Week 13 – Enlightened Absolutism**

Video: *The History of Western Art: Rococo and Neo-Classicism*

BELL WORK: *History Unfolding*: Russia's Revolution, Russia Before the Revolution – Illustrations 1, 2, and 3

*AP European History I*: Lesson 25, Contrasting Worlds: Western and Eastern Europe

HOMEWORK:

Textbook	Kagan: Chapter 17, "The Age of Enlightenment: Eighteenth-Century Thought"
Mon.	Kishlansky: "Catherine the Great, <i>Memoirs</i> (ca. 1755)", "Maria Theresa, <i>Testament</i> (1749-1750)", and "Viscount Bolingbroke, <i>The Idea of a Patriot King</i> (1749)" – answer all questions for each article.
Tues.	Rococo and Neo-Classic Art: The Rococo Basilica at Ottobeuren (Bavaria); <i>Pair of lovers</i> group of Nymphenburg porcelain, c. 1760, modeled by Franz Anton Bustelli; François Boucher, <i>Le Déjeuner</i> ; Rococo mirror and stuccowork in Schloss Ludwigsburg; A Rococo interior in Gatchina; Antoine Watteau, <i>Pilgrimage on the Isle of Cythera</i> (1717, Louvre); Jean-Baptiste van Loo, <i>The Triumph of Galatea</i> , (1720); Jean François de Troy, <i>A Reading of Molière</i> , (1728); Francis Hayman, <i>Dancing Milkmaids</i> , (1735); François Boucher <i>Portrait of the Marquise de Pompadour</i> , (1756); Jean-Honoré Fragonard <i>The Meeting (Part of the Progress of Love series)</i> , (1771) and <i>The Swing</i> , (1767); Francois Boucher, <i>The Toilet of Venus</i> , (1751); William Hogarth,



	<i>Marriage à-la-mode, Shortly After the Marriage</i> (scene two of six); Thomas Gainsborough's <i>The Blue Boy</i> (1770); Sir Joshua Reynolds, "Robert Clive and his family with an Indian maid", (1765); Jacques-Louis David, <i>Oath of the Horatii</i> (1784), <i>The Death of Socrates</i> (1787), <i>The Lictors Bring to Brutus the Bodies of His Sons</i> (1789), and <i>The Death of Marat</i> (1793)
Wed.	
Thurs.	Princeton Review: Chapter 9
Fri.	<b>Chapter 17 quiz – multiple choice quiz</b>

## UNIT EXAM

**UNIT 4 – French Revolution and the Age of Napoleon**

4 weeks

Essential Questions

1. What were the distant, intermediate, and immediate causes (social, economic, and political) of the French Revolution?
2. Describe French society before the Revolution.
3. Describe the stages of the French Revolution: which entities controlled the government and what were the major characteristics of the period?
4. Describe the major legislation produced during each period
5. What was the role of the Committee on Public Safety? What characterized the Reign of Terror?
6. What were the enduring consequences of the Revolution?
7. What were the causes and consequences of the rise of Napoleon?
8. Describe Napoleon's foreign and domestic policy.
9. What factors lead to the birth of Nationalism?
10. What resulted from the Congress of Vienna?
11. Describe the Romantic art movement (include examples of specific art and artists).

**Week 14 – The French Revolution Begins**Classroom Simulation: *The French Revolution*Video: *The French Revolution*

BELL WORK: *History Unfolding: The Approaching Revolution* – Illustrations 1, 2, and 3

The French Revolution Focus Questions

HOMEWORK:

Textbook	Kagan: Chapter 18, "The French Revolution"
Mon.	Kishlansky: "Marquis de Condorcet, <i>The Progress of the Human Mind</i> (1793) – answer questions 1-5 for each.
Tues.	
Wed.	
Thurs.	<b>Unit 3 Exam – 2 free response questions</b>
Fri.	NO SCHOOL

**Week 15 – The French Revolution Begins (cont.)**

BELL WORK: *AP European History I: Lesson 29, The French Revolution: Changing Images of the King*, Images 1 & 2  
(Mon – Tues)

*History Unfolding: The Overthrow of the Old Order* – Illustrations 1, 2, and 3 (Wed – Fri)

HOMEWORK:

Textbook	Kagan: Chapter 18, "The French Revolution"
Mon.	Kishlansky: "Abbé de Sieyès, <i>What Is the Third Estate?</i> (1789)" " <i>The Declaration of the Rights of Man</i> (1789)" and "Olympe De Gouges, <i>The Declaration of the Rights of Woman</i> (1791) – questions 1-6 Gregory: "Women's March on Versailles" – questions 1-3
Tues.	Read <i>The French Revolution</i> , Part 3 (pp. 36 – 50) and complete the advanced study guide, part III, and the graphic organizer.
Wed.	Kishlansky: "Edmund Burke, <i>Reflections on the Revolution in France</i> (1790) – questions 1-5
Thurs.	Perry: "Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> ", "Society of the Friends of Blacks, <i>Address to the National Assembly in Favor of the Abolition of the Slave Trade</i> ", " <i>Petition of the Jews of Paris, Alsace, and Lorraine to the National Assembly, January 28, 1790</i> " – questions 1-6
Fri.	Perry: "Maximilien Robespierre, <i>Republic of Virtue</i> " – questions 1-4 and "General Louis de Lignières Turreau, <i>Uprising in the Vendée</i> " – questions 1-4

**Week 16 – The National Assembly**

Video: *The History of Western Art: Romanticism*

Optional Video: *Engineering an Empire: Napoleon: Steel Monster*

BELL WORK: *History Unfolding*: Terror and the Reaction – Illustrations 1, 2, and 3

HOMEWORK:

Textbook	
Mon.	<i>Taking Issues, Vol. 2 – Issue 2, “Was the French Revolution Worth Its Human Costs?”</i> Write a 2 page essay evaluating the arguments presented.
Tues.	<b>Quiz on chapter 18 – multiple choice</b>
Wed.	<b>Practice DBQ Essay on development of art from the end of the Middle Ages through the Romantic Period</b>
Thurs.	NO SCHOOL
Fri.	NO SCHOOL

**Friday, November 22, 2013 – NHD rough draft and bibliography due**

### Week 17 – The Age of Napoleon

Debate: How effective was Napoleon?

BELL WORK: *History Unfolding*: France Under Napoleon – Illustrations 1, 2, and 3 (Mon – Wed)

*AP European History I*: Lesson 31, Napoleon: The Legacy of the Legend – Handout 50, part B (Thurs)

HOMEWORK:

Textbook	Kagan: Chapter 19, “The Age of Napoleon and the Triumph of Romanticism”
Mon.	Perry: “Napoleon Bonaparte Leader, General, Tyrant, Reformer” – questions 1-4 Sherman: “Joseph Fouché, Memoirs: Napoleon’s Secret Police”
Tues.	Sherman: “Louis Bergeron, France Under Napoleon: Napoleon as Enlightened Despot”; “Martyn Lyons, Napoleon Bonaparte and the Legacy of the French Revolution”; “Bonnie G. Smith, Women and the Napoleonic Code”; “Hajo Holborn, The Congress of Vienna” – write a half page précis on each article – due Thursday.
Wed.	<i>Taking Issues, Vol. 2 – Issue 3, “Does Napoleon Bonaparte Deserve His Historical Reputation as a Great General?”</i> Write a two to three page essay evaluating the arguments presented.
Thurs.	
Fri.	<b>Chapter 19 quiz – multiple choice</b>

### Week 18 – Reactions to Napoleon’s Rule and Romanticism

Waterloo Review Game

BELL WORK: *AP European History I*: Lesson 32, The Art of Diplomacy (Mon – Thurs)

## HOMEWORK:

Textbook	Kagan: Chapter 20, "The Conservative Order and the Challenges of Reform (1815 – 1832)"
Mon.	Perry: "William Wordsworth, <i>Tables Turned</i> ", "William Blake, <i>Milton</i> " and "Bettina Brentano von Arnim, Beethoven" – questions 1 – 5 and "John Stuart Mill, <i>On Liberty</i> " – questions 1 - 3 Gregory: " <i>Principals of Utility</i> , Jeremy Bentham" and " <i>Sorrows of Young Werther</i> , Goethe" – questions 1 – 3 for each <b>and the 3 questions on p. 355 for discussion on Friday</b>
Tues.	Romantic Art: Antoine-Jean Gros, <i>Lieutenant Charles Legrand</i> - (c . 1810) and Portrait of Christine Boyer, c. 1800; Théodore Géricault, <i>The Charging Chasseur</i> , 1812; Eugène Delacroix, <i>Liberty Leading the People</i> (1830), <i>Greece on the Ruins of Missolonghi</i> (1826), <i>The Women of Algiers</i> , (1834); Francisco Goya, <i>La cometa</i> , (1777–1778), <i>The Milkmaid of Bordeaux</i> , (1825–27), portrait is of his wife Josefa Bayeu or of Leocadia Weiss (1805); John Constable, <i>Wivenhoe Park</i> (1816), <i>Salisbury Cathedral from the Bishop's Grounds</i> (c. 1825); Joseph Mallord William Turner, <i>The shipwreck of the Minotaur</i> , oil on canvas, <i>Chichester Canal</i> (1815), <i>The Fighting Temeraire tugged to her last berth to be broken up</i> , (1839); Caspar David Friedrich, <i>Wanderer above the Sea of Fog</i> (1818), <i>Chalk Cliffs on Rügen</i> , (1818), <i>Man and Woman Contemplating the Moon</i> (1830–35).
Wed.	
Thurs.	Princeton Review: chapter 10
Fri.	Review for Semester Exam.

**Week 19 – Final Exam** (Practice AP Exam)

Textbook	
Mon.	<b>Practice AP Test – Multiple Choice Section</b>
Tues.	<b>Practice AP Test – DBQ Essay</b>
Wed.	<b>Practice AP Test – Free Response Questions, Parts B &amp; C</b>
Thurs.	
Fri.	

## WINTER BREAK

**Semester 2**

**UNIT 5 – The Industrial Revolution and Aftermath to 1873**

5 weeks

Essential Questions

1. What were the causes of the Industrial Revolution and how did it develop?
2. Discuss several important inventors and describe how their inventions impacted the society.
3. Describe the development of Capitalism. What are the major assumptions of a capitalistic system?
4. Who were Riccardo and Malthus? Why are they important?
5. Describe the ideal society as proposed by Utopian Socialists.
6. How did Liberalism change over the course of the 19<sup>th</sup> century? Who were John Stuart Mill and Jeremy Bentham and why are they important?
7. What advancements were made in the area of suffrage reform? What were the Corn Laws and how did they affect society? Describe the Chartist movement.
8. What advances were made in the area of labor and factory legislation?
9. What were the effects of the Industrial Revolution? Describe the historiography of optimists and pessimists.
10. What was the Age of Metternich?
11. What is Marxism? What are its major characteristics?
12. Discuss the political and social upheavals in France from 1815—1852.
13. What were the beliefs of the Social and Political Republicans?
14. What were the causes and effects of the Revolutions of 1848 (especially in Prussia and Austria)?
15. What was the purpose of the Frankfort Assembly?
16. Describe the rule of Napoleon III and his domestic and foreign policies.
17. Discuss how attitudes towards Jews evolved from emancipation to anti-Semitism.
18. What role did Cavour and Garibaldi play in the unification of Italy?

19. How did Realpolitik influence its own art movement, Realism?
20. What role did Bismarck play in the unification of Germany?
21. What was Bismarck's domestic policy, especially regarding suffrage, kulturkampf, and socialism?
22. What was Bismarck's foreign policy before and after 1871?
23. Discuss the connections between the Franco-Prussian War, the Paris Commune, and the formation of the Third Republic.
24. What social and political changes took place in Russia between 1848 and 1881?
25. Describe the social and cultural changes in England, France, and Germany from 1871 to 1914 (Belle Epoque, Fin de Siecle, bras and bicycles).
26. Discuss the history of feminism and the argument for women's suffrage.
27. Compare and contrast the women's movements of England, France, and Germany.
28. What class differences occurred in the women's movement?
29. Describe the new forms of socialism that developed in England, France, and Germany? What was the relationship of feminism and socialism?
30. How did suffrage and social programs increase in England?
31. Describe cultural relativism and other cultural and intellectual changes in the late 19<sup>th</sup> century (science, psychology, anthropology, Freud).

**Week 20 – The Industrial Revolution**

Video: "The Industrial Revolution" from *Just the Facts Learning Series*

Classroom Activity: *Histories Mysteries*: The Luddites Crime Scene Investigation

BELL WORK: *AP European History I*: Lesson 26, Why England? (Mon.)

*History Unfolding*: Industrialism in the West: Progress and Wealth, Illustrations 1, 2, and 3 (Tues., Wed., Thurs.)

*AP European History I*: Lesson 27, The Industrial Revolution: The Human Side - Economics (Fri.)

HOMEWORK:

Textbook	Kagan: Chapter 21, "Economic Advance and Social Unrest (1830 – 1850)"
Mon.	Perry: "Edward Baines, Britain's Industrial Advantages and the Factory System" and "Adam Smith, The Division of Labor" – questions 1 - 3
Tues.	Gregory: "Women in the Coal Mines", "An Oration of Child Labor, Michael Sadler",

	and "The Railroads: Newspaper Accounts of Openings and Accidents" – questions 1 – 3 for each.
Wed.	Gregory: "An Essay on the Principle of Population, Thomas Malthus" – questions 1 – 3. Perry: "Robert Owen, A New View of Society" and "William Lovett, The Rotten House of Commons" – questions 1 – 2
Thurs.	Kishlansky: "Sir Edwin Chadwick, <i>Inquiry into the Condition of the Poor</i> (1842) – questions 1 – 6 and "Friedrich Engles, <i>The Condition of the Working Class in England</i> (1845)" – questions 1 – 5 <b>and the 3 questions from Gregory, p. 336 for discussion</b>
Fri.	Kishlansky: "Pierre Proudhon, What is Property? (1840)" and "The Great Charter (1842)" – questions 1 – 5 for each.

### Week 21 – Society, Culture, and Politics during the Industrial Revolution

Video: *World's Worst Jobs: The Victorians*

BELL WORK: *AP European History I: Lesson 27, The Industrial Revolution: The Human Side – Factory Workers & Factory Owners* (Mon. & Tues.)

*History Unfolding: Industrialism in the West: Squalor and Unrest, Illustrations 1, 2, and 3* (Wed. – Fri.)

#### HOMEWORK:

Textbook	Kagan: Chapter 21, "Economic Advance and Social Unrest (1830 – 1850)"
Mon.	NO SCHOOL
Tues.	Kishlansky: "Alexis Soyer, <i>Modern Housewife</i> (1850)" and "Isabella Beeton, <i>Mrs. Beeton's Book of Household Management</i> (1861)" – questions 1 – 5 and "Documents of the Irish Potato Famine (1845 – 1849)" – questions 1 – 4
Wed.	Kishlansky: "Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (1848)" Gregory: " <i>Catholic Rights in Ireland, Daniel O'Connell</i> " – questions 1 - 3
Thurs.	Perry: "Ernst Moritz Arndt, <i>The War of Liberation</i> ", Giuseppe Mazzini, <i>Young Italy</i> " – questions 1 – 3 and "Flora Tristan, <i>Workers, Your Condition is Miserable and Distressing</i> ", "Alexis de Tocqueville, <i>The June Days</i> ", and "Carl Schurz, <i>Revolution Spreads to the German States</i> " – questions 1 – 3, 5 & 6
Fri.	Impressionist Art: Édouard Manet, " <i>Chez le père Lathuille, (1879), A Bar at the Folies-Bergère (Le Bar aux Folies-Bergère), (1882), Portrait of Stéphane Mallarmé, Musée d'Orsay, (1876); Claude Monet, On the Bank of the Seine, Bennecourt (1868), Women in a Garden, (1866–1867), Jean Monet on his hobby horse, (1872); Camille Pissarro, "Two Women Chatting By The Sea," St. Thomas, (1856), Entrée du village de Voisins (1872), Landscape at Pontoise, (1874); Pierre-Auguste Renoir, The Theater Box, (1874), The Swing (La Balançoire), (1876), Dance at Le Moulin de la Galette (Bal du moulin de la Galette), (1876); Edgar Degas, The Dance Class (La Classe de Danse), (1873–</i>

	1876), <i>At the Races</i> , (1877–1880), <i>Dancer with a Bouquet of Flowers (Star of the Ballet)</i> , (1878); Georges Seurat, <i>Le Chahut</i> , (1889–1890), <i>The Sunday Afternoon on the Island of La Grande Jatte</i> , (1884–1886); Paul Cézanne, <i>Femme au Chapeau Vert (Woman in a Green Hat. Madame Cézanne.)</i> (1894–1895), <i>The Card Players</i> (1892), <i>Jas de Bouffan</i> , (1876); Paul Gauguin, <i>I Raro te Ovirī</i> , (1891), <i>The Swineherd, Brittany</i> , (1888), <i>The Midday Nap</i> , (1894); Vincent van Gogh, <i>The Red Vineyard</i> , November (1888), <i>The Café Terrace on the Place du Forum, Arles, at Night</i> , September (1888), <i>The Night Café</i> , (1888), <i>The Starry Night</i> , (June 1889), <i>The Old Mill</i> , (1888), <i>Road with Cypress and Star</i> , (May 1890), <i>Wheat Field with Cypresses</i> , (1889).
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**Thursday, January 16, 2014 – NHD final project, process paper, and final bibliography due**

### Week 22 – The Age of Nation-States

BELL WORK: *AP European History I*: Lesson 34, The Chartist Movement – Parts A & B (Mon – Tues)

*AP European History I*: Lesson 35, The Revolution of 1848 – Austria: A Case Study in Nationalism – Part B (& C Optional) (Wed and Thurs - optional)

HOMEWORK:

Textbook	Kagan: Chapter 22, "The Age of Nation-States"
Mon.	Kishlansky: "Alexander II and Prince Kropotkin, The Emancipation of the Serfs (1861), "Otto von Bismarck, <i>Reflections and Reminiscences</i> (1898) & <i>Speech to the Reichstag</i> (1879)" and "Pope Leo XIII, <i>Rerum Novarum</i> (The Condition of Labor) (1891) – questions 1 – 5 for each.
Tues.	AP European History: Lesson 39, The Demands of the Commune – outline main ideas
Wed.	Princeton Review: chapter 11
Thurs.	<b>Quiz on chapters 21 &amp; 22 – Multiple choice questions</b>
Fri.	NO SCHOOL

### Week 23 – Society and Politics in the Decade Prior to World War I

BELL WORK: *History Unfolding: History Unfolding: The Triumphant West* – Illustrations 1, 2, and 3

*AP European History I*: Lesson 36, Into the Valley of Death – Handout 56

HOMEWORK:

Textbook	Kagan: Chapter 23, "The Building of European Supremacy: Society and Politics to WWI"
Mon.	Perry: "Charles Dickens, <i>Hard Times</i> " and "Henrik Ibsen, <i>A Doll's House</i> " – questions 1 – 3; "Jeanne Bouvier, <i>The Pains of Poverty</i> ", "Nikolaus Osterroth, <i>The Yearning for Social Justice</i> ", and "William Booth, <i>In Darkest England</i> " – questions 1 – 5



	Gregory: "Protest Against State Regulation of Vice, Josephine Butler" – questions 1 - 3
Tues.	Perry: "Henry Mayhew, <i>Prostitution in Victorian London</i> " and "William W. Sanger, <i>Prostitution in Hamburg</i> " – questions 1 – 3
Wed.	Perry: "John Stuart Mill, <i>The Subjection of Women</i> ", "Emmeline Pankhurst, <i>Why We Are Militant</i> ", "Hubertine Auclert, <i>La Citoyenne</i> ", "The Goncourt Brothers, <i>On Female Inferiortiy</i> ", and "Almroth E. Wright, <i>The Unexpurgated Case Against Woman Suffrage</i> " – questions 1 - 9
Thurs.	
Fri.	

### Week 24 – The Birth of Modern European Thought

BELL WORK: *History Unfolding: The British Empire in the 19<sup>th</sup> Century, Britain Rules the Waves* – Illustrations 1, 2, & 3

*AP European History I: Lesson 40, Mikhail Bakunin and the Philosophy of Anarchism* – Handout 60, part A

HOMEWORK:

Textbook	Kagan: Chapter 24, "The Birth of Modern European Thought"
Mon.	Kishlansky: "Charles Darwin, <i>The Descent of Man</i> (1871)", Friedrich Nietzsche, <i>Beyond Good and Evil</i> (1886)", "Sigmund Freud, <i>The Interpretation of Dreams</i> (1899)- questions 1 – 5 for each
Tues.	Perry: "Fyodor Dostoyevsky, <i>Notes from the Underground</i> " – questions 1 - 4
Wed.	Perry: "Houston Stewart Chamberlain, <i>The Importance of Race</i> " and "Pan-German League, <i>There are Dominant Races and Subordinate Races</i> " – questions 1 – 3; "Hermann Ahlwardt, <i>The Semitic Versus the Teutonic Race</i> ", "Édouard Drumont, <i>Jewish France</i> ", "The Dreyfus Affair: The Henry Monument", "Theodor Herzl, <i>The Jewish State</i> " – questions 1 - 6
Thurs.	Princeton Review: chapter 11 <b>Quiz on Chapters 23 and 24 – multiple choice questions</b>
Fri.	<b>DBQ Essay Exam</b>

**UNIT 6 – Imperialism and World War**

4 weeks

### Essential Questions

1. What alliance systems developed in the late 19<sup>th</sup> century? What fueled the European arms race?
2. What caused the scramble for Africa and other imperialistic rivalries?
3. What were the causes and effects of the Russo Japanese War?

4. What role did nationalism play in provoking war, especially in the Balkans?
5. Describe the economics of the “New Imperialism” and how it was different from the old imperialism.
6. What were the goals and expectations of each combatant in 1914? What was the Schlieffen Plan? What was Plan 17?
7. What were the goals and expectations of the U.S.A.? What did Woodrow Wilson want? What were the proponents of self-determination? What was the role of Wilson’s 14 Points? How effective were they?
8. How was the war fought and won? Discuss the home front, social and economic events in Europe.
9. What were the goals and consequences of the Versailles Treaty? Was it effective in achieving its goals?
10. What happened to Russia in the war?
11. What was the domestic policy of Alexander III?
12. What were the agricultural and industrial conditions in Russia?
13. What impact did the Russo-Japanese War and the Revolution of 1905 have on events in Russia?
14. What were Stolypin’s Reforms? What other responses were there to the Revolution of 1905?
15. What role did the Intelligentsia play in events leading up to 1917?
16. Who were the different radical groups in Russia and what were their ideologies?
17. What events led up to the February (or March) and October (or November) Revolutions of 1917?
18. How did Lenin and the Bolsheviks take control of the government?
19. What were Lenin’s domestic and foreign policies, including “war Communism” and NEP Succession of Stalin?

**Week 25 – European Imperialism**

BELL WORK: *History Unfolding*: The Triumphant West (from Global Impact of the Industrial Revolution) – Illustrations 1, 2, and 3

*History Unfolding*: The British Empire in the 19<sup>th</sup> Century, The Scramble for Empire – Illustrations 1 - 3

HOMEWORK:

Textbook	Kagan: Chapter 25, “Imperialism, Alliances, and War”
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Mon.	Kishlansky: "J.A. Hobson, Imperialism (1902)" and "Cecil Rhodes, Confessions of Faith (1877)" – questions 1 – 5 for each
Tues.	Kishlansky: "Rudyard Kipling, <i>The White Man's Burden</i> (1899) and "George Orwell, <i>Shooting an Elephant</i> (1936)" – answer all questions for each
Wed.	AP European History 2: Lesson 3, Imperialism Map – complete the map and matching section
Thurs.	Impressionist Art:
Fri.	Princeton Review: chapter 12

### Week 26 – Alliances and War

Classroom Activity: *Histories Mysteries: World War I Assassination Crime Scene Investigation*

BELL WORK: *History Unfolding: The Great War, The Approaching War* – Illustrations 1, 2 (Map), and 3

HOMEWORK:

Textbook	Kagan: Chapter 25, "Imperialism, Alliances, and War"
Mon.	Perry: "Heinrich von Treitschke, The Greatness of War" and "Friedrich von Bernhardi, <i>Germany and the Next War</i> " – questions 1 - 4
Tues.	Perry: "The Black Hand" and "Baron von Giesl, Austrian Response to the Assassination" – questions 1 – 3; "Eyre Crowe, Germany's Yearning for Expansion and Power" – questions 1 - 2
Wed.	
Thurs.	NO SCHOOL
Fri.	NO SCHOOL

### Week 27 – World War I

Optional Video: *Foot Soldier: World War I*

BELL WORK: *History Unfolding: The Great War, Entrenchment and Stalemate* – Illustrations 1 (Map), 2, and 3

*History Unfolding: The Great War, The Agony of Total War* – Illustrations 1, 2, and 3

HOMEWORK:

Textbook	Kagan: Chapter 25, "Imperialism, Alliances, and War"
Mon.	Perry: "Erich Maria Remarque, <i>All Quiet on the Western Front</i> ", "Siegfried Sassoon, <i>Base Details</i> ", "Wilfred Owen, <i>Disabled</i> " – questions 1 - 4
Tues.	Kishlansky: "Voices from the Battle of the Somme (1916)" and "Ernst Jünger, <i>Storm of Steel</i> (1920)" – answer all questions for each
Wed.	
Thurs.	Perry: "Woodrow Wilson, The Idealistic View" and "Georges Clemenceau, French Demands for Security and Revenge" – questions 1 – 5 Kishlansky: "Woodrow Wilson, The Fourteen Points (1918)" – questions 1 – 5

	Gregory: "Versailles Treaty: Part VIII Reparation" – questions 1 - 3
Fri.	

**Week 28 – The Russian Revolution**

Classroom Simulation: *The Russian Revolution*

Optional Video: *The Russian Revolution*

BELL WORK: *History Unfolding: Russia's Revolution, Two Revolutions* – Illustrations 1, 2, and 3

*History Unfolding: Russia's Revolution, Terror and Civil War* – Illustrations 1, 2, and 3

## HOMEWORK:

Textbook	Kagan: Chapter 25, "Imperialism, Alliances, and War"
Mon.	Kishlansky: "V. I. Lenin, What is to Be Done? (1902) – questions 1 - 5
Tues.	Perry: "Army Intelligence Report, The Breakdown of Military Discipline", "N. N. Sukhanov, Trotsky Arouses the People", and "V. I. Lenin, The Call to Power" – questions 1 - 4
Wed.	<i>Taking Issues, Vol. 2</i> – Issue 10, "Did the Bolshevik Revolution Improve the Lives of Soviet Women?" Write a two to three page essay evaluating the arguments presented. Princeton Review: chapter 12
Thurs.	<b>Quiz on Chapter 25 – multiple choice</b>
Fri.	<b>Unit 6 Exam – two free response questions</b>

**UNIT 7 – World between the Wars and World War II**

4 weeks

Essential Questions

1. Why were England and France less susceptible to totalitarianism than Italy and Germany?
2. How did Germany recover from defeat in World War II?
3. When, if ever, could Hitler have stopped his expansion?
4. What was the diplomatic "Countdown to Catastrophe"?
5. Describe the world economy in the Interwar Period?
6. What role did the Great Depression play in leading up to the war?
7. What were the causes and effects of the Holocaust?
8. What role did the Versailles Treaty in leading up to the war?
9. What events led up to the outbreak of World War II?

10. How was the war fought and won?
11. Compare and contrast the origins of World War I with the origins of World War II?
12. Compare and contrast the results of the peace settlements after World War II with those of World War I.
13. What were Stalin’s domestic policies (toward nationalities, collective agriculture, kulaks, factories)?
14. How did Stalin consolidate his position as dictator and conclude his fight with Trotsky?
15. What were the purges of the 1930s?
16. What were Stalin’s foreign and domestic policies/The Five Year Plans?

**Week 29- Effects of the Great War: the 1920s**

Classroom Simulation: *Weimar Germany and the Rise of Hitler*

BELL WORK: *History Unfolding: The Great War, Legacy* – Illustrations 1, 2, and 3

*History Unfolding: Russia’s Revolution, The Revolution and the World* – Illustrations 1, 2, and 3

HOMEWORK:

Textbook	Kagan: Chapter 26, “Political Experiments of the 1920s”
Mon.	Kishlansky: “J. M. Keynes, <i>The Economic Consequences of the Peace</i> (1919)” – questions 1 – 5 Gregory: “Surrealism and Dadaism: Rene Magritte and Man Ray” and “ <i>Professions for Women</i> , Virginia Woolf” – questions 1 – 3 for both
Tues.	Gregory: “ <i>Thus We Took Rome</i> , Benito Mussolini” and “ <i>Mein Kampf</i> , Adolf Hitler” – questions 1 – 3 for both <b>and prepare to discuss questions 1 – 3 on p. 428.</b>
Wed.	Kishlansky: “Benito Mussolini, Fascist Doctrine (1932)” – questions 1 – 5 Perry: “Kurt G. W. Ludecke, <i>The Demagogic Orator</i> ” and “Thomas Man, <i>An Appeal to Reason</i> ” – questions 7 – 10 and “Ernst Rudolf Huber, <i>The Authority of the Fuhrer is . . . All-Inclusive and Unlimited</i> ” – question 1
Thurs.	
Fri.	

**Saturday, March 24, 2011, 8:30 AM – 12:00 noon - Practice AP Exam – Including Multiple Choice, DBQ, and Free Response – Will count for an exam grade**

SPRING BREAK

**Week 30 – Europe and the Great Depression of the 1930s**

Classroom Activity: *Histories Mysteries: Kristallnacht Crime Scene Investigation*

Classroom Activity: *Histories Mysteries: The Gulag Crime Scene Investigation*

BELL WORK: *History Unfolding: The Age of the Totalitarians, The Rise of Dictators* – Illustrations 1, 2, and 3

*History Unfolding: The Age of the Totalitarians, The Total State* – Illustrations 1 and 2

*AP European History 2: Lesson 15, Writing About the War in Spain* – Handout 28

HOMEWORK:

Textbook	Kagan: Chapter 27, "Europe and the Depression of the 1930s"
Mon.	Perry: "Johannes Stark, <i>German Science</i> ", "Jakob Graf, <i>Heredity and Radical Biology for Students</i> ", "Louis P. Lochner, <i>Book Burning</i> ", and "Joseph Roth, <i>The Auto-da-fe of the Mind</i> " – questions 1 – 4 Perry: "A. O. Avdienko, <i>The Cult of Stalin</i> " and "Yevgeny Yevtushenko, <i>Literature as Propaganda</i> " – questions 1 - 3
Tues.	Perry: "Joseph Stalin, <i>The Hard Line</i> " – questions 1 – 2; "Joseph Stalin, <i>Liquidation of the Kulaks</i> " and "Lev Kopelev, <i>Terror in the Countryside</i> " – questions 1 – 3; "Miron Dolot, <i>Execution By Hunger</i> " – question 1
Wed.	Perry: "Hertha Nathorff, <i>A German Jewish Doctor's Diary</i> ", "Marta Appel, <i>Memoirs of a German Jewish Woman</i> ", and "David H. Buffum, <i>Night of Broken Glass (Kristallnacht)</i> " – questions 1 – 3
Thurs.	Perry: "Nikita S. Khrushchev, <i>Khrushchev's Secret Speech</i> " and "Lev Razgon, <i>True Stories</i> " – questions 1 - 4
Fri.	Kishlansky: "Winifred Holtby, <i>Women in a Changing Civilization (1934)</i> – questions 1 – 4 Perry: "Johan Huizinga, <i>In the Shadow of Tomorrow</i> " and "Nicolas Bredyaey, <i>Modern Ideologies at Variance with Christianity</i> " – questions 1 - 2 Gregory: "Appeasement: <i>Conversation Between Chamberlain and Hitler</i> " – questions 1 - 3

**Saturday, March 29, 2014, 8:30 AM – 12:00 noon - Practice AP Exam – Including multiple choice, DBQ, and 2 free response essays.**

**Week 31 – The Second World War**

Optional Video: *Triumph of the Will* (excerpts, for purposes of examining Nazi propaganda)

BELL WORK: *History Unfolding: The Age of the Totalitarians, The Total State* – Illustration 3

*History Unfolding: The Age of Totalitarians, Genocide and Totalitarianism* – Illustrations 1, 2, and 3

*History Unfolding: The Age of Totalitarians, Total War* – Illustration 1

*AP European History I: Lesson*

HOMEWORK:

Textbook	Kagan: Chapter 28, "World War II"
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Mon.	Perry: "Adolf Hitler, <i>Poland Will Be Depopulated and Settled with Germans</i> " – questions 1 – 2; "Heinz Guderian, <i>French Leadership . . . Could Not Grasp the Significance of the Tank in Mobile Warfare</i> " – questions 1 - 3
Tues.	Perry: "Winston Churchill, <i>Blood, Toil, Tears, and Sweat</i> – questions 1 - 3 Gregory: "Never in the Field of Human Conflict, Winston Churchill" – questions 1 – 3
Wed.	Perry: Nazi Propaganda: For Volk, Führer, and Fatherland" – questions 1 – 2 <b>Compare and contrast the propaganda in Nazi Germany with that in Stalin's Soviet Union?</b>
Thurs.	Perry: "William Hoffman, <i>Diary of a German Soldier</i> ", "Anton Kuzmich Dragan, <i>A Soviet Veteran Recalls</i> ", and "Joachim Wieder, <i>Memories and Reassessments</i> " – questions 1 - 4
Fri.	Kishlansky: "Memories of the Holocaust (1938 – 1945)", "Primo Levi, <i>The Last Christmas of the War</i> (1971)", and "Adolf Eichmann, <i>Testimony</i> (1961)" – answer all questions for each.

**Week 32 – The End of World War II**

Optional Video: The Nuremburg Trials

BELL WORK: *History Unfolding*: The Age of Totalitarians, Total War – Illustrations 2 and 3

AP European History 2: Lesson 23. Testimony at Nuremberg – Handout 38

HOMEWORK:

Textbook	Kagan: Chapter 28, "World War II"
Mon.	Perry: "Historical Division, War Department, <i>Omaha Beachhead</i> " – questions 1 - 2
Tues.	Perry: "Nerin E. Gun, <i>The Liberations of Dachau</i> ", "Joseph Goebbels, <i>The Morale of the German People, Both at Home and at the Front, is Sinking Even Lower</i> ", "Marie Neumann, "We're in the hands of a mob, not soldiers, and they're all drunk out of their minds'", and "Adolf Hitler, <i>Political Testament</i> " – questions 1 - 4
Wed.	Gregory: "Year of Decisions ( <i>Why We Dropped the Bomb</i> ), Harry Truman" – questions 1 - 3
Thurs.	
Fri.	<b>Unit 7 Exam – multiple choice and free response questions</b>

**Saturday, April 12, 2014, 8:30 AM – 12:00 noon – Practice AP Exam, including multiple choice and free response questions****UNIT 8 – Postwar International and Domestic Politics and Changes in the World Economy** 3 weeksEssential Questions

1. What were the causes of the Cold War and how did it progress (consider the origins of the Cold War, Truman Doctrine, Marshall Plan, United Nations, atomic arms race, policy of “containment.”)
2. What military conflicts occurred during the Cold War and what were the results?
3. Compare and contrast the domestic and foreign issues in the U.S.A. and U.S.S.R. from 1945-1991?
4. How did Europe move toward economic unity (rise of the European Union)?
5. How did the individual countries of England, France, and Germany recover economically after World War II? Compare and contrast the domestic situations in the three countries.
6. What was the nature of Eastern European societies?
7. What was détente?
8. Describe French politics in the 4<sup>th</sup> and 5<sup>th</sup> Republics, including the role of de Gaulle?
9. How was colonialism dismantled by England and France?
10. What efforts were made to oppose Russian domination in Eastern and Central Europe (especially Hungary, Poland, Yugoslavia, and Czechoslovakia)?
11. What were the social and economic policies in Britain, France, and Germany?
12. What was Khrushchev’s “de-Stalinization” policy?
13. Describe Russia under Brezhnev and Gorbachev?
14. How did the collapse of the Soviet Union lead to the rise of nationalism in Russia and Eastern Europe?
15. Describe the challenges and successes in the reunification of Germany.
16. What were the trends in the world economy from 1945-2001?
17. What is existentialism?
18. Describe the trends in 20<sup>th</sup> century art, postmodernism?
19. Describe the youth movement of the 1960s.
20. What issues faced European societies (racism, demographic changes, and problems with minority groups)?
21. What are the goals of the Green Movement and other environmentalists?
22. Describe trends in literature, music, theatre and movies, postmodernism, and deconstructionism?



23. What are the objectives of the modern Women’s movement and how have women’s roles changed in society, politics, and the economy?

24. How does modern nationalism manifest?

**Week 33 – Emergence of the Cold War**

BELL WORK: *AP European History 2*: Lesson 24, The Berlin Airlift – Handouts 39 (maps), 40, and 41

*History Unfolding*: The End of the Imperial Age, Decolonization Struggles: Asia – Illustrations 1 and 2

HOMEWORK:

Textbook	Kagan: Chapter 29, “The Cold War Era and the Emergence of a New Europe”
Mon.	Perry: “ Stephen Spender, <i>European Witness</i> ” and “Bruno Foa, <i>Europe in Ruins</i> ” – questions 1 – 3 Kishlansky: “Alexander Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich (1962)</i> ” – questions 1 - 5
Tues.	Kishlansky: “Charter of the United Nations (1946)” – questions 1 – 5 Gregory: “On the Marshall Plan, George C. Marshall” and “‘Sinews of Peace’ (Iron Curtain), Winston Churchill” – questions 1 – 3 for boh
Wed.	Kishlansky: “Nikita Khrushchev, Report to the Communist Party Congress (1961)” – questions 1 – 5 Perry: “Milovan Djilas, <i>The New Class</i> ” and “Andor Heller, <i>The Hungarian Revolution, 1956</i> ” – questions 1 - 5
Thurs.	Perry: “Hannah Vogt, <i>The Burden of Guilt</i> ” and “Richard von Weizsäcker, ‘We seek reconciliation’” – questions 1 – 4; “Margaret Thatcher, <i>The Free Market Versus State Intervention</i> ” – questions 1 - 2
Fri.	

**Saturday, April 26, 2014, 8:30 AM – 12:00 noon - Practice AP Exam – Including multiple choice, DBQ, and 2 free response – if an improvement over first practice exam, exam grade will be replaced with higher score.**

**Week 34 – Decolonization, Collapse of Communism, Civil War, and the Rise of Radical Islamism**

BELL WORK: *History Unfolding*: The End of the Imperial Age, Decolonization Struggles: Asia – Illustration 3

*History Unfolding*: The End of the Imperial Age, Decolonization Struggles: Africa – Illustrations 1, 2, and 3

*History Unfolding*: The End of the Imperial Age, The Rise and Fall of the Soviet Union – Illustration 1

HOMEWORK:

Textbook	Kagan: Chapter 29, “The Cold War Era and the Emergence of a New Europe”
Mon.	Kishlansky: “Mikhail Gorbachev, <i>Perestroika (1987)</i> ” – questions 1 – 5

	Perry: "Vaclav Havel, The Failure of Communism" – question 1
Tues.	Kishlansky: "Francis Fukuyama, The End of History? (1989)" – questions 1 - 5
Wed.	Gregory: "Personal Testimonials, Ethnic Cleansing in Bosnia" – questions 1 – 3 Perry: "Fareed Zakaria, 'Democracy has its dark sides'" and "Amy Chua, 'Free Market Democracy breeds ethnic hatred and global instability'" – questions 1 - 2
Thurs.	Gregory: " <i>The Necessity for an Islamic Government</i> , Imam Khomeini" – questions 1 – 3 and <b>questions 1 – 3 on page 478 for discussion</b>
Fri.	

### **Week 35 – The Welfare State, New Patterns of Work and Expectations, Cultural Transformations, and European Unification**

BELL WORK: *History Unfolding*: The End of the Imperial Age, Rise and Fall of the Soviet Union – Illustrations 2 & 3

*History Unfolding*: The End of the Imperial Age, World Reactions, Alternative Views – Illustrations 1, 2, & 3

HOMEWORK:

Textbook	Kagan: Chapter 30, "The West at the Dawn of the Twenty-First Century"
Mon.	Kishlansky: "Jean-Paul Sartre, Existentialism (1946)" and "Simone de Beauvoir, <i>The Second Sex</i> (1949)" – questions 1 – 5 for both
Tues.	Perry: " United Nations Secretary-General, <i>Ending Violence Against Women 'The Systematic Domination of Women by Men'</i> " – questions 1 - 2
Wed.	Princeton Review: Chapter 13
Thurs.	
Fri.	

### **AP EXAM**

#### **Week 36 – Current Affairs**

Classroom Simulation: *The United Nations: Challenges and Change*

BELL WORK: TBA

HOMEWORK: none

Students are required to take a practice AP test in lieu of final exam.

**THIS SYLLABUS IS SUBJECT TO CHANGE, IF NECESSARY, AND IS AVAILABLE ON THE TEACHER'S WEBSITE**

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(Return this portion to class)

AP European History

Student Name \_\_\_\_\_ Class \_\_\_\_\_

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My child will have access to (check all that apply):  computer;  printer;  internet

I give permission for my child to watch the documentaries listed in the syllabus

I give permission for my child to watch the documentaries listed, with the exception of the following: \_\_\_\_\_

I do not give permission for my child to watch the documentaries listed in the syllabus and understand that alternative assignments will be required instead.

I have read the Honor Code and understand the circumstances under which cheating, plagiarism, lying, and stealing occur and the resulting penalties.

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E-mail Address \_\_\_\_\_

Student signature: \_\_\_\_\_

Printed student name: \_\_\_\_\_ Date: \_\_\_\_\_