AP® **CollegeBoard**

AP®
European
History

COURSE AND EXAM DESCRIPTION

**Effective
Fall 2017**

INCLUDING:

✓ Course framework with contextual information

✓ Instructional section

✓ A practice exam
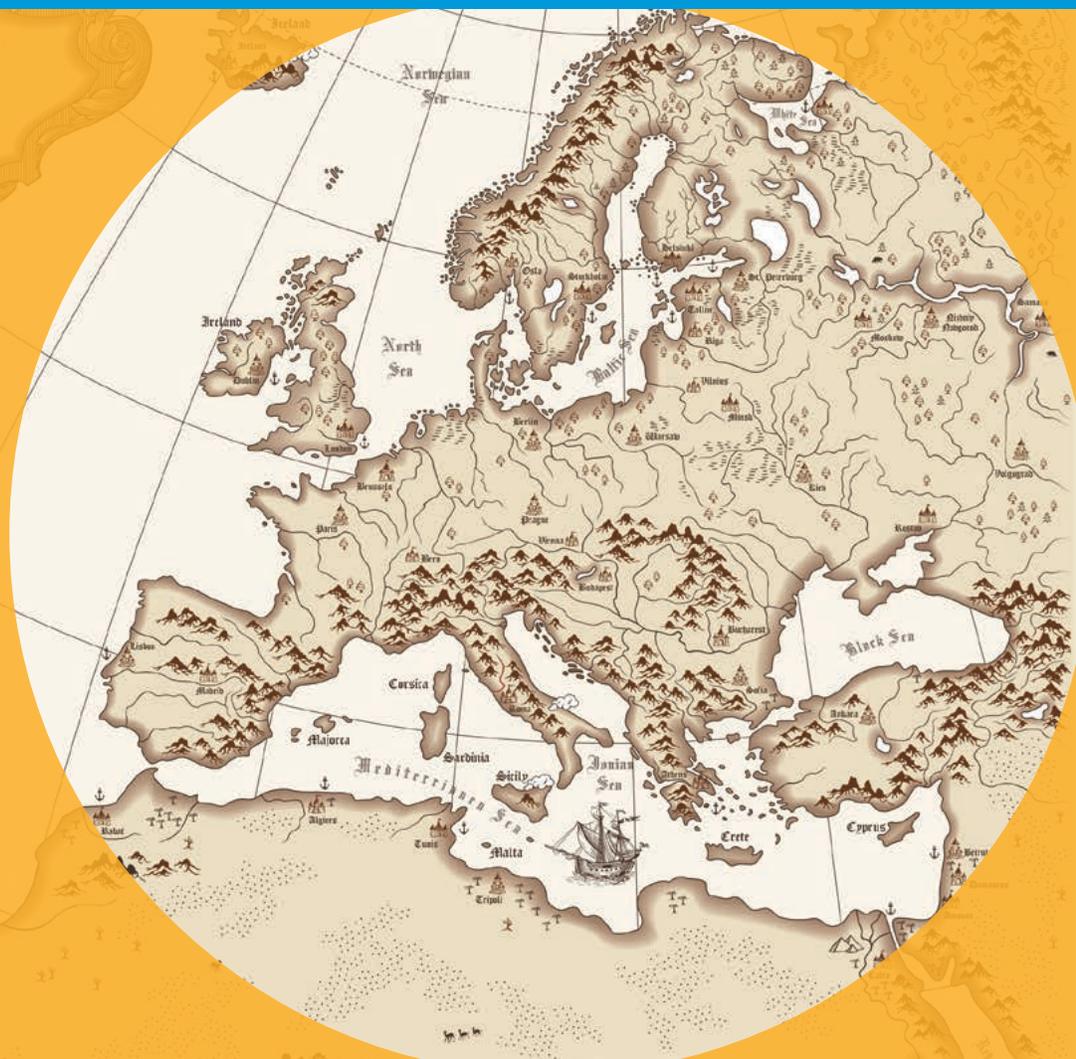
AP® European History
Course and Exam Description

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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**.

AP® Equity and Access Policy

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 underrepresented. 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.

Contents

Changes in this Edition of the Course and Exam Description

This edition of the course and exam description updates the 2016 edition with the following changes, which respond to teachers' concerns and promote the goals of flexibility and in-depth instruction that are critical to college-level history courses:

- The reasoning skills have been reduced and streamlined, with the skills of periodization and synthesis removed.

- The exam design has been reconceived to allow more time for in-depth student responses on free-response questions and to increase the amount of choice and flexibility on the exam to support local instructional curricular focus. The changes include:

  - The document-based question will be limited to topics in the course, beginning in 1600.

  - The long essay question choices will continue to focus on the same theme and skill, now allowing for students to select among three options, each focusing on a different time period in the course.

  - The number of required short-answer questions has been reduced to three. Students will be given a choice among two options for the final required short-answer question, each one focusing on a different time period.

  - Ten minutes have been added to Section II (the document-based question and the long essay question).

  - The rubrics for both the document-based question and the long essay question have been streamlined. Both are available on AP Central.

- The learning objectives have been consolidated and the concept outline material has been revised, with a new theme (National and European Identity) made explicit, although the scope of the course has not changed.

- Language in the concept outline has been modified in places to improve clarity and to align with current scholarship.

- Some key concepts have been renumbered to create a more logical narrative.

- Specific modifications to key concepts include:

  - Key Concept 1.1.I.A   References Petrarch
  - Key Concept 1.2   Renumbered to become Key Concept 1.5
  - Key Concept 1.3   Renumbered to become Key Concept 1.2
  - Key Concept 1.4   Renumbered to become Key Concept 1.3
  - Key Concept 1.5   Renumbered to become Key Concept 1.4
  - Key Concept 1.2.I.C   (Formerly 1.3.I) Added sub key concept "C" about Protestant work ethic
  - Key Concept 1.2.I.D   (Formerly 1.3.I.C) Renumbered

◆ Key Concept 1.5.III.C   (Formerly under 1.2.III)
Added sub key concept "C" about local and regional identities in relation to state power.

◆ Key Concept 2.3   Reorganized for clarity—sub key concept "C" added; religious revival

◆ Key Concept 4.1.V   Renumbered to become 4.4.IV

◆ Key Concept 4.1.VI   Renumbered to become 4.1.V

◆ Key Concept 4.1.VII   Renumbered to become 4.1.VI

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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**.

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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).

Offering AP Courses and Enrolling Students

Each 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**.

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 underrepresented. 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 **collegeboard.org/apcommittees**. AP Development Committees define the scope and expectations of the course, articulating through a course 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

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

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.

Please visit http://www.collegeboard.com/html/apcourseaudit/courses/european_history.html for the **Curricular and Resource Requirements** that identify the set of curricular and resource expectations that college faculty nationwide have established for a college-level course, as well as for more information to support syllabus development including:

- **Annotated Sample Syllabi** — Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
- **Example Textbook List** — Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
- **Syllabus Development Guide** — Includes the guidelines reviewers use to evaluate syllabi along with three samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization.

AP European History
Course Framework

Introduction

The AP European History course outlined in this framework reflects a commitment to what history teachers, professors, and researchers have agreed is the main goal of a college-level European history survey course: learning to analyze and interpret historical facts and evidence to achieve understanding of major developments in European history.

To accomplish this goal, the *AP European History Course and Exam Description* defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. Students practice the reasoning skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical facts and perspectives, and expressing historical arguments in writing.

This document is not a complete curriculum. Teachers create their own local curriculum by selecting, for each concept, content that enables students to explore the course learning objectives and that meets state or local requirements. The result is a course that prepares students for college credit and placement while relieving the pressure on AP teachers to superficially cover all possible details of European history.

Overview

I. AP History Disciplinary Practices and Reasoning Skills

The AP history disciplinary practices and reasoning skills are central to the study and practice of history. Teachers should help students develop and apply the described practices and skills on a regular basis over the span of the course.

II. Thematic Learning Objectives

The thematic objectives, organized into six major themes, describe what students should know and be able to do by the end of the AP European History course. These learning objectives are the targets of AP Exam questions.

III. Concept Outline

The concept outline details key concepts that colleges and universities typically expect students to understand in order to qualify for college credit and/or placement.

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past 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. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
Students will be assessed on their ability to …	

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

Practice 2 column:

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

II. Thematic Learning Objectives

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP European History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabi in historical content and skills. The learning objectives are grouped into six themes typically included in college-level European history courses:

- **Interaction of Europe and the World (INT)**
- **Poverty and Prosperity (PP)**
- **Objective Knowledge and Subjective Visions (OS)**
- **States and Other Institutions of Power (SP)**
- **Individual and Society (IS)**
- **National and European Identity (NI)**

These themes focus on major historical issues and developments, helping students connect the historical content they study to broad trends and processes that have emerged over centuries. Each theme is presented with its description and a table that outlines the learning objectives for that theme.

The tables of thematic learning objectives serve as an index to the concept outline (contained in Section III) by indicating where content related to each learning objective can be found in the concept outline. These tables help to highlight the relationship between specific historical content and broader historical developments.

A guide to a sample table of learning objectives is provided on the following page.

Sample Table of Thematic Learning Objectives

The learning objectives in this column articulate expectations for student performance on the AP European History Exam.

Each learning objective is supported by historical examples and processes that are explained in the concept outline in Section III. This part of the table describes the correlations between the learning objective and the concept outline.

Learning Objectives
Students are able to ...

Relevant Topics in the Concept Outline

INT-1 Explain how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

1.3.II	Commercial and religious motivations, Christianity
1.3.III	Competition for trade
2.1.III	Rivalry between Britain and France
2.2.II	Worldwide economic network
2.2.III	Commercial rivalries
3.1.III	Globalized markets
3.5.I	National rivalries, raw materials and markets, cultural and racial superiority
3.6.II	Social Darwinism
4.1.VI	Post–World War I mandate system; principle of national self-determination

INT-2 Explain how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

1.3.II	Technological advances
1.3.III	Commercial networks
2.2.II	Mercantilism; slave-labor system
2.2.III	Diplomacy and warfare
3.1.III	New communication and transportation technologies
3.5.II	Industrial and technological developments
4.1.VI	Mandate system

The learning objectives are coded to the corresponding theme (**INT**) and numbered consecutively.

This particular example refers to the sixth supporting concept (Roman numeral) statement under Key Concept 4.1.

The information in this column clarifies which topics within the concept outline correlate to the learning objective.

Learning Objectives By Theme

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

This theme focuses on the various factors and motivations that contributed to Europe's interaction with the world since 1450, as well as the impact this interaction had both on Europe and on non-European societies.

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 motivations, such as 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, Europeans also established themselves on the coasts, trading with the indigenous populations of the interior. European settlements in the new world imported religious, social, and political institutions to the Americas, which would forever transform this region and its indigenous peoples. The encounters with non-European peoples profoundly affected European trade, social life, and ideas, both at the time and for centuries to come.

With their American colonies and the global reach of their seafarers, Europeans helped to create a truly global trading system, introducing new foods 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, and collect and catalogue the flora and fauna they discovered. The use of "race" as a primary category for differentiating people 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 led to various forms of resistance by enslaved peoples and 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 several European states abolished the slave trade in the early 19th century.

However, critiques of colonialism did not have an immediate effect, given that the 19th century was 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, economic agreements and arrangements, 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, actions that often led to resistance and opposition in colonial areas. Within Europe, exposure to new peoples and cultures influenced art and literature, and spurred 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, the far-reaching consequences of the two world wars, and the Cold War resulted in the contraction and collapse of the traditional European empires—a process known as decolonization. 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.

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.	1.3.I	Commercial and religious motivations
	1.3.III	Commercial and trade competition
	2.1.III	Rivalry between Britain and France
	2.2.II	Development of a worldwide economic network
	2.2.III	Commercial rivalries
	3.5.I	National rivalries; raw materials and markets; cultural and racial superiority
	3.6.II	Social Darwinism
	4.1.VI	Mandate system; principle of national self-determination
INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.	1.3.II	Technological advances
	1.3.III	Trade, negotiation and coercion establish empires
	1.4.III	Commercial networks
	2.2.II	Mercantilism; slave-labor system; movement of raw materials and manufactured goods
	2.2.III	Diplomacy and warfare
	3.1.III	New communication and transportation technologies
	3.5.II	Industrial and technological developments
	4.1.VI	Mandate system and League of Nations
INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.	1.3.I	Commercial and religious motivations
	1.3.II	Technological advances
	1.3.III	Competition for trade; commercial networks
	2.1.III	Rivalry between Britain and France
	2.2.II	Worldwide economic network; mercantilism; slave-labor system
	2.2.III	Commercial rivalries; diplomacy and warfare
	3.1.III	Second industrial revolution transportation improvements
	3.5.I	National rivalries; raw materials and markets; cultural and racial superiority
	3.5.II	Industrial and technological developments
	3.6.II	Social Darwinism
	4.1.VI	Decolonization

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.	**1.3.I**	Commercial and religious motivations; Christianity
	1.3.II	Technological advances
	1.3.III	Competition for trade; commercial networks
	2.1.III	Rivalry between Britain and France
	2.2.II	Worldwide economic network; mercantilism; slave-labor system
	2.2.III	Commercial rivalries; diplomacy and warfare
	3.5.I	National rivalries; raw materials and markets; cultural and racial superiority
	3.5.II	Industrial and technological developments
INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	**1.3.I**	Access to gold, spices, and luxury goods; mercantilism
	1.3.III	Commercial and trading networks
	1.3.IV	Columbian Exchange; shift of economic power to Atlantic states; economic opportunities; expansion of slave trade
	2.1.IV	Slave revolt and independence of Haiti
	2.2.III	Commercial rivalries
	2.3.II	Increased exposure to representations of people outside Europe
	3.1.III	New means of communication and transportation
	3.5.I	Search for raw materials and markets
	3.5.III	Imperial encounters with non-European peoples
	4.1.I	Emergence of United States as a world power; impact of global war; collapse of empires
	4.1.II	Wilsonian idealism; national self-determination
	4.1.IV	Cold War; world monetary and trade systems and geopolitical alliances
	4.1.VI	National self-determination
	4.2.IV	Postwar reconstruction of industry and infrastructure; consumerism; Marshall plan
	4.3.III	Increased immigration into Europe
	4.3.IV	United States influence on elite and popular culture
	4.4.I	New communication and transportation technologies
	4.4.III	Anti-immigration agitation and extreme nationalist political parties; Green parties; revolt of 1968

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.	**1.3.I**	Exploration motives; mercantilism
	1.3.III	Establishment of empires
	1.3.IV	Slave trade; new goods; Columbian Exchange
	2.1.III	Colonial rivalry and warfare
	2.1.IV	Revolution across the Atlantic; influence of French Revolution
	2.2.II	Slave trade; new consumer goods
	2.2.III	Diplomacy and colonial wars
	3.5.I	Imperialist motives; Social Darwinism; scientific racism; Latin American revolutions
	3.5.III	Responses and resistance to imperialism; imperial conflicts and alliances
	4.1.I	World War I outside Europe; causes of World War I
	4.1.IV	Cold War outside Europe
	4.1.VI	Nationalism and decolonization; independence movements and mandates
	4.3.III	Colonial emigration to Europe
	4.4.III	Migrant workers

Theme 2: Poverty and Prosperity (PP)

This theme focuses on the role that economic development, especially the development of capitalism, played in Europe's history as well as its social and political impact.

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, and in turn, wealth from commerce supported 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. 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 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 at times resulted in 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: based on Adam Smith's 1776 work, *The Wealth of Nations*, this economic system prioritized private investment by individuals and institutions.

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 followed by 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.

According to its critics, capitalism led to an unequal distribution of wealth and opportunities: it created interconnected financial markets that periodically crashed, which could lead to widespread repercussions. Capitalism's emphasis on free trade shifted production from expensive to inexpensive regions, like the overseas colonies in Africa and Asia, which had the impact of reducing or holding down the wages of workers in Europe. In the 19th century, these criticisms found expression in socialism—a new social and political ideology that called for state ownership of property and economic planning as a means to promote equality. Throughout Europe, socialist-inspired parties and organizations called for reforms and in some cases the overthrow of 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, communism, which pursued a policy of planned economies that collectivized agriculture in the name of forcing rapid industrial growth, and which ultimately experienced economic and political collapse. Nations in Western Europe, Scandinavia, and parts of Central Europe modified laissez-faire capitalism with Keynesian budget and tax policies and in some cases 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 when Western European

nations experienced what was termed an economic miracle. The post-World War II period also witnessed the movement toward European economic unity and a common currency, as well as the creation and challenges of maintaining social welfare programs.

Learning Objectives
Students are able to …	**Relevant Topics in the Concept Outline**

Learning Objectives *Students are able to …*		Relevant Topics in the Concept Outline
PP-1 Explain how capitalism has developed as an economic system.	1.3.I	Rise of mercantilism
	1.3.IV	Establishment of global trade
	2.2.I	Market economy
	2.2.II	European-dominated worldwide economic network
	2.3.III	New economic theories espousing free trade and a free market
	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 popular culture and technology
	4.4.I	Mass production, industrial efficiency, and new technologies
PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	1.4.II	Commercialization of agriculture; codification of serfdom
	2.2.I	Agricultural Revolution
	2.2.II	Importation of agricultural products from the Americas and other foreign lands
	2.4.I	Agricultural Revolution increases food supply and population
	2.4.IV	Agricultural Revolution allows surplus labor to relocate
	3.1.I	Great Britain's industrialization
	3.1.II	Industrialization on the European continent
	3.1.III	New technologies and means of communication
	3.2.II	Rapid population growth and urbanization
	3.2.III	Industrial Revolution alters family structure
	3.2.IV	Mass marketing; efficient methods of transportation, new industries create heightened consumerism
	3.2.V	Delayed industrialization in parts of Europe
	4.2.V	Collapse of the Soviet Union
	4.3.II	Medical technologies
	4.3.IV	United States' technology and popular culture causes enthusiasm and criticism
	4.4.I	Mass production, food technologies, industrial efficiency, communication and transportation technologies
	4.4.II	New modes of marriage, partnership, motherhood, divorce, reproduction
	4.4.III	New political and social movements

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
PP-3 Explain how society has changed over time as a result of the development of capitalism.	**1.4.I**	New social patterns
	1.4.II	Price revolution
	1.4.III	Expansion of cities; challenges to traditional political and social structures
	1.4.V	Popular culture and leisure activities
	1.5.I	Commercial and professional groups gained in power
	2.2.I	Market economy
	2.3.V	Art and literature reflected the values of commercial society
	2.4.III	Demographic shifts based on economy
	2.4.IV	Increased migration to cities
	3.1.III	Mechanization and factory systems
	3.2.I	Development of new classes
	3.2.II	Migration from rural to urban areas and social dislocations
	3.2.III	Changes to family structure
	3.3.I	Evolution of socialist ideology and socialist critiques of capitalism
	3.3.II	Reforms of cities
	3.3.III	Labor unions; 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
	4.1.IV	World monetary and trade systems
	4.2.I	Russian Revolution
	4.2.II	Fascism and increased popularity of fascist ideology
	4.2.III	Great Depression and differing responses
	4.2.IV	Postwar economic growth and welfare benefits
	4.3.I	Belief in progress breaks down
	4.3.IV	Criticism of United States' technology and popular culture
	4.4.I	Creation of a consumer culture
	4.4.II	New opportunities and roles for women; the baby boom
	4.4.III	Increased immigration to Europe
	4.4.IV	European economic and political integration

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
PP-4 Explain the causes and consequences of economic inequality.	1.4.II	Commercialization of agriculture; abolition of traditional rights
	2.1.IV	French Revolution
	2.1.V	Napoleon's domestic reforms and expanding empire
	2.3.I	Rationalism and empiricism challenge prevailing patterns of thought and institutions
	2.4.IV	Migration from rural areas to cities
	3.2.V	Areas of Europe lagged behind in economic development
	3.3.I	Development of ideologies
	3.4.II	National unification and liberal reforms
	3.6.II	Marx's critique of capitalism
	4.2.I	Russian Revolution
	4.2.II	Fascism and increased popularity of fascist ideology
	4.2.III	Great Depression
	4.2.IV	Postwar economic growth and welfare benefits
	4.3.I	Belief in progress breaks down
PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	1.4.II	Commercialization of agriculture; abolition of traditional rights
	1.4.III	Government regulation of public morals
	2.1.IV	French Revolution
	2.1.V	Napoleon's domestic reforms and expanding empire
	2.3.I	Rationalism and empiricism challenge prevailing patterns of thought and institutions
	2.4.IV	Migration from rural areas to cities; policing of marginal groups
	3.2.II	Overcrowding in cities
	3.2.III	Labor laws and social welfare programs
	3.3.I	Development of ideologies
	3.3.II	Reform of cities; government expansion of functions
	3.3.III	Response of political movements and social organizations
	3.4.I	Concert of Europe; political revolutions and reactions
	3.4.II	National unification and liberal reforms
	3.6.II	Marx's critique of capitalism
	4.2.I	Russian Revolution
	4.2.III	Great Depression and reactions by governments and others
	4.2.IV	Expansion of social welfare programs
	4.2.V	Social welfare programs in Central and Eastern Europe; *perestroika*
	4.3.I	Belief in progress breaks down
	4.4.III	New social movements push for expansion of rights; migration
	4.4.IV	Efforts at economic and political integration

Theme 3: Objective Knowledge and Subjective Visions (OS)

This theme focuses on the creation and transmission of knowledge in Europe's history, with particular focus on the relationship between traditional sources of authority and the development of differing world views.

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. While some thinkers argued that direct inquiry (philosophical and scientific) was the principal way to formulate truths and representations of reality, many early modern Europeans continued to rely on religious authority and ancient texts for their knowledge of the world and as a standard of value.

Scholars of the natural world created new theories 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. At the same time, many of these natural philosophers retained religious worldviews as they explored these new approaches to scientific inquiry. Artists, musicians, and writers also employed empirical and quantitative methods to express the notions of space, time, and sound in new cultural periods, many of which, such as the Renaissance, continued to draw on classical subjects and influences.

During the Enlightenment, certain segments of the European population 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. These ways of thinking often coexisted with more traditional religious institutions, whether in the form of churches or new religiously affiliated political parties, which continued to exert influence over the daily lives of Europeans.

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge.	**1.1.I**	Revival of classical texts; new methods of scholarship
	1.1.II	Invention of printing press
	1.1.III	Visual arts of the Renaissance
	1.1.IV	Science based on observation, experimentation, and mathematics
	1.4.V	Continued appeal of alchemy and astrology; oral culture of peasants
	2.3.I	Popular culture
	2.3.II	Rational and empirical thought
		New print media
OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.	**1.1.I**	Secular models for political behavior
	1.2.III	Religious conflict and wars of religion
	1.5.I	Treaty of Westphalia
	2.1.I	Absolute monarchy
	2.1.II	Alternatives to absolutism
	2.1.IV	Liberal revolution; radical Jacobin republic
	2.3.III	Political theories, such as John Locke's
	2.3.IV	Toleration of Christian minorities and civil rights granted to Jews
	3.3.I	Ideologies
	3.4.I	Political revolts and revolutions
	4.2.II	Fascist rejection of democracy; glorification of war and nationalism
	4.3.III	Continued role of organized religion

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	**1.1.I**	Secular models for political behavior
	1.1.II	Invention of printing press
	1.1.III	Visual arts of the Renaissance
	1.1.IV	Science based on observation, experimentation, mathematics
	1.2.I	Protestant and Catholic reformations
	1.3.II	Advances in navigation, cartography, and military technology
	1.4.IV	Renaissance and Reformation debates
	2.3.I	Arguments over exclusion of women from political life
	2.3.II	New public venues and print media; Europeans exposed to representations of peoples outside Europe
	2.3.III	Challenge of new political and economic theories
	2.3.IV	Natural religion; religious toleration
	2.3.VI	Revival of public sentiment and feeling
	3.2.III	Cult of domesticity
	3.3.I	Radical and republican advocates of suffrage and citizenship
	3.3.III	Feminists and feminist movements
	3.5.II	Industrial and technological developments
	3.5.III	Imperial encounters with non-European peoples
	4.4.II	Family responsibilities, economic changes, and feminism
	4.4.III	Gay and lesbian movements
OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.	**1.1.I**	New methods of scholarship and new values
	1.1.II	Invention of printing
	1.2.1	Protestant and Catholic reformations
	1.5.I	Concept of sovereign state and secular systems of law
	1.5.II	State system of authority
	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.II	New public venues and print media
	2.3.III	Political theories, such as John Locke's
	2.3.IV	Natural religion; religious toleration
	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-5 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, 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-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.	**1.1.I**	Humanists valued the individual
	1.1.III	Renaissance art incorporated the new ideas
	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
	4.2.II	Fascist nationalism
	4.3.I	Challenge to confidence in science and human reason
	4.3.IV	Self-expression and subjectivity in the arts; experimentation in the arts

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.	**1.1.I**	Humanists valued the individual
	1.1.III	Visual arts incorporated Renaissance ideas
	2.3.III	Political theories proposed social contract theory
	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
	3.4.II	National unification and liberal reform
	3.6.I	Romanticism's emphasis on intuition and emotion, Romantic break with Neoclassical forms and rationalism
	3.6.III	Relativism in values and emphasis on subjective sources of knowledge; shift to subjective, abstract, and expressive in the arts
	4.1.III	Developments of the interwar period resulting in World War II and a challenge to European civilization
	4.2.II	Fascist nationalism
	4.3.I	Challenge to confidence in science and human reason
	4.3.II	Science and technology benefitted and posed challenges: "objective knowledge"
	4.3.IV	Experimentation, self-expression, and subjectivity in the arts
OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.	**1.1.I**	Humanist secular models for individual and political behavior
	1.2.I	New interpretations of Christian doctrine and practice
	1.2.II	Religious reform and state authority
	1.2.III	Adoption of religious pluralism
	1.4.V	Popular culture impacted social norms
	2.3.I	Enlightenment thought, challenged prevailing patterns of thought.
	2.3.IV	Rational analysis of religious practices
	2.3.V	Arts increased focus on private life and public good
	2.3.VI	Enlightenment values challenged by public expression of emotions and feelings
	4.3.III	Continued role of organized religion

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

This theme focuses on the development of various forms of government and civil institutions since 1450 and the social, cultural, and economic impact of political change.

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. With the military revolution of the early modern period, states and political leaders sought new and better sources of revenue, and it spurred the expansion of state control over political and economic functions.

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. The late 19th century saw the proliferation of political parties and the rise of mass politics. European states became more responsive to public opinion, and newly expanded government bureaucracies played an increasingly important role in the lives of average Europeans. After World War I, under the pressure of political and economic crises, totalitarian regimes threatened parliamentary governments.

The European state system, which originated in the Peace of Westphalia and shaped diplomatic 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 new nation-states such as Italy and Germany, the transformation of traditional empires, and shifts in the alliance system. 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, Western European states turned to the prospects of the European Union (EU) and the North Atlantic Treaty Organization (NATO), while in Eastern Europe, the Warsaw Pact allied communist nations with the Soviet Union.

Learning Objectives
Students are able to ...

Relevant Topics in the Concept Outline

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.	**1.1.III**	State as patron of the arts; art in service of the state
	1.2.II	Control over religion
	1.2.III	Religious wars
	1.3.I	Colonization and mercantilism
	1.5.I	New monarchs and rise of nation-state
	1.5.III	Absolutism and its challengers
	2.1.I	Absolutism; divine right monarchs
	2.1.II	English Civil War; the Dutch Republic
	2.1.IV	French Revolution
	2.2.II	Commercial revolution
	2.3.III	Liberalism (Locke and Adam Smith)
	3.1.I	British industrialization
	3.1.II	Continental industrialization
	3.1.III	Second industrial revolution
	3.3.I	Ideologies of change
	3.3.II	Government regulation and reform
	3.3.III	Mass political movements and reform
	3.4.I	Post-1815 revolutions
	3.4.II	National unification and nation-building
	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
	4.4.IV	Post-1945 European unity

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
SP-2 Explain how and why the political forms of European governments have changed over time.	**1.2.II**	Control over religion
	1.2.III	Religious wars
	1.3.I	Colonization and mercantilism
	1.5.I	New monarchs and rise of nation-state
	1.5.III	Absolutism and its challengers
	2.1.I	Absolutism; divine right monarchs
	2.1.II	English Civil War and the Dutch Republic
	2.1.IV	French Revolution
	2.2.II	Commercial revolution
	2.3.I	Enlightenment natural rights
	2.3.II	Dissemination of Enlightenment ideas
	2.3.III	Liberalism (Locke and Adam Smith)
	3.1.I	British industrialization
	3.1.II	Continental industrialization
	3.1.III	Second industrial revolution
	3.3.I	Ideologies of change
	3.3.II	Government regulation and reform
	3.3.III	Mass political movements and reform
	3.4.I	Post-1815 revolutions
	3.4.II	National unification and nation-building
	4.1.IV	Cold War
	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
	4.1.V	Post-1945 European unity

| Learning Objectives
Students are able to …	Relevant Topics in the Concept Outline	
SP-3 Explain how and why the economic roles of European governments have changed over time.	**1.2.III**	Religious wars
	1.3.I	Colonization and mercantilism
	1.5.I	New monarchs and rise of nation-state
	1.5.III	Absolutism and its challengers
	2.1.I	Absolutism; divine right monarchs
	2.1.II	English Civil War; the Dutch Republic
	2.1.IV	French Revolution
	2.2.II	Commercial revolution
	2.3.I	Enlightenment natural rights
	2.3.II	Dissemination of Enlightenment ideas
	2.3.III	Liberalism (Locke and Adam Smith)
	3.1.I	British industrialization
	3.1.II	Continental industrialization
	3.1.III	Second industrial revolution
	3.3.I	Ideologies of change
	3.3.II	Government regulation and reform
	3.3.III	Mass political movements and reform
	3.4.I	Post-1815 revolutions
	3.4.II	National unification and nation-building
	4.1.IV	Cold War
	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
	4.4.IV	Post-1945 European unity
SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.	**1.1.I**	Civic humanism and secular theories
	1.5.III	Limits to absolutism
	2.1.II	Challenges to absolutism and constitutionalism
	2.1.IV	French Revolution
	2.3.I	Enlightenment principles
	2.3.III	Social contract and capitalism
	3.3.I	Political ideologies—ideologies of liberation
	3.3.II	Growth of regulatory states
	3.3.III	Political movements and parties; mass movements and reform
	3.4.I	Revolutions from 1815–1848
	3.4.II	Nationalism and unification
	4.3.II	Industrialized warfare
	4.4.II	Women's rights
	4.4.III	Dissenting groups in politics

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.	**1.1.I**	Secular political theories
	1.2.II	Reformation and religious conflict
	1.2.III	Religious wars
	1.5.I	State control over religion
	2.1.I	Absolutist religious policies
	2.1.IV	French Revolution's attack on religion
	2.1.V	Napoleon and the Concordat of 1801
	2.3.IV	Religious toleration
	3.3.I	Political ideologies and religion
	3.4.I	Conservatism
	4.3.III	Second Vatican Council and immigration
SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.	**1.1.I**	Secular political theories
	1.2.II	Reformation and religious conflict
	1.2.III	Religious wars
	1.5.I	State control over religion
	2.1.I	Absolutist religious policies
	2.1.IV	French Revolution's attack on religion
	2.1.V	Napoleon and the Concordat of 1801
	2.3.IV	Religious toleration
	3.3.I	Political ideologies and religion
	3.4.I	Congress of Vienna/Concert of Europe decisions
	4.1.VI	Post–World War II religious conflicts
	4.3.III	Second Vatican Council and immigration

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.	**2.1.I**	Absolute monarchy
	2.1.IV	French Revolution—women and minorities
	2.3.I	Natural rights
	2.3.IV	Religious toleration (Jews)
	3.3.I	Ideologies of liberalism
	3.3.III	Workers, feminists, and reform
	3.5.III	Responses to imperialism (nationalism)
	4.1.II	World War I settlement
	4.1.III	Nazi aggression and *Blitzkrieg*
	4.1.VI	Decolonization
	4.2.I	Bolshevik Revolution and Stalin
	4.2.II	Rise of fascism
	4.2.V	Collapse of communism
	4.4.II	Feminism
	4.4.III	Post-1945 critics and dissenters
SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.	**1.2.II**	Religious reform impacts state authority; religious minorities
	1.5.III	Monarchs, corporate groups, and minority language groups impacted governmental authority
	2.1.II	England; the Dutch Republic
	2.1.IV	French Revolution
	2.3.I	Enlightenment ideals
	2.3.II	Growth of civil society; salons, academies, lodges
	2.3.III	Locke and Adam Smith
	3.3.I	Ideologies of change
	3.3.II	Groups and social organizations respond to Industrial Revolution changes
	3.3.III	Mass political movements and parties; labor and trade unions; private charitable/philanthropic groups' responses
	4.2.V	Various groups and developments in communist bloc
	4.4.II	Women and feminism
	4.4.III	Post-1945 dissenting groups

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.	**1.2.III**	Religious conflicts
	1.3.I	Exploration and colonization
	1.3.II	Advanced in technology
	1.3.III	Colonial empires
	1.5.II	Peace of Westphalia and balance of power; early modern military revolution
	2.1.III	Dynastic and colonial wars
	2.1.IV	French revolutionary wars
	2.1.V	Wars of Napoleon, Napoleonic tactics and warfare
	2.2.III	Commercial rivalries and warfare
	3.4.I	Congress of Vienna and Concert of Europe
	3.4.II	Crimean War
	3.4.III	Unification of Germany and Italy
	3.5.I	National rivalries
	3.5.II	Second industrial revolution and imperialism
	4.1.I	World War I; total war
	4.1.II	Versailles Settlement
	4.1.III	Interwar period developments; Appeasement and World War II
	4.1.IV	Cold War; nuclear weapons
	4.1.VI	Decolonization
	4.2.I	Bolshevik Revolutions and Stalin
	4.2.II	Fascist aggressions
	4.3.II	Genocide and nuclear war

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.	**1.5.I**	Italy and Machiavelli
	1.5.II	Competitive state system changed diplomacy
	2.1.IV	*Fraternité* and citizen armies
	2.1.III	Louis XIV; English and French rivalry
	2.1.V	Napoleonic warfare
	3.3.I	Post-1815 nationalism
	3.4.I	Congress of Vienna and Metternich
	3.4.II	Conservative *Realpolitik*; Crimean War and Conservative nationalism
	3.4.III	Unification of Italy and Germany
	3.5.I	Imperialism; nationalism as a motive for imperialism
	3.5.III	Imperial rivalries; 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	Post-1945 nationalist and separatist movements
	4.1.VI	Colonial independence movements
	4.2.II	Fascism and extreme nationalism
	4.4.III	Immigration and anti-immigration groups
	4.4.IV	European unity

Theme 5: Individual and Society (IS)

This theme focuses on changes to family, class, and social groups in European history, on how these have changed in form and in status, and on the impact of such changes for both the individual and society.

Early modern society was divided into the three estates: clergy, nobility, and commoners (the latter including merchants, townspeople, and the overwhelming majority, the peasantry). Within those estates, family and landed wealth shaped social practices, as did religious beliefs and practices. Access to resources and opportunities remained unequal even within estates, and the poorest members of society served as both objects of charity or problems to be controlled. With the advent of the Reformation, new Protestant denominations challenged each other and the Catholic Church, establishing new religious practices and social influence.

Marriage and family life were constrained by the values of the community and 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, since peasants worked communally to bring in the harvest, oversee journeymen and apprentices, keep financial records, and market products. Women played active roles in movements of cultural and social change, while gender norms continued to stress women's intellectual inferiority and their duty to obey fathers and husbands. Women's access to institutional power remained limited, even as the Protestant Reformation placed new emphasis on the role of women in the family as mothers and assistants in religious instruction and schooling.

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, and women obtained the right to vote in several European nations. Between the wars, Soviet communism theoretically endorsed equality, though women often performed double duty as laborers and mothers; 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. By contrast, in the Soviet bloc, where individual choices were directed by the state, family life was constrained and economic life was dedicated to heavy industry rather than the production of

consumer goods, though basic needs were provided within an authoritarian context. The end of the Cold War and the rise of the EU brought some shared social values to light and created more pluralistic European societies, but contested issues, such as the role of immigrants—whether former colonial subjects, migrant workers, or refugees—have yet to be resolved.

Learning Objectives
Students are able to ...   **Relevant Topics in the Concept Outline**

Learning Objectives		Relevant Topics in the Concept Outline
IS-1 Explain the role of technology in forming and transforming European society.	1.1.II	Printing press and the Renaissance and Reformation
	1.3.II	Exploration and colonization
	1.4.I	Rise of commercial and professional groups; financial and commercial innovation
	1.4.II	Price revolution and commercial agriculture
	1.4.III	Urban expansion and problems
	2.2.I	Agricultural Revolution; cottage industry
	2.3.II	Civil society and publishing
	2.4.IV	Urban migration and poverty
	3.1.II	Industrialization
	3.1.III	Second industrial revolution and mass production
	3.2.I	Industrialization and bourgeoisie
	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
IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	1.4.I	Hierarchy and social status
	1.4.II	Subsistence agriculture
	1.4.IV	Family economy; gender roles; European marriage pattern
	1.4.V	Folk culture and communal norms
	2.4.II	Consumerism and privacy in the home
	2.4.III	European marriage pattern; new concepts of childhood
	3.2.I	New industrial classes
	3.2.III	Protective legislation; leisure, companionate marriage; domesticity
	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
	4.4.II	Women in the workforce, feminism and the baby boom
	4.4.III	Feminism and gay and lesbian movements

Learning Objectives
Students are able to …   **Relevant Topics in the Concept Outline**

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.	**1.3.IV**	Slave trade
	1.4.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 colonies; responses by colonies
	3.6.II	Social Darwinism and Marxism
	4.1.I	World War I and total war on the home front
	4.1.III	Nazi racism and the Holocaust
	4.1.V	Post-1945 nationalist and separatist movements
	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
	4.4.III	Youth, gay and lesbian, and immigrant dissenters

Learning Objectives
Students are able to ...   **Relevant Topics in the Concept Outline**

IS-4 Explain how and why the status of specific groups within society has changed over time.		
	1.2.I	Religious minorities
	1.2.II	State authority over religion and religious groups
	1.3.I	Colonial conquest
	1.4.III	Urban migrants and regulation of morals
	1.4.IV	Renaissance and Reformation
	1.4.V	Communal norms and witchcraft
	2.1.IV	Reign of Terror and counterrevolution
	2.1.V	Napoleonic empire and Napoleonic era
	2.3.I	Enlightenment
	2.3.II	Salons
	2.4.II	Consumerism and family life; privacy
	2.4.III	Commercial revolution
	3.1.II	Persistence of serfdom and feudalism
	3.2.III	Industrialization; protective legislation; leisure
	3.3.I	Nationalism, anti-Semitism, and chauvinism: post-1815 ideologies of change
	3.3.III	Mass political movements and feminism
	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.VI	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	Continued role of organized religion
	4.4.I	Total war and genocide
	4.4.II	Military production; economic recovery; post-1945 feminism
	4.4.III	Post-1945 dissenting groups; migrant workers and immigration

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.	**1.3.IV**	Slave trade
	1.4.I	New economic elites and hierarchy
	1.4.IV	Family economy; Renaissance and Reformation debates on women
	1.4.V	Communal norms and enforcement
	2.1.IV	French Revolution
	2.1.V	Napoleon and meritocracy; Napoleonic Code
	2.2.II	Expansion of slave trade
	2.3.I	Enlightenment and natural rights
	3.2.I	Industrialization and class
	3.2.III	Middle- and working-class families; companionate marriage; domesticity
	3.3.I	Post-1815 ideologies—Radicalism and feminism
	3.3.III	Mass political movements and governmental reform; feminism and women in reform movements
	3.5.III	Interaction with colonies; responses by colonies
	3.6.II	Social Darwinism and Marxism
	4.1.III	Nazi racism and the Holocaust
	4.1.V	Post-1945 nationalist and separatist movements
	4.4.I	Total war and genocide
	4.4.II	Total war, post-1945 feminism, and political opportunities
	4.4.III	Youth, gay and lesbian, and immigrant dissenters

Theme 6: National and European Identity (NI)

This theme focuses on how and why definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time.

Since 1450, Europeans have understood their place in the world based on their membership in various and sometimes overlapping entities, ranging from small local groupings to fully developed nation-states and multinational organizations. Questions concerning identity have remained constant, even as shifting political, social, economic, religious, and cultural developments, such as the intensely patriotic calls for greater national unity in the 19th century, have brought new units and affiliations into being. In the early modern period, Europeans identified with language groups and political units of varying sizes, such as the Renaissance-era city-state. Early modern Europeans also identified with emerging nation-states such as a unified Spain under King Ferdinand and Queen Isabella, imperial dynasties such as the Habsburg Holy Roman Empire, and the idea of a unified Christendom.

In the 17th and 18th centuries, monarchs like Louis XIV of France and Peter the Great of Russia built upon a common language and cultural identity in their respective countries to foster the development of national cultures centered around the creation of new types of institutions. In England, after a civil war and period of political experimentation, a system of government emerged where the power of the monarchy was checked by an increasingly bold Parliament. These countries also created national symbols that inspired loyalty in their subjects, though senses of national affiliation were always subject to challenges and change, and were not equally powerful across Europe. Meanwhile, the intellectual movement of the Enlightenment, coupled with French revolutionary ideals, offered a different vision of European identity based on a shared belief in reason, citizenship, and other Enlightenment values.

In the 19th century, countries like Germany, Italy, and the Kingdom of the Netherlands were unified through wars, political negotiations, and the promotion of intense feelings of national belonging. At the same time, Romantic writers and artists fostered and built upon feelings of loyalty to the nation, producing works appealing to a common language or cultural identity. However, in the multinational empires that dominated central and eastern Europe until World War I, nationalism also served as a divisive force. At the same time, regional identities based on units either greater or smaller than that of the nation-state—e.g. Basque, Bavarian, pan-Slav, Flemish, or Irish—remained popular and influential throughout much of Europe. And even at the height of nationalism, for many workers socialism and the international struggle of the working class competed with nationalism as a framework for identification and loyalty. Especially with the growth of mass politics and media, western Europeans could also identify as part of a larger global entity, whether "overseas France," or the British Empire and in the 20th century the British Commonwealth—each of which was assumed to have a unique mission and position in the world.

After World War I, with the exception of the emergent Soviet Union, Europe was dominated by nation-states. In central and eastern Europe, some states were riven with conflicts, and minorities that found themselves in vulnerable positions turned to the international League of Nations for protection. During World War II, Germany sought to create a pan-European empire based on an extreme version of German national identity and power. During the second half of the 20th century, as Europeans recovered from the strain of two world wars, Western European empires fractured and transformed into new political units. As they reconceived their role in a postwar world, Europeans could now identify with larger transnational organizations, such as the European Coal and Steel Community, or the community of countries assembled under NATO or the Warsaw Pact. Europeans have increasingly identified as members of the EU, even as regional and national affiliations continue to call into question the idea of a shared European identity.

This reconception of Europe has not been without difficulties, as Britain's late entry into the European community and subsequent decision to leave the EU illustrate. Europe as a concept has been and remains complex, evolving, and subject to changing perceptions, regulations, and legal frameworks. European identities since 1450 have been a fluid concept, with overlapping and non-competing identities enduring even in the age of nation-states. As new national entities form, merge, and in some instances disappear, these developments help shape popular understanding of what it means to be European.

Learning Objectives *Students are able to ...*	Relevant Topics in the Concept Outline	
NI-1 Explain how and why national identities were created, developed, and challenged.	**1.1.II**	Invention of printing; spread of new cultural ideas
	1.2.II	Growing state control of religious institutions during the Reformation; challenges to state authority
	1.2.III	Growing religious, political, and economic competition between states
	1.3.I	Expansion and the enhancement of state power
	1.3.III	Competition between states for territories
	1.5.I	New ideas about state sovereignty and political institutions
	1.5.III	Struggles between monarchs and various corporate and minority language groups
	2.1.I	Absolutism and state centralization
	2.1.II	Challenges to absolutism and the creation of alternative political systems
	2.1.IV	French Revolution as a challenge to the existing social and political order
	2.1.V	Nationalist reactions to Napoleon
	2.2.III	Commercial rivalries
	2.3.IV	Enlightenment values; revival of emotion and sentiment
	2.3.V	Eighteenth-century art and citizenship
	2.3.VI	Emotion and nationalism in the early 19th century
	3.1.II	Industrialization and German unification
	3.1.III	Technology and the integration of national economies
	3.3.I	Ideologies as responses to industrialization and revolution
	3.3.II	State responses to the problems of industrialization.
	3.3.III	Social responses to the problems of industrialization
	3.4.I	Concert of Europe
	3.4.II	Nationalist movements
	3.4.III	German and Italian unification
	3.5.I	Imperial expansion in the 19th century
	3.5.III	Rise of nationalist movements in colonies
	3.6.I	Romantic emphasis on intuition and emotion
	3.6.II	Impact of 1848
	4.1.I	Nationalism and the outbreak of the First World War
	4.1.III	Radical nationalism and fascism/Nazism
	4.1.V	Nationalist movements in Africa and Asia
	4.2.I	Fascist ideology and nationalism
	4.2.V	New nationalism in Eastern and Central Europe

Learning Objectives
Students are able to …

Relevant Topics in the Concept Outline

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.	**1.2.I**	Challenges to monarchical control of religion
	1.2.III	Conflict between different religious groups
	1.4.V	Continued influence of local identities
	1.5.I	Demise of unified Christendom; Peace of Westphalia
	1.5.III	Tension between monarchs and corporate and minority language groups
	2.1.I	Polish partition
	2.1.IV	Class grievances in the French Revolution
	2.3.I	Enlightenment challenges to traditional institutions
	2.3.III	Challenges to absolutism
	3.1.III	Increasing economic globalization
	3.2.I	Emerging class consciousness during industrialization
	3.3.I	Radical political thought; rise of Zionism
	3.4.I	Conservative suppression of nationalism; revolutions of 1848
	3.5.III	Nationalist movements in colonies
	4.1.I	Global nature of First World War
	4.1.II	Versailles Settlement and the League of Nations
	4.1.III	Rise of Soviet Union
	4.1.IV	United Nations; Cold War; NATO; collapse of Soviet Union
	4.1.V	Separatist movements; ethnic cleansing
	4.1.VI	Decolonization
	4.2.I	Russian Revolution; Marxist-Leninist thought
	4.2.II	Fascism; communism
	4.2.IV	Marshall Plan
	4.2.V	Soviet dominance of Eastern Europe
	4.3.I	Postmodernism
	4.4.I	Globalization
	4.4.III	Postwar immigration
	4.4.IV	European Integration

Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline	
NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe from 1450 to the present.	1.2.II	Religious pluralism and religious divisions; state control of religious institutions
	1.2.III	Conflict among different religious groups
	1.3.I	Economic motives for overseas expansion
	1.3.III	Trade networks; commercial rivalries
	1.4.I	Money economy; increased trade
	1.5.I	New monarchies and state centralization; growth of secular states
	1.5.III	Struggle between monarchs and corporate and minority language groups
	2.1.I	Absolutism; Partition of Poland
	2.1.III	Peace of Westphalia
	2.1.V	Napoleonic rule in Europe
	2.2.I	Rise of global economy
	2.2.II	Overseas trade
	2.3.IV	Enlightenment challenges to religious worldviews
	2.4.II	Consumer revolution
	3.1.I	British industrial dominance
	3.2.I	New class identities
	3.3.I	Socialist/Marxist thought; national unification; Zionism
	3.3.II	Liberal interventionism; compulsory education
	3.3.III	Mass politics; worker movements
	3.4.I	Conservative suppression of nationalism
	3.4.II	Dual monarchy in Austria-Hungary
	3.5.I	Quest for raw materials
	4.1.III	Fascism/Nazism; radical nationalism
	4.1.IV	Cold War; COMECON
	4.1.V	Ethnic cleansing
	4.1.VI	National self-determination
	4.2.I	Economic modernization of Soviet Union
	4.2.II	Fascist/Nazi propaganda
	4.2.III	Economic depression
	4.2.IV	Marshall Plan; welfare states
	4.2.V	Communist economic planning; Gorbachev's economic reforms
	4.3.I	Impact of the Depression
	4.3.III	Secularism; persistence of religious identities
	4.4.I	Post-war consumer culture
	4.4.III	Economic miracle; postwar immigration
	4.4.IV	Transnational identities

Learning Objectives
Students are able to ... **Relevant Topics in the Concept Outline**

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	**1.2.III**	Wars of religion
	1.3.I	Colonial expansion; rise of mercantilism
	1.3.III	Colonial competition
	1.3.IV	Exposure to overseas goods and peoples
	1.5.I	Thirty Years' War; Peace of Westphalia
	1.5.II	Military revolution; Peace of Westphalia; balance of power
	2.1.III	Peace of Westphalia; Battle of Vienna; Louis XIV's wars
	2.1.IV	French revolutionary wars
	2.1.V	Napoleonic control of Europe
	2.2.II	Growth of overseas trade
	2.2.III	Colonial and commercial rivalries
	2.3.VI	Revolution- and war-inspired emotional attachments to the nation
	3.4.I	Revolutions of 1848
	3.4.II	Crimean War
	3.4.III	Garibaldi's military campaigns in Italy
	3.5.I	Competition for colonies
	3.5.II	European military supremacy
	3.5.III	Diplomatic tensions over colonies
	3.6.III	Social Darwinism
	4.1.I	Diplomatic tensions leading to First World War; Russian Revolution; global nature of First World War
	4.1.II	Wilsonian ideas; Leagues of Nations; Versailles Settlement
	4.1.III	Fascism and radical nationalism
	4.1.IV	Cold War; NATO; COMECON
	4.1.VI	National self-determination; decolonization
	4.2.I	Russian Revolution
	4.2.II	Spanish Civil War
	4.4.I	Impact of Total War; genocide
	4.4.IV	European integration

III. Concept Outline

The concept outline is structured around four chronological periods, each composed of key concepts typically encountered in college-level European history courses. In order for students to develop an understanding of these concepts, teachers will need to select specific historical figures, groups, events, developments, and processes—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curriculum for AP European History.

Historical Periods

The historical periods, from approximately 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

Teaching Earlier Periods

AP European History focuses on topics in modern European history from the mid-15th through the 21st centuries, and the AP European History Exam will assess understanding of only those topics. However, to gain a deeper appreciation of the themes and patterns in European history, many instructors find it useful to introduce the course with elements of earlier periods, such as ancient, classical, or medieval history. Information on Greek and Roman attitudes, for example, would help students understand the significance of how Renaissance artists and scholars made use of ancient thought in their work. Similarly, a discussion of Catholic theology from Augustine through the late middle ages would help students appreciate the impact of such thought on later European intellectual, cultural, social, and political beliefs, as well as religious conflicts during the Reformation and the wars of religion. Exposure to primary and secondary sources in these periods would also give students more practice with the skill of analyzing historical evidence. Using earlier periods to establish the thematic foundations of the course in this way can help students deepen their understanding of modern Europe's history.

Using the Concept Outline to Plan Instruction

In the pages that follow, thematic learning objectives are provided to show teachers how the learning objectives can be applied to the various statements in the concept outline and to also help teachers make thematic connections across the outline's chronology.

The illustrative examples (set out in the third column of the outline) provide optional examples of possible individuals, events, developments, geographic regions, and/or historical processes teachers might choose to address for a particular concept. As requested by teachers who have provided feedback on the course framework throughout its development, these illustrative examples demonstrate a variety of examples from different geographic regions and/or to expand on content that may be less familiar to teachers. Teachers may opt to use these illustrative examples or others of their own choosing.

PERIOD 1:

c. 1450–c. 1648

Key Concept 1.1

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 and classical texts. 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, especially after the Europeans' encounters with the Western Hemisphere. 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 draw upon long-standing explanations of the natural world.

Key Concept 1.2

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 criticizing ecclesiastical abuses and the doctrines that led to 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 did not, notably the Netherlands and lands under Ottoman control, which accepted Jewish refugees. 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 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 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.

Key Concept 1.3

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 Catholic and Protestant reformations. 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 encounters and relationships that would have profound effects on Europe. 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 new Atlantic trading system led to the establishment of the plantation system in the American colonies and the vast expansion of the African slave trade.

Key Concept 1.4

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.

These demographic and economic changes altered many Europeans' daily lives. 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 continued; the nobility actually increased its power over the peasantry.

Traditional town governments, dominated by craft guilds and traditional religious institutions, struggled to address 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 continued to be the norm. 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 in some cases, rituals of public shaming.

Key Concept 1.5

Three trends shaped early modern political development: (1) a shift from decentralized power and authority toward centralization; (2) a shift from a political elite consisting primarily of hereditary landed nobility toward one open to men distinguished by their education, skills, and wealth; and (3) a shift 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 through 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. Within states, minority language groups retained a more local identity that resisted political centralization. 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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.

A. Italian Renaissance humanists, including Petrarch, promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism.	Illustrative examples, Italian Renaissance humanists: • 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 Catholic Church. This shifted education away from a primary focus on theological writings toward classical texts and new methods of scientific inquiry.	Illustrative examples, individuals promoting a revival of Greek and Roman texts: • 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.	Illustrative examples, individuals promoting secular models for individual and political behavior: • Niccolò Machiavelli • Jean Bodin • Baldassare Castiglione • Francesco Guicciardini

Period 1: c. 1450–c. 1648
Key Concept 1.1

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.

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Period 1: c. 1450–c. 1648
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	**Key Concept 1.1** — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.	
OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present.	**II.** The invention of printing promoted the dissemination of new ideas.	
	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.	
OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.		
OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.	**B.** Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established.	Illustrative examples, reformers using press to disseminate ideas: • Martin Luther • Vernacular Bibles
IS-1 Explain the role of technology in forming and transforming European society.		
NI-1 Explain how and why national identities were created, developed, and challenged.		

Period 1: c. 1450–c. 1648
Key Concept 1.1

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TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.1 — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.

A. In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing "naturalism" in the artistic world, and often the newly invented technique of geometric perspective.

Illustrative examples, painters and architects:
- Michelangelo
- Donatello
- Raphael
- Andrea Palladio
- Leon Battista Alberti
- Filipo Brunelleschi

B. The Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation.

Illustrative examples, artists who employed naturalism:
- Jan Van Eyck
- Pieter Bruegel the Elder
- Rembrandt

C. Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power.

Illustrative examples, Mannerist and Baroque artists whose art was used in new public buildings:
- El Greco
- Artemisia Gentileschi
- Gian Bernini
- Peter Paul Rubens

Period 1: c. 1450–c. 1648
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	**Key Concept 1.1** — The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world.	
OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present. **OS-3** Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	**IV.** New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.	
	A. New ideas and methods in astronomy led individuals such as Copernicus, Galileo, and Newton to question the authority of the ancients and traditional knowledge 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.	Illustrative examples, additional physicians who challenged Galen: • 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. At the same time, many people continued to believe that the cosmos was governed by spiritual forces.	Illustrative examples, natural philosophers who continued to hold traditional views of alchemy and astrology: • Paracelsus • Gerolamo Cardano • Johannes Kepler • Sir Isaac Newton

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Period 1: c. 1450–c. 1648
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

I. The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity.

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

Illustrative examples, monarchical control:
- Sir Thomas More
- Juan Luis Vives

B. Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice. Responses to Luther and Calvin included religious radicals, such as the Anabaptists, and other groups, such as German peasants.

Illustrative examples, new Protestant interpretations of Christian doctrine and practice:
- Priesthood of all believers
- Primacy of scripture
- Predestination
- Salvation by faith alone

C. Some Protestant groups sanctioned the notion that wealth accumulation was a sign of God's favor and a reward for hard work.

Illustrative examples, Protestants who viewed wealth as signs of God's favor:
- Calvinists

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

Illustrative examples, the Catholic Reformation:
- St. Teresa of Avila
- Ursulines
- Roman Inquisition
- Index of Prohibited Books

Period 1: c. 1450–c. 1648
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.

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

Illustrative examples, state actions to control religion and morality:
- 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 secular state.

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

Illustrative examples, religious conflicts caused by groups challenging the monarch's control of religious institutions:
- Huguenots
- Puritans
- Nobles in Poland

Period 1: c. 1450–c. 1648
Key Concept 1.2

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

III. Conflicts among religious groups overlapped with political and economic competition within and among states.

A.	Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French wars of religion.	Illustrative examples, key factors in the French wars of religion: • Catherine de' Medici • St. Bartholomew's Day Massacre • War of the Three Henrys • Henry IV
B.	Habsburg rulers confronted an expanded Ottoman Empire while attempting unsuccessfully to restore Catholic unity across Europe.	Illustrative examples, Habsburg rulers: • Charles I • Charles V
C.	States exploited religious conflicts to promote political and economic interests.	Illustrative examples, state exploitation of religious conflicts: • 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.	Illustrative examples, states allowing religious pluralism: • Poland • The Netherlands

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Period 1: c. 1450–c. 1648
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.2 — Religious pluralism challenged the concept of a unified Europe.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

III. Conflicts among religious groups overlapped with political and economic competition within and among states.
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Period 1: c. 1450–c. 1648
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.

A. European states sought direct access to gold, spices, and luxury goods as a means to enhance personal wealth and state power.	Illustrative examples, states seeking access to luxury goods: • Spanish in New World • Portuguese in Indian Ocean World • Dutch in East Indies/Asia
B. The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.	Illustrative examples, mercantilist ideas: • Jean Baptiste Colbert
C. Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some it served as a justification for the subjugation of indigenous civilizations.	Illustrative examples, religion and exploration: • Jesuit activities

Period 1: c. 1450–c. 1648
Key Concept 1.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 1: c. 1450–c. 1648
Key Concept 1.3

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-1 Explain the role of technology in forming and transforming European society.

II. Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.

Illustrative examples, navigational technology:

- Compass
- Sternpost rudder
- Portolani
- Quadrant and astrolabe
- Lateen rig

Illustrative examples, military technology:

- Horses
- Guns and gunpowder

**Period 1: c. 1450–c. 1648
Key Concept 1.3**

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

NI-1 Explain how and why national identities were created, developed, and challenged.

III. Europeans established overseas empires and trade networks through coercion and negotiation.

A. The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America in the late 15th and throughout the 16th centuries.

B. The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe in the 16th century.

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 in the 17th century.

D. The competition for trade led to conflicts and rivalries among European powers in the 17th and 18th centuries.

Illustrative examples, colonial conflicts and rivalries:

- Asiento
- War of the Spanish Succession
- Seven Years' War
- Treaty of Tordesillas

Period 1: c. 1450–c. 1648
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

III. Europeans established overseas empires and trade networks through coercion and negotiation.

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Period 1: c. 1450–c. 1648

Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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.

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.

Illustrative examples, important Atlantic port cities:
- London
- Bristol
- Amsterdam
- Antwerp

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

Illustrative examples, new plants, animals, and diseases:

From Europe to the Americas:
- Wheat
- Cattle
- Horses
- Pigs
- Sheep
- Smallpox
- Measles

From the Americas to Europe:
- Tomatoes
- Potatoes
- Squash
- Corn
- Tobacco
- Turkeys

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.

Illustrative examples, slave trade developments:
- Middle Passage
- Planter society

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

I. Economic change produced new social patterns, while traditions of hierarchy and status continued.

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

Illustrative examples, innovations in banking and finance:
- 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 land-holding elites in different ways in Europe's various geographic regions.

Illustrative examples, the new economic elites:
- Gentry in England
- Nobles of the robe in France
- Town elites (bankers and merchants)

C. Established hierarchies of class, religion, and gender continued to define social status and perceptions in both rural and urban settings.

Illustrative examples, continued social hierarchies:
- Continued prestige of land ownership
- Aristocratic privileges regarding taxes, fees for services, and legal protections
- Continued political exclusion of women

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Period 1: c. 1450–c. 1648
Key Concept 1.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

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.

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.

Illustrative examples, the commercialization of agriculture:
- Enclosure movement
- Restricted use of the village common
- Freehold 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.

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Related Thematic Learning Objectives (Focus of Exam Questions)	**Key Concept 1.4** — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.	
PP-3 Explain how society has changed over time as a result of the development of capitalism.	**III.** Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures.	
PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	**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.	
IS-1 Explain the role of technology in forming and transforming European society.	**B.** Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources.	Illustrative examples, the way new migrants challenged urban elites: • Sanitation problems caused by overpopulation • Employment • Poverty • Crime
IS-4 Explain how and why the status of specific groups within society has changed over time.	**C.** Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals.	Illustrative examples, regulating public morals: • New secular laws regulating private life • Stricter codes on prostitution and begging • Abolishing or restricting Carnival • Calvin's Geneva ▲

Period 1: c. 1450–c. 1648
Key Concept 1.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	**Key Concept 1.4** — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.	
PP-3 Explain how society has changed over time as a result of the development of capitalism.	**IV.** The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.	
OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	**A.** Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.	
IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	**B.** The Renaissance and Reformation raised debates about female education and women's roles in the family, church, and society.	Illustrative examples, debates about female roles: • Women's intellect and education • Women as preachers • La Querelle des Femmes
IS-4 Explain how and why the status of specific groups within society has changed over time. **IS-5** Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.	**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. This European marriage pattern restrained population growth and ultimately improved the economic condition of families.	

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.4 — European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

V. Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.

A. Leisure activities continued to be organized according to the religious calendar and the agricultural cycle and remained communal in nature.	Illustrative examples, communal leisure activities: • Saint's day festivities • Carnival • Blood sports
B. Local and church authorities continued to enforce communal norms through rituals of public humiliation.	Illustrative examples, rituals of public humiliation: • Charivari • Stocks • Public whipping and branding
C. Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.	Illustrative examples, accusations of witchcraft: • Prominence of women • Regional variation • Social upheaval

Period 1: c. 1450–c. 1648
Key Concept 1.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

Period 1: c. 1450–c. 1648
Key Concept 1.5

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.

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

Illustrative examples, monarchical control:
- 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.

Illustrative examples, commercial and professional groups that gained in power:
- Merchants and financiers in Renaissance Italy and northern Europe
- Nobles of the robe in France
- Gentry in England

D. Continued political fragmentation in Renaissance Italy provided a background for the development of new concepts of the secular state.

Illustrative examples, secular political theorists:
- Jean Bodin
- Hugo Grotius
- Machiavelli

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.

(CONTINUED)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

**Period 1: c. 1450–c. 1648
Key Concept 1.5**

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TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

II. The competitive state system led to new patterns of diplomacy and new forms of warfare.

A. Following the Peace of Westphalia, religion declined in importance as a cause for warfare among European states; the concept of the balance of power played an important role in structuring diplomatic and military objectives.

B. Advances in military technology 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. New military techniques and institutions (i.e., the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment.

Illustrative examples, states that benefited from the military revolution:

• Spain under the Habsburgs

• Sweden under Gustavus Adolphus

• France

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Period 1: c. 1450–c. 1648
Key Concept 1.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.5 — The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

III. The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states.

A.	The English Civil War—a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure—exemplified this competition.	Illustrative examples, competitors for power in the English Civil War: • 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.	Illustrative examples, the competition between monarchs and nobles: • Louis XIII and Cardinal Richelieu • The Fronde in France • The Catalan Revolts in Spain
C.	Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group.	Illustrative examples, the competition between minority and dominant national groups: • Celtic regions of Scotland, Ireland, and France • Dutch resistance in the Spanish Netherlands • Czech identity in the Holy Roman Empire/Jan Hus/Defenestration of Prague

Period 1: c. 1450–c. 1648
Key Concept 1.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 2:

c. 1648–c. 1815

Key Concept 2.1

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. Conservative leaders also attempted to contain the danger of revolutionary or nationalistic upheavals inspired by the French Revolution.

Key Concept 2.2

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—including 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, which, in turn, encouraged overseas exploration, expansion, and conflicts. 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.

Key Concept 2.3

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.

Alongside several movements of religious revival that occurred during the 18th century, European elite culture embraced skepticism, secularism, and atheism for the first time in European history. 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 reflected a new worldview in which rationalism, skepticism, scientific investigation, and a belief in progress generally dominated. At the same time, other worldviews stemming from religion, nationalism, and romanticism remained influential.

Key Concept 2.4

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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.

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

Illustrative examples, absolute monarchs:
- 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.

Illustrative examples, extended power of the state:
- Intendants
- Modernized, state-controlled military

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

Illustrative examples, enlightened monarchs:
- 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.

Illustrative examples, Russian westernization:
- Russian Academy of Sciences
- Education
- Western fashion
- Expanded military

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Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.
(CONTINUED)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

II. Challenges to absolutism resulted in alternative political systems.

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.

Illustrative examples, outcomes of the English Civil War and the Glorious Revolution:

• English Bill of Rights
• Parliamentary sovereignty

B. The Dutch Republic, established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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.

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.

Illustrative examples, Prussian and Habsburg rulers:
- 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.

Illustrative examples, Louis XIV's nearly continuous wars:
- 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.

Illustrative examples, conflict between the French and the British:
- Seven Years' War
- American Revolution

Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.

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.	Illustrative examples, causes of the French Revolution: • Peasant and bourgeois grievances • Bread shortages • French involvement in American Revolution
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.	Illustrative examples, actions taken during the moderate phase of the French Revolution: • 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 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.	Illustrative examples, radical Jacobin leaders and institutions: • 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.	Illustrative examples, mass conscription: • Levee en masse
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.	Illustrative examples, female involvement in the revolution: • October March on Versailles • Olympe de Gouges • Society of Republican Revolutionary Women

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Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.
(CONTINUED)

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.

Illustrative examples, opponents of the revolution:
- Edmund Burke

**Period 2: c. 1648–c. 1815
Key Concept 2.1**

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.

(CONTINUED)

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**Period 2: c. 1648–c. 1815
Key Concept 2.1**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.	
PP-4 Explain the causes and consequences of economic inequality.	**V.** Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.	
PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	**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.	Illustrative examples, domestic reforms under Napoleon: • Careers open to talent • Educational system • Centralized bureaucracy • Civil Code • Concordat of 1801 Illustrative examples, curtailment of rights under Napoleon: • Secret police • Censorship • Limitation of women's rights
SP-5 Explain how the relationship between states and ecclesiastical authority changed over time. **SP-6** Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.		
SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.	**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.	
SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.	**C.** Napoleon's expanding empire created nationalist responses throughout Europe.	Illustrative examples, nationalist responses to Napoleon: • Student protest in German states • Guerilla war in Spain • Russian scorched earth policy
IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.		
IS-4 Explain how and why the status of specific groups within society has changed over time. **IS-5** Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.	**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.	

Period 2: c. 1648–c. 1815
Key Concept 2.1

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 2.1 — Different models of political sovereignty affected the relationship among states and between states and individuals.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.

(CONTINUED)

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Period 2: c. 1648–c. 1815
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.2 — The expansion of European commerce accelerated the growth of a worldwide economic network.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

I.	Early modern Europe developed a market economy that provided the foundation for its global role.	
	A. Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities.	Illustrative examples, trade freed from traditional restrictions: • 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.	Illustrative examples, new financial practices and institutions: • Insurance • Banking institutions for turning private savings into venture capital • New definitions of property rights and protections against confiscation • Bank of England

Period 2: c. 1648–c. 1815
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.2 — The expansion of European commerce accelerated the growth of a worldwide economic network.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.

A. European states followed mercantilist policies by drawing resources from 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.

Illustrative examples, transatlantic slave-labor systems:
- Middle Passage
- Triangle trade
- Plantation economies in the Americas

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

Illustrative examples, overseas products:
- 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.

Period 2: c. 1648–c. 1815
Key Concept 2.2

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Period 2: c. 1648–c. 1815
Key Concept 2.2

Key Concept 2.2 — The expansion of European commerce accelerated the growth of a worldwide economic network.

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.
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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 2.2 — The expansion of European commerce accelerated the growth of a worldwide economic network.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

    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.

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**Period 2: c. 1648–c. 1815
Key Concept 2.2**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

I. Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.

A. Intellectuals such as Voltaire and Diderot began to apply the principles of the Scientific Revolution to society and human institutions.	Illustrative examples, works applying scientific principles to society: • 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 and the social contract.	
C. Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered controversial arguments for the exclusion of women from political life.	Illustrative examples, individuals who challenged Rousseau's position on women: • Mary Wollstonecraft • Marquis de Condorcet

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

I. Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.

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Period 2: c. 1648–c. 1815
Key Concept 2.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge at different points in Europe's history from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

II. New public venues and print media popularized Enlightenment ideas.

A.	A variety of institutions, such as salons, explored and disseminated Enlightenment culture.	Illustrative examples, institutions that broadened the audience for new ideas: • 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.	Illustrative examples, printed materials: • Newspapers • Periodicals • Books • Pamphlets • The *Encyclopédie*
C.	Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms.	

Period 2: c. 1648–c. 1815
Key Concept 2.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-1 Explain the role of technology in forming and transforming European society.

IS-4 Explain how and why the status of specific groups within society has changed over time.

II. New public venues and print media popularized Enlightenment ideas.
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Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

PP-1 Explain how capitalism has developed as an economic system.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

III. New political and economic theories challenged absolutism and mercantilism.

   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, which espoused free trade and a free market.

Illustrative examples, proponents of new economic ideas:
- Physiocrats
- Francois Quesnay
- Anne Robert Jacques Turgot

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

III. New political and economic theories challenged absolutism and mercantilism.
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Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.

A. Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.	Illustrative examples, intellectuals: • David Hume • Baron d'Holbach
B. Religion was viewed increasingly as a matter of private rather than public concern.	Illustrative examples, religious developments: • Methodism • Revival Of German Pietism
C. By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some states, civil equality to Jews.	

Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.
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Period 2: c. 1648–c. 1815
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-1 Explain how and why national identities were created, developed, and challenged.

V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.

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

Illustrative examples, Baroque artists and musicians who promoted religion or glorified monarchy:

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

B. Eighteenth-century art and literature increasingly reflected the outlook and values of commercial and bourgeois society. Neoclassicism expressed new Enlightenment ideals of citizenship and political participation.

Illustrative examples, artistic movements that reflected commercial society or Enlightenment ideals:

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

Illustrative examples, literature that reflected commercial society or Enlightenment ideals:

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

Period 2: c. 1648–c. 1815
Key Concept 2.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 2.3 — The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.	
OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	**VI.** While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling.	
OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.	**A.** Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.	
OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.	**B.** Romanticism emerged as a challenge to Enlightenment rationality.	Illustrative examples, Romantic culture: • Sir Walter Scott • Caspar David Friedrich • John Constable • J.M.W. Turner • Frederic Chopin • Ludwig van Beethoven
OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.		
NI-1 Explain how and why national identities were created, developed, and challenged.	**C.** Consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley.	
NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	**D.** Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.	

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 2.4 — The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.	
PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	**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, the balance between population and the food supply stabilized, resulting in steady population growth.	
	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.	Illustrative examples, inoculation and disease control: • Lady Mary Wortley Montagu

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Period 2: c. 1648–c. 1815
Key Concept 2.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.4 — The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

PP-1 Explain how capitalism has developed as an economic system.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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.

Illustrative examples, a new concern for privacy:

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

Illustrative examples, new consumer goods for homes:

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

Illustrative examples, new leisure venues:

- Coffeehouses
- Taverns
- Theaters and opera houses

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Period 2: c. 1648–c. 1815
Key Concept 2.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 2.4 — The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.	
PP-3 Explain how society has changed over time as a result of the development of capitalism. **IS-2** Explain how family life, relations between social groups, and ideas about gender have changed over time. **IS-4** Explain how and why the status of specific groups within society has changed over time.	**III.** By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.	
	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 various birth control methods.	
	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.	Illustrative examples, increased emphasis on childhood: • Jean-Jacques Rousseau • Education in Napoleonic France and Austria • Painting and portraiture ▲

Period 2: c. 1648–c. 1815
Key Concept 2.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 2.4 — The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.	
PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	**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-3 Explain how society has changed over time as a result of the development of capitalism.	**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.	
PP-4 Explain the causes and consequences of economic inequality.	**B.** The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.	
PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	**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.	Illustrative examples, the problems of urban life: • The new Poor Law in Britain (1834) • The Contagious Diseases Acts
IS-1 Explain the role of technology in forming and transforming European society.		
NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.		

Period 2: c. 1648–c. 1815
Key Concept 2.4

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 3:

c. 1815–c. 1914

Key Concept 3.1

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 spread 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, looked to national 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. In the 20th century, some national governments assumed far-reaching control over their respective economies, largely in order to contend with the challenges of war and financial crises.

Key Concept 3.2

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 charged themselves as the protectors of workers and working-class families, lobbying for improved working conditions and old-age pensions. 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.

Key Concept 3.3

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. 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.

Key Concept 3.4

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 helped usher in a new type of European politics and diplomacy. Conservative leaders, exemplified by Napoleon III of France, used popular nationalism to advance state power and authoritarian rule. 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.

Key Concept 3.5

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.

Key Concept 3.6

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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.

   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.

Illustrative examples, Britain's leadership:
- 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.

Illustrative examples, commercial interests in government:
- Repeal of the Corn Laws

Period 3: c. 1815–c. 1914
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	**Key Concept 3.1** — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.

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.

Illustrative examples, government support of industrialization:
- 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.

Illustrative examples, industrialization in Prussia:
- 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.

Illustrative examples, geographic factors in eastern and southern europe:
- Lack of resources
- Lack of adequate transportation

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Period 3: c. 1815–c. 1914
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

Period 3: c. 1815–c. 1914
Key Concept 3.1

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

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

Illustrative examples, factory production:
- Manchester, England
- The Krupp family (Essen, Germany)

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.

Illustrative examples, new technologies:
- Bessemer process
- Mass production
- Electricity
- Chemicals

Illustrative examples, developments in communication and transportation:
- 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 a variety of methods, including monopolies, banking practices, and tariffs.

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
IS-1 Explain the role of technology in forming and transforming European society.	**III.** During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity. (CONTINUED)
NI-1 Explain how and why national identities were created, developed, and challenged.	
NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.	
NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.	

Period 3: c. 1815–c. 1914
Key Concept 3.1

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

I. Industrialization promoted the development of new classes in the industrial regions of Europe.

    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 continued 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.

Period 3: c. 1815–c. 1914
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

II. Europe experienced rapid population growth and urbanization, leading to social dislocations.

    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. ▲

Period 3: c. 1815–c. 1914
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.	
PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	**III.** Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.	
PP-3 Explain how society has changed over time as a result of the development of capitalism.	**A.** Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.	
PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	**B.** By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.	Illustrative examples, laws restricting the labor of children and women: • Factory Act of 1833 • Mines Act of 1842 • Ten Hours Act of 1847
OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.		
OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	**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.	
IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	**D.** Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.	Illustrative examples, leisure time activities and spaces: • Parks • Sports clubs and arenas • Beaches • Department stores • Museums • Theaters • Opera houses
IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.		
IS-4 Explain how and why the status of specific groups within society has changed over time.		
IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.		

Period 3: c. 1815–c. 1914
Key Concept 3.2

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

IS-1 Explain the role of technology in forming and transforming European society.

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

IV. A heightened consumerism developed as a result of the second industrial revolution.

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.	Illustrative examples, mass marketing: • 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.	Illustrative examples, new efficient methods of transportation and other innovations: • Steamships • Railroads • Refrigerated rail cars • Ice boxes • Streetcars • Bicycles Illustrative examples, new industries during the second industrial revolution: • Chemical industry • Electricity and utilities • Automobile • Leisure travel • Professional and leisure sports

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Period 3: c. 1815–c. 1914
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-4 Explain the causes and consequences of economic inequality.

IS-4 Explain how and why the status of specific groups within society has changed over time.

V. Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.

Illustrative examples, primitive agricultural practices and famines:

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

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Period 3: c. 1815–c. 1914

Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic and social inequality over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

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.	Illustrative examples, liberals: • 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.	Illustrative examples, advocates of suffrage: • 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.	Illustrative examples, conservatives: • Edmund Burke • Joseph de Maistre • Klemens von Metternich
D.	Socialists called for the redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.	Illustrative examples, utopian socialists: • Henri de Saint-Simon • Charles Fourier • Robert Owen Illustrative examples, Marxists: • Friedrich Engels • Clara Zetkin • Rosa Luxemburg

Period 3: c. 1815–c. 1914
Key Concept 3.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.
(CONTINUED)

E.	Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.	Illustrative examples, anarchists: • 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.	Illustrative examples, nationalists: • J. G. Fichte • Grimm Brothers • Giuseppe Mazzini • Pan-Slavists Illustrative examples, anti-Semitism: • Dreyfus affair • Christian Social Party in Germany • Karl Lueger, mayor of Vienna
G.	While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe.	Illustrative example, Zionists: • Theodor Herzl

Period 3: c. 1815–c. 1914
Key Concept 3.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

II. Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.

   A. Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization.

   B. Reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces. The reforms were enacted by governments motivated by such forces as public opinion, prominent individuals, and charity organizations.

Illustrative examples, modernizing infrastructure:
- Sewage and water systems
- Public lighting
- Public housing
- Urban redesign
- Parks
- Public transportation
- Edwin Chadwick
- Georges Haussmann

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

Period 3: c. 1815–c. 1914
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.
IS-1 Explain the role of technology in forming and transforming European society. **NI-1** Explain how and why national identities were created, developed, and challenged. **NI-3** Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.	**II.** Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization. (CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

III. Political movements and social organizations responded to problems of industrialization.

A.	Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.	Illustrative examples, mass-based political parties: • 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.	Illustrative examples, political parties representing workers: • 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.	Illustrative examples, feminists and feminist movements: • Flora Tristan • British Women's Social and Political Union • Pankhurst family • Barbara Smith Bodichon
D.	Various nongovernmental reform movements, many of them religious, assisted the poor and worked to end serfdom and slavery.	Illustrative examples, reform movements and social reformers: • The Sunday School movement • The temperance movement • British abolitionist movement • Josephine Butler

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Period 3: c. 1815–c. 1914
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

III. Political movements and social organizations responded to problems of industrialization.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.

 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.

Illustrative examples, early 19th-century political revolts:
  - War of Greek Independence
  - Decembrist revolt in Russia
  - Polish rebellion
  - July Revolution in France

 D. The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.

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**Period 3: c. 1815–c. 1914
Key Concept 3.4**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 3.4 — European states struggled to maintain
international stability in an age of nationalism and revolutions.

SP-6 Explain how religious
belief affected politics and
how the principle of religious
toleration emerged and changed
over time.

I. The Concert of Europe (or Congress System) sought to maintain the
status quo through collective action and adherence to conservatism.

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SP-9 Explain how and why
changes in warfare affected
diplomacy, the European state
system, and the balance of
power.

SP-10 Explain how the concept
of a balance of power emerged,
developed, and eventually
became institutionalized over
time.

IS-2 Explain how family
life, relations between social
groups, and ideas about gender
have changed over time.

NI-1 Explain how and why
national identities were created,
developed, and challenged.

NI-2 Explain how and why
cultural, regional, and other
social identities coexisted
with national identities and
occasionally challenged the
notion of a unified nation or
empire.

NI-3 Explain how and why
political, economic, and
religious developments
challenged or reinforced the
idea of a unified Europe in the
period 1450 to the present.

NI-4 Explain how overseas
expansion, warfare, and
international diplomacy affected
Europeans' identification of
themselves as members of
national, cultural, regional, or
transnational groups.

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**Period 3: c. 1815–c. 1914
Key Concept 3.4**

TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

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.

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 generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen 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, including the emancipation of the serfs, which gave rise to revolutionary movements and eventually the Russian Revolution of 1905.

Illustrative examples, reformers in Russia:

- Alexander II
- Sergei Witte
- Peter Stolypin

**Period 3: c. 1815–c. 1914
Key Concept 3.4**

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TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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.

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**Period 3: c. 1815–c. 1914
Key Concept 3.4**

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.	
SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power. **SP-10** Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time. **NI-1** Explain how and why national identities were created, developed, and challenged. **NI-4** Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	**III.** The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.	
	A. Cavour's diplomatic strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy.	
	B. Bismarck used *Realpolitik*, employing diplomacy, industrialized warfare, 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.	Illustrative examples, Bismarck's alliances: • 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.	Illustrative examples, nationalist tensions in the Balkans: • Congress of Berlin in 1878 • Growing influence of Serbia • Bosnia-Herzegovina annexation crisis, 1908 • First Balkan War • Second Balkan War

Period 3: c. 1815–c. 1914
Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

    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. European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.

       Illustrative examples, ideas of cultural and racial superiority:
- "The White Man's Burden"
- *Mission civilisatrice*
- Social Darwinism

Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

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.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

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**Period 3: c. 1815–c. 1914
Key Concept 3.5**

TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-1 Explain the role of technology in forming and transforming European society.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.

A.	The development of advanced weaponry ensured the military advantage of Europeans over colonized areas.	Illustrative examples, advanced weaponry: • *Minié ball* (bullet) • Breech-loading rifle • Machine gun
B.	Communication and transportation technologies facilitated the creation and expansion of European empires.	Illustrative examples, communication and transportation technologies: • Steamships • Railroads • Telegraph • Photography
C.	Advances in medicine enabled European survival in Africa and Asia.	Illustrative examples, advances in medicine: • Louis Pasteur's germ theory of disease • Anesthesia and antiseptics • Public health projects • Quinine

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Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

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

Illustrative examples, diplomatic tensions:
- Berlin Conference (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.

Illustrative examples, artists and writers and works:
- 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

Illustrative examples, participants in the imperialism debate:
- Pan-German League
- J. A. Hobson's and Vladimir Lenin's anti-imperialism
- E.D Morel and the Congo Reform Association

C. Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.

Illustrative examples, responses to European imperialism:
- Indian Congress Party
- Zulu Resistance
- India's Sepoy Mutiny
- China's Boxer Rebellion
- Japan's Meiji Restoration

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Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.
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Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-1 Explain how and why national identities were created, developed, and challenged.

I. Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.

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

Illustrative examples, Romantic artists:
- Francisco Goya
- Caspar David Friedrich
- J.M.W. Turner
- John Constable
- Eugène Delacroix

Illustrative examples, romantic composers:
- 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.

Illustrative examples, Romantic writers:
- Johann Wolfgang von Goethe
- William Wordsworth
- Lord Byron
- Percy Shelley
- John Keats
- Mary Shelley
- Victor Hugo

Period 3: c. 1815–c. 1914
Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.

   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 scientific and material account of biological change and the development of human beings as a species, and inadvertently, a justification for racialist theories that became 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.

Illustrative examples, realist artists and authors:
- Honoré de Balzac
- Honoré Daumier
- Charles Dickens
- George Eliot
- Gustave Courbet
- Fyodor Dostoevsky
- Jean-François Millet
- Leo Tolstoy
- Émile Zola
- Thomas Hardy

Period 3: c. 1815–c. 1914
Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.
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**Period 3: c. 1815–c. 1914
Key Concept 3.6**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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.

III. In the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

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.	Illustrative examples, philosophers who emphasized the irrational: • Friedrich Nietzsche • Georges Sorel • Henri Bergson
B. Freudian psychology offered 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.	Illustrative examples, scientists who undermined the notion that Newtonian physics provided an objective knowledge of nature: • 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.	Illustrative examples, modern artists: • Claude Monet • Paul Cézanne • Henri Matisse • Edgar Degas • Pablo Picasso • Vincent Van Gogh

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Period 3: c. 1815–c. 1914
Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 4:

c. 1914–PRESENT

Key Concept 4.1

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.

Key Concept 4.2

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 USSR, 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 democracies, temporarily allied with communist Russia, and fascist states. At the end of this conflict, fascist forces had been defeated, Europe was devastated, and the international diplomatic situation developed into a conflict between the capitalistic democracies and the centrally directed communist states.

In the post–World War II period, states in both Eastern and Western Europe increased their involvement in citizens' economic lives. In the West this came through social welfare programs and the expansion of education, while Eastern European nations were heavily regulated in planned economies directed by the Soviet Union.

With the collapse of communism and the fall of the Soviet Union in the early 1990s, the Western European democracies celebrated the triumph of their political and economic systems, and many of the former communist states sought admission into the European Union and 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, with Western Europe experiencing difficulties because of economic recession and the extension of social welfare programs.

Key Concept 4.3

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, advanced the claim 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.

Key Concept 4.4

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. Women's organizations and movements continued to advocate for other causes, such as equal pay, women's health care issues, and increased child care subsidies.

During the second half of the century, immigrants from around the globe streamed into Europe, and by the new millennium 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.

Related Thematic Learning Objectives (Focus of Exam Questions)	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.	
INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	**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-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.	**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.	
SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.	**B.** New technologies confounded traditional military strategies and led to trench warfare and massive troop losses.	Illustrative examples, new technologies: • Machine gun • Barbed wire • Submarine • Airplane • Poison gas • Tank
SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.		
IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.	**C.** The effects of military stalemate, national mobilization, and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.	Illustrative examples, discontent and revolution: • Mutinies in armies • Easter Rebellion in Ireland • Russian Revolution
NI-1 Explain how and why national identities were created, developed, and challenged.		
NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.	**D.** The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.	Illustrative examples, non-European theaters of conflict: • Armenian Genocide • Arab revolt against the Turks • Japanese aggression in the Pacific and on the Chinese mainland
NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	**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.	Illustrative examples, collapse of European empires: • Mandate system • Creation of modern Turkey • Dissolution of Austro-Hungarian Empire

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Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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.

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.

Illustrative examples, democratic successor states:
- 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.

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

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.

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.

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

Illustrative examples, fascist states' expansion allowed by European powers:
- 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.

Illustrative examples, *Blitzkrieg*:
- Surrender of France
- Polish campaign of 1939
- Operation Barbarossa

C. American and British industrial, scientific, and technological power, cooperative military efforts under the strong leadership of individuals such as Winston Churchill, the resistance of civilians, 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.

Illustrative Examples, Nazi establishment of a new racial order:
- Nuremberg Laws
- Wannsee Conference
- Auschwitz and other death camps

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

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.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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.
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**Period 4: c. 1914–PRESENT
Key Concept 4.1**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	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.	
INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	**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-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.	**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.	
PP-3 Explain how society has changed over time as a result of the development of capitalism. **SP-2** Explain how and why the political forms of European governments have changed over time. **SP-3** Explain how and why the economic roles of European governments have changed over time.	**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.	Illustrative Examples, hot wars outside of Europe in which the United States and the USSR supported opposite sides: • Korean War • Vietnam War • Yom Kippur War • Afghanistan War
SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power. **SP-10** Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.	**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 NATO.	Illustrative examples, the world monetary and trade system: • International Monetary Fund (IMF) • World Bank • General Agreement on Tariffs and Trade (GATT) • World Trade Organization (WTO)
NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.	**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.	

Period 4: c. 1914–PRESENT
Key Concept 4.1

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.
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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.

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Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

V. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post–World War II peace.

Illustrative examples, nationalist violence:

- Ireland
- Chechnya

Illustrative examples, separatist movements:

- Basque (ETA)
- Flemish

Illustrative examples, ethnic cleansing:

- Bosnian Muslims
- Albanian Muslims of Kosovo

Period 4: c. 1914–PRESENT
Key Concept 4.1

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

VI. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

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 new policies and freedoms.

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.

Illustrative examples, mandate territories:
- 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.

Illustrative examples, indigenous nationalist movements:
- Indian National Congress
- Algeria's National Liberation Front (FLN)
- Ho Chi Minh's Viet Minh
- Sukarno and Indonesian nationalism

Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

VI. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

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Period 4: c. 1914–PRESENT
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

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 and among democracy, communism, and fascism.

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

I. The Russian Revolution created a regime based on Marxist–Leninist theory.

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.

Illustrative examples, revolutionary change in Russia:
- 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 communist principles and employed some free-market principles under the New Economic Policy. After Lenin's death, Stalin undertook a centralized program of rapid economic modernization, often with severe repercussions for the population.

Illustrative examples, the Soviet Union's rapid economic modernization:
- Collectivization
- Five Year Plan

Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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 and among democracy, communism, and fascism.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

I. The Russian Revolution created a regime based on Marxist–Leninist theory.

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E. Stalin's economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks (the land-owning peasantry) and other perceived enemies of the state, devastating famine in the Ukraine, purges of political rivals, and, ultimately, the creation of an oppressive political system.

Illustrative examples, the Soviet Union's oppressive political system:

- Great purges
- Gulags
- Secret police

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Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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 and among democracy, communism, and fascism.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

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.

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

Illustrative examples, fascist propaganda:
- Radio
- Joseph Goebbels
- Leni Riefenstahl
- Architecture
- Cult of personality

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.

Illustrative examples, authoritarian dictatorship in central and eastern Europe:
- Poland
- Hungary
- Romania

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Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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 and among democracy, communism, and fascism.

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.

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Period 4: c. 1914–PRESENT
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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

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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 and among democracy, communism, and fascism.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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.

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.

Illustrative examples, new economic theories and policies:

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

Illustrative examples, political alliance:

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

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Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

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(Focus of Exam Questions)

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 and among democracy, communism, and fascism.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.

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.

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Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
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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 and among democracy, communism, and fascism.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.

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Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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 and among democracy, communism, and fascism.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

V. Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

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. This brought with it the restriction of individual rights and freedoms, suppression of dissent, and constraint of emigration for the various populations within the Soviet bloc.

B. After 1956, Soviet leader Nikita Khrushchev's de-Stalinization policies failed to meet their economic goals within the Soviet Union; combined with reactions to existing limitations on individual rights, this prompted revolts in Eastern Europe, which ended with a reimposition of Soviet rule and repressive totalitarian regimes.

Illustrative examples, revolts against Soviet control:
- Prague Spring
- Hungarian Revolt

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.

Illustrative examples, collapse of Soviet Union and satellites:
- Fall of the Berlin Wall
- Polish elections 1989

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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 and among democracy, communism, and fascism.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

V. Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

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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.

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Period 4: c. 1914–PRESENT
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

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.

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.

Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	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.
NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.	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. (CONTINUED)

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Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.

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.

Illustrative Examples, physicists:
- Albert Einstein
- 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.

Illustrative examples, medical theories and technologies:
- 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.

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Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

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.

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

Illustrative examples, Christian responses to totalitarianism:

- 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 doctrine 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.

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Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives (Focus of Exam Questions)	**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.
NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.	**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. (CONTINUED)

Period 4: c. 1914–PRESENT
Key Concept 4.3

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TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES
FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

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.

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

Illustrative examples, new movements in the visual arts:
- Cubism
- Futurism
- Dadaism
- Surrealism
- Abstract Expressionism
- Pop Art

Illustrative examples, new architectural movements:
- Bauhaus
- Modernism
- Postmodernism

Illustrative examples, new movements in music:
- Igor Stravinsky
- Arnold Schoenberg
- Richard Strauss

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

Illustrative examples, writers:
- 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.

Period 4: c. 1914–PRESENT
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.

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.

Illustrative examples, new communication technologies:
- Telephone
- Radio
- Television
- Computer
- Cell phone
- Internet

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Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.
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**Period 4: c. 1914–PRESENT
Key Concept 4.4**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

II.	The lives of women were defined by family and work responsibilities, economic changes, and feminism.	
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.	Illustrative examples, feminists and feminism: • 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.	Illustrative examples, government policies promoting population growth: • 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.	Illustrative examples, new modes of managing reproduction: • The pill • Scientific means of fertilization
E.	Women attained high political office and increased their representation in legislative bodies in many nations.	Illustrative examples, women who attained high political office: • Margaret Thatcher of Great Britain • Mary Robinson of Ireland • Edith Cresson of France

**Period 4: c. 1914–PRESENT
Key Concept 4.4**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
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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.

IS-4 Explain how and why the status of specific groups within society has changed over time.

II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.
(CONTINUED)

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

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Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

III. New voices gained prominence in political, intellectual, and social discourse.

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

   B. Various movements, including women's movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.

   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, migrant 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.

Illustrative examples, anti-immigration, conservative parties:
- French National Front
- Austrian Freedom Party

Period 4: c. 1914–PRESENT
Key Concept 4.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

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.

III. New voices gained prominence in political, intellectual, and social discourse.
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**Period 4: c. 1914–PRESENT
Key Concept 4.4**

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IV. European states began to set aside nationalist rivalries 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 Explain how individuals, groups, and the state responded to economic developments over time.

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.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

B. EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.

Illustrative examples, challenges to national sovereignty within the EU:

- The euro
- European Parliament
- Issue of remaining in EU (e.g. Britain's "Brexit")
- Free movement across borders

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

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AP European History Instructional Approaches

The AP European History course helps students develop a conceptual understanding of European history from c. 1450 to the present, while enhancing students' ability to think historically by developing proficiency with the AP history disciplinary practices and reasoning skills. This section on instructional approaches provides teachers with recommendations and examples of how to implement the course framework in practical ways in the classroom, addressing the following topics:

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

Organizational Approaches

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

Using the Key Concepts

The key concepts act as important framing devices in teaching the course framework, giving shape and structure to content that students otherwise might find 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 unit will 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.

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 1.4), they want to cover the emergence and impact of commercial agriculture by combining aspects of both Key Concept 1.4 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, teachers 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 <u>one</u> learning objective for each of the six themes, demonstrating how different facets of a learning objective can be used to connect topics across multiple periods and places.

Theme	Learning Objective	Connections Across Periods
Interaction of Europe and the World	**INT-5** Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	• 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 capitalism has developed as an economic system.	• 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-8** Evaluate the extent to which religion, over time, shifted from a matter of public concern to one of private belief.	• 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, 2, and 4)
States and Other Institutions of Power	**SP-4** Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.	• 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-4** Explain how and why the status of specific groups within society has changed over time.	• 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)

Theme	Learning Objective	Connections Across Periods
National Identity and European Identity	**NI-1** Explain how and why national identities were created, developed, and challenged.	• Explain how development of Renaissance-era city states affected the way groups identified themselves. (Period 1) • Explore how the Thirty Years' War and Treaty of Westphalia both supported and challenged ideas of national identity. (Period 1 and 2) • Explain the ways that absolutism contributed to the development of national identity. (Period 2) • Examine the ways in which the two world wars and their aftermath both strengthened and challenged ideas of national 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 practices and 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 teachers 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 an 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 address the various themes of European history, one or more of these approaches may be dominant or, on the other hand, minimized. It will be important for teachers to identify other types of secondary sources and supplement the textbook accordingly, to ensure that each of the six thematic approaches receives adequate attention. Ideally, the textbook selected will use these approaches as threads to make connections across different time periods.

While the College Board provides an example textbook list that teachers may consult to help determine whether a text is considered appropriate in meeting the AP European History Course Audit curricular requirement, teachers select textbooks locally. 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 develop the required practices and 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, providing opportunities to analyze evidence from the past from diverse sources. These sources must include written documents as well as images, such as photographs, cartoons, and works of art. Teachers may utilize the ancillary materials and website sources that accompany most of the recently published textbooks to find high 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 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. These include noncontemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians, as well as data sets, charts, and maps. 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, EBSCO, 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 teachers to be used at home or in the classroom.

Developing the Disciplinary Practices and Reasoning 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 past struggles of women and workers can inspire us as we develop tactics in the struggle for the rights of others today; and understanding how governments responded to the Great Depression in the 1930s helps us formulate responses to current economic crises.

The narrative 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 prone to error and rests upon interpretation, requiring critical evaluation at every step. The disciplinary practices and reasoning skills articulated in the course 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.

Analyzing Historical Sources and Evidence

Students best develop the ability to reason historically by exploring and interpreting a wide variety of primary and secondary sources. Primary sources provide evidence of the past that may point to some larger aspect of a historical development or process. Secondary sources provide students with practice in analyzing how historical arguments are developed using diverse historical evidence. Additionally, exposure to a variety of diverse historical interpretations builds students' ability to evaluate the effectiveness of different types of historical arguments.

In order to do their work, historians must be active readers—able to comprehend what they have read and use the information in meaningful ways to build an understanding of the past. Similarly, students must develop the skills necessary to be active readers who can extract useful information from texts, make supportable inferences, and draw appropriate conclusions from the sources.

The following table provides examples of the types of strategies students can use to become active readers of historical texts.

Before Reading	• Focus on an essential question that the text helps answer
	• Preview the text to determine the topic and the text's structure and purpose (e.g., argument, narrative, explanation)
	• Use the title and preview of the text to activate prior knowledge
	• Develop questions about the text and/or its topic that might be answered when reading
During Reading	• Monitor reading to ensure comprehension
	• Answer questions developed before reading
	• Annotate the text for main ideas, answers to questions, interesting or surprising aspects of the text, and parts of it that are difficult to understand
	• Periodically stop and reflect on what's being read and how it fits with prior knowledge and the other parts of the text
After Reading	• Respond to questions developed before and during reading
	• Reflect on the text, what it means, and whether it supports or refutes prior ideas and understandings
	• Draw conclusions and devise generalizations
	• Make connections to other texts, key concepts, and overarching ideas
	• Discuss the text with peers to ensure understanding and have remaining questions answered

Analyzing Primary Sources

The analysis of a primary source requires more than a mere description or summary of its content. When a historian analyzes a source, he or she thinks critically not only about the content of the source, but also who the author and presumed audience of the source were, why the source was produced, and what factors influenced the production of that source. All of these factors contribute to the usefulness of the source for a historian in answering particular historical questions. In analyzing primary sources, therefore, several different features need to be considered, including its content, authorship, author's point of view, author's purpose, audience, format, and historical context. Analyzing these features helps establish the reliability of the source and its possible limitations for historians. A rigorous analysis of sources focuses on the interplay between all of these features of a source, enabling one to effectively evaluate its usefulness in answering a particular historical question.

The chart below identifies underlying questions that help students make productive inquiries as they analyze primary 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 primary sources to create and support a 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 main points the document asserts.
	What does the document not say (i.e., does it selectively include and/or exclude information)?		Ask students to state 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.
Format/ medium	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 does the choice of medium reveal about the author's intent?		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, cartoon) 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.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Authorship	Who wrote the document and what is his or her relationship to the historical event being addressed?	The author of every document is a unique individual with a unique point of view. The author's relationship to an event (such as distance in time or experience from that event) affects his or her understanding of that event. 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 we 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.
Author's point of view	What was the author's point of view?	As discussed below, 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 at all, 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.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Author's 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 creating 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. While reminding them of the time and place it was created, ask what other types of documents may have been created but not preserved that might help us understand the same event.
	How does its purpose affect its reliability or usefulness?		Have students identify three ways in which the purpose of the document might make it less reliable for historians.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Historical situation	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 situation or context of a document, we need to go beyond simple identification. When a historian talks about situation or 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 situation.
	What contemporaneous events might have affected the author's viewpoint and/or message?		Have students read a document and then discuss its situation, 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 historical situation that the source was produced in 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 situation 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
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
Limitations	What does the document not tell me?	Every reader's tendency when reading a new document is to mentally add information that helps them make sense of it. Historians are conscious of this and seek out other documents or information that could explain the source's meaning. 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.

Analyzing Secondary Sources

Analyzing secondary sources involves evaluating the different ways historians interpret the past, including differences in interpretation of the same historical event or process. It also involves finding patterns and trends in quantitative data sources, such as tables, charts, and maps, and considering the historical implications of those patterns and trends.

In order to interpret secondary sources, students need to understand how a historian uses evidence to support her or his argument. Historians, like AP history students, rely on incomplete primary sources—partial remnants of the information that was available at the time being studied. The historian must make inferences from explicit or implicit information in primary source material and posit relationships between sources that were produced independently of one another. For this reason, understanding a historical narrative requires identifying and evaluating how the historian has interpreted and combined sources to make them tell a coherent story. Students should understand that such interpreting and combining serves as the connective tissue in every historical narrative.

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 present students with 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.

The following chart identifies underlying questions and strategies to help students become proficient in analyzing secondary sources.

Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
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 different reasoning 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.

Using Historical Reasoning to Develop Effective Historical Arguments

When they study the past, historians inquire into the reasons why historical events, processes, and actions unfolded the way they did. As they begin to articulate possible explanations of these events, historians use reasoning processes that rely on their awareness of different types of causal relationships, connections, and patterns. They then formulate a claim, or thesis, about why the event or process occurred the way it did, and then develop an argument that explains how the claim is supported by the available historical evidence. A strong historical argument also accounts for how some evidence might seem to modify or refute the claim, addressing alternate explanations of the event or process. In order for students to learn how to create persuasive and meaningful historical arguments, AP history teachers should help students improve their proficiency with each of these practices in turn.

Historical Reasoning About the Past

Students can develop their ability to reason meaningfully about the past by using the same skills and practices they encounter in historical writings. The most common ways in which historians reason about the past involve:

- seeing the connections between the particular and the general (**contextualization**)
- analyzing similarities and differences (**comparison**)
- analyzing cause and effect (**causation**)
- identifying long-term patterns of **continuity or change over time**

Historians employ these types of reasoning to construct explanations about the causes and significance of past events, using evidence to support their claims. Historians also must take disparate and sometimes contradictory evidence into account in making their arguments, considering possible alternative explanations and the underlying complexity of the processes they examine.

The following chart 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
Contextualization	What was happening at the time the event occurred or the document was 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. Understanding the historical situation that a source was created within 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.	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
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. For example, 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
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. Additionally, historians understand that events are not the result of predetermined outcomes or inevitable progress. They recognize that all events are contingent on many factors, from individual choices to unforeseeable events—change one of these factors and history could have been very different. Focusing on contingency, historians explore concepts of agency and individual action when discussing the significance of a particular cause or effect.	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.
	How might the chain of cause and effect have changed and at what point? What causes were contingent on previous effects? What individual choice(s) made a significant difference in the lead up to a particular event or trend? Was there a moment of chance that influenced the chain of events?		After constructing a timeline that depicts the causes and effects of a particular event or trend, have students choose to change one cause and explain how this change would have made the most significant difference in the outcome and why. In a follow-up discussion, have students debate their changes, using the evidence from their cause and effect timelines.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
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.

Formulating a Claim and Reasoning

In order to develop a historical argument, historians formulate a claim, or thesis, that is based on logical historical reasoning. A meaningful claim must be based in evidence, historically defensible, and evaluative. The claim must take a stance on an issue that could plausibly be argued differently, and go beyond simply listing causes or factors, qualifying its assertions by looking at an issue from multiple perspectives or lenses. The reasoning used in the thesis often sets up the structure of the argument in the essay that follows. These might include:

- Weighing the relative significance of regional, national, or global contexts for understanding a historical event *(Contextualization)*
- Identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference *(Comparison)*
- Considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each *(Causation)*
- Identifying ways that a historical development might be part of a long-term pattern (continuity) or mark a moment of departure from such patterns (change) *(Continuity and Change over Time)*

Using Evidence to Support an Argument

Historians use historical reasoning in tandem with their analysis of historical evidence in order to develop and support a historical argument. As historians analyze primary or secondary sources, they also consider how they might be used to support, qualify, or modify an argument about the past. They then organize the evidence from historical sources in meaningful and persuasive ways to support a thesis. However, historians must also acknowledge that not all sources necessarily support the argument, and that there may be other plausible ways to understand a historical development. Historians therefore account for disparate, diverse, or contradictory evidence from a variety of sources when making their arguments, and explain why the argument is the most persuasive way to understand the totality of the evidence. This ability to consider how historical evidence affects an argument is one of the most challenging aspects of the historian's craft being developed in the AP history classroom.

To develop student proficiency in formulating and sustaining an argument in writing assignments, the teacher should encourage students to develop arguments throughout an essay, and not just in the thesis or introduction. The following chart lists some of the possible ways students might develop their ability to use diverse historical evidence in their writing to support, qualify, or modify an argument about the past.

Students should be encouraged to ...
Think about differences in opinions as they read and analyze sources.
Clearly state 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.
Illustrate how one source functions as an explicit or implicit critique of another.

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 practices and 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 causation. 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 course 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 (NI-1 and NI-2), 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 learning objectives for each theme provide a guide for managing breadth while increasing depth. For example, learning objectives INT-1 and INT-2 address the reasons how and why Europeans have sought contact and interaction with other parts of the world from the 16th century onward. INT-1 includes cultural reasons that might include 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 Plan, both of which are provided as illustrative examples (4.2.I.D). Teachers may also choose an illustrative example not included in the course 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-5), the relationship of the government to the economy (SP-1, SP-3), and the role of class in shaping identity (IS-3 and IS-4).

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 key concepts and learning objectives 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-4 Explain the causes and consequences of economic inequality.

Some required topics in Period 2 about challenges to existing orders	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
2.1.IV.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.	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.
2.1.IV.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.		3.3.I.D: Socialists called for a redistribution 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 practices, 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.

Table 1 defines and describes in general terms the purpose of several effective instructional strategies. Table 2 is customized to AP European History and explains: (1) how the strategy can be applied specifically in the AP European History classroom and (2) how teachers 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. For discussions focused on a text, students should use a variety of pre-, during-, and after-reading strategies in order to actively read the text and prepare for the discussion. 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.

Strategy	Definition	Purpose
Shared Inquiry	Students actively read a provocative text, asking interpretative questions (questions for which there are no predetermined right answers) before and during reading. After reading the text, students engage with their peers to make meaning from the text, offer different answers to the questions, 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.
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 actively reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students should use both pre- and during-reading strategies to develop their expertise on the text. After reading, 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.

Strategy	Definition	Purpose
Questioning a Text	Developing literal, interpretive, and universal questions about a text before and during reading it. Students should then respond to the questions during and after reading, working with peers to answer any remaining questions.	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

Example AP European History Application	Checking for Student Understanding and Making Connections
Socratic Seminar	
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 (Key Concept 3.2.III), the teacher can ask students questions about what they have read, with the goal of answering a larger question such as how and why industrialization affected the family, based on Learning Objective IS-2.	The teacher listens to the discussions to assess how well students understand the key concept and learning objective and then brings the class back together as a whole for a guided 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 develop a deeper understanding of the poverty and prosperity theme by posing a second question such as, "How has the organization of society changed as a result of or in response to the development and spread of capitalism?" The teacher can use this second question to see how well students are able to link specific content to larger processes.

Example AP European History Application	Checking for Student Understanding and Making Connections

Debate

The teacher can use the learning objectives to formulate a debate. Students could use Learning Objective PP-5 ("Explain how individuals, groups, and the state responded to economic development over time.") to debate the extent to which the Reign of Terror's use of extreme measures to address economic inequality was justified (Key Concept 2.4.IV.C).

A variation on this approach 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 responses. A student representative from each corner presents his or her argument and then 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.

At the conclusion of the debate, students (and the 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, the teacher 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. The teacher can then remind students of earlier instances from the course that addressed this thematic learning objective, such as peasant responses to the commercialization of agriculture (1.4.II.D), asking students to compare this earlier instance to that discussed in the debate. This activity can be used to assess how well students are able to understand how discrete events can be considered evidence of a larger process.

Example AP European History Application	Checking for Student Understanding and Making Connections
Fishbowl	
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.	The discussion of these texts focuses on Key Concept 2.3.I, which is linked to Learning Objective IS-5 ("Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present."). The exercise will allow the teacher 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 Learning Objective IS-4 ("Explain how and why the status of specific groups within society has changed over time."), asking students to compare Enlightenment debates with those of the Renaissance and Reformation (Key Concepts 1.4.I and 1.4.IV). As students make comparisons, the teacher can review areas where student understanding is weak.
Shared Inquiry	
The teacher provides a selection of primary sources, such as writings by Rousseau, Wollstonecraft, J. S. Mill, de Beauvoir, and Punch cartoons and asks students to use the content in Key Concept 4.4.II.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.") to choose a specific number of these documents that they think best address Learning Objective IS-5 ("Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present."). Before having students complete the task, either as homework or in small groups, the teacher asks them what they think the learning objective means and clarifies any confusion. When students have chosen their documents, they form small groups based on the documents chosen. Students formulate an answer to the learning objective based on their choice of documents and then present these answers.	After student presentations, the teacher addresses issues that remain to be discussed; for example, by reviewing a document that few or no students chose to analyze. The teacher then asks students how the case study of women helps them address Learning Objective IS-3 ("Explain how and why tensions have arisen between the individual and society over the course of European history."). Student responses 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 (Key Concept 4.4.III).

Example AP European History Application	Checking for Student Understanding and Making Connections
Discussion Group	
The teacher organizes a discussion that addresses Learning Objective OS-6 ("Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time."). The teacher assigns 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 (Key Concept 4.3.IV.A). Students focus on how the images are different from Renaissance artworks discussed earlier in the class (Key Concept 1.1.III.A).	After each group reports its findings, the teacher discusses 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 (Key Concept 4.3.IV.A). The teacher then asks students to identify these elements in the modern paintings they discussed. The teacher prompts students to discuss context, by asking how and why individualism, subjectivity, and emotion came to be considered valid sources of knowledge (Learning Objective OS-6). By means of this discussion, the teacher will be able to assess how well students understand Key Concept 4.3.IV.A as well as the larger process of the shift from objective to subjective visions of reality suggested in the learning objective and the theme itself. After the discussion, the teacher can have students review needed material and plan to come back to the learning objective in a lesson on art after World War II focusing on Pop Art and the influence of the United States on European culture (Learning Objective INT-5; Key Concept 4.3.IV.C).

Example AP European History Application	Checking for Student Understanding and Making Connections
Debriefing	
After completing a unit on the Soviet Union and the Eastern bloc in the post–World War II era (Key Concept 4.2.V), the teacher asks students what policy or policies most contributed to the fall of the Soviet Union.	The teacher uses 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 discusses how the collapse of the Soviet Union changed the European and international balance of power (Key Concepts 4.1.IV and 4.1.V; Learning Objective SP-9) and asks students how this shift in the balance of power was similar to or different from that following World War I (Key Concept 4.1.II; Learning Objective SP-9). 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 better understand one of the learning objectives from the theme States and other Institutions of Power, which connects the two historical examples as parts of a broader pattern. The teacher can read and comment on the paragraphs to assess student understanding and provide feedback to students.
Jigsaw	
This exercise works well for complex issues or issues with which students may not engage well. For example, to address Learning Objective OS-3 ("Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.") the teacher selects and disseminates readings related to Key Concept 3.3.II A, B, and C, 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 effectively address the learning objective.	After the class has listened to all group answers, the teacher reminds students that the learning objective has two elements: 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 in two separate groups, in a format that can be viewed by and shared with the entire class. The teacher can use this exercise to reinforce important points and to address information that students have neglected. After this is completed, the teacher reminds students of how scientific principles were applied to society during the Enlightenment (Key Concept 2.3.I) and asks 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, and Learning Objective OS-5.

Example AP European History Application	Checking for Student Understanding and Making Connections

Questioning a Text

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).	Each group presents its findings, after which the teacher leads a discussion with the goal of identifying the most important factors behind the development of industrialization (Learning Objectives PP-1 and PP-2). 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 can remind students that some areas of Europe lagged behind in industrialization (Learning Objective PP-2; Key Concepts 3.2.V and 3.4.II.D) and 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, allows the teacher to assess student understanding of the learning objectives and identify areas where review is needed.
For example, to address Learning Objective PP-1 ("Explain how capitalism has developed as an economic system."), the teacher assigns a primary source text addressing factory conditions in the early 19th century (Key Concepts 3.3.I and 3.3.II). Students are asked to come up with three questions about the text. The teacher forms groups based on similar questions and asks students to research the answers in the textbook or in another source.	

Formative Assessment

Formative assessments are important 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. The steps of a formative assessment include:

- identifying 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
- 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 provided discussion-based instructional strategies chart embeds examples of formative assessment that allow teachers to check for student understanding of specific issues. Teachers might follow these activities with another formative assessment, such as an exit slip, ungraded quiz, homework assignment, reflection piece, or other type of written task. The goal of the formative assessment is to provide targeted feedback about what students know and understand to inform the learning process. Unlike summative assessments, formative assessments may not result in a score or grade. Formative assessments are part of the practice of learning, not an evaluation of the end result.

Student-Centered Learning

Feeling pressured to cover all the content, some teachers overemphasize direct instruction at the expense of student-centered learning. Delivering content by way of lectures or textbook readings typically renders students passive receptors of knowledge. Educational research demonstrates that both the breadth and depth of student understanding is enhanced significantly by engaging students in authentic discipline-based tasks where students both actuate and create knowledge, as opposed to passively receiving knowledge created by others.

This student-centered approach to learning is associated with a focus upon inquiry and an instructional design that aligns the lesson and student investigation to a central historical question—a question for the lesson that is nested within larger questions at the level of the unit and the course. These questions are typically grounded in the practices and skills, allowing for rich and varied practice of the reasoning used in the students' investigations. In response to a central historical question, students grapple with primary and secondary sources to construct plausible arguments that evaluate the relative reliability and veracity of their sources. In this inquiry-centered classroom, teachers might provide historical content or context through direct forms of instruction, but the bulk of instructional time is allocated to student investigation.

Project-based learning extends the notion of inquiry-based instruction by engaging students in an investigation of a unit-level question that has them working independently or in groups and the pacing of activities is differentiated. Project-based learning in AP European History is often associated with a focus upon problem solving that links past and present. Project-based learning also provides opportunity for using simulations or posing counter-factual questions in the AP European History classroom.

Strategies for Teaching Students New to AP

For some students, teachers may need to provide additional support at the beginning of the year to foster development of the practices and skills required in an AP class. To support and encourage these students, teachers should consider a variety of strategies to scaffold and sequence assignments and activities that will result in a gradual release from supported to independent work over the course of the academic year. Such strategies may include:

- modeling successful work
- moving from simple to more complex tasks
- note-taking skills
- building effective reading skills
- targeted practice and feedback
- encouraging a mindset for success

Modeling Successful Work

In new assignments or in complex and rigorous tasks, teachers should model the process for students and consider providing exemplar student work. A teacher who actively participates in the assignment, activity, or thinking process along with the students can be a guide to success and also articulate the meta-cognitive reflection necessary to be successful. This type of modeling and support before student work begins can be complemented after the task is completed by sharing student work with the class. Typing up student responses or projecting an image of student work to share with the entire class can provide valuable opportunities for reflection for students not only in response to the shared example but also to evaluate their own work.

Moving from Simple to More Complex Tasks

Because many performance tasks in an AP course are complex and require several steps of analysis and evaluation, teachers should consider isolating particular skills and narrowing the scope of particular tasks to allow students to master smaller skills first. The aim is not to sacrifice rigor but to build capacity and allow time for students to learn the skills and content necessary to be successful. Teachers might provide scaffolding questions for documents that point to a particular skill of analysis in the beginning of the year that would not be included in later document analysis. Furthermore, starting with shorter passages and/or using guiding questions can help direct analysis and comprehension. Providing a suggested order or sequence of practices and skills to use for complex performance tasks might also help students early in the year. Rather than assigning full-length homework or in-class assignments at the start of an academic year, teachers might narrow the scope of the work. Over time, as students grow, teachers can gradually release full responsibility to them.

Note-Taking Skills

Especially in the beginning, teachers should pay particular attention to student comprehension, whether students are working with primary sources, secondary sources, the textbook, or other historical evidence. Annotating the reading or source, using either the Cornell note-taking system or some other method, will help students keep focused and also raise their own awareness of when they are not understanding an idea or passage. Directing students to include related visual images or write follow-up questions can also help some learners focus and retain information. Learning successful note-taking skills will not only aid comprehension but also build understanding.

Building Effective Reading Skills

When working with any reading or source, teachers might consider providing shorter passages at the beginning of the year. Taking more time to understand and analyze a shorter passage can not only build confidence but also build the skills needed for longer passages. Teachers might also consider providing scaffold questions for challenging readings. These questions can help guide students and also help them utilize and reflect on the type of thinking necessary to analyze sources and establish patterns they can internalize and apply independently. Over time, teachers can use less of these types of supports, but they can be critical to building confidence and skill capacity early in the course, especially with textbook and secondary source readings.

When working with any reading, teachers might consider assigning questions with larger themes and issues in mind to move students toward an awareness of how the source information is relevant to understanding a larger historical question, process, or issue. For visual evidence like a photograph or work of art, students can use techniques of observation and analysis, such as dividing the picture into four quadrants and making observations, or looking at details in the foreground and background. The goal is to ensure students notice important details of a primary source in preparation for making larger interpretive claims.

Encouraging a Mindset for Success

Teachers should also consider the noncognitive dimension to teaching and learning when working with younger AP students. What a teacher or student believes about how success is achieved absolutely affects the learning process. Carol Dweck's research on mindsets (*Mindset: The New Psychology of Success*) lays an important foundation for teachers and students to consider as students encounter new academic challenges. A teacher or student with a growth mindset—a mindset for success—embraces challenges as new opportunities to learn, makes concerted efforts to improve, and believes that a person's ability and potential is not fixed or static but can grow over time. In a growth mindset, success is measured by improvement rather than simply by achievement, and effort is the linchpin of success. This way of thinking counters the self-defeating notions that ability is static and permanent, and extra effort is useless because success is determined by innate ability or talent.

The messages that teachers send to students, along with all classroom practices, should encourage students to take risks, make mistakes, learn, and grow. This culture of a growth mindset is absolutely essential to success in an AP class where frustration and discouragement can short-circuit the learning process. Teachers who can coach students new to AP through such moments, and train them to see academic setbacks and "failure" as stepping stones rather than stumbling blocks, can set students up for success.

AP European History Exam

Exam Overview

The AP European History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). 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	3 questions • **Required** Question 1: 1600–2001 • **Required** Question 2: 1600–2001 • **Choose between** Question 3: periods 1–2 OR Question 4: periods 3–4	40 minutes	20%
II	Part A: Document-based question	1 question: topics from 1600–2001	60 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: • period 1 • periods 2–3 • periods 3–4	40 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Students will not be able to move on to Part B of Section I until the 55 minutes of Part A are completed and their responses to the multiple-choice questions are collected. Time management is especially critical with regard to Section II, which consists of two essay questions. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning Is Assessed on the AP Exam

Each AP Exam question measures students' ability to apply historical practices and reasoning skills to one or more of the thematic learning objectives. Student understanding of course content is assessed on the AP Exam in one of two ways. First, multiple-choice questions expect that students are familiar enough with the concept statements in each period of European history to be able to answer questions about related primary and secondary source material. Second, all free-response questions reward students for accurately explaining the historical content their local curriculum prioritized for each concept statement.

The wording of each concept statement gives teachers the flexibility to select specific historical content for use in helping students develop mastery. AP Exam questions do not require that all students know the same example for a given concept statement, so teachers can focus on teaching one example of that concept well, rather than many examples superficially.

It is the nature of history as a discipline that individual statements are open to differences of interpretation. Like all historical claims, the statements in the concept outline should be examined in light of primary sources and evidence as well as historical research. Teachers can help students examine these concepts as claims, based on current scholarship about European history, similar to those typically analyzed in a college-level survey course. Teachers may wish to use differences of interpretation as opportunities for student analysis of multiple perspectives.

In addition, the following list describes the relationship between the components of the course framework and the AP Exam questions:

- The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see page 43).
- Document-based and long essay questions may span more than one period, requiring students to address events or documents from multiple periods of the course.
- Students' understanding of all themes and periods of European history will be assessed on the exam. The periods and skills that can be addressed in different sections of the exam are discussed in the descriptions of each question type that follow.

Exam Components

Multiple-Choice Questions

Section I, Part A of the AP Exam consists of 55 multiple-choice questions that are organized into sets of between two to five questions each. The questions in each set ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps, reflecting the types of material that historians use in studying the past. Multiple-choice questions assess students' ability to reason about this source material in tandem with their knowledge of content required by the course. The possible answers for a multiple-choice question reflect the level of detail present in the required historical developments found in the concept outline for the course. While a 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.

Short-Answer Questions

Section I, Part B of the AP European History Exam consists of four short-answer questions. Students are required to answer the first and second questions and then answer either the third or the fourth question.

- The first question primarily assesses the practice of **analyzing secondary sources**, asking students to respond in writing to a historian's argument. This question addresses content from 1600 to 2001.

- The second question primarily assesses either the skill of **causation** or **continuity and change over time,** and ask students to respond in writing to a primary source written text or to visual sources such as images, charts, or maps. This question also addresses content from 1600 to 2001.

- Students choose to answer either the third **or** the fourth short-answer questions, which deal with periods 1–2 and 3–4, respectively. The third and fourth questions ask students to respond in writing to general propositions about European History, and primarily assess the same skill, either **causation** or **continuity and change over time**: neither question will assess the same skill as the second short-answer question.

Each short-answer question asks students to describe examples of historical evidence relevant to the question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Short-Answer Questions	Primary Practice or Skill Assessed	Source Type	Periods Assessed
Students are required to answer short-answer question 1 AND short-answer question 2			
1	Analyzing Secondary Sources	Secondary source	1600–2001
2	Causation or Continuity and Change over Time	Primary source text or visual source	1600–2001
Students select short-answer question 3 OR short-answer question 4			
3	Causation or Continuity and Change over Time (Different skill from short-answer question 2)	No stimulus	Periods 1–2
4			Periods 3–4

Document-Based Question

Section II, Part A of the AP Exam consists of the document-based question—an essay question that measures students' ability to develop and support an argument using historical source material as evidence. The question focuses on topics from 1600 to 2001. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The document-based question also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students' essays to earn the highest scores.

Long Essay Question

Section II, Part B of the AP Exam consists of a choice among three long essay questions about major topics from different time spans of the course.

- Students choose one of the three long essay questions, which deal with period 1, periods 2–3, and periods 3–4 of the course, respectively.
- The three question options all address the same theme and assess the same reasoning skill.

In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing. Long essay questions ask about large-scale topics specifically mentioned in the concept outline, but they are framed to allow students to provide in-depth discussion of specific examples drawn from the concept outline or from classroom instruction.

Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following section, question sets will be organized around two to five questions that focus on a primary or secondary source.

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

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 world views

   (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

3. The political condition of Germany described in the passage did not change until

   (A) 1789

   (B) 1815

   (C) 1871

   (D) 1945

4. Which of the following groups in the <u>nineteenth century</u> would most likely have agreed with the sentiments in the passage?

   (A) Industrial capitalists

   (B) Radical anarchists

   (C) Romantic nationalists

   (D) Utopian socialists

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

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.

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

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

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

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 <u>late nineteenth century</u> 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.

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

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

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."

<div align="right">Song of the poissardes (Paris market women), October 1789</div>

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

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

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

Questions 16–18 refer to the map below.
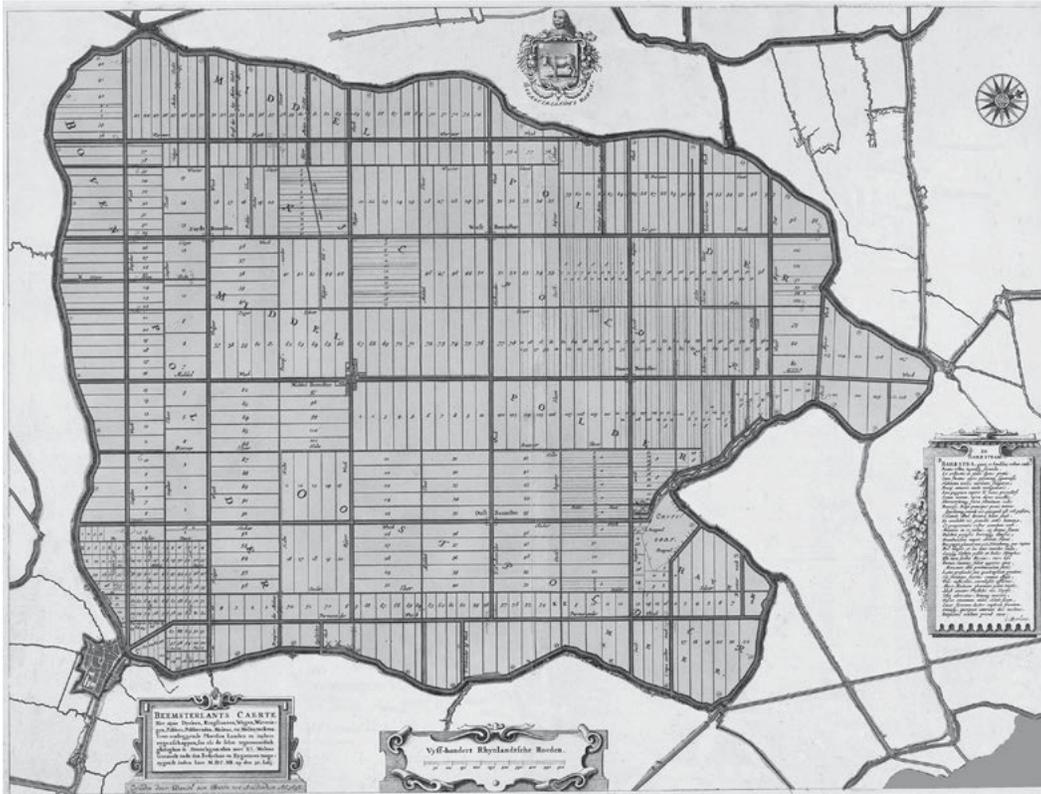
Beemsterlants Caerte by Daniel van Breen. Courtesy of the Zuiderzee Museum.

Above is a 1664 map of a 28-square-mile polder, an example of farmland reclaimed from wetlands in the Netherlands during the seventeenth century. The square grid represents intersecting roads and drainage canals; the rectangular strips represent individual family landholdings.

16. Infrastructure projects such as the one depicted on the map are best understood in the context of which of the following?

    (A) The diffusion of new agricultural technology from European overseas colonies

    (B) The negative impact of the reimposition of serfdom on agricultural productivity

    (C) The intensification of agricultural production in response to the development of a market economy

    (D) The continued importance of hierarchy and status in rural European society

17. By the <u>mid-eighteenth</u> century, developments in agriculture similar to the ones reflected in the map led to which of the following in some parts of western Europe?

(A) Rural overpopulation and migration to the cities

(B) An intensification of the pattern of Malthusian demographic cycles

(C) The decline of patriarchy and the adoption of more egalitarian gender roles among the peasantry

(D) The emergence of a new pattern of delaying marriage and childbirth as a means to limit rural birthrates

18. In addition to new patterns of landownership and land use, which of the following factors had the greatest impact on western European agriculture in the seventeenth and eighteenth centuries?

(A) The beginning of the cooling period known as the Little Ice Age

(B) The increasing cultivation of new crops brought from the Americas

(C) The increasing use of synthetic chemical fertilizers

(D) The increasing use of steam engine technology in agriculture

Questions 19–22 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

19. 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

20. 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

21. 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

22. In the <u>interwar period,</u> 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

Questions 23–26 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

23. 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

24. 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) Post-modernist subjectivist critiques of the ethos of western society

25. Which of the following would most <u>contradict</u> 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

26. 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

Questions 27–29 refer to the 1950 poster, shown below, created by the French Communist Party.

NON!
LA FRANCE NE SERA PAS
UN PAYS COLONISÉ!

LES AMÉRICAINS EN AMÉRIQUE!
ÉDITÉ PAR LE PARTI COMMUNISTE FRANÇAIS
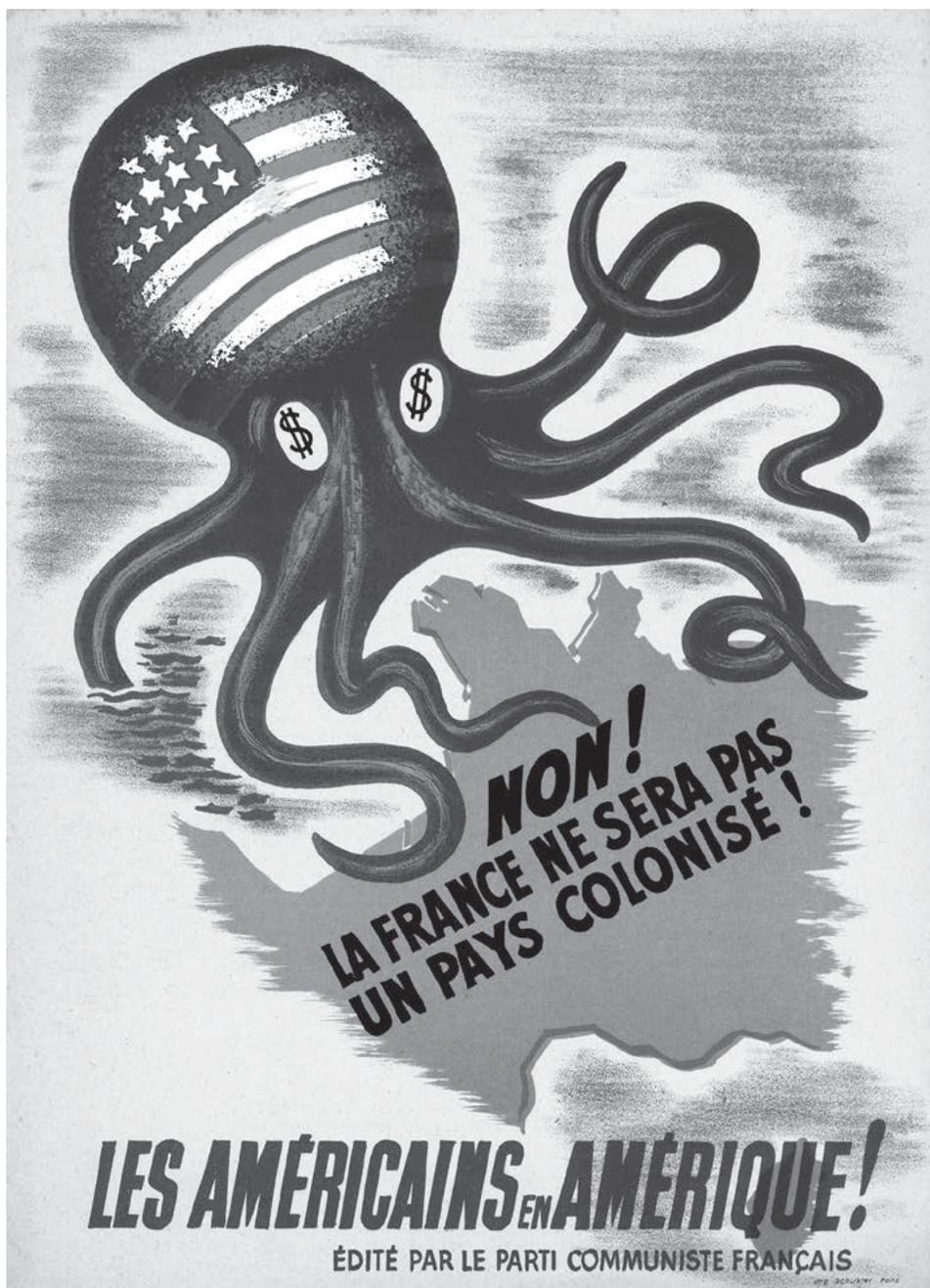
TRANSLATION: "No, France will not be a colonized country! Americans stay in America!"

27. 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

28. 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

29. 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 migrant laborers in Western Europe

    (D) The student rebellions of 1968

Questions 30–32 refer to the passages from religious texts below.

"No matter how learned a woman may be, silence her in matters of faith and the Church. For it is certain what the ancients said, that which makes a woman prettiest is silence on her lips for all conversation, and particularly for the mysteries of holiness and so she is not to be a teacher of the doctrine of the Sacred Scriptures."

Fernando Valdés, Spain, 1537

"It pleased our Lord and Savior Jesus Christ. . . being free from original and all other sins, from the time of his conception till the hour of his death, to be begotten of a woman, born of a woman, nourished of a woman, obedient to a woman; and that he healed women, pardoned women, comforted women. . . and after his resurrection appeared first to a woman, and sent a woman to declare his most glorious resurrection to the rest of his Disciples."

Emilia Lanier, England, 1611

30. The passages are best understood in the context of which of the following?

(A) The humanist debate over education and the rights of women

(B) The debate over the role of women in society prompted by the Reformation

(C) The wars between Spain and England during the sixteenth and seventeenth centuries

(D) The revival of the study of classical texts

31. Valdés' argument reflects which of the following developments of this period?

(A) The concern over women's emigration to the New World

(B) The affirmation by the Roman Catholic Church hierarchy of women's subordination in matters of religion

(C) The Renaissance humanist revival of Greek and Roman attitudes towards women

(D) The growing popularity of monasticism for Catholic women

32. Lanier's publication of an argument for increased respect for women was made possible by which of the following?

(A) The spread of literacy and personal engagement with religious texts

(B) Elizabeth I's use of magisterial religious authority on behalf of women

(C) The opening of clerical positions to women

(D) New scientific writings that challenged classical learning

Questions 33–36 refer to the graph below.

SEED YIELDS* FOR WHEAT AND BARLEY, 1600-1850
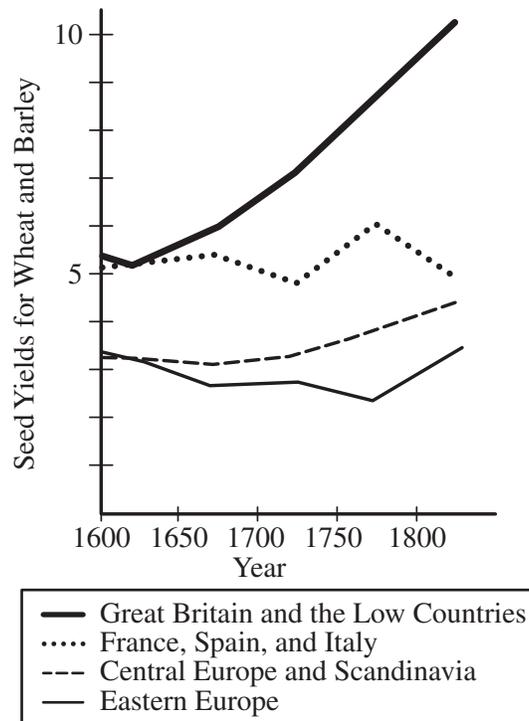
Source: Adapted from Norman J. G. Pounds, *A Historical Geography of Europe, Volume II: 1500-1840*, Cambridge University Press, 1979, p. 182.

*Seed yield (or crop yield) is the number of grain seeds harvested for each seed sown.

33. The patterns shown on the graph most directly contributed to which of the following?

    (A) The increasing number of Europeans emigrating to the Americas

    (B) The early industrialization of Britain and the Low Countries

    (C) The large size of France's population

    (D) The increasing importance of eastern Europe as a grain exporter

34. In the late 1700s and early 1800s, liberal political economists in western Europe used information similar to the data shown in the graph to argue that

    (A) governments should require landholders to make agricultural improvements

    (B) the export of food crops and other agricultural products should be restricted

    (C) agricultural work had moral and physical benefits that were superior to those of industrial labor

    (D) abolition of common agricultural land holdings would result in greater agricultural productivity

35. Apart from the changes in seed yield shown on the graph above, which of the following most directly affected Europe's ability to feed itself in the period 1600-1800?

    (A) The creation of large cash-crop plantations in the Americas

    (B) The cultivation of New World crops in Europe

    (C) The widespread mechanization of agriculture

    (D) The decreasing tendency of armies to target civilian populations during wartime

36. Based on the information in the graph, which of the following regions was most likely to avoid the Malthusian trap concerning food supply and population?

    (A) Great Britain and the Low Countries

    (B) France, Spain, and Italy

    (C) Central Europe and Scandinavia

    (D) Eastern Europe

Questions 37–39 refer to the political cartoon below.

"Border Embarrassment," cartoon published in a German newspaper, 1834.

Photo Credit: bpk, Berlin/Art Resource, NY

The cartoon shows adjacent entry and exit border crossings of Lippe-Schaumberg, one of the small states in northwestern Germany.

Cartoon caption: "You see, Mr. Border Official, that I have nothing to declare, because what's in the back of the cart has not yet crossed Lippe's border, there is nothing in the middle, and what's in the front of the cart has already cleared Lippe's border."

37. At the time of the cartoon's publication, the political conditions referred to had been most recently reaffirmed by

   (A) the French Revolution

   (B) the abolition of the Holy Roman Empire by Napoleon

   (C) the settlement at the Congress of Vienna

   (D) the July Revolution of 1830

38. Which of the following conclusions is best supported by the cartoon?

    (A) German liberals regarded the status quo in the German states as an obstacle to progress.

    (B) German conservatives were largely caught off guard by the outbreak of the Revolutions of 1848.

    (C) There was a strong resentment against Schaumburg-Lippe and the other small German states among people living in the larger German states, such as Prussia and Bavaria.

    (D) Regional, local, and state-specific loyalties made the emergence of a common German identity impossible.

39. Which of the following developments in nineteenth-century German history was most directly a response to the concerns expressed in the cartoon?

    (A) The establishment of social welfare legislation providing old-age and disability pensions for workers

    (B) The creation of the *Zollverein*, a customs union under Prussian leadership, which facilitated trade and hastened industrialization

    (C) The Prussian government's support for the creation of an extensive rail network in German states

    (D) The persistence of primitive agricultural practices and landowning patterns in some parts of the German lands

Questions 40–43 refer to the passage below.

"First, the natives of India, so far as I have seen, and speaking generally, are barbarians. It is necessary that you should have special care for all your sons of the Jesuit Order in India in commending them to God our Lord continually, for you know what a great toil it is to have to do with people who through their very habitual evil living neither know God nor obey reason. . . .

I see clearly, my only Father, by my experience here, that no road is opening for the perpetuation of the Jesuit Order among the natives. Christianity will last among them only as long as we who are here or those whom you will send from Europe will last and live. . . .

The Portuguese here control only the sea and the places on the seashore, and so they are not masters [in the interior] but only in the places where they live. The native Indians are not at all inclined to the things of [Christianity] but rather abhor them greatly. It irks them mortally when we speak to them and ask them to become Christians."

> Francis Xavier, Spanish Jesuit priest in India, letter to Ignatius Loyola, head of the Society of Jesus, 1549

40. The Portuguese presence in India most directly resulted from which of the following?

    (A) The desire to obtain greater access to precious metals and luxury goods

    (B) The desire to secure a supply of labor for expanding manufacturing in Europe

    (C) The desire to create new plantations for the production of cash crops

    (D) The desire to establish new markets for European manufactured goods

41. Xavier's views in the second paragraph support which of the following conclusions about the period 1450–1648?

    (A) Christianization efforts were more successful in Asia than in the Americas.

    (B) Christianization was used to justify the African slave trade.

    (C) Christianization was generally in conflict with mercantilist policies.

    (D) Christianization both depended on and legitimized European colonial expansion.

42. Xavier's views of indigenous populations as expressed in the passage were most similar to views commonly held by <u>late-nineteenth-century</u> Europeans in which of the following ways?

    (A) Both views reflected a fear of native influences on Christianity.

    (B) Both views reflected a sense of admiration for foreign cultures.

    (C) Both views reflected a sense of cultural superiority.

    (D) Both views reflected a sense of moral ambiguity concerning colonization.

43. The religious order of which Xavier was a member was important in the history of sixteenth-century Europe primarily because it

    (A) challenged Protestant teachings and helped revive the Church during the Catholic Reformation

    (B) studied Greek and Roman texts but challenged secular values in Renaissance humanism

    (C) ensured that Catholic institutions remained outside monarchical control

    (D) revived universities in eastern Europe

Questions 44–46 refer to the poem below. Questions 44–46 refer to the passage below.

"The foundations of old knowledge have collapsed.

Wise men have probed the depths of the earth;

Treasures of buried strata furnish the proofs of creation.

[Religion] is no longer the apex of fulfillment for the intelligent.

Atlas does not hold up the earth, nor is Aphrodite divine;

Plato's wisdom cannot explain the principles of evolution.

'Amr is no slave of Zayd, nor is Zayd 'Amr's master *—

Law depends upon the principle of equality.

Neither the fame of Arabia, nor the glory of Cairo remains.

This is the time for progress; the world is a world of science;

Is it possible to maintain society in ignorance?"

Sâdullah Pasha, Ottoman intellectual, *The Nineteenth Century*, poem, 1878

* Zayd and 'Amr are Muslim names traditionally used in Islamic legal opinions in the generic sense of "John Doe 1" and "John Doe 2."

44. Based on the poem, it can be inferred that Sâdullah Pasha was most influenced by which of the following?

   (A) Social Darwinism

   (B) Positivism

   (C) Romantic nationalism

   (D) Abolitionism

45. The last three lines of the poem best illustrate which of the following aspects of Europe's relationship with the rest of the world in the late nineteenth century?

   (A) European imperial encroachments provoked a cultural backlash and a rejection of Western values in many areas of Africa and Asia.

   (B) Colonial subjects began organizing politically to overthrow European rule.

   (C) Many countries were made dependent on Europe economically and politically through treaties and trade agreements.

   (D) Adoption of Western ideas caused many non-Western peoples to call for the modernization of their own societies and states.

46. By the 1920s and 1930s, the ideas concerning science and progress reflected in the poem underwent which of the following transformations?

   (A) The ideas were largely rejected by non-Western leaders as incompatible with indigenous norms and cultures.

   (B) The ideas were largely supplanted by a revival of religious sentiment in the wake of the First World War.

   (C) The ideas came to be regarded with suspicion by many European intellectuals in the light of subsequent scientific discoveries and political events.

   (D) The ideas were regarded with increasing hostility by European intellectuals in the wake of growing anticolonial movements in Asia and Africa.

Questions 47–49 refer to the following passage.

"To Commissar Lenin, Chairman of the Russian Socialist Republic:

We middle- and poor-peasant laborers have never been either bourgeois or speculator-profiteers, or drunkards, or pickpockets, or lazybones-parasites of the upper class. . . . [The Bolshevik provincial authorities] have not tried to raise and improve the working level of the people. All they do is extort, rob, and take away what has been amassed by our hard and persistent labor and thrift. Let's take for example some families in the village: the first one is the Kulikhins, who have three plots of land and seven healthy, strong men; they abandoned their land and house and wander around and beg. Another family—the Obraztsovas—is a woman who has young children and old folks to take care of; yet she plows the land herself and takes care of everything else. And now it turns out that that the Kulikhins are considered poor peasants [and are protected by the Bolsheviks], while the Obraztsovas are classified as bourgeois: grain and livestock were taken from them and the authorities imposed on them heavy requisitions and taxes. And so the poor lazybones grow richer than the rest of us a thousand times. The wealth of the peasant is accumulated through thrift. So where is justice? There is no such thing."

Petition from peasants from the Vologda region, Russia, 1920

47. The petition best supports which of the following conclusions?

(A) Most Russian peasants opposed the Bolshevik Revolution and supported the Whites in the Russian Civil War.

(B) Peasant notions of social status and social hierarchy were at odds with Bolshevik notions of class formation and class consciousness.

(C) There was a large surplus of arable land in the Russian countryside that was not being cultivated.

(D) Despite the revolution, peasant ideas of ethical living and proper behavior were still deeply influenced by Christian teachings.

48. Which of the following was most directly a cause of the inequalities in land ownership among the Russian peasantry referred to by the petitioners?

(A) Peter the Great's westernizing reforms

(B) The abolition of serfdom

(C) The Revolution of 1905

(D) Lenin's New Economic Policy

49. The Bolshevik policies decried by the petitioners in the passage would be carried to their logical conclusion in which later Soviet policy?

   (A) The policy of allowing limited private market activity under the New Economic Policy

   (B) The policy of rapid industrialization under the Five Year Plans

   (C) The policy of liquidating the kulaks as a class and the formation of collective farms

   (D) The policy of mass incarceration of political opponents in the Gulag

Questions 50–52 refer to the painting below.

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50. The painting is an example of which of the following developments in modernist European art?

   (A) Artists' turn to dreams and the subconscious as a source of inspiration

   (B) Artists' abandonment of realistic representation in order to convey internal emotional states

   (C) Artists' glorification of technological progress in the machine age

   (D) Artists' exploration of non-European cultures as a source of ne w subject matters and styles

51. The situation of war veterans such as those depicted in the image was most effectively used to sway public opinion during the interwar period by which of the following groups in Germany?

   (A) Right-wing nationalists critical of government ineffectiveness

   (B) Pacifists wishing to illustrate the horrors of modern warfare

   (C) Social Darwinists seeking to illustrate their belief in survival of the fittest

   (D) Leftists seeking to show how the working classes were oppressed through military recruitment

52. Otto Dix's painting is part of the cultural context of

    (A) the dislocation and pessimism of the "lost generation"

    (B) Christian churches' response to totalitarianism

    (C) a confidence in technology's ability to fix society's problems

    (D) a return to traditional modes of artistic expression

Questions 53–55 refer to the passage below.

"Interrogator: Do you believe that the imperialist states and their agencies are not interested in weakening and undermining the Soviet regime but in strengthening it? Is that how we must interpret you?

Yuri Orlov: As is well known, my documents have been used in the West by those progressive forces whose criticism has clearly improved certain aspects of human rights in the Soviet Union. I have in mind statements by communists in France, Italy, and [other countries]. . . . One must bear in mind that even criticism from hostile forces can be useful for a regime. For example, criticism of capitalism by the Soviet Union has undoubtedly strengthened that system and prolonged its existence. However, I did not appeal to hostile forces [in the West], but either to the international public as a whole, or to left-wingers, including communists. . . . "

> Interrogation record of Soviet physicist and dissident Yuri Orlov, accused of supplying documents to Western human rights' groups, conducted by the KGB, December 29, 1977

53. The interrogator's reference to "imperialist states" is best understood in the context of which of the following?

    (A) Decolonization following the conclusion of the Second World War

    (B) The distribution of German colonies to Britain and France through the mandate system

    (C) The emergence of fascist states in Western Europe

    (D) Ideological conflicts associated with the Cold War

54. The interrogation recorded in the passage best demonstrates continuity with which of the following?

    (A) Stalin's program of economic centralization

    (B) Lenin's free-market reforms associated with the New Economic Policy

    (C) Khrushchev's de-Stalinization policies

    (D) Stalin's policies toward political opponents

55. The Soviet regime's approach to dissent as exemplified in the passage would be most significantly changed as a result of which of the following?

    (A) The increase of diplomatic pressure from the United Nations

    (B) The resurgence of ethnic instability in Central and Eastern Europe

    (C) The implementation of Gorbachev's policies of *perestroika* and *glasnost*

    (D) The period of growth in Western Europe known as the "economic miracle"

Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer Question 1 and Question 2. They then choose to answer either Question 3 or Question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

Use the passage below 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 [under Napoleon's empire] 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

1. a) Explain how one piece of evidence <u>supports</u> Broers' argument regarding the effects of Napoleon's rule on the common people of Europe.

   b) Explain how one piece of evidence <u>undermines</u> Broers' argument regarding the effects of Napoleon's rule on the common people of Europe

   c) Explain one example of a foreign occupation <u>in the twentieth century</u>, that provoked reactions similar to those described by Broers.

Use the map to answer all parts of the question that follows.
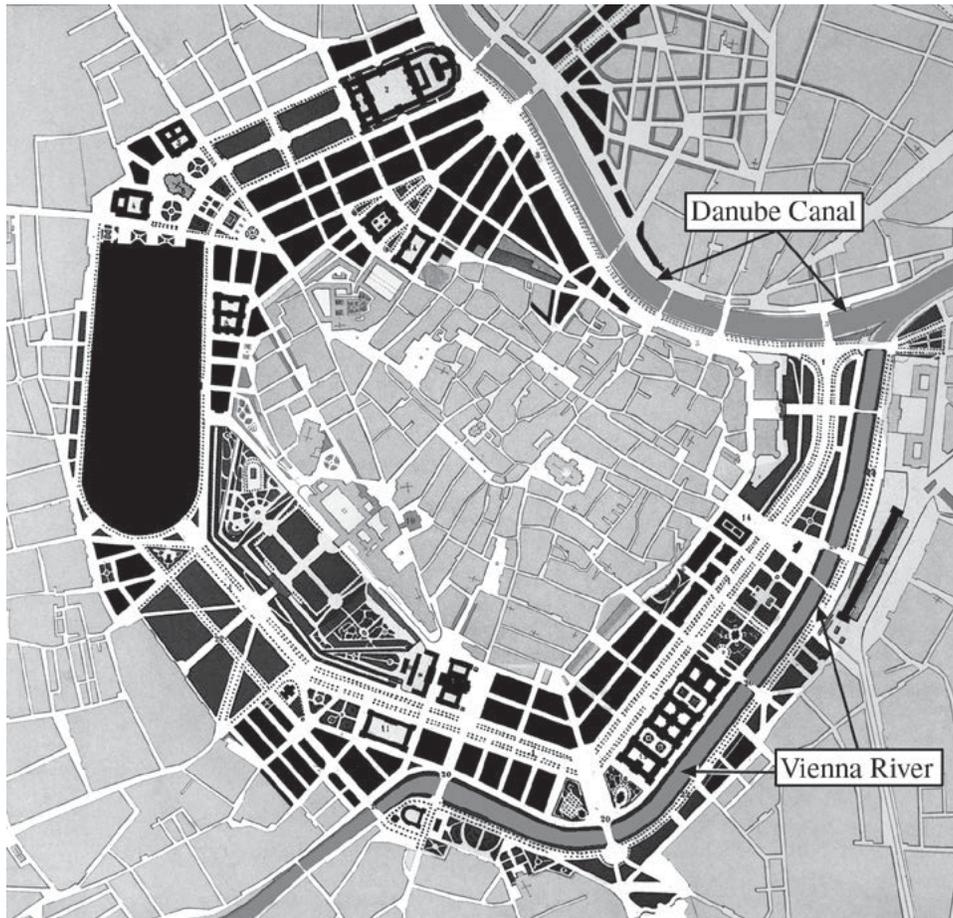
The map above shows an 1857 project for the construction of new streets and city blocks in the Austrian capital Vienna. The old city is in the middle, bordered by a proposed ring of new boulevards and neighborhoods.

2. a) Describe how one <u>demographic</u> trend in the mid-1800s prompted governments to embark on urban redesign programs such as the one illustrated above.

    b) Describe how one <u>political</u> trend in the mid-1800s prompted governments to embark on urban redesign programs such as the one illustrated above.

    c) Explain how urban redesign programs such as the one illustrated above reflected changing ideas about recreation or leisure in nineteenth century Europe.

Choose EITHER Question 3 OR Question 4.

3. a) Describe one significant <u>change</u> in the relationship between church and state in England from the beginning of the Reformation to the end of the English Civil War.

    b) Describe one significant <u>continuity</u> in the relationship between church and state in England from the beginning of the Reformation to the end of the English Civil War.

    c) Explain one significant effect of changes in the relationship between church and state in England from the beginning of the Reformation to the end of the English Civil War.

4. a) Describe one significant <u>continuity</u> in the role of organized religion in European life in the twentieth century.

    b) Describe one significant <u>change</u> in the role of organized religion in European life in the twentieth century.

    c) Explain how one political development affected the role of organized religion in European life in the twentieth century.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

Section II

Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is **continuity and change over time**, though the document-based question on the exam may focus on other skills.

Question 1.   Evaluate whether or not the First World War was a transformative event in European women's history.

Document 1

Source: "Votes for Heroines as well as Heroes," cover illustration, *Votes for Women*, weekly magazine, November 26, 1915.

© Mary Evans Picture Library / The Women's Library @ LSE

[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

Scoring the Response

For the document-based question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.

- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.

- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.

- explain how the document's point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

Part B: Long Essay Questions

Students will choose one of three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the following questions, students will analyze an issue using the reasoning skill of **comparison**.

The three questions focus on the same reasoning skills but apply them to different time periods. This allows students to choose which time period and historical perspective they are best prepared to write about.

Question 2.   Evaluate the most significant difference between the Italian Renaissance and the Northern Renaissance.

Question 3.   Evaluate the most significant difference between Enlightenment thinkers' view of reason and Romantic thinkers' view of reason.

Question 4.   Evaluate the most significant difference between European governments' responses to nationalism in the period 1815 to 1850 and European governments' responses to nationalism in the period 1945 to 2000.

Scoring the Response

For the long essay question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

- explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.

- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.

Further exam resources such as sample student responses, scoring guidelines, and past exam questions can be found on AP Central.

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	B	Contextualization	OS-1	1.1.I.B
2	D	Comparison	NI-3	1.2.I.B
3	C	Continuity and Change over Time	SP-9	3.4.III.B
4	C	Comparison	OS-7	3.3.I.F
5	B	Causation	SP-2	1.5.I.B
6	D	Analyzing Historical Evidence	NI-2	1.2.I.B
7	C	Analyzing Historical Evidence	OS-1, OS-3	1.1.IV.D
8	B	Causation	IS-1	1.1.II.A
9	A	Causation	OS-7, NI-4	2.3.VI.B
10	B	Continuity and Change over Time	INT-3	3.5.I.C
11	D	Contextualization	PP-1	2.2.II.C
12	A	Contextualization	INT-1	2.2.III
13	A	Causation	SP-2	2.1.IV.B
14	A	Contextualization	PP-4	2.1.IV.A
15	C	Causation	IS-4	2.1.IV.E
16	C	Contextualization	PP-3, IS-1	1.4.II.B
17	A	Continuity and Change over Time	PP-2	2.4.IV.A
18	B	Causation	INT-5	2.2.II.D
19	D	Contextualization	NI-1	3.3.I.F
20	B	Causation	NI-4	3.4.III.E
21	C	Causation	NI-2	4.1.III.E
22	A	Comparison	NI-4	4.2.II.A, 4.4.I.A
23	D	Comparison	SP-3	2.1.IV.C
24	A	Analyzing Historical Evidence	OS-5, PP-5	3.6.II.C
25	D	Analyzing Historical Evidence	OS-4	4.2.II.C
26	B	Contextualization	NI-4	4.4.I.A
27	D	Contextualization	INT-5	4.1.IV.A
28	C	Analyzing Historical Evidence	NI-4	4.1.VI.C
29	D	Continuity and Change over Time	INT-5	4.4.III.C

Multiple-Choice Question	Answer	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
30	B	Contextualization	IS-2	1.4.IV.B
31	B	Contextualization	OS-4, IS-4	1.2.I.D
32	A	Causation	IS-1	1.1.II.B
33	B	Causation	PP-2, IS-1	2.4.IV.A
34	D	Analyzing Historical Evidence	PP-5	3.3.II.A
35	B	Causation	INT-5	1.3.IV.B
36	A	Analyzing Historical Evidence	PP-2	2.4.I.A
37	C	Contextualization	SP-9	3.4.I.B
38	A	Analyzing Historical Evidence	NI-3	3.4.I.C
39	B	Causation	SP-3	3.1.II.B
40	A	Causation	INT-1	1.3.I.A
41	D	Analyzing Historical Evidence	INT-6	1.3.I.C
42	C	Contextualization	NI-3	1.2.II.D
43	A	Continuity and Change over Time	INT-3	3.5.I.C
44	B	Contextualization	OS-5	3.6.II.A
45	D	Analyzing Historical Evidence	INT-6	3.5.III.C
46	C	Continuity and Change	OS-5	4.3.II.A
47	B	Analyzing Historical Evidence	IS-5	3.2.I.B
48	B	Causation	PP-4	3.4.II.D
49	C	Continuity and Change over Time	SP-3, PP-5	4.2.I.E
50	B	Contextualization	OS-7	3.6.III.D
51	A	Continuity and Change	NI-4	4.2.II.A, 4.4.I.A
52	A	Contextualization	IS-3	4.4.I.A
53	D	Contextualization	SP-9, NI-4	4.1.IV.B
54	D	Continuity and Change over Time	SP-7	4.2.I.E
55	C	Continuity and Change over Time	SP-2	4.2.V.C

Short-Answer Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Analyzing Secondary Sources	NI-3	2.1.V
2	Causation	PP-5	3.3.II
3	Continuity and Change over Time	OS-2	1.2.I, I.2.II, 1.2.III
4	Continuity and Change over Time	OS-2	4.3.III

Document-Based Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Continuity and Change over Time	IS-2, IS-5	4.4.I, 4.4.II

Long Essay Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
2	Comparison	OS-1, OS-2	1.1.I, 1.1.II
3	Comparison	OS-3, OS-6, OS-7	2.3.IV, 2.3.VI
4	Comparison	OS-7, NI-1, NI-4	3.3.I, 3.4.I, 4.1.V, 4.4.IV

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