

⋮

Michael W. Greene  
NWHS History  
2986 Traphill Rd.  
Hays, N.Carolina 28635  
336-903-4040  
Greenehistorynow.Weebly.Com

# North Wilkes H.S.

## *AP European History*

AP European History is course that focuses on the political, economic, social, religious, intellectual and artistic trends that affected and shaped Europe from 1450 to the present. . The AP exam in May is required for all students. Students may be exempt from the teacher made exam in January per local policy. Assignments, resources, links and updates will be communicated via Canvas, the class Edublog and my website. The final exam counts 20% of your final grade per state policy.

Your final grade in this class will be determined by several factors. These include:

1. Final Exam: Counts 20% of your final grade.
2. In class tests and projects: Counts 50%
3. Class assignments: Counts 20%
4. DBQ and FRQ's: Count 30%

\*\*\*On essays, you will be graded as follows: Check Plus V+, Check V (Avg) and Check minus V-

\*\*\*DBQ's and FRQ's will be graded with the AP scoring rubric.

The state grading scale is as follows: A student's class grade will be determined as follows:

A	90 – 100	
B	80- 89	1.Final Exam: Counts 20% of your final grade.
C	70- 79	2.Tests and Projects count 50%.
D	60- 69	3.Classwork: 30%
F	59 and below	

Progress Reports will be sent home periodically. It is expected that you will let your parents see it, and sign it to be returned to me.

It is to your advantage to keep up with your work, and your packet. This is designed to foster a better understanding of history, and to help you become a more organized, and educated student. This has a proven track record of helping students improve their grades.

If you have questions, at any time, please ask.

Thanks,

⋮

## Syllabus

Did you know...

That Hapsburg rulers are buried in three places?

That the real Dracula, Vlad Tepes, once nailed the hats of noblemen to their heads because they refused to take them off at dinner?

That the guillotine was invented as a more humane and less cruel form of punishment?

Welcome to Advanced Placement European History.

### 1. Course Description

Advanced Placement European History spans the time from the Renaissance (1450) to the present. The course focuses upon intellectual and cultural history, political and diplomatic history and social and economic history. Emphasis is also placed on gender issues, religion, the arts and literature. An AP class is a college level course. AP European History is a weighted course. A score of 3 or better may earn college credit. (Some colleges/universities require a score of 4 or higher) This course is geared towards a successful performance on the AP exam. However, this course provides students with the skills necessary to be successful in their educational future. Since this is a college level course, you are expected to follow the course outline including the required readings. For this class, you will need:

#### **Textbook:**

- *The Western Heritage*. Donald Kagan, Steven Ozment, and Frank Turner. 6<sup>th</sup> Edition. Prentice-Hall 1993.

#### **Primary Sources textbook:**

- *Readings in World Civilizations, vol.2*. Kevin Reilly. NY: St. Martins Press, 1995.

#### **Secondary Sources:**

- *A World Lit Only By Fire*. William Manchester Boston: Little Brown & Co, 1993.

#### **Class Novels (Required):**

- *Pillars of the Earth*. Ken Follett. NY: Signet, 1989.
- *Nicholas and Alexandra*. Robert K. Massie NY: Atheneum, 1967.
- *A Nazi Officer's Wife*. Edith Hahn Beer

**Required novels;** you will choose from this list. **Others will be added** throughout the year: (minimum of 3 per semester, maximum 6 per semester).

#### **Fiction**

- Sir Arthur Conan Doyle: *The Lost World*
- Alexander Dumas: *The Man in the Iron Mask, Count of Monte Cristo, Three Musketeers*
- Antoine de Saint-Exupery: *The Little Prince*
- Umberto Eco: *The Name of the Rose*

- Gustave Flaubert: *Madame Bovary*
- Philippa Gregory: *The Other Boleyn Girl*
- Victor Hugo: *Les Miserables*
- Hermann Melville: *Moby Dick*
- Robert Louis Stevenson: *Kidnapped*
- Bram Stoker: *Dracula*
- Jules Verne: *Around the World in 80 Days*
- **Non Fiction**
- Peter Ackroyd: *Thomas More*
- Roland Bainton: *Here I Stand*
- Thomas Tovi Blatt: *From the Ashes of Sobibor*
- Edward Crankshaw: *The Hapsburgs, Bismarck, In the Shadow of the Winter Palace*
- Carolly Erickson: *To the Scaffold: Marie Antoinette, Great Harry, The 1<sup>st</sup> Elizabeth, Bloody Mary, Alexandra*
- Florescu: *Dracula, Prince of Many Faces*
- Jim Dwyer & Kevin Flynn: *102 Minutes*
- Antonia Fraser: *Mary, Queen of Scots, Charles I, Cromwell, Marie Antoinette, The Wives of Henry VIII*
- Heinrich Harrer: *Seven Years in Tibet*
- Christopher Hibbert: *The Borgias & Their Enemies, Mussolini, The House of Medici, Rome, The French Revolution*
- Donald Howard: *Chaucer*
- William Manchester: *The Last Lion*
- Robert K. Massie: *Peter the Great, Dreadnought*
- Marion Meade: *Stealing Heaven*
- G.J Meyer: *The Borgias, The Tudors*
- Sarah Ogilvie: *Refuge Denied*
- R.C. Padden: *The Hummingbird and the Hawk*
- Edvard Radzinsky: *The Last Tsar*
- Richard Rashke: *Sobibor*
- Lacy Baldwin Smith: *Catherine Howard*
- Norman Spinrad: *The Druid King*
- Maria von Trapp: *The Story of the Trapp Family Singers*
- Henri Troyat: *Catherine the Great*
- Barbara Tuchman: *The Guns of August*
- Alison Weir: *Princes in the Tower, Six Wives of Henry VIII, The Lady in the Tower*
- Andrew Wheatcroft: *The Hapsburgs*

#### Supplemental Resources

- Halsall, Paul. *Internet history sourcebooks*. (n.d.).  
<http://legacy.fordham.edu/Halsall/mod/modsbook.asp>
- Stanford History Education Group. *Beyond the Bubble*.  
<http://beyondthebubble.stanford.edu>

- Stanford History Education Group. *Reading like a historian*. <http://sheg.stanford.edu>
- University of North Carolina School of Education. *North Carolina history a digital textbook*. <http://www.learnnc.org/lp/projects/history/>

### **Video Series on You Tube**

- John Green: *Crash course AP European history*.
- Khan Academy: *AP history*
- Tom Richey: *AP European history*

Additional readings as listed on the classroom resources page and books listed on the books project page. (See Appendix).

It goes without saying that throughout the term, there will be additional handouts, primary source documents and other readings and selections that you will be required to read.

### **AP Exam Format**

Question Type	Number of Questions	Timing	Percentage of Exam Score
Multiple-choice	55	55 minutes	40%
Short answer	4	50 minutes	20%
DBQ	1	55 minutes	25%
Long essay	1	35 minutes	15%

## *II. Course Objectives and Concept Questions*

### **Historical Skills**

1. Analyzing Historical Sources and Evidence
  - Analyzing Evidence-Content and Sourcing
  - Interpretation
2. Making Historical Connections
  - Comparison
  - Contextualization
  - Synthesis
3. Chronological Reasoning:
  - Historical Causation
  - Patterns of Continuity and Change over Time
  - Periodization
4. Creating and Supporting A Historical Argument
  - Historical Argumentation
  - Appropriate Use of Relevant Historical Evidence

**Themes & Concept Questions**

These themes and concept questions will be addressed throughout the course in each unit.

<p>Interaction of Europe and the World</p>	<ul style="list-style-type: none"> <li>• Why have Europeans sought contact and interaction with other parts of the world?</li> <li>• What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?</li> <li>• How have encounters between Europe and the world shaped European culture?</li> <li>• What impact has contact with Europe had on non-European societies?</li> </ul>
<p>Poverty &amp; Prosperity</p>	<ul style="list-style-type: none"> <li>• How has capitalism developed as an economic system?</li> <li>• How has the organization of society changed as a result of or in response to the development and spread of capitalism?</li> <li>• What were the causes and consequences of economic and social inequality?</li> <li>• How did individuals, groups, and the state respond to economic and social inequality?</li> </ul>
<p>Objective Knowledge &amp; Subjective Visions</p>	<ul style="list-style-type: none"> <li>• What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?</li> <li>• How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?</li> <li>• How and why did Europeans come to value subjective interpretation of reality?</li> </ul>
<p>States &amp; Other Institutions of Power</p>	<ul style="list-style-type: none"> <li>• What forms have European governments taken, and how have these changed over time?</li> <li>• In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?</li> <li>• How did civil institutions develop apart from governments, and what impact have they had upon European states?</li> <li>• How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?</li> <li>• How did the concept of a balance of power emerge, develop, and eventually become institutionalized?</li> </ul>
<p>Individual &amp; Society</p>	<ul style="list-style-type: none"> <li>• What forms have family, class and social groups taken in European history, and how have they changed over time?</li> <li>• How and why have tensions arisen between the individual and society over the course of European history?</li> <li>• How and why has the status of specific groups within society changed over time?</li> </ul>

Historical Periods

Time Period	Date Range	Percent of AP Exam
Period One:	1450-1648	25%
Period Two:	1648-1815	25%
Period Three:	1815-1914	25%
Period Four:	1914-Present	25%

### *III. Writing*

All writing assignments are due on the assigned date. Some writing assignments will be graded, while others will be assessed for feedback and revision. These should be corrected and revised. Many assignments will be peer assessed for corrections and revisions. There are two basic types of writing assignments: DBQ's and FRQ's. Always check for feedback on Canvas.

- Each exam will include one DBQ or two FRQ's in addition to multiple choice questions. Throughout the term, DBQ's and free response questions will be assigned in addition to journal entries and reflective writing.
- **AP = Answer the Prompt! AP = Answer the Parts!**

#### Basic Essay Format:

Introduction: A. Background, time/place setting, and topic explanation.

B. Thesis statement.

C. Categories or main ideas in support of thesis.

Body: A. Good topic/transition opening sentences.

B. Transitional words or phrases between sentences.

C. Main idea supportive of thesis.

D. Specific details supportive of main idea.

Conclusion: Restatement of thesis explaining significance.

### *IV. Unit Assignments*

Internet access is necessary for this class. Online assignments such as blogging, responses to primary sources and class discussions are part of this course. Assignments will be posted on Canvas and Edublogs. Internet access after school hours is a must. If you have a problem with this, you will need to access the internet here either before or after school.

**Each unit will contain the following activities:**

**A: Lecture and discussion:**

You will participate in discussions surrounding the course/unit topics, topics based on required course readings both primary and secondary and topics related to your writings.

**B: Blogging:**

You will participate in online discussions on the class blog. These discussions will take place outside of class and will be completed weekly. These discussions will be based on **current events and primary sources from each unit** and will include topics relating to both the AP Themes and the Common Core Themes. Themes include geography, culture, environment, politics, and conflict. The class blog is open to anyone in the class and online class discussions will be posted there.

**C: Individual Blogs/Webpages:**

You will post writings to your own individual blog which is connected to the class blog. Only you and the instructor will be able to view your blog. You will respond to both primary and secondary sources on your blog.

**D: Writing: Each unit** will have both document based questions (DBQ's) and free response questions (FRQ's).

- **A DBQ** is a document based question. This question requires the use of primary source documents including charts, graphs and other visuals.
- **A FRQ** is a free response question. These questions are open ended questions.
- **Other Essays** may be analytical, argumentative, or expository. These include letters to the editor, diary entries, first-person accounts, etc. This requires you to analyze both primary and secondary sources for historical context, tone, author's viewpoint, the intended audience and conflict.

**E. Identifications:**

There will always be ID's on each test. ID's from the first test will be included on the next test. For each ID answer: **who, what, when, where, why and how**. It should always show/illustrate/explain the importance of the item.

**F. Projects:**

Local History Scavenger Hunt:	October
Research Project:	October
Interview Project:	December
Book Project:	January

Other projects will be assigned throughout the year.

**G. Current Issues:**

On the class Edublog site, news clips will be posted. **Biweekly**, you will pick 8 of the 10 clips that are posted. These clips are from multiple sources including local, national and international news organizations. You will view the clips and respond to the prompts. You will analyze each story for bias, identify the particular point of view, source of conflict, and who the primary and secondary audiences are. You will connect the story to prior historical events, concepts or laws. You will post your opinion in addition to responding and identifying these issues. You will post this to the class blog and then respond to the posts of other students. Responses to others must further the discussion or broaden the discussion accordingly.

### **H: Primary Sources:**

For each unit, primary sources are posted to the class blog. These are primary sources you are required to read in addition to those discussed or assigned in class. You will complete the assignments for each source and post to your individual blog by the date of the unit test. These primary sources can be written, artistic or embedded music, speeches or video files. These are required for each unit.

### *V. Exams*

Exams will model the format of the AP European History exam. The exam will take the entire 95 minutes. Exams will include multiple choice questions and either a document based question or free response questions. Exams will include between 60-70 multiple choice questions. The exam will correlate directly to required readings and vocabulary. The multiple choice part of the exam may be given on one day while the writing portion is given on another. Cumulative six, nine and fourteen week exams will be given.

#### *...& Projects:*

Projects count the same as exams. Projects include term papers, biographical projects, country guides, and other multiple intelligence assignments.

### *VI. Class Rules*

1. Do Not Talk While I am Talking.
2. Be on time and in your seat before the tardy bell rings.
3. Food and drinks are allowed in class in original containers and only when laptops are not in use.
4. Always bring your materials to class.
5. **Always bring your laptop to class.**
6. Cell phones are not allowed out in class. **Mobile phones will be collected if in use when not approved.**
7. Do what's right. Always show respect.

#### *...& Procedures*

1. You are allowed up to six absences per term without penalty. Absences over six will lead to a loss of credit in the course and must be appealed to the attendance committee for credit.
2. All assignments are due on the assigned date. If you are absent on the date an assignment is due, it is due the very next day. If you were absent for several days, I will work with you.
3. Make-up tests: Tests must be made up within 3 days of the date given at my convenience. The make-up test may not be the exact same test as given earlier.
4. If you are late to class, always make sure you have a note.
5. Please bring a note to school excusing your absence within 5 days of your absence.
6. Always be in your seat when the tardy bell rings.
7. For any disciplinary problem, be prepared for any of the following: break



- detention, loss of privileges, parental notification, referral to the office, etc.
8. **SUBSTITUTES:** For various reasons or the other, it is occasionally necessary for me to be absent from the classroom. In these cases, **PERFECT** behavior is expected, and there are consequences if a substitute has problems. I **EXPECT** nothing less than your best for any teacher in my classroom while I am not here.

### *VII. Expectations*

Successful performance in this course will be primarily determined by how much work and effort you are willing to expend. The textbook is the same for everyone. Everyone will receive the same information, handouts, and notes. Everyone will have the same amount of time for each assignment. Consequently, it is up to you how well you do. As a general rule, students who 1) come to class regularly, 2) spend an hour everyday studying that day's material and preparing for the next day, 3) engage in self-testing to make sure everything is understood, 4) seek help when necessary, and 5) review carefully prior to exams should excel in this course

### *VIII. Tolerance*

The history curriculum requires the study of people with diverse cultures, viewpoints and religions. Discrimination and derogatory comments will not be tolerated. All students are expected to show respect to others, regardless of their race, ethnicity, sex, national origins, religious and cultural beliefs.

### *IX. Grading*

Your AP European History portfolio counts towards your final grade in the last semester (**if this will be required by the state**). The grading scale: classwork counts 20%, primary source writing including document based questions (DBQ) and free response questions (FRQ) 30% and exams/projects 50%. The AP exam is given in May with scores returned in mid-summer. The final exam counts 20% of your final average per state policy.

### *X. Academic Integrity Policy*

Wilkes County Schools has an academic integrity policy. It is important to realize the consequences of cheating and the necessity of citing your sources correctly. Cheating and plagiarism are not tolerated.

## AP European History Pacing Guide

August 30-September 2	Unit 1: Review: Ancient Rome, Middle Ages
September 6-16	Units 2-3: Renaissance-Reformation
September 19-23	Unit 4: Tudors/Stuarts/Wars of Religion
September 27-30	Unit 5: Old Regime France/Louis XIV
October 3-7	Unit 6: Science, Culture, Daily Life
October 10-14	Unit 7: Absolutism
October 17-21	Unit 8: Enlightenment/7 Years War/American Revolution
October 25-28	Fall Break
October 31-November 4	Unit 9: French Revolution
November 7-10	Unit 10: Industrial Revolutions/Isms/1800 Revolutions
November 14-18	Unit 11: Unification/1900's Early Social Change
November 21-December 2	Unit 12: Imperialism/WW1
December 5-9	Unit 13: 1920s/Great Depression/WW2
December 12-16	Unit 14: WW2/Cold War
December 17-January 3	Winter Break
January 4-6	Unit 14 Cold War
January 9-13	Unit 15: Modern Europe
January 17-20	Unit 16: Review/Exams
April	After School Review Sessions in preparation for the AP Exam
May	AP Exam