

CENTER FOR GRADUATE AND PROFESSIONAL STUDIES  
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**SYLLABUS**

**AP 593-100 Preparing Students for Advanced Placement® European History**

June 17-21, 2019

M-Th 8:30-4:00 and Fr 8:30 -1:00

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This session will help teachers design an AP European History course and prepare their students for the AP exam. Analysis of the newly designed curriculum and test will be a main focus of the course. Participants will review the content, themes, and structure of the new AP European History curriculum and focus on effective teaching strategies and learning activities that will lead to success on the exam. Participants will analyze past AP exam questions and learn to rewrite them to reflect new course requirements. The class will look at short answer, DBQ and FRQ rubrics. Review of the four major time periods and nine critical thinking skills emphasized on the AP test will occur while participants plan their own course syllabi and create test questions in line with the major themes of the course.

**College Board Advanced Placement Teacher Standards and Graduate Program in Education (GPE) Outcomes/Standards:**

College Board Advanced Placement Teacher Standards

1. Content Knowledge
2. Teacher Certification
3. Pedagogy and Student Learning
4. Analysis and Reflection
5. Ongoing Professional Development

Graduate Programs in Education Outcomes

1. GPE001: Knowledge - Theory: Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. GPE002: Knowledge - Assessments: Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. GPE003: Knowledge - Purpose: Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.

4. GPE004: Knowledge - Diversity: Demonstrate knowledge of concepts related to diversity, and the interaction between concepts related to diversity and the area of specialization or certification.
5. GPE005: Skills - Theory: Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
6. GPE006: Skills - Data: Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
7. GPE007: Skills - Problem Solving: Use problem solving/critical thinking strategies appropriate to the area of specialization.
8. GPE008: Skills - Reflection: Use reflective practice within the area of specialization.
9. GPE009: Skills - Communication: Demonstrate effective communication and presentation skills related to the area of specialization.
10. GPE010: Skills - Technology: Use a variety of technologies appropriate for working in the area of specialization.
11. GPE011: Dispositions - Service: Demonstrate service to the community.
12. GPE012: Dispositions - Diversity: Demonstrate positive dispositions toward diversity and equity.
13. GPE013: Dispositions - Professionalism: Demonstrate professionalism in one's demeanor, behavior, conduct, decision-making, and interactions with colleagues.
14. , behavior, conduct, decision-making, and interactions with colleagues.

**Required Texts: AP level textbooks will be provided by publishers. AP Manual will be provided by the College Board.**

**Bring with you: The AP textbook that you are using for your class, an 8G flashdrive**

**Attendance Policy:** Lateness or absence is not permitted.

**Course Objectives:**

- 1) to examine the format of the newly redesigned AP European History Exam and learn the skills required to teach the course.
- 2) to be able to write and score AP Free Response, Short Answer and Document-Based Essays (DBQs)
- 3) to use various methods of teaching and sources of information in the classroom
- 4) to acquire some of the factual information needed to teach European History

**First Day a.m.—Class Logistics and the Course Redesign-**

**Welcome and Introduction**

What are your main concerns about the AP? What did you come here to learn?  
 What type of students should take the AP? How to decide who gets in.  
 Teaching AP European History to a Diverse Population  
 Teaching AP to a Mixed AP/Non-AP Class  
 Textbooks, Primary Source Readings books and Study Guides  
 Summer Reading? To assign a novel or not: that is the question.  
 Internet, Field Trips, Films, Guest Speakers

## **Historical Thinking Skills and the Redesigned European History Course**

Scheduling: It's easier with the Redesigned Exam

Four Periods of Time, Five Themes and Nine Historical Thinking Skills

How Much Will Your Course Change? Reasons for the End of the Middle Ages

Using Primary Sources from Day One: Ideals of the Renaissance

Looking at a Renaissance Essay using the new standards

## **Developing Student Understanding**

Practice Scoring the Renaissance Essay

DBQ: European Views of Foreigners

## **First Day p.m.— What is this Redesigned Course and Am I Going to Like It?**

### **Understanding the Thematic Learning Objectives**

T-chart exercise

Overarching Questions

### **Exploring the Concept Outline**

Concept Outline Activity: Nationalism and Bismarck

### **Planning Your Course (this will be an ongoing topic all week)**

Compare the four Periods of the AP Euro course to your own calendar

When will you introduce each type of question?

When will you introduce each Historical Thinking Skill?

What primary sources and visuals will you use?

Start Making a Bank of Questions.

### **HTS 1: Historical Causation**

How different is this from what you already do??? (Not much. We used to call it Cause and Effect.

Discussion of Plague, Schism and the 100 Years'

Short Answer Question on the Commercial Revolution

Timeline Activity of the French Revolution

**Day One Homework: Take the Multiple Choice Test. Begin to fill out your calendar for the next school year. Make notes of documents and visuals that you want to use with your students.**

## **Second Day a.m.— Teaching Your Students to Think Like A Historian**

### **HTS 2: Patterns of Continuity and Change Over Time**

Group Work: Assigned Periods Continuity and Change Activity

Visuals Continuity and Change Activity

Bruegel Painting/Leisure Short Answer activity

Gender Roles Discussion

Multiple Choice Questions using CCOT

**HTS 3: Periodization- No longer an HTS but still important!**

Your Personal Timeline Activity  
Turning Points activity—Dates to Know  
Competing Models of Periodization--Interpretations of the French Revolution  
Jess' Blue Cards  
Writing Multiple Choice Practice Questions

**HTS 4—Comparison**

Comparison Activity using a Long essay Question—Scientific Revolutions  
Teaching kids to compare—Marzano and Pickering Model Activity and the Four Square Activity (which is better than a Venn Diagram)  
The What Would Machiavelli Say Game  
Multiple Choice and Comparison

**HTS 5—Contextualization**

Multiple Choice and the Contextualization Skill—Underlying Questions  
Contextualization Graphic Organizer Activity/Mind Map  
Short Answer Question on EU and Protests

**Second Day p.m.—The Heart of Being a Historian—Crafting an Argument and Using Historical Evidence Appropriately**

**HTS 6: Historical Argumentation**

DBQ on WWI and Women  
Construction of a Historical Argument Activity  
Multiple Choice Questions

**HTS 7: Appropriate Use of Historical Evidence**

DBQ on European Views of Foreigners—Document Analysis Activity  
Other Ways to Analyze Documents-- SOAPStone or The 5 W's  
Multiple Choice Questions-- Visuals in the Classroom-  
Maps  
Charts and Graphs  
Posters and Cartoons  
Art and Architecture Powerpoints

**Second Day Homework---- Write your own Short Answer Questions Based on the Chapter/Topic Assigned to You. Continue to fill out your calendar. Add in some of the activities we did today ou nd more of the documents and visuals you would use.**

**Third Day a.m. — Interpretation and Secondary Sources—the Most Difficult of the Historical Thinking Skills**

**HTS 8: Interpretation**

WWI Short Answer Activity  
French Revolution readings—Varying Historiographic Interpretations

Multiple Choice on Interpretation

**HTS 9: The Complex Analysis Point**

What does complex analysis mean? How to get the point on the DBQ and Long Essay Questions?  
Linking paragraphs-- Transition sentences  
The Conclusion  
Women in WWI DBQ

**Share the Short Answers You Wrote With Your Group. What HTSkills did you use in your Questions? Which do you need to work on more?**

**Third Day p.m.—Designing and Teaching Your AP European History Course**

**Discussion: When Will You Introduce Each HTSkill during the school year?**  
Sequencing Art Activity  
Sequencing Steps for the HTSkills Activity  
Strategies that Work for You—Whip Around Activity  
Simulation: A Workers' Rally

**Third Day Homework: Write Multiple Choice Questions using documents and visuals from the chapter assigned to you. Continue work on your calendar, adding more activities, visuals and documents.**

**Fourth Day a.m. — Unit Development and Assessing Student Understanding  
Backwards planning-- using the New Key Concepts, Historical Thinking Skills, and Learning Objectives**

Design an Activity Using Learning Objective OS-10  
Review the Sample Unit Plan  
Discuss Final Assignment— Build Your Own Unit Plan on the Chapter Assigned to You. **Due date:**  
Discussion: How do you use released AP exams in your classroom?  
Activity: Adapting old exam questions for the newly redesigned exam.

**Fourth Day p.m.-- Field Trip to the Walters Art Gallery**

**Fourth Day Homework—Construct at least two short answer questions using art as stimuli. Add more activities, documents and visuals to your calendar. Add a field trip to an art museum or other historical place to your calendar.**

**Fifth Day a.m.—Continuation of work on New Curriculum Planning and Discussion of Course Audit Syllabus Requirements**

Review of Audit Requirements

Group Activity: Look at a Sample Syllabus to see if it meets the requirements

Look Back at the Calendar Plan You Are Creating for the Course. Are you meeting the requirements? If not, where can you add them in?

Discussion of Participant ideas for Lesson Plan Assignment.

**Final Assignment— Build Your Own Unit Plan on the Chapter Assigned to You (due date: July 6 )** Construct a Unit of Lesson Plans-- one weeks-worth or more, ending with an assessment USING THE NEW TEST FORMAT-- to be used with your class next year, using the ideas/techniques discussed during the week. Finished Lesson plan and assessment you would use with your students should be e-mailed to instructor at [pkwolfe1435@gmail.com](mailto:pkwolfe1435@gmail.com) within 10 days of the end of your course.

- *Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the Goucher website (mygoucher) and follow the prompts to receive your grade. If you have misplaced your password, please contact the help desk and they will walk you through this procedure (410-337-6322).*
- *If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at*

*Goucher College, SAS  
1021 Dulaney Valley Road  
Baltimore, MD 21204*

*There is no charge for this request. Please allow 3-5 working days to process.  
To access the transcript request form, please go to  
<http://www.goucher.edu/x1891.xml>*

Questions? Please call Rita Fromm at 410-337-6475 or the main number at 410-337-6200.

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**Bibliography**

**An extensive bibliography for the AP European History teacher is provided by the College Board at the AP Central website at <http://apps.apcentral.collegeboard.com/ResourceSearchResults.jsp>.**

**Other recommended readings include:**

**General**

- Carey, John. Eyewitness to History. Harvard University Press. 1988.
- Cumming, Robert. Annotated Art. Dorling Kindersley, 1995.
- H.W. Janson. A History of Art. Prentice Hall. 2003.
- Kagan, et al. The Western Heritage. 8<sup>th</sup> ed. Prentice Hall, 2004.
- Perry, Marvin. Sources of the Western Tradition. Houghton Mifflin. 2006.
- Stevenson, Neil. Architecture. Dorling Kindersley, 1997.
- Strickland, Carol. The Annotated Mona Lisa and The Annotated Arch.

**The Middle Ages**

- Manchester, William. 1993. A World Lit Only By Fire: The Medieval Mind and The Renaissance.  
ISBN: 0-316-54556-2.
- Cantor, Norman F. 1993. The Civilization of the Middle Ages  
(Completely Revised and Expanded Edition). ISBN: 0-06-017033-6.
- Cantor, Norman F., ed. 1994. The Medieval Reader: First-hand accounts of the Middle Ages. ISBN: 0-06-270102-9.
- Tuchman, Barbara W. 1978. A Distant Mirror: The Calamitous 14th Century. ISBN: 0-345-34957-1.

**Most of the following are Primary Sources, many of which can be found in collections of primary documents such as the ones received in class.**

## **The Renaissance and Reformation**

Macchiavelli, Nicolo. The Prince.

Castiglione, Balthasar. The Book of the Courtier.

Luther, Martin. The 95 Theses.

Calvin, John. The Institutes of the Christian Religion.

St. Ignatius of Loyola. Spiritual Exercises.

Medwick, Catherine. Teresa of Avila: the Progress of a Soul. Image Books, Random House, 1999.

## **17<sup>th</sup> and 18<sup>th</sup> Centuries**

Bacon, Francis. The Advancement of Learning.

Brinton, Crane. Anatomy of a Revolution.

Descartes, Rene. Pensees.

Lefebvre, Georges. The Coming of the French Revolution. Princeton Classics.

Rousseau, Jean-Jacques. Emile. and The Social Contract.

Shakespeare, William. Henry V. (and other plays)

Voltaire. Candide.

Wollstonecraft, Mary. A Vindication of the Rights of Women.

## **19<sup>th</sup> Century**

Austen, Jane. Pride and Prejudice.

Cornwell, Bernard. Sharpe's Rifles. Penguin Books. (And other in the series)  
All are fiction but extremely accurate, as are the Horatio Hornblower series by Haggard and Master and Commander by Patrick.

Marx, Karl. The Communist Manifesto and Das Kapital.



Kipling, Rudyard. The White Man's Burden.

Zola, Emile. J'Accuse!

### **20<sup>th</sup> Century and Beyond**

Service, Robert. A History of Modern Russia. Harvard University Press. 2005.

Lenin. What Is To Be Done?

Hitler, Adolph. Mein Kampf.

Solzhenitsyn, Alexander. The Gulag Archipelago.

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**Description of Assignments for Graduate Credit**

**Day One Homework:** Begin to fill out your calendar for the next school year. Make notes of documents and visuals that you want to use with your students.

**Second Day Homework----** Write your own Short Answer Questions Based on the Chapter/Topic Assigned to You. Continue to fill out your calendar. Add in some of the activities we did today and more of the documents and visuals you would use.

**Third Day Homework:** Write Multiple Choice Questions using documents and visuals from the chapter assigned to you. Continue work on your calendar, adding more activities, visuals and documents.

**Fourth Day Homework—**Construct at least two short answer questions using art as stimuli. Add more activities, documents and visuals to your calendar. Add a field trip to an art museum or other historical place to your calendar.

**Final Assignment—** If you have not written a course audit syllabus, you may do one for this assignment. If you are using a pre-made syllabus or do not need to write one, Build Your Own Unit Plan on the Chapter Assigned to You. Construct a Unit of Lesson Plans-- one weeks-worth or more, ending with an assessment USING THE NEW TEST FORMAT-- to be used with your class next year, using the ideas/techniques discussed during the week. Finished Lesson plan and assessment you would use with your students should be e-mailed to instructor at [pkwolfe1435@gmail.com](mailto:pkwolfe1435@gmail.com) within 10 days of the end of your course.