**The West from the End of the Middle Ages to the Present Day**

Welcome to Advanced Placement European History. This course will cover the period 1350-present, surveying major developments in society, politics, ideas, culture, economics, and technology. We will survey all realms of behavior so that you can develop a sophisticated understanding of the human experience. Your mastery of content is important, but you will also develop the skills of: 1) study and research, 2) critical reading of primary and secondary sources, 3) constructing and evaluating historical interpretations, 5) empathizing with the past, and 5) using historical knowledge as a guide to present understanding and action. You should find these abilities useful in college and adult life, regardless of your ultimate vocation. Any advanced placement class requires hard work, intellectual curiosity, and a commitment to personal growth. All students are strongly encouraged to dedicate themselves to the goals of AP European History and take the exam at the end of the year. I hope you will be rewarded with a sense of accomplishment and the belief that even a rigorous class can be enjoyable.

**Required Materials – acquire before Monday, August 4 and bring to class EVERY DAY until Thursday, May 14:**

* 1.5” 3-ring binder to be used only for this class (write your name in permanent marker on the inside front cover)
* Lined paper (have plenty with you at all times)
* Pens and/or pencils (have plenty with you at all times; a red pen is required)
* Donald Kagan’s *The Western Heritage Since 1300*, 11th Edition, 2014, AP Edition.
* Jacques Barzun’s *From Dawn to Decadence, 1500 to the Present: 500 Years of Western Cultural Life*

**General Expectations:**

* Keep your teacher happy!
* You can do hard things!
* Make smart choices ☺
* Act in a trustworthy manner
* Respect others
* Quickly and willingly obey directions

**Specific Rules:**

* Following all instructions = Learning + FUN!
* Students get the privilege of learning, teachers get the privilege of guarding the students’ privilege
* Display a good attitude all of the time
* How to enter this classroom:
	+ Arrive on time
	+ Be silent
	+ Bring all learning materials to your desk
	+ Hang your backpack on a hook
	+ Put your homework in the basket
	+ Work on your bellwork
* Accept your seating arrangement
* Stay at your desk
* Ask relevant questions
* Raise hands during non-bellwork class time
* Only one conversation at a time
* Remain on-task
* Go to the nurse on your own time
* Use your two bathroom passes wisely
* Leave desks as they are
* Cheerfully accept the room environment
* Leave teacher belongings alone
* Finish in-class work on time and remain silent if done early
* Remain attentive until the teacher has verbally dismissed you and remain silent until in the hall

**Grading:**

30% Participation

1) Fulfill all General Expectations on a regular basis

2) Follow all Specific Rules on a regular basis

3) Turn in all assignments

4) Work hard, learn eagerly, act engaged, take notes continually

5) Actively participate in class and contribute verbally to discussions

20% Testing

 13 tests

 1 final exam: an official AP Practice Exam three weeks before the nationwide test date

 13 binder checks

30% Take-Home Assignments

 Research

 Essays

 Group projects

 Powerpoints

 Final Essay

 History Conference

 Key Terms/Review Questions

20% in-class assignments

 Essays

 Group work

 Presentations

 Discussions

**Binder**

Every student must have with them at all times, and hand in for a grade at the beginning of each test, a 1.5-inch 3-ring binder in which they keep all handouts, bellwork, notes, graded assignments, study guides, graded tests, and graded in-class work. Everything in the binder must be organized in the order in which the student received the material or did the work. The first item in the binder must be this syllabus. Even all bellwork, notes, handouts, etc. from days on which you were absent will be required to be in the binder and in order by date.

**In case of absence from class:**

*Take-home assignments:* Must be handed in prior to your absence or the day you return.

*In-class assignments:* 1) The student must communicate with fellow students and create a list of the handouts or announcements they missed and request these specifically from the teacher.

 2) The student must borrow notes from fellow students and copy them into their binder.

 3) The student must talk with the teacher outside of class time to schedule a time to make up missed in-class work.

*For long-term assignments:* If a due date was given in writing at least two weeks before the due date, such as in a syllabus, on a handout, or posted on the white board, the assignment must reach the teacher by the due date, whether or not the student was absent on that day. Utilize email and other means to make arrangements with the teacher for how the long-term assignment will be handed in on time.

**Emailing assignments:**

Emailed assignments will be accepted only if the assignment reaches the teacher by 6:30am the day it is due and the student comes to class with a handwritten and signed note from a parent or guardian identifying one of the situations below:

 *Broken printer at home* (this will be accepted as an excuse only twice in a row)

 *Absence from class* (the parent note can be handed in when the student returns to school)

Otherwise, every assignment must be placed in the homework basket at the back of the room.

**Formatting assignments:**

In order to be accepted, every assignment must follow the BFHS Format and Style Guide.

**Deadlines: Reading, Projects, and Tests**

**Semester 1 – The Middle Ages to Napoleon, 1350-1850s**

Unit 1: Classical Tradition, Medieval Synthesis, Renaissance, and Exploration, 1300-1550

Due Monday, August 4: Introduction, Chapter 1, Chapter 2 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where how]

*Due Monday, August 18: Renaissance Book Signing – Each student will be assigned a Renaissance Humanist (1. Machiavelli, 2. Petrarch, 3. Lorenzo Valla, 4. Castiglione, 5. Pico della Mirandola, 6. Christine de Pisan, 7. Leonardi Bruni, 8. Leon Battista Alberti, 9. Johannes Gutenberg), will research, write a 2-page essay with citations and a bibliography on how that figure illustrated the themes and interests of humanism, and present that humanist in a book-signing skit. Each character will read selections from a key work, place these ideas in context, and respond to the ideas of the other panelists. The scene is Florence around 1450. Several great humanists have gathered with their greatest written works for a book signing at Barnettis and Nobilo’s, a great bookstore of the time. Each of the following intellectuals will bring “copies” of their works, read some brief selections from them, comment on their ideas, and then answer questions from other intellectuals and the audience. Participants are encouraged to interact with one another to provide interest and discussion.*

Tuesday, August 19: TEST 1

Unit 2: The Protestant Reformation and Religious Warfare, 1500-1650

Due Wednesday, August 20: Chapter 3, Chapter 4 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Friday, August 22: read Barzun, chapters titled The West Torn Apart, The New Life, and The Good Letters

Due Friday, August 29: A chart laying out each of the religious wars’ causes, course, key figures and groups, outcome

Due Tuesday, September 2: read an internet version of Montaigne’s essay “On Cannibals.”

Wednesday, September 3: TEST 2

Unit 3: Early Modern Society, 1500-1700

Thursday, September 11: TEST 3

Unit 4: Scientific Revolution, 1600-1700

Due Monday, September 15: Chapter 6 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Friday, September 19: read Barzun, chapter titled The Invisible College

*Due Tuesday, September 23: Science Lab – Each student will be assigned a scientist (1. Galileo, 2. Newton, 3. Descartes, 4. Vesalius, 5. William Harvey, 6. Kepler, 7. Tycho Brahe, 8. Paracelsus, 9. Copernicus, 10. Giordano Bruno.), will research, write a 2-page analysis with citations and a bibliography of the scientist’s discoveries, and bring several props and provide demonstrations for their new scientific theories and data. Several scientists of the era 1550-1690 will conduct a “science lab” to demonstrate the new ideas of the Scientific Revolution. Scientists should interact with one another, especially in either supporting or contradicting other scientists’ data or theories.*

Wednesday, September 24: TEST 4

Unit 5: Absolutism, the Development of Nation-States, and the Commercial Revolutions, 1600-1789

Due Thursday, September 25: Chapter 5, Chapter 8 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Wednesday, October 1: an outline of your findings on whether Russell (Chap. 4) and Trevelyan (Chap. 5) in Sherman are valid interpretations of the English Civil War and the Glorious Revolution

Due Friday, October 3: work in small groups to research a major absolutist figure in central and eastern Europe (Frederick William the Great Elector, Frederick William I, Frederick II, Maria Theresa, Joseph II, Peter the Great, Catherine the Great) and provide an interpretation of how that figure did the most to elevate the status and position of his/her nation.

Due Wednesday, October 15: work in small groups to research a particular nation to analyze its relative position in the European balance of power (1600-1789). Use a conceptual approach, such as Challenge → Response → Result.

Monday, October 20: TEST 5

Unit 6: The Enlightenment and Social Change, 1700-1789

Due Tuesday, October 21: Chapter 9 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

*Due Tuesday, October 21: Eighteenth-Century Public Service Announcements – work in small groups on one of the following topics (in the eighteenth century) to complete research for a 5-minute public service announcement (or commercial) in which you advertise a new product or process in that field: education/universities, literacy and publishing, crime and punishment, historical writing, agriculture, child-rearing, medicine, popular culture, music.*

*Due Tuesday, October 28: Enlightenment Salon – selected students will research and portray one of the major Enlightenment thinkers (1. Diderot, 2. Rousseau, 3. Voltaire, 4. Mary Wollstonecraft, 5. Hume, 6. Thomas Jefferson, 7. Montesquieu, 8. saloniere--Madame Geoffrin or du Deffand, 9. Catherine the Great, 10. Adam Smith, 11. John Locke, 12. Paine , 13. Frederick the Great, 14. Kant, 15. B. Franklin, 16. M. Wollstonecraft, 17. Beccaria). Philosophers from the eighteenth century will interact and discuss the issues of the day. Do some basic research, type up a "resume" of no more than 2 pages, and then be prepared to act the character. Guests are encouraged to dress up and bring appropriate props. The first part of the salon will be informal with guests mingling; the second part will be a directed discussion under the saloniere, who will be in charge of keeping the debate moving along and providing refreshments.*

*RESUME FORMAT*

*Name/Address (make one up if you need)*

*Job Objective (what kind of work are you looking for--be clever!!)*

*Qualifications/Life Experiences*

*Employment (Jobs/Positions Held)*

*Education and Training*

*Summary of Major Works (most important section)*

*Personality (describe it)*

*References (quotes from colleagues or anecdotes about yourself)*

*Questions*

*CONSIDER THE FOLLOWING IN PREPARATION FOR THE SALON*

*1. In what ways do you think your life or accomplishments are important?*

*2. With what persons or ideas at the salon do you agree or disagree? Why?*

*3. Is this an "age of enlightenment"? Why or why not?*

*4. How does one obtain: knowledge, justice, happiness?*

*5. What is your attitude toward: women, peasants, middle-class, nobility, religious and ethnic minorities?*

*6. What role should God and religion play in society?*

*7. What is the best way to organize a political system? society? economy?*

Wednesday, October 29: TEST 6

Unit 7: The French Revolution and Napoleon, 1789-1815

Due Thursday, October 30: Chapter 10, Chapter 11 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Friday, November 7: read Barzun, chapters titled The Monarchs’ Revolution, Puritans as Democrats, The Reign of Etiquette, and The Forgotten Troop

*Due Thursday, November 13: Press Conference with Napoleon – several students will be assigned to research the background and policies of Napoleon I and write a 3-page assessment of his rule including citations and a bibliography. These students will also be assigned to one of the following roles: Napoleon, his domestic policy advisor, his foreign policy advisor, 5-6 reporters. Students must be in character (costumes, props, accents, etc). Imagine the year is 1814 (after defeat in Russia but before ultimate exile). Napoleon will enter and provide a brief statement to the press. Reporters (representing various nations and groups) will ask questions of Napoleon. He will answer with the aid of his advisors. Everyone is encouraged to script some of the conference.*

Monday, November 17: TEST 7

Unit 8: Industrial Society, Romanticism, and Revolutions, 1750-1850

Due Tuesday, November 18: Chapter 7 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Wednesday, November 26: read Barzun, chapter titled The Work of Mind-and-Heart

Due Wednesday, December 3: research one of the following responses to industrialization: classical laissez-faire economics (e.g., Smith, Malthus, Ricardo), parliamentary reform, unions, Chartism, utopian socialism, Luddism.

*Due Friday, December 5: Nineteenth-century ideologies – small groups will research one of the following: Conservatism, Liberalism, socialism/feminism, nationalism. Create the following: a brief chart that gives the historical roots of the ideology; select a primary source (from Sherman or the Internet Modern History Sourcebook); a one-page pamphlet that includes the key ideas, figures, and groups; a brief presentation explaining how the ideology would best address the issues created by the political and economic revolutions of the day. Bring enough copies of the charts, primary sources and pamphlets for the rest of the class. Each group will have 10 minutes to explain its chart, analyze the primary source in historical context, and argue for the primacy for its ideology in addressing the political and economic revolutions of the era.*

Due Tuesday, December 9: complete a “baseball card” of a key Romantic figure, including a visual of the figures, key “stats” on his/her accomplishments, and a 2-sentence assessment of which Romantic themes they express.

On a 4" x 6" index card, provide the following information for the figure you have been assigned on the ruled side: dates lived, 1-sentence description of his/her personality, list of 3-4 major accomplishments or works, and how the person relates to the themes of Romanticism. On the blank side, draw or paste a picture, visual, or metaphor relating to the person. All should be in the format of a baseball card. 1. Ludwig von Beethoven, 2. Eugene Delacroix, 3. Caspar David Friedrich, 4. Hector Berlioz, 5. Johann Wolfgang von Goethe, 6. Samuel Taylor Coleridge, 7. Lord Byron, 8. Percy Bysshe Shelley, 9. Mary Shelley, 10. William Wordsworth, 11. J.M.W. Turner, 12. Victor Hugo, 13. Rene de Chateaubriand, 14. Sir Walter Scott, 15. Jules Michelet, 16. The Brothers Grimm, 17. William Blake, 18. Emily Bronte, 19. Ralph Waldo Emerson, 20. Freidrich Chopin, 21. Thomas Carlyle, 22. Felix Mendelssohn, 23. Henry David Thoreau, 24. Edgar Allen Poe, 25. Alexandre Dumas (the first one), 26. Jean-Jacques Rousseau, 27. Germaine de Stael, 28. Franz Schubert

*Due Wednesday, December 10: CNN Coverage of the Revolutions of 1848 – a group of students will present a news broadcast on the revolutions of 1848. This can be presented live or taped in advance. The broadcast should last at least 20-25 minutes. One of the more underestimated but exciting events we will study this year are the revolutions of 1848. Though most of the revolutions failed in their immediate objective, they nonetheless left a profound impact on European politics and society. Using the format of a news broadcast, address the following issues related to the revolutions, though these need not be divided into separate segments:*

 *1. Causes of the revolution*

 *2. Background on Congress of Vienna settlement and Conservative Restoration*

 *3. Background on the various political ideologies (Liberalism, Romanticism, socialism) and how they influenced the revolutions.*

 *4. Updates on the events and outcomes in the various locations where revolutions occurred (France, Berlin, Vienna, Prague, Italy, Budapest, etc.)*

 *5. Analysis of the results and impact of the revolutions.*

*To ensure that your broadcast is varied, try to include the following types of segments: 1. anchor summary, 2. reports from the field (varied geographical regions), 3. interviews, 4. editorials, 5. analysis, 6. Crossfire-type debate, 7. wrap-up on significance.*

Monday, December 15: TEST 8

Due Tuesday, December 16: read Barzun, chapter titled The Mother of Parliaments

Due Wednesday, December 17: read Barzun, chapter titled Things Ride Mankind

Due Thursday, December 18: read Barzun, chapter titled A Summit of Energies

**Semester 2 – Napoleon to Postmodernism, 1850s-2001**

Unit 9: Nationalism and Imperialism, 1850-1914

Due Tuesday, January 6: Chapter 12, Chapter 14, Chapter 17 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Wednesday, January 21:read the (very) short story, “Shooting an Elephant” by George Orwell (see http://www.online-literature.com/orwell/887/).

*Due Wednesday, January 21: Impact of Imperialism – groups will research one of the following areas to identify and assess their responses to European imperialism: Africa, India, China, Japan. Present in 3-5 minutes, focusing on comparison and contrast in both Europe’s approach and the region’s response. Work toward establishing clear similarities and differences.*

Thursday, January 22: TEST 9

Unit 10: Intellectual, Cultural, and Social Upheaval, 1850-1914

Due Friday, January 23: Chapter 13, Chapter 15, Chapter 16 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

*Due Tuesday, January 27: Modernism Expo – small groups will research one of the following topics: education, sports, New Women, white collar jobs, medicine, communications/transportation, workers/unions. We often use the term modern as a description without really considering what it might mean beyond “up-to-date.” European nations in the nineteenth century began to hold expositions to demonstrate their accomplishments and show off their “modernism.” As a group, students will hold a modernism expo in the year 1910. Use a variety of media—including print, music, video, PowerPoints, skits, reenactments, debates, humor, stations, demonstrations, etc.—to demonstrate an understanding of the significant developments in the period 1850-1910. Bringing some light refreshments is encouraged, but don’t let the “sizzle overwhelm the steak.” Though the expo will be presented live, you may include prerecorded segments. Each group will produce the following for the expo: a tri-fold pamphlet with key figures, developments, and analysis of its role; a chart or poster with relevant visuals; costumes and props; a high-interest and cogent presentation of 3-4 minutes.*

Due Friday, January 30: Groups will research one of the following: Great Britain, France, Germany, Austria-Hungary, Russia, Italy, Spain, focusing on how the key features of mass politics: reliance on these new technologies, a blend of democracy and authoritarianism, increased conflict (especially with “outsider” groups, such as women, Jews and ethnic minorities, workers, etc.) were or were not evident in their assigned nation.

*Due Tuesday, February 10: The eclectic era of art from 1850-1914 – students will research and prepare a presentation on one of the following artistic/sculptural/literary schools: realism, Impressionism, post-Impressionism, expressionism, futurism, Dadaism, Cubism, (modern) architecture. Analyze 2-3 characteristic works that convey the approach of your school. Focus on connecting to the themes of self-expression, abstraction, light/shadow, everyday scenes, technology, social commentary*

Wednesday, February 11: TEST 10

Unit 11: The Great War and the Russian Revolution, 1914-1922

Due Thursday, February 12: Chapter 18 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Friday, February 13: read Barzun, chapter titled The Cubist Decade

Due Tuesday, February 17: access <http://www.firstworldwar.com/source/index.htm> and take notes to determine: A. the key causes of WWI and B. which nation bears the largest responsibility.

Due Friday, February 20: research the experience of total war for one of the following nations: Germany, France, Great Britain, Russia.

Due Monday, February 23: read Barzun, chapter titled The Great Illusion

Wednesday, March 4: TEST 11

Unit 12: The Crisis of Democracy, Totalitarianism, and World War II, 1919-45

Due Thursday, March 5: Chapter 19, Chapter 20 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

Due Wednesday, March 18: use the relevant pages in Kagan and visit the following site: <http://www.johndclare.net/peace_treaties1.htm> Develop an outline to be used in class discussion on the Versailles settlement.

Due Thursday, March 19: research one of the following nation’s response to the Great Depression: Great Britain, France, Scandinavia, Spain, Eastern Europe.

Due Friday, March 20: read the selection by Mussolini in Chap. 17 of Sherman and identify the key features of fascism.

Due Tuesday, March 24: read appropriate selections from the Internet Modern History Sourcebook (see sections “Russian Revolution” and “Post-War Eastern Europe”) on Stalinism. Make sure to consult sources by Stalin himself on the goals of Soviet policy in the interwar period.

Due Thursday, March 26: partners will research and present the four political party programs and speeches (KPD, SPD, Center, Nazis) while the rest of the class acts as German citizens.

Due Tuesday, March 31: visit: <http://www.spartacus.schoolnet.co.uk/2WWappeasement.htm> and read the documents on appeasement, taking notes in preparation for a parliamentary debate.

Due Wednesday, April 1: research the experience of the Nazi occupation in one of the following nations: France, Denmark, Yugoslavia, Poland, Lithuania, Norway. Aim to show how Nazi policies differed for racial reasons.

Due Thursday, April 2: read Barzun, chapter titled The Artist Prophet and Jester

*Due Tuesday, April 7: Forum on Germany’s Loss of WWII – research and write a 3-4 page paper on one of the following topics: A) To what extent did the outside world know about the Holocaust and should it have done more to stop it?, B) Analyze the economic, diplomatic, and military reasons for Germany’s failure to win WWII, C) Was strategic bombing, including Hiroshima and Nagasaki, of Axis cities successful and justified? Develop talking points in advance and develop a focused itinerary of topics. Be prepared for a forum at which you will exchange ideas with your fellow students, advance your own ideas, and critique others’ ideas. The exchanges should be lively, factual, and respectful. Make sure you focus on the central question in both your paper and in the forum.*

Wednesday, April 8: TEST 12

Unit 13: Post-War Europe, 1945-Present

Due Thursday, April 9: Chapter 21, Chapter 22 [typed list of all key terms from the end of each chapter; specify important page numbers, give full explanation including who, what, why, when, where, how]

*Due Monday, April 13: Three-Way Forum on Responsibility for the Cold War, 1945-1990 – teams will be providing varying historiographical interpretations for the Cold War: 1) Soviet Union primarily to blame, 2) U.S. primarily to blame, or 3) a combination of inevitable tensions and misperception. Use both primary sources and secondary interpretations to support your side, including Chap. 18-19 of Sherman, the Internet Modern History Sourcebook (http://www.fordham.edu/halsall/mod/modsbook46.html), http://www.gwu.edu/~nsarchiv/coldwar/interviews/, and http://cgi.turnerlearning.com/cnn/coldwar/cw\_crcns.html. Each team should devise 3-4 major interpretations, 3-4 counterarguments, and employ a list of 40 key terms provided by the instructor. There will be a series of rounds in which each team will get to develop arguments, provide support, and refute the points of the other two groups. Use the entire chronology and explain the nuances of your position. In addition to preparing for the debate, each person will type a SUBSTANTIVE 1-page summary of their group's position IN THEIR OWN WORDS. Your groups MUST include the following in your presentation: 1. specific references to the primary sources (quotes, paraphrases) you are supplied as well as others, 2. specific references to at least 20 events/people/terms, 3. chronological balance that includes references after the Cuban Missiles Crisis (1962), 4. rebuttals of the other sides' positions. You may find it helpful to divide your work into the following roles: organizer/coordinator, rebuttal/devil's advocate, argument developer/synthesizer, factual supporter.*

*Due Wednesday, April 15: Fall of the Soviet Union Presentations – one group of students will use the documents in Chap. 19 of Sherman to research and interpret the reasons for the collapse of the Soviet Union. The rest of the class will be divided into groups to research an Eastern bloc nation’s development in this same period: Poland, East Germany, Hungary, Czechoslovakia, Romania, Yugoslavia. Each group should use both print and on-line sources to provide the following: an overview of key events, identification of important leaders and political groups, a focused analysis of how communism collapsed, and a status report of post-1990 developments. Students can also supplement their research and presentations with visuals.*

Due, Friday, April 17: visit the site for the EU (http://europa.eu/index\_en.htm) to identify the history and functions of the organization.

*Due Friday, April 17: Development of the EU Presentations – groups will research and provide an overview of political and economic trends in Europe in the postwar period. Give balance to both macro trends and the specific issues of recovery and integration. Each group will be assigned one nation: Britain, France, Germany, Italy, Spain, Ireland, Belgium, Netherlands, and Scandinavia.*

*Due Wednesday, April 22: Forum on the 1960s – groups will research their group’s position, status, goals, and activities feminists, technocrats, domestic terrorists, foreign workers, Greens, traditional religious, youth/students, Marxist intellectuals (Marcuse, e.g.).*

*Thursday, April 23: First History Conference option*

*Due Friday, April 24: Post-War Museum – groups will create a poster, tri-fold pamphlet, and brief presentation on their postwar topic: art, architecture, philosophy, sports, television/film, music, religion, literature, communications technology, postmodernism.*

Due Monday, April 27: read Sherman chapter 19

*Monday, April 27: Second History Conference option*

Tuesday, April 28: TEST 13

Saturday, April 25: CLASS FINAL EXAM / OFFICIAL AP PRACTICE EXAM

Course Review for Advanced Placement Exam

Due Wednesday, April 29: a typed list of the 5 most important terms from Unit 1 and full explanations including who, what, why, when, where, how

Due Thursday, April 30: a typed list of the 5 most important terms from Unit 2 and full explanations including who, what, why, when, where, how

*Thursday, April 30: Third History Conference option*

Due Friday, May 1: a typed list of the 5 most important terms from Unit 3 and Unit 4 and full explanations including who, what, why, when, where, how

Due Monday, May 4: a typed list of the 5 most important terms from Unit 5 and Unit 6 and full explanations including who, what, why, when, where, how

Due Tuesday, May 5: a typed list of the 5 most important terms from Unit 7 and Unit 8 and full explanations including who, what, why, when, where, how

Due Wednesday, May 6: a typed list of the 5 most important terms from Unit 9 and Unit 10 and full explanations including who, what, why, when, where, how

Due Thursday, May 7: a typed list of the 5 most important terms from Unit 11, Unit 12, and Unit 13 and full explanations including who, what, why, when, where, how

Friday, May 8, 12 noon: ADVANCED PLACEMENT EUROPEAN HISTORY EXAM

Due Tuesday, May 12: read Barzun, chapter titled Embracing the Absurd

Due Wednesday, May 13: read Barzun, chapter titled Demotic Life and Times

**History Conference**

At the end of the year, every 10th grade student will participate in a history conference: a formal evening with families in attendance at which each student will present the culmination of their work in history for their 10th grade year. This is a required assignment worth a large amount of points, therefore, you and your family will have three nights from which to choose. Students will have handed in their final history essay on April 17th; this is the work which they will present at the conference (You may choose to write and present on an idea, the history of an idea, the history of thought about a person or event, different contemporary views of an event, the biography of an important person, the influence of an invention, a book review, the history of your favorite subject, analysis and agreement or disagreement with Barzun’s opinions, etc.). Every student will have a table which they may fill with posters, artifacts, books, videos, powerpoints, copies of their final essay, pamphlets, music, food, etc. Parents and Miss Buccola (with a grading rubric) will walk around listening to each student’s presentation of their research and writing and explanation of the items at their table. After 45 minutes or so, attendees will gather and be seated and Miss Buccola will present three awards for the evening: best table, best research, and most original historical work. The three winners will then have five minutes each to present their work to the entire audience. Dress is either formal or period costume.

**Communication and Student Progress:**

* Communicate with the teacher “early and often,” about all manner of concerns. Whether academic or personal, questions and problems should be addressed ASAP. If you do not communicate, I cannot help you learn. Contact me before and after class, and via email: jbuccola@bfcsmail.com
* Homework assignments and a plethora of other immensely helpful things will be continually updated at [www.bfhsbuccola.weebly.com](http://www.bfhsbuccola.weebly.com) Visit this site often.
* Talk to the front office for information about FamilyLink, at which site you can check your grades.

Disclaimer: The teacher reserves the right to change necessary parts of this syllabus at any time.