

Southern York County School District Instructional Plan

Name:	Dates: September
Course/Subject: AP European History	Unit Plan 1: Medieval Life—The Renaissance/Reformation
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The Renaissance was a rebirth of classical culture and presented a “new conception of life itself” based on humanism, secularism, individuality, virtue, and historical consciousness. 2. The Reformation was a response to church failure and reflected a new conception of salvation. The reformation was not only religious, but had economic, social, and political results as well. 3. The Counter Reformation was an attempt to correct abuses in the Catholic Church but also win individuals back to Catholicism. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent did the Renaissance impact life in Europe? ▪ To what extent does religion impact culture, politics, and economics? ▪ To what extent did Machiavelli’s The Prince impact his world? Impact state making into the future?
<p>Learning Objectives <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ The Renaissance is a rebirth of Greek and Roman culture. ▪ The city state political organization, and thriving trade centers of Italy caused the Reformation to grow organically. ▪ Major Renaissance figures include Petrarch, Boccaccio, Erasmus, More, Machiavelli, Da Vinci, Michelangelo, Raphael, Brugel, Van Eyck ▪ “Reformation” feelings began before Martin Luther, but his 95 Thesis are considered the start of the Reformation. ▪ The printing press (Gutenberg) was influential in spreading Reformation beliefs. ▪ Socially, women and low socio economic members of society felt empowered by protestant theology. ▪ Politically, HRE princes and monarchs (Henry VIII) wanted to be Protestant to gain independence from the leadership of the Catholic Church. ▪ Economically, people embraced Protestantism to avoid giving tithes to the Catholic Church. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define Renaissance and identify the five features of the Renaissance: humanism, secularism, individuality, virtue, and historical consciousness. ▪ Identify why Italy was the perfect place for the Renaissance to grow. ▪ Identify the work and impact of major Renaissance figures. ▪ Chart the background and flow of the Reformation. ▪ Explain basic aspects of Protestant philosophy. ▪ Identify the social, political, and economic impact of the Reformation on society. ▪ Explain the purpose and impact of the Counter Reformation.

<ul style="list-style-type: none"> ▪ The purpose of the Counter Reformation was to correct abuses of the Catholic Church and win Protestants back to Catholicism. ▪ The impact of the Counter Reformation was the reaffirmation of Catholic theology in the Council of Trent and the establishment of the Jesuits. 	
Name:	Dates: September/October
Course/Subject: AP European History	Unit Plan 2: Economic Growth
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. The opening of ocean trade routes turned oceans into doorways, not barriers. 2. Though European countries, especially Portugal, Spain, and England grew wealthy from their new economic ideas, other societies bore the brunt of their fortune. 3. Between 1560–1648 Europe was divided between Protestants and Catholics. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent can economic advancement transform a society? ▪ In what ways can the economic growth of one society mean economic downfall for other societies? “What matters more: the intent or the effects?” ▪ In what ways can religious disputes mirror political concerns?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ The Atlantic became more of a “bridge than a barrier”. ▪ The Commercial Revolution signifies the rise of a capitalistic economy and the transition from a town centered to a nation centered economic system. ▪ Entrepreneurs needed capital to start these new businesses, and governments were interested in financing their militaries and having a strong national economy. ▪ For the most part, the end of religious wars in Europe. States now know where they stand religiously. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the mixed consequences of the opening of the Atlantic to Europe, and the varied motivations of “explorers” and “conquistadors” ▪ Name and describe the accomplishments of major European explorers/ conquistadors. ▪ Define “commercial revolution” and explain how changes in population, prices, production affected the European economy ▪ Define “mercantilism” and describe how mercantilism caused national economic systems to become more centralized. ▪ Describe the relationship between the commercial revolution and the rise of the new middle class in Europe as well as the growing social, cultural, and economic differences between Eastern and Western Europe. ▪ Describe the “Golden Age of Spain” under Philip the II, as well as describe difficulties Philip faced with his colonies and with England.

	<ul style="list-style-type: none"> ▪ Describe life the virtues of Queen Elizabeth and her state building techniques ▪ Describe how both political and religious tensions caused civil war in France, as well as the ramifications of the Edict of Nantes ▪ Describe how both political and religious tensions caused the 30 Years War in the HRE and eventually between nations in Europe. ▪ Evaluate the state of European political, economic, and social systems after the Peace of Westphalia.
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Name:	Dates: October
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Course/Subject: AP European History	Unit Plan 3: Establishment of West – European Leadership and Transitions in Eastern Europe
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. During the 17th and 18th centuries Britain, France, and Denmark displayed the traits of progressive nations. 2. Nations pursued an international balance of power to preserve the sovereignty of their own states. 3. Different nations had different views on absolute power. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What common traits do “progressive” nations have that “stagnating” nations do not share? ▪ What motives do nations have to pursue an international balance of power? To what extent are balance of power relationships successful? ▪ To what extent is a single, powerful ruler beneficial for a nation?
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<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ France is on a power surge, the Netherlands are small, young, but relatively powerful, England has kept out of international events since the Spanish Armada, Spain is in decline, the “sick man of Europe, Germany is fragmented and disheveled, and Russia has not involved herself in international issues and remains similar to a feudal state. ▪ Nations wanted to pursue an international balance of power to preserve the sovereignty of their own states. ▪ The Dutch were unique in Europe for a variety of reasons. ▪ English Culture is also experiencing highpoints with Shakespeare and Milton ▪ The English Civil War was caused by tensions between Puritans and Anglicans 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain some of the tensions that Europe faces after the Peace of Westphalia ▪ Define “balance of power” and explain the benefits and drawbacks a nation might experience based on “balance of power” alliances. ▪ Explain why the Dutch are unique in Europe during the 17th and 18th centuries in terms of their culture, economy, and political system. Also, explain how the Dutch use “balance of power” to their advantage. ▪ Describe the religious, political, and economic tensions that influenced the start of the English Civil War and briefly explain the order of events in the English Civil War. Also, discuss the impact of the English Civil War and the Glorious
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<p>as well as Catholics in Ireland and Calvinists in Scotland; the power of Parliament as a governing body over the King and Kings that wished to rule absolutely; wealthy landholders who would like to control taxes without the King's interference.</p> <ul style="list-style-type: none"> ▪ Glorious Rev. proves that the people have the right to rebel against a system they see as invalid. ▪ Increased importance of Parliament proves the growing importance of governing bodies and constitutionalism ▪ France is the cultural center of Western Europe during the 17th and 18th centuries. ▪ The War of the Spanish Succession was fought over politics and commerce, NOT religion. ▪ The HRE, Poland, and the Ottoman Empire were all loosely organized political entities with weak central authority and a diversity of ethnic groups and languages. 	<p>Revolution on the growth of constitutionalism and representative governing bodies.</p> <ul style="list-style-type: none"> ▪ Explain why the late 17th century is known as the age of Louis XIV. Also evaluate the theories behind absolutist rule and Louis' rule of France. ▪ Explain how the motives for the War of the Spanish Succession were different than the European wars that preceded it. Also, explain the results of the Treaty of Utrecht. ▪ Identify reasons for the decline of the HRE, Poland, and the Ottoman Empire, as well as reasons for the rise of Austria, Prussia, and Russia
<p>Name:</p>	<p>Dates: October-November</p>
<p>Course/Subject: AP European History</p>	<p>Unit Plan 4: The Struggle for Wealth and Empire</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. North Western Europe experienced a wealth in terms of bank and credit institutions, efficient industries, improved living conditions and diet, advances in medicine, greater employment rates, and a widespread popular culture. 2. Prolonged growth can cause debt, speculation, and international tensions as other nations attempt to limit further growth and imbalances to the balance of power. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ In what ways can “wealth” represent more than money? ▪ In what ways can periods of prolonged growth also cause challenges for a culture?
<p>Learning Objectives:</p>	

<p>Students will know . . .</p> <ul style="list-style-type: none"> ▪ Increased wealth in England lead to a better standard of living for everyone except for the extremely poor. ▪ Portuguese and Spanish exploration paved the way for the English, French, and Dutch to create international commercial empires. ▪ Capitalism also leads to competition between nations and competition between businessmen. ▪ France and Britain are also involved in war over their colonies. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain how increased wealth can be beneficial across class lines. ▪ Cite differences between “elite” and “popular” culture ▪ Describe how mercantilism and early capitalism facilitated global economic empire for Western European countries, usually at the expense of other nation ▪ Describe ways commercial expansion could also lead to problems. ▪ Describe the ways that France and England share parallels with each other after the Treaty of Utrecht ▪ Explain how the desire for land, capital, and international respect lead to international conflict between 1740 – 1763.
<p>Name: Kimberly Johnson</p>	<p>Dates: November/December</p>
<p>Course/Subject: AP European History</p>	<p>Unit Plan 5: Scientific Revolution and the Enlightenment</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Scientific Revolution changes ideas about the universe, therefore heaven and Christianity. 2. Changes the way people think about government. Enlightened rule replaces rule by divine right. 3. Changes views on the economy move away from mercantilism in favor of a laissez faire policy where human reason rather than the government governs the economy. 4. Changes the way people think about society. Social class distinctions decrease as the philosophes advance ideas man's actions/ thoughts should control his fate, not his birth. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ In what ways did the scientists and philosophers in the Scientific Revolution and the Enlightenment change the way people think in the 16th to the 18th centuries?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the contributions and beliefs of the the following important Scientific Revolution/ Enlightenment figures: Bacon, Descartes, William Harvey, Copernicus, Brahe, Kepler, Galileo, Newton, Locke, Hobbes, John Wesley, Diderot, Montesquieu, Voltaire, Rousseau, Adam

	<p>Smith, Francois Quesneay, Joseph II, Frederick II, Catherine II, Edmund Burke</p> <ul style="list-style-type: none"> ▪ Identify changes from a traditional (Christain/ folklore) worldview to one based on empircal evidence. ▪ Identify why monarchs could benefit from adopting modern scientific/ enlightened ideas. Also explain why some nations/ monarchs were better at implimenting new viewpoints than others. ▪ Connect Enlightened ideas to the wave of democratic revolutions that took place in the American colonies, as well as France.
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Name:	Dates: December
Course/Subject: AP European History	Unit Plan 6: The French Revolution

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

<p>Understanding(s): <i>Students will understand . . .</i></p> <p>1. After the French revolution social and political equality along class lines became desirable, political parties formed in many nations, and Enlightenment, especially equality and nationalism were put into action. People also acted in reactionary ways to revolution as conservatism became justified in the aftermath of Revolution. The Old Regime was gone.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ In what ways did the French Revolution change society and politics forever?
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<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ Prior to the French Revolution, French society was broken into three estates which unfairly stratified society in terms of land holding, land use rights, and taxes. ▪ The Third Estate reacted to what they perceived to be feudal inequality and caused the Estates General to become deadlocked. ▪ Creation of the Constitution of 1791 made France a unicameral constitutional monarchy. ▪ The Convention also adopted policies that would help the lower classes, such as price controls, schools, the abolition of slavery in the French colonies, and adopted policies of Dechristianization by changing the calendar, and creating the cult of Reason and the Supreme Being. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the existing social, economic, and political conditions that were a precursor the French Revolution. ▪ Describe the events that lead to the formation of the National Assembly ▪ Describe the conditions that lead to the storming of the Bastille and the significance of the storming of the Bastille. ▪ Explain the early reforms and successes of the National Assembly ▪ Discuss the international response to the French Revolution ▪ Describe the drastic turns taken by the National Convention under the Reign of Terror. ▪ Explain why the Directory was a weak form of government.
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<ul style="list-style-type: none"> ▪ The Directory was weak because it rested on a very narrow social base and it presupposed military conquests. 	
Name:	Dates: January
Course/Subject: AP European History	Unit Plan 7: Napoleonic Age
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Napoleon embodies aspects of the French Revolution through his Code, based on Enlightenment thought (religious freedom). 2. Napoleon also could be considered a tyrant because he imposed his political and economic systems on other nations, invaded other nations to build his empire, and conscripted soldiers from other nations to fight in the French Army. 3. Nationalism grows in Europe during the Napoleonic Age as Napoleon tried to make a homogeneous Empire despite each nation's culture, language, and religion. 	Essential Question(s): <ul style="list-style-type: none"> ▪ How does Napoleon embody both a revolutionary and a tyrant? ▪ How does the Napoleonic Age initiate a period of nationalism and romanticism in Europe?
Learning Objectives: <i>Students will know . . .</i>	Students will be able to: <ul style="list-style-type: none"> ▪ Identify the following terms: Alexander, Battle of Trafalgar, Austerlitz, Treaty of Tilsit, Metternich, Confederation of the Rhine, Berlin Decree, Herder, Romanticism, Volksgeist, Fichte, Baron Stein, Retreat of Moscow, Battle of Leipzig, Castlereagh, Quadruple Alliance, Battle of Waterloo, Hundred Days, Holy Alliance, Congress of Vienna ▪ Determine if Napoleon was a Revolutionary and Tyrant and provide supporting arguments to prove your points. ▪ Explain why Napoleon was unable to keep control of his Empire ▪ Contrast the ideas of the Enlightenment with the ideas of Nationalism and Romanticism ▪ Explain the significance of the Congress of Vienna and its long term impacts on Europe.
Name: Kimberly Johnson	Dates: January/February

Course/Subject: AP European History	Unit Plan 8: Revolutions
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> The Industrial revolution marks the movement from hand to power tools. Economically, it made capital development more important in Europe. Socially, it created class division and furthered the separation of genders (working outside of the home rather than inside of the home). Politically, it caused politicians to question the role of the state in regulating the economy as well as providing relief to struggling individuals. Internationally, it created a greater rift between the industrialized North and West and traditional South and East. The 1848 Revolutions were led by parties with little political power. The Communist manifesto introduced class as a guide for understanding human relationships and history. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> To what extent is the Industrial Revolution “revolutionary”? Why is the post – Napoleonic Era an era of “reaction vs. progress”? Why were the 1848 Revolutions unsuccessful? Why was the Communist Manifesto a revolutionary document?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> The following people, terms, and events: <ul style="list-style-type: none"> Enclosure Acts, Factory Acts, Manchester School Romanticism, liberalism, radicalism, socialism, feminism, nationalism, conservatism Charles X, Carlsbad Decrees, The Corn Laws, July Revolution, Louis Phillipe, Reform Bill of 1832, Anti – Corn Law League, Chartism, Louis Blanc, National Workshops, “Bloody June Days”, Second French Republic, Louis Napoleon Bonaparte, March Days, March Laws, Ferdinand I, Frankfurt Assembly, Frederick William IV Karl Marx, Frederick Engels 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the significance of the Industrial Revolution, as well as why England was the first European nation to industrialize. Describe why nationalism is inherently revolutionary for the post – Napoleonic Age. Compare conservatism and progressivism as it relates to rationale, role of leaders, and rights for individuals. Analyze a revolution in one European nation as it relates to conservative and progressive political forces. Explain why the Revolutions of 1848 were not successful. Analyze the impact of the Communist Manifesto.
Name:	Dates: February
Course/Subject: AP European History	Unit Plan 9: Realpolitik and Modernization
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Realpolitik is the idea that material objectives are more significant than moral or ethical concerns. Nations like Italy, Germany, and Hungary did not exist as autonomous nations prior to 1871. They used common language, a common constitution, international support, and common enemies to create nation states. 2. Modernization was positive for European nations between 1854 - 1871 as it enabled newly organized nations to build their economies, communication and trade networks. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How can statesmen use realpolitik to meet foreign and domestic policy objectives? ▪ How can a state build nationalism? ▪ In what can the process of modernization be both positive and negative for a nation?
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<p>Learning Objectives: <i>Students will know . . .</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the following terms/ people/ events: Nation state, Crimean War, Risorgimento, Camillo di Cavour, King Victor Emmanuel, Piedmont, Giuseppe Garibaldi, Italia irredenta, Bismarck, The Seven Weeks War (Austro – Prussian War), North German Confederation, “Ems dispatch”, Franco – Prussian War, The Third Republic, German Empire, Francis Joseph, Ausgleich (The Compromise of 1867), Alexander II, Act of Emancipation (1861), Mir, Zemstvos, Nihilist, People’s Will, Alexander III. ▪ Define and explain realpolitik. ▪ Explain why Italy, Germany, and Hungary were not considered nations prior to 1871, and trace the process that allowed them to claim nation state status by 1871. ▪ Explain why Russia was not considered a modern state prior to 1881, and why, through the abolishment of serfdom, they were able to claim to be a modern nation. ▪ Predict the long term effects to the balance of power that a unified Germany and Italy, as well as a more modern Russia will have on Europe.
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Name:	Dates: March
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Course/Subject: AP European History	Unit Plan 10: The New Imperialism
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

Understanding(s):	Essential Question(s):
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<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. Advances in science and technology lead Europeans to imperialize. 2. Imperialism created a world economy where most nations were interdependent on one another for goods and ideas. 3. Imperialism from 1880 – 1914 was focused on territorial, political, and economic domination through the “Europeanization” of native cultures. 4. Imperialism leads to conflict between European nations. 	<ul style="list-style-type: none"> ▪ In what ways is “new” Imperialism different from “old” colonization? ▪ To what extent did Imperialism affect Africa and Asia? To what extent did it also affect Europe?
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<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Imperialism is the policy of extending a nation’s authority by territorial acquisition or by establishing economic and political hegemony over other nations. ▪ The Ottoman Empire lead to power struggles between Britain and Russia over areas in the Balkans and in Egypt ▪ The creation of the Belgium Congo leads other nations to seek control of African Territory. ▪ Imperialism in Asia was not as much about controlling land as it was controlling trade. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define Imperialism ▪ Explain the differences between new Imperialism and old colonization ▪ Identify arguments shared by critics of Imperialism ▪ Explain how the crumbling Ottoman Empire lead to Imperialist tensions ▪ Identify key aspects of the land grab in Africa ▪ Identify key aspects of the Imperialist struggle in Asia ▪ Explain how Japan proved to be an underestimated Imperialist threat ▪ Explain why Imperialism led to WWI
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<p>Name: Kim Pearce</p>	<p>Dates: March/April</p>
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<p>Course/Subject: AP European History</p>	<p>Unit Plan 11: WWI</p>
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Europe’s internal competition leads to races for wealth, power, and prestige around the world. 2. Nations also created alliances to protect their own interests and these alliances ended up being hostile. After WWI, 7 new states were created and the boundaries of many existing states were changed. 3. All of Europe felt a loss of faith in progress and hope in their civilization as the best in the world. Warfare was also less glorified. 4. The Russian Revolution was caused by displeasure with the czar, an impoverished and traditional economy, and a growing intelligentsia class. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent did Europe “set itself up for disaster” with WWI? ▪ What extent was Europe fundamentally changed after WWI? ▪ What causes Revolution? ▪ To what extent did the Russian Revolution fundamentally change Russia?
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<p>5. The Russian Revolution created a Communist state ideologically tied to Marx's communism but realistically and practically creating a totalitarian dictatorship. The U.S.S.R became both internationally expansionist and closed off to world affairs.</p>	
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ Many nations switch to planned economies, European nations must now deal with large war debts, the United States becomes known as a creditor nation and women enter the workforce in record numbers. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Chart the causes of WWI ▪ Describe the early war mood and military movements ▪ Describe change that force the war to be one of "position" ▪ Explain how changing treaties and diplomacy cause the war to change momentum. ▪ Understand that the war does not only affect nations politically, but economically and socially as well. ▪ Explain how the Treaty of Versailles was an attempt at democracy organized by Wilson, but was too far reaching and unable to deal with deep seated problems created before WWI. ▪ Explain how the Russian Revolution started and progressed ▪ Explain how the Russian Revolution was not Marxist. ▪ What features typified Russian Communism? ▪ How did Soviet Communism affect the rest of Europe?
<p>Name:</p>	<p>Dates: April/May</p>
<p>Course/Subject: AP European History</p>	<p>Unit Plan 12:</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ul style="list-style-type: none"> ▪ Domestic: <ul style="list-style-type: none"> ○ Political instability led to rapidly changing government or coalition governments, which are by nature, unstable. ▪ International: <ul style="list-style-type: none"> ○ League of Nations does not have the power to handle international disputes. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What domestic and international reasons caused the 1920's and 1930's to be painful years in Europe? ▪ How did dictators rise to power legally in Germany and Italy ▪ How were the peace settlements that ended WWI and WWII similar and different? Why was the WWII settlement considered more successful?

<ul style="list-style-type: none"> ○ Tense relations between France and Germany cause France to occupy the Ruhr Valley, this goes against the Treaty of Versailles which declared it a DMZ ▪ People also turn to strong leaders because they feel abandoned and depressed. They want to be personally and nationally elevated. 	<ul style="list-style-type: none"> ▪ Analyze the reasons behind the collapse of the Eastern Block and the demise of the Soviet Union ▪ Explain European movements towards unification with the United Nations.
<p>Learning Objectives: <i>Students will know . . .</i></p>	<p><i>Students will be able to:</i></p>