



**Social Studies Virtual Learning**

# **Period 3 Review: Vocab**

**April 20, 2020**



## AP European History

Lesson: April 20, 2020

**Objective/Learning Target:** Students will be able to identify vocabulary to review from Period 3 and students will be able to identify examples from the College Board's key concepts. Students will also review major concepts from the **Industrial Revolution** and **the 19th century**.

# Warm Up

Period 3 covers the years 1815-1914.

1. Why did the College Board select these particular years?
2. What were the units we studied in Period 3?

Period 3 covers the years 1815-1914.

1. Why did the College Board select these particular years?

a. 1815- Congress of Vienna

b. 1914- WWI

2. What were the units/topics we studied in Period 3?

a. Industrial Revolution

b. "Reform, Reactions, and Revolutions"

i. "Isms"

ii. Reforms in England

iii. 1830 and 1848

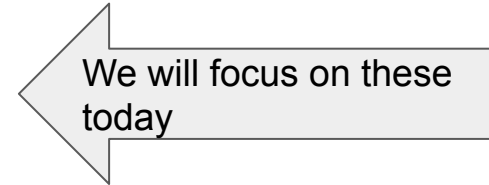
iv. Communism

c. 19th century culture

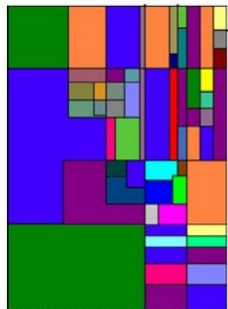
d. Nationalism and Nation Building

e. Imperialism

f. Belle Epoch/ Fin de Siècle



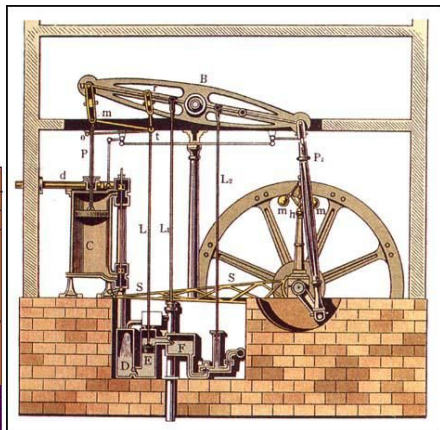
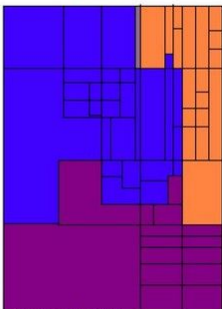
A Typical English Community Before Enclosure



### Enclosure Acts

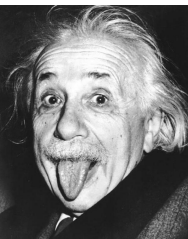
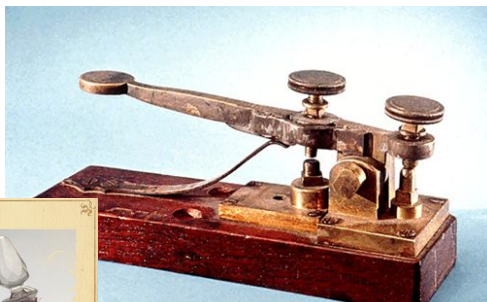
- Legend**
- = Baron's Land
  - = Rich Farmer's Land
  - = Other Rich Farmer's Land
  - = Common Land
  - = Small Farmers

A Typical English Community After Enclosure



Vision Quest-Period 3 (answers on next slide)

### The Unification of Germany and Italy





A Typical English Community Before Enclosure

### Enclosure Acts

A Typical English Community After Enclosure

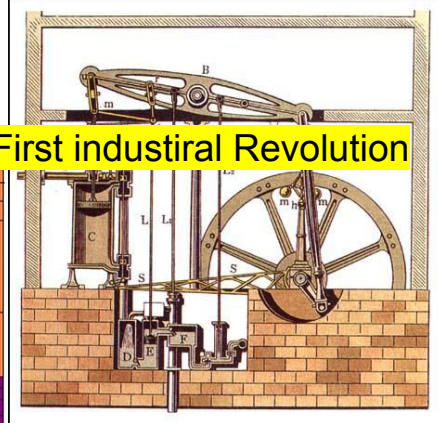
### First industrial Revolution

### Steam Engine

Vision Quest-Period 3 (answers on next slide)



### Reforms in England

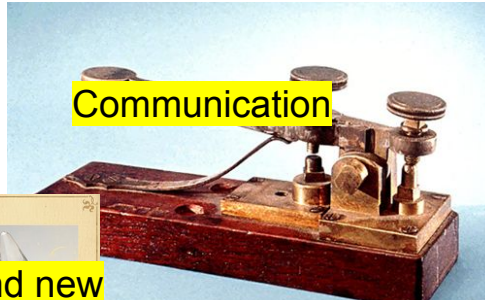


### The Unification of Germany and Italy

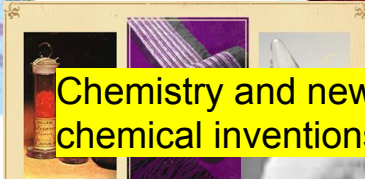
### Communication

1848

### Age of Nationalism



### Chemistry and new chemical inventions



### Second Industrial Revolution



Darwin, Marx, Freud, Nietzsche, Einstein

"Science happened"



### Imperialism

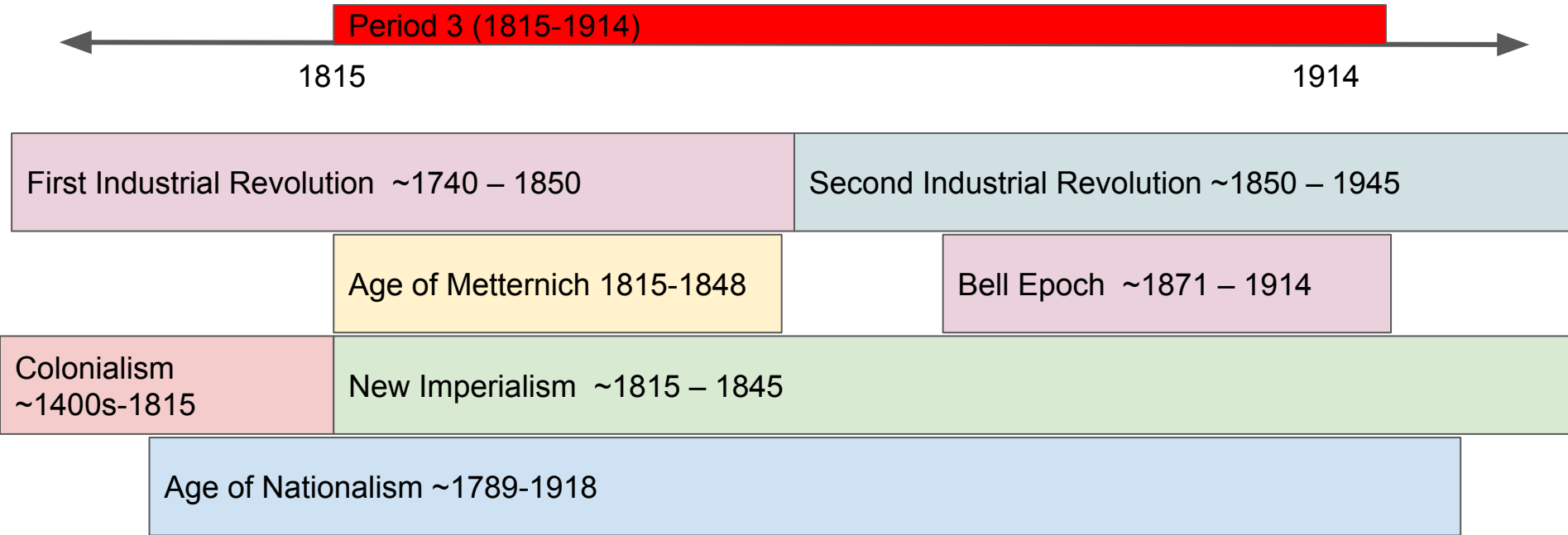


# Let's put this into perspective!



With your flashcards, try your best to place the units and major events from Period 3 on a timeline- answers on the next slide

# Let's put this into perspective!



\*\*many of these dates might differ depending on the historian (think- historiography and “Did we have a renaissance?” project)



# Lesson/Activity

1. Make a copy of [this document](#) .
2. Highlight each of the vocabulary terms in the document based on your understanding of the word.
  - a. I know this I kinda know this What is this?
3. After color coding your vocabulary words...
  - a. Call a peer from our class and discuss the meanings of these words AND/OR
  - b. Look up the terms you highlighted in red to find the definition in your notes/textbook/online and record these definitions on your vocabulary list/flashcards.

# Period 3 (1815-1914) KCs

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

OWN WORDS:

EXAMPLES:

# Period 3 (1815-1914) KCs

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

OWN WORDS:

EXAMPLES:

# Period 3 (1815-1914) KCs

- 3.3—The problems of industrialization provoked a range of ideological, governmental, and collective responses.

OWN WORDS:

EXAMPLES:

# Period 3 (1815-1914) KCs

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

OWN WORDS:

EXAMPLES:

# Period 3 (1815-1914) KCs

- 3.5—European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

OWN WORDS:

EXAMPLES:



# Lesson/Activity (Read this carefully)



1. For each of the “Vision Quests” Identify what each image could represent
  - a. For example the **School of Athens could represent:** the Renaissance, Classicism, Raphael the painter, idealized human form, and/or new art strategies such as the use of depth
  - b. The Purpose of each Vision Quest is to get you thinking about major topics for a topic. While there is not just one correct answer a list of potential answers is located on the following slide for each vision quest
2. For the other slides:
  - a. As you work through each slide take time to think, discuss with a partner/guardian, and use your notes/ textbook/ flashcards to answer questions and complete activities. **Answers to questions are highlighted in yellow**
  - b. These lessons designed to help you prepare for the AP Test, practice important skills, AND to review important information from **you will get out as much as you put into these lessons.**
  - c. **If you need help or clarification PLEASE reach out to your AP Euro teacher. Even if we can not help you in person we want to help you!**

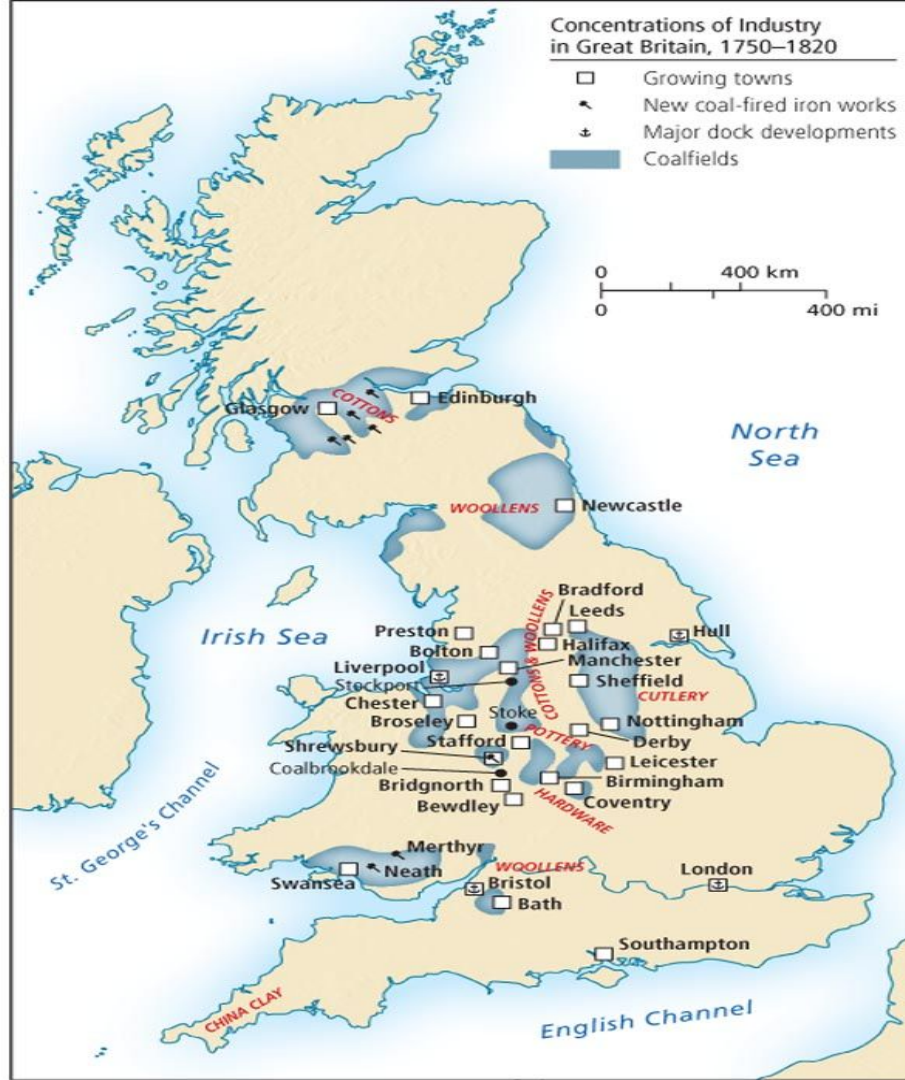


## College Board- “Interactions with Word”

- Latin American Independence- specifics NOT needed, but some key ideas..
  - Free from Spain and Portugal
  - Be able to connect to French Rev and Napoleon!
    - (hint- Toussaint)

# Industry & Great Britain

Why GB first?  
Check your notes!

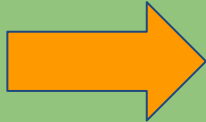


# Cause & Effect

Organize your flashcards from the **industrial revolution** into cause and effect groups

-feel free to discuss additional causes and effects with a partner!

Review for AP Exam



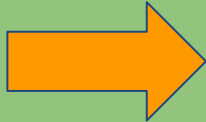
Do well on AP Exam

# Cause & Effect

Organize your flashcards from the **industrial revolution** into cause and effect groups  
-feel free to discuss additional causes and effects with a partner!

**\*\*did you include... Romanticism? Luddites? Marx? People's Charter?**

Review for AP Exam



Do well on AP Exam





European Industry- what important ideas/conclusions can you draw from this map?





- England is the first to industrialize with the textile industry → lots of RR
  - Marx thought that this would be the place for a revolution! (why didn't it?)
- Low countries, France, Northern Italy, and German Confederation also begin to industrialize
- Less in the East!!
  - Russian Tsar and Boyards try to keep industrialization out to keep their positions of power!

European Industry- what important ideas/conclusions can you draw from this map?

Population what important ideas/conclusions can you draw from this map? What caused population to grow more in some places and what was the impact of this??



# Population what important ideas/conclusions can you draw from this map? What caused population to grow more in some places and what was the impact of this??



- Connect this map to the corn laws/ enclosure acts and tell the story of what this is (hint- where did this make the poor go to? Could they maintain their way of life?)
- Industrial Revolution- the wealthy want rights!
  - wealthy, liberal factory owners- why didn't they have rights??
  - Tell the story of people fighting for rights in England
- What increased pop? Medicine? Potato? Why did it increase more in some places than others?

## Learning Objective Questions

### INT

- Using TWO specific examples (two different periods), evaluate the relative importance of political, cultural, or economic motives for colonization.
- Using TWO specific examples (two different periods), explain the role of political, technological, and intellectual advances in establishing European control of overseas territories and trade.
- Assess the impact of economic and cultural exchanges on Europe and colonial areas using FOUR examples from at least TWO different periods.
- Provide THREE examples from at least TWO periods of how contact with non-Europeans affected European social and cultural diversity and attitudes toward race.
- Provide FOUR specific examples of how European expansion brought non-Europeans into a global network of trade, culture, and politics (from TWO different periods).
- Explain THREE ways in which non-Europeans responded to or resisted European efforts at colonialism (from TWO different eras).

### PP

- Explain THREE ways in which new economic practices created a market and consumer economy (at least TWO periods).
- Pick THREE nations and explain how geographic, economic, social, and political factors affected the pace, nature, and timing of industrialization.
- Explain THREE ways (TWO periods at least) in which expanding commerce and industry altered cities and the social structure.



## PP

- Explain THREE ways (two periods) in which environmental, agricultural, and industrial factors affected demographics and the family.
- Explain FOUR specific responses—municipal, national, reform, ideological—to the problems of economic and social inequality (THREE periods).
- Give THREE specific critiques—e.g., artistic, ideological, women—of industrialization or consumerism (TWO periods).

## OS

- Explain THREE theories of government or ideologies that attempted to provide systematic accounts of human behavior and diverged from traditional or religious beliefs.
- Provide THREE ways in which social problems were addressed using scientific, positivist, or technological approaches (THREE periods).
- Explain FOUR ways in which artists and intellectuals employed individualism, emotion, and subjectivity as a valid source of knowledge.

## SP

- Explain THREE ways (TWO periods) in which individualism and individual rights were expressed in political theories.
- Using THREE examples, trace the development of and opposition to theories and practice of centralized or absolutist monarchies.
- Identify FOUR developments—e.g., economic, military, political—that have altered the relationship of the state to the economy (THREE periods).

## SP

- Explain FOUR examples (in THREE periods) of movements for social equality pressuring governments for rights and citizenship.
- Using FOUR examples (THREE periods), explain how revolutions and nationalism have altered the relationship between the state and the individual and the balance of power.
- Trace THREE ways in which new technologies have shaped the development of civil society and public opinion.
- Explain THREE ways in which colonies, the alliance system, and the warfare altered diplomacy, 1850-present.

## IS

- Explain THREE ways in which the growth of commerce and industry challenged traditional social groups (TWO periods).
- Explain THREE ways in which the family and gender roles changed over time (THREE periods) and what developments led to these changes.
- Explain THREE examples (TWO periods) in which minority groups were marginalized as the “Other.”
- Explain THREE ways in which new technologies have changed society (THREE periods).
- Explain THREE ways in which class emerged as a basis for identity and led to conflict (TWO periods).
- Explain THREE ways that ethnicity, race, or class have defined the relationship between the individual and society (TWO periods).
- Explain THREE ways in which warfare has affected the relationship between the individual and the state (TWO periods).