

MODERN EUROPEAN HISTORY 41

Description

The Modern European History 41 course deals with the facts, ideas, events and personalities, which have shaped Europe's history from approximately 1450 to the present. The journey through Europe's rich and diverse history takes the student from the tragedy of the Bubonic plague at the end of the Medieval Period to the establishment of contemporary Europe. Units of study will include the Renaissance, the Reformation, the Age of Absolutism, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleonic Europe, the Rise of the "isms" and Industrialization, the Revolution and Nationalism in the 19th Century, Imperialism, the World Wars, and the Cold War. Within the frameworks of a chronological analysis, attention will also be given to unifying theme of change in intellectual and cultural history, political and diplomatic history, as well as social and economic history.

Course Overview

Course Objectives

Students should:

- debate the changing role of sovereignty in the modern era.
- connect Napoleon to the formation of a modern Europe.
- understand the importance of the causes, course, and conclusion of World War I.
- compare the differing social and political ideologies that led to competition between East and West.

Essential Questions

- How does history affect our understanding of the past, present and future? (CT)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- Why do governments exist and how do they work? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)
- How does human and environment interaction change our lives? (CT)
- How do limited resources affect choices by individuals, households, business and governments? (CT)

Assessments

Common Assessments

Content Outline

- I. [Renaissance](#)
- II. [The Reformation and Religious Wars](#)
- III. [Absolutism in Western and Eastern Europe](#)
- IV. [The Enlightenment...Revolutions in Science and Thinking](#)
- V. [The French Revolution](#)
- VI. [Revolution and Nationalism in the 19th Century](#)

Standards

[Connecticut SDE - Social Studies Framework 2008](#)

Connecticut State Standards are met in the following areas:

- CSSF1: *Historical Thinking***
- CSSF3: *Historical Themes***
- CSSF4: *Applying History***
- CSSF7: *Political Systems***
- CSSF9: *Places and Regions***

Grade Level Skills

Students will:

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VII. Imperialism VIII. World War I and II IX. The Cold War	CSSF12: <i>Human and Environment Interaction</i> CSSF13: <i>Limited Resources</i>	
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Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 Renaissance 3 weeks	Unit 2 The Reformation and Religious Wars 2 weeks	Unit 3 Absolutism in Western and Eastern Europe 2 weeks	Unit 4 The Enlightenment ...Revolutions in Science and Thinking 2 weeks	Unit 5 The French Revolution 4 weeks	Unit 6 Revolution and Nationalism in the 19th Century 4 weeks	Unit 7 Imperialism 2 weeks	Unit 8 World War I and II 4 weeks	Unit 9 The Cold War 2 weeks	

Unit I - Renaissance, 3 weeks [top](#)

Standards

Students will be able to:

- CSSF 1.9-10.1 gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Unit Objective

Students should:

- explain the significance of the rebirth of the Classical “spirit” during the Renaissance.

Essential Question

- How does history affect our understanding of the past, present and future? (CT)

Focus Questions

- What factors spurred on the artistic development of the Italian Renaissance?
- To what extent did the major trends in the arts reflect the emerging political, intellectual and religious structures of the period?
- How did the Renaissance in the North differ from that in Italy?

Suggested Assessment

- Renaissance PowerPoint Presentation

Skill Objectives

Students will:

- use technology tools to locate, evaluate, collect, and communicate information.
- take useful notes, and organize notes in a meaningful, task dependent manner.

Unit II – The Reformation and Religious Wars, 2 weeks [top](#)

Standards

Students will be able to:
 CSSF 4.11-12.1 initiate questions and hypotheses about historic events they are studying.

Unit Objective

Students should:

- describe the causality and subsequent impact of the Protestant Reformation.

Essential Question

- Why do governments exist and how do they work? (CT)

Focus Questions

- How was Luther's theology a revolutionary?
- How did the long-term social and economic consequences reflect the spread of the Reformation?
- What was the Roman Catholic response to the Reformation?
- How did the Peace of Westphalia indicate the end of the Medieval political order?

Suggested Assessment

- Sovereignty Conflict News Broadcast Project

Skill Objective

Students will:

- experience different roles while working collaboratively.

Unit III – Absolutism in Western and Eastern Europe, 2 weeks [top](#)

Standards

Students will be able to:

- CSSF 4.11-12.2 describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making.

Unit Objective

Students should:

- debate the changing role of sovereignty in the modern era.

Essential Question

- Why do governments exist and how do they work? (CT)

Focus Questions

- What was the impact of “divine right” rule of monarchs?
- Why did the English develop a constitutional style of sovereignty?
- How did the absolute rulers of continental Europe seek to extend and limit rights and liberties?

Suggested Assessment

- Comparative Essay – Constitutional vs. Absolute Sovereignty (Modified DBQ)

Skill Objective

Students will:

- compare and contrast viewpoints of various sources.

Unit IV – The Enlightenment...Revolutions in Science and Thinking, 2 weeks [top](#)

Standards

Students will be able to:

- CSSF 4.11-12.2 describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making.

Unit Objectives

Students should:

- assess the impact of Enlightened thought on for political change.
- identify the challenges to established thought by the Enlightened philosophes.

Essential Question

- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)

Focus Questions

- How did the Scientific Revolution open the door to social, political, and economic change?
- What were the priorities of Enlightenment philosophes?
- What role did the state play in European economic activity?
- How did Enlightened monarchs attempt to co-opt enlightened ideology?

Suggested Assessment

- Enlightened Worldview Project

Skill Objective

Students will:

- apply critical thinking skills to solve authentic problems.

Unit V - The French Revolution, 4 weeks [top](#)

Standards

Students will be able to:

CSSF 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

Unit Objectives

Students should:

- assess the impact of Enlightened thought on political change.
- connect Napoleon to the formation of a modern Europe.

Essential Question

- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)

Focus Questions

- Are there common characteristics of Revolution that allow historical analysis and prediction?
- How did the intentions of the French Revolutionaries change from 1789 to 1793?
- What role did Napoleon play in the formation of nationalism?
- What was response from the Congress of Vienna to calls for popular political reform?

Suggested Assessment

- French Revolutionary Trials

Skill Objective

Students will:

- debate a point of view supported by evidence from several sources.

Unit VI - Revolution and Nationalism in the 19th Century, 4 weeks [top](#)

Standards

Students will be able to:

CSSF 9.11-12.2 explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

Unit Objectives

Students should:

- discuss and interpret the evolution of calls for political and social change in the first half of the 19th century.
- demonstrate an understanding of the causes, courses, and results of the late 19th century movements towards unification and nationalism.

Essential Question

- How do physical and cultural characteristics of places and world regions affect people? (CT)

Focus Questions

- What were the essential efforts associated with the Congress System to restrain conflict and maintain the balance of power?
- How did the advent of the “isms” change the tenor of political discourse?
- How/Why did the revolutions of 1848 fail?
- What strategies and ideologies were used to unify and strengthen nation-states in the second half of the 19th century?
- How did the Russian Czars of the 19th century respond to calls for Enlightened change?

Suggested Assessment

- Unification Video Analysis

Skill Objective

Students will:

- demonstrate an understanding of cause and effect.

Unit VII - Imperialism, 2 weeks [top](#)

Standards

Students will be able to:

CSSF 12.9-10.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objective

Students should:

- evaluate the reasons for late 19th century Imperialism.

Essential Question

- How does human and environment interaction change our lives? (CT)

Focus Questions

- How did “new” imperialism differ from 17th and 18th century colonialism?
- How did Europeans attempt to rationalize imperial activities?
- How did the Berlin Conference attempt to forestall conflict over colonial acquisitions?
- What were the motivations and policies of European colonial powers between 1870 - 1914?

Suggested Assessment

- Essay Analysis of Causes and Course of Imperialism (using graphs, map, and political cartoons)

Skill Objective

Students will:

- interpret information from maps, graphs and charts.

Unit VIII - World War I and II, 4 weeks [top](#)

Standards

Students will be able to:

CSSF 13.11-12.1 analyze the impact of economic choices on the allocation of scarce resources.

Unit Objectives

Students should:

- understand the importance of the course and conclusion of World War I.
- describe the causal relationship between the Treaty of Versailles and the events that will lead to a second World War.

Essential Question

- How do limited resources affect choices by individuals, households, business and governments? (CT)

Focus Questions

- What factors played a role in the start of World War I?
- What were the economic, political, and psychological costs of ‘total’ war?
- What are the similarities and differences between the Russian revolutions of 1905, March 1917 and November of 1917?
- What impact did the economic depression have on the political extremism of Europe?
- How is the Munich Conference an example of how nations attempted to ensure security when challenged by fascism in the 1930s?
- How did the weapons of warfare change and reflect the technologies of the 20th Century?
- How was the Holocaust an expression of Hitler’s pre-war racial policies?

Suggested Assessment

- 1932 Reichstag Simulation

Skill Objective

Students will:

- analyze information from a variety of sources.

Unit IX - The Cold War, 2 weeks [top](#)

Standards

Students will be able to:

CSSF 7.11-12.2 explain how purposes served by government have implications for the individual and society.

Unit Objective

Students should:

- compare the differing social and political ideologies that led to competition between East and West.

Essential Question

- Why do governments exist and how do they work? (CT)

Focus Questions

- How did the conferences at the end of WWII set the stage for the Cold War?
- What new role did the United States assume in European history?
- How did leadership in both the East and the West evolve and impact the second half of the 20th Century?

Suggested Assessment

- “Dr. Strangelove” Essay

Skill Objective

Students will:

- write persuasive and thematic essays supported by appropriate evidence using citation when appropriate.