

HIGHLIGHTS OF WESTERN CIVILIZATION 10

Description

The study of Western Civilization in grade nine will focus on the continued the development of essential skills and provide key background for the core courses in grades 10-11 and, as such, this course becomes an important starting point for the 9-12 history/social studies program.

The course introduces students to the highlights of Western Civilization in a Classical prologue introduction and then gauges those highlights through the Middle Ages, the Renaissance and Reformation, the Age of Absolutism and the Enlightenment, the French Revolution and Napoleon, the Industrial Revolution, Nationalism and Imperialism, and World War I. While moving chronologically through the course, emphasis will be on the major themes of tension between established sovereign control and challenges to that control during these specific historical periods.

Course Overview

Course Objectives

Students should:

- identify and describe the thematic beginning of the Western cultural experience in Ancient Greece.
- describe the political, economic and social institutions of the Middle Ages.
- evaluate how the emphasis of the Renaissance on human achievement and individualism was a turning point in world history.
- summarize the advances and changes in thinking during the Age of Absolutism and the Enlightenment.
- analyze how variations of nationalism were used as control calls for revolutions post-1848.
- explain the significance of the Treaty of Versailles.

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)
- How are continuity and change intertwined throughout history? (CT)
- Why do governments exist and how do they work? (CT)
- How do global affairs impact the lives of people? (CT)
- How do limited resources affect choices by individuals, households, business and governments? (CT)

Assessments

Common Assessments

- CAPT simulations

Content Outline	Standards	Grade Level Skills
<p>I. Prologue: Looking Back and Looking Ahead</p> <p>II. Europe in the Middle Ages</p> <p>III. Renaissance and Reformation</p> <p>IV. The Age of Absolutism and the Enlightenment</p> <p>V. The French Revolution and Napoleon</p> <p>VI. The Industrial Revolution</p> <p>VII. Nationalism and Imperialism</p> <p>VIII. World War I</p>	<p>Connecticut SDE - Social Studies Framework 2008</p> <p>Connecticut State Standards are met in the following areas:</p> <p>CSSF1: <i>Historical Thinking</i></p> <p>CSSF3: <i>Historical Themes</i></p> <p>CSSF4: <i>Applying History</i></p> <p>CSSF7: <i>Political Systems</i></p> <p>CSSF8: <i>International Relations</i></p> <p>CSSF13: <i>Limited Resources</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> •

Pacing Guide							
1st Marking Period				2nd Marking Period			
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
<p>Unit 1</p> <p>Prologue: Looking Back and Looking Ahead</p> <p>2 weeks</p>	<p>Unit 2</p> <p>Europe in the Middle Ages</p> <p>2 weeks</p>	<p>Unit 3</p> <p>Renaissance and Reformation</p> <p>2 weeks</p>	<p>Unit 4</p> <p>The Age of Absolutism and the Enlightenment</p> <p>1-2 weeks</p>	<p>Unit 5</p> <p>The French Revolution and Napoleon</p> <p>2-3 weeks</p>	<p>Unit 6</p> <p>The Industrial Revolution</p> <p>1 week</p>	<p>Unit 7</p> <p>Nationalism and Imperialism in Europe</p> <p>1-2 weeks</p>	<p>Unit 8</p> <p>World War I</p> <p>2-3 weeks</p>

Unit I - Prologue: Looking Back and Looking Ahead, 2 weeks [top](#)

Standards

Students will be able to:

CSSF 4.9-10.1 initiate questions and hypotheses about historic events they are studying.

Unit Objectives

Students should:

- identify and describe the thematic beginning of the Western cultural experience in Ancient Greece.
- describe how economic and social problems led to a political and economic vacuum after the fall of Rome.

Essential Question

- How are continuity and change intertwined throughout history?

Focus Questions

- How did the Ancient Greeks set the foundation for Western Civilization?
- What were the causes of the decline and fall of the Roman Empire?

Suggested Assessment

- Decline and Fall of the Roman Empire

Skill Objectives

Students will:

- read for the initial understanding; read for information; and interpret and apply information.
- take useful notes, and organize notes in a meaningful, task dependent manner.
- identify and define key words and terms.

Unit II – Europe in the Middle Ages, 2 weeks [top](#)

Standards

Students will be able to:

- CSSF 1.11-12.2 evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias.

Unit Objectives

Students should:

- describe the political, economic and social institutions of the Middle Ages.
- explain the social, economic and political factors that caused crisis and decline of the Middle Ages.

Essential Questions

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

Focus Questions

- How did feudalism provide order and stability following the collapse of the Roman Empire?
- How did the Catholic Church wield great political and social power over medieval society?
- What were the causes and courses that brought about the end of the Medieval Era?

Suggested Assessment

- An Analysis of The Black Death

Skill Objectives

Students will:

- transpose facts from sources to graphic organizers.
- analyze causes and effects of events.
- experience different roles while working collaboratively.

Unit III – Renaissance and Reformation, 2 weeks [top](#)

Standards

Students will be able to:

- CSSF 3.9-10.2 give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

Unit Objectives

Students should:

- evaluate how the emphasis of the Renaissance on human achievement and individualism was a turning point in world history.
- discuss the short-term and long-term causes of the Protestant Reformation.

Essential Questions

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

Focus Questions

- How was the Renaissance a rebirth of the classical era?
- How was the Catholic Reformation (Counter-Reformation) a success, a failure or both?
- What was the impact of the Peace of Westphalia?

Suggested Assessments

- Comparing Medieval and Renaissance Art

Skill Objectives

Students will:

- understand and interpret visuals.
- read, interpret and apply information from charts and graphs.

Unit IV – The Age of Absolutism and the Enlightenment, 1-2 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:

- summarize the advances and changes in thinking during the Age of Absolutism and the Enlightenment.

Essential Question

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

Focus Questions

- How did ideas associated with the Enlightenment challenge the traditional order in Europe?
- How did sovereignty evolve differently in England and France during the 17th Century?

Suggested Assessment

- *The Philosophes*

Skill Objective

Students will:

- compare viewpoints.

Unit V – The French Revolution and Napoleon, 2-3 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 Objectives

Students should:

- enumerate the causes and effects of the French Revolution.
- specify how calls for revolutionary reform changed as a result of Napoleon's conquests.

Essential Question

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

Focus Questions

- What were the causes, courses and results of the French Revolution?
- How did the Reign of Terror lead to the rise of Napoleon?
- How did Europe recover from the Napoleonic Wars?

Suggested Assessments

- *Did the Reign of Terror Save or Destroy the French Revolution?*
- Napoleon

Skill Objective

Students will:

- read, analyze and apply information from primary sources.

Unit VI – The Industrial Revolution, 1 week [top](#)

Standards

Students will be able to:

- CSSF 3.11-12.4 analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies.

Unit Objective

Students should:

- outline what impact the Industrial Revolution had on economic production, technology, transportation, communication and the social order.

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 Industrial Revolution transform the Western world socially, economically and politically?
- Why was England the frontrunner in industrialization?
- What were the responses to the economic and social changes brought about by industrialization?

Suggested Assessment

- Why was the Industrial Revolution truly a revolution?

Skill Objective

Students will:

- write a persuasive and or thematic essay supported by appropriate evidence.

Unit VII – Nationalism and Imperialism in Europe, 1-2 weeks [top](#)

Standards

Students will be able to:

- CSSF 8.11-12.2 identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy.
- CSSF 13.11-12.1 analyze the impact of economic choices on the allocation of scarce resources.

Unit Objectives

Students should:

- analyze how variations of nationalism were control calls for revolutions post-1848.
- describe how German Unification disrupted balance of power and created alliance system pushed Europe towards war.
- explain the significance of the Belgians in the Congo, the Boer War, and the Berlin Conference
- analyze how nationalism and imperialism contributed to the growth and decline of empires.

Essential Questions

- How do global affairs impact the lives of people? (CT)
- How do limited resources affect choices by individuals, households, business and governments? (CT)

Focus Questions

- Was nationalism a unifying or dividing force?
- How did imperialism contribute to tensions between the European powers and their colonies?
- What were the causes, courses and results of the unification movements in Italy and Germany?

Suggested Assessment

- Was Nationalism a Unifying or Divisive Force?

Skill Objective

Students will:

- ask questions enabling them to be better critical thinkers.

Unit VIII - World War I, 2-3 weeks [top](#)

Standards

Students will be able to:

CSSF 4.9-10.4 display empathy for people who have lived in the past.

Unit Objectives

Students should:

- describe how nationalism, international rivalries and the European alliance system pushed Europe towards war.
- analyze the significance of the entry of the United States and the Russian Revolution on the course of World War I.
- evaluate the effectiveness of the Treaty of Versailles.
- identify how World War I became the first industrialized war.
- explain how the Treaty of Versailles was an ending and a beginning to a world war.

Essential Question

- How are continuity and change intertwined throughout history? (CT)

Focus Questions

- How is the inception of World War I shared by the European nations?
- How was World War I the first industrialized war?
- Why is the Treaty of Versailles an ambiguous ending to the war?

Suggested Assessment

- Letter Home

Skill Objective

Students will:

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