

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

**ADVANCED PLACEMENT
MODERN EUROPEAN HISTORY**

Board of Education Approved 03/25/2008

AP MODERN EUROPEAN HISTORY

Social Studies Department Scope and Sequence

This Advanced Placement course is offered as an elective open to only twelfth graders. Prerequisites for the Advanced Placement level include teacher recommendations and successful completion of required social studies courses in Highlights of Western Civilization, Justice in America, Modern Global Studies, and United States History.

Statement of Purpose

For our students to effectively function in a world that is increasingly interconnected in a political, economic, social, intellectual and artistic sense, they must be prepared to understand the process that identifies and guides that global interconnectedness. The Advanced Placement Modern European History course is designed to examine the synthesis of events through which this ‘modern’ perspective has evolved – by discerning its historical underpinning and understanding its current expression, in order to intelligently predict its future trends. In addition, and since American and European history are inexorably intertwined, the study of European history since 1450 will introduce the students to the political, economic, social and religious foundations that helped shape the world in which they now live. Without this knowledge, we would all lack the context for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Design and Description

The Advanced Placement Modern European History 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 and Reformation, the age of Absolutism, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleonic Europe, the rise of popular political ideologies (the “isms”) and the Revolutions of 1848 leading to the emergence of nation states, the Age of Industrial and International expansion preceding World War I, the World Wars, the Cold War and current issues. Within the frameworks of a chronological analysis, attention will also be given to unifying themes in intellectual and cultural history, political and diplomatic history, as well as social and economic history. Although the primary purpose of the course is enrichment of the high school experience, students are expected to take the Advanced Placement Modern European History Examination in May. In addition, students electing the course are eligible to receive credit in history under the UCONN Co-Op program if all requirements are met.

Course Goals

Students should:

- identify and apply fundamental historical concepts to local, national and international situations.
- understand and interpret universal historical themes (such as ideals, institutions, conflict, and technology) context of the modern world experience.
- develop an understanding of causal relationship through analysis of a variety of historical sources relating to the modern era.

- understand the interaction of humans and the larger environment and the evolving consequences of those interactions.
- analyze and understand the significance of physical and cultural characteristics of places and European regions.
- explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.

Essential Questions

- How does history affect our understanding of the past, present and future? (CT)
- How does human and environment interaction change our lives? (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 can citizens shape and influence democratic processes and government? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)

Units of Instruction Outline

- I. Medieval Europe
- II. The Renaissance
- III. The Reformation and Religious Wars
- IV. Absolutism in Western and Eastern Europe
- V. The Enlightenment...Revolutions in Science and Thinking
- VI. The French Revolution
- VII. 19th Century Revolutionary Europe
- VIII. Leading up to World War I
- IX. World War I and II
- X. The World after World War II

Connecticut Social Studies Standards

Connecticut State Standards are met in the following areas:

- CCS1: *Historical Thinking***
- CCS3: *Historical Themes***
- CCS4: *Applying History***
- CCS6: *Rights and Responsibilities of Citizens***
- CCS7: *Political Systems***
- CCS9: *Places and Regions***
- CCS12: *Human and Environment Interaction***

Common Assessment

AP Examination

Course Materials

Main Text

Kagan, Ozment, and Turner. The Western Heritage. Prentice Hall, 2001 (7th ed.).

Main Supplementary Text

Sherman. Western Civilization: Sources, Images, Interpretations. McGraw-Hill, 2004
(4th ed.).

Information and Technology Standards (to be added)

UNITS OF STUDY

I. Medieval Europe

Core Topics

- Overview of Early Middle ages and the Germanic Kingdoms
- Feudalism within the economic and political systems
- The Role of the Medieval Church
- Implications of the Plague

Essential Questions

- To what extent did the Medieval provide a foundation for the beginning of the Modern era? (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 1.9-10.1 gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.9-10.3 use primary source documents to analyze multiple perspectives.
- 12.11-12.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objectives

Students will be able to:

- develop an understanding of causal relationships through analysis of a variety of historical sources relating to the modern era.
- explain the significance of medieval social structure leading to the modern.
- elaborate on the importance of religious hierarchy in medieval life.
- assess the impact of medieval disasters during the 14th Century.
- connect characteristics associated with the modern in the 14th Century and the 21st Century.

Focus Questions

- How did the Christian church develop and change during the Middle Ages?
- Which cultural legacies served as the foundation for the Renaissance movement?
- In what ways did issues of health and family loyalty dictate the events of history?
- What does it mean to be “modern” in the fourteenth century? What does it mean to be "modern" in today's world?
- How did the disasters of the fourteenth and fifteenth century encourage modern thought?

Skill Objectives

Students will:

- evaluate the quality, credibility and reliability of information.
- demonstrate an analysis of cause and effect.

Suggested Activity

- Summer reading discussion

Suggested Materials

- Boccaccio's The Decameron
- Friedman's Globalization

Sample Assessments

- AP MEH DBQ – Black Plague
- Summer Reading Essay & discussion

Pacing

1 Week

II. Renaissance

Core Topics

- Characteristics of the Renaissance
- Italian Renaissance
- Northern Renaissance
- Renaissance Art and Artists
- The Rise of National Monarchies

Essential Questions

- In what ways did Renaissance diversity shape the modern identity? (Fairfield)
- 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)

Connecticut Performance Standards (CCS)

Students will:

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

- understand and interpret universal historical themes (such as ideals, institutions, conflict, and technology) context of the modern world experience.
- explain developments in the arts as an indication of the political/social break with the Medieval.
- trace the influence of the Renaissance ideal as it progressed to the north of Europe.
- identify the shifting priorities of the new political elites.

Focus Questions

- What factors spurred 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?
- Which groups defined the political elites and how did they serve to extend or limit personal rights and liberties?
- What factors led to the spread of the Renaissance beyond Italy?
- How did gender roles in the Renaissance influence social and family structures?
- How did the Renaissance in the North differ from that in Italy?

Skill Objectives

Students will:

- evaluate the quality, credibility and reliability of information.

- compare and contrast viewpoints of various sources.

Suggested Activities

- Student presentation on art analysis
- Discussion on readings

Suggested Materials

- Petrarch's Letter to Boccaccio
- de Pizan's The City of Ladies
- Castiglione's The Book of the Courtier
- Burckhardt's The Civilization of the Renaissance in Italy
- Burke's The Myth of the Renaissance

Sample Assessments

- AP Free Response Question: *“Explain the ways in which Italian Renaissance humanism transformed ideas about the individuals’ role in society.”*
- APMEH DBQ on Renaissance
- Writing responses to suggested readings
- Renaissance/Baroque art analysis

Pacing

3 weeks

III. The Reformation and Religious Wars

Core Topics

- Crisis within the Church
- The Protestant Revolution and Martin Luther
- Social and political implications of the Reformation
- Fragmentation of the Reformation throughout Europe
- The Catholic and Counter Reformation
- Baroque Art and Architecture
- The Commercial Revolution
- The Religious Wars of the 16th and 17th Century

Essential Questions

- How does religious thought influence the development and demise of institutions? (Fairfield)
- 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)

Connecticut Performance Standards (CCS)

Students will:

- 3.9-10.4 explain how the use and expansion of trade have connected and affected the history of a global economy.
- 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Unit Objectives

Students will be able to:

- explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.
- elaborate reasons for the appeal different types of belief systems.
- establish motives that hindered self-reform by the RCC.
- articulate the connections between the wars of ‘religion’ and political power.

Focus Questions

- How was Luther a “revolutionary who did not believe in revolution”?
- What role did morality and self-interest play in the Protestant Reformation?
- What were the long-term social and economic consequences of the Reformation?
- How did the fragmentation of the Reformation diffuse its ideals throughout European society?
- Why did the Roman Catholic response (the Council of Trent) to the Reformation come so late?
- What impact did the Reformation have on the global expansion of European culture?
- How did the Wars of Religions (and especially the Peace of Westphalia) indicate the end of the Medieval order?
- To what extent did the Reformation contribute to the development of religious wars?

Skill Objectives

Students will:

- demonstrate a synthesis information from a variety of sources and cite those sources appropriately.
- write structured, thesis-driven essays.

Suggested Activities

- Dutch Masters art analysis – student presentation
- Renaissance – Character-driven Reformation Roundtable Debate

Suggested Materials

- de Busbecq’s Civil War in France
- Richelieu’s Political Will and Testament
- James I’s The Powers of the Monarch, and The Powers of Parliament in England
- Holborn’s A Political Interpretation of the 30 Years’ War
- Friedrich’s A Religious Interpretation of the 30 Years’ War
- Luther’s “Justification by Faith” and “On Bondage of the Will”;
- Cameron’s What was the Reformation?
- Elton’s A Political Interpretation of the Reformation.

Sample Assessments

- Renaissance – Character-driven Reformation Roundtable Debate response
- Response to Martin Luther readings
- Response to Protestant Reformation readings

Pacing

3 weeks

IV. Absolutism in Western and Eastern Europe

Core Topics

- Absolutism in France (Louis XIV)
- The Ottoman Empire
- Constitutionalism in England
- Modernization of Russia under Peter the Great
- Absolutism in Eastern Europe (Austria and Prussia)
- The Dutch Masters

Essential Questions

- In what ways has the use, or misuse, of power impacted the rise and functioning of the modern state? (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)
- Why do governments exist and how do they work? (CT)
- How can citizens shape and influence democratic processes and government? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 1.11-12.1 formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- 6.11-12.1 evaluate whether or when their obligations as citizens require that their personal desires, belief and interests be subordinated to the public good.
- 7.9-10.2 analyze and evaluate the advantages and disadvantages of limited and unlimited government.

Unit Objectives

Students will be able to:

- explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.
- hypothesize reasons for differences in political development based on national character.
- identify differences between absolute and constitutional styles of government.

Focus Questions

- What factors determined the evolution of political elites?
- How was the development of racial and ethnic group identities crucial in the foundation of a nation state?
- How did a nation's character determine its ruler's level of absolute power?
- How did the absolute rulers of continental Europe seek to extend and limit rights and liberties?

Skill Objectives

Students will:

- analyze, interpret and apply complex information from various sources.
- demonstrate an analysis of cause and effect.

Suggested Activities

- Primary source comparison
- Trial of Louis XIV simulation
- Brinton's Stages of Revolution
- Rococo and Neoclassic art analysis – student presentation

Suggested Materials

- Henry IV's Edict of Nantes
- Louis XIV's Revocation of the Edict of Nantes
- Locke's Second Treatise
- Hobbes' Leviathan

Sample Assessments

- Trial of Louis XIV simulation – response
- APMEH DBQ
- Absolutism essay

Pacing

3 weeks

V. The Enlightenment...Revolutions in Science and Thinking

Core Topics

- The Scientific Revolution
- Enlightenment Philosophes and the Age of Reason
- Enlightened Absolutism
- The Emergence of the Modern State
- Global Economics and the Elbe-Trieste Line
- Early Industrial Revolution

Essential Questions

- How did the diffusion of new intellectual concepts impact social, political, economic, artistic, religious and scientific thought in the modern era? (Fairfield)
- 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)

Connecticut Performance Standards (CCS)

Students will:

- 3.11-12.1 demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- 7.11-12.2 explain how purposes served by government have implications for the individual and society.

Unit Objectives

Students will be able to:

- participate in an intellectual analysis of Enlightened ideals.
- trace the evolution of economic practice from mercantilist to the capitalist school.
- critique 18th century monarchical use of Enlightened ideology.

Focus Questions

- What priorities did the Enlightenment thinkers share with the Renaissance intellectuals?
- What role did the state play in European economic activity?
- How did Enlightened monarchs attempt to co-opt enlightened ideology?

Skill Objectives

Students will:

- demonstrate techniques to improve performance on multiple choice tests.
- apply principles to solve authentic problems.

Suggested Activity

- Character-driven “Meeting of the Minds” Enlightened debate - response

Suggested Materials

- Descartes’ Discourse on Method
- Newton’s Mathematical Principles of Natural Philosophy and The Philosophes

Sample Assessments

- Character-driven “Meeting of the Minds” Enlightened debate – response
- APMEH DBQ – On women
- Response to Enlightenment readings

Pacing

3 weeks

VI. The French Revolution

Core Topics

- General Concepts of Revolution
- The American Revolution
- The French Revolution
- Napoleon
- Rococo and Neo Classicism Art and Architecture

Essential Questions

- How is violent political change in the modern era influenced by socio-economic conditions? (Fairfield)
- How does history affect our understanding of the past, present and future? (CT)
- Why do governments exist and how do they work? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 1.9-10.1 gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 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.
- 7.11-12.2 explain how purposes served by government have implications for the individual and society.

Unit Objectives

Students will be able to:

- develop an understanding of causal relationship through analysis of a variety of historical sources relating to the modern era.
- identify unifying characteristics of 18th century revolution.
- evaluate Napoleon's historical legacy.
- recognize the intensifying progression of the French revolution.

Focus Questions

- Are there common characteristics of Revolution that allow historical analysis and prediction?
- How do revolutions affect the growth of nationalism?
- How did the art of the period reflect the political protests?
- Was Napoleon the greatest enemy or ally of the Enlightenment?
- How did the intentions of the French Revolutionaries change from 1789 to 1793?

Skill Objectives

Students will:

- demonstrate an analysis of cause and effect.
- write structured, thesis-driven essays.

Suggested Activity

- “17th Century Law and Order”: The Trial of Napoleon (alternating years with trial of Louis XIV)

Suggested Materials

- Young’s “Travels in France”, “The Cahiers”
- Sieyes’ “What is the Third Estate?”
- “The Declaration of Rights of Man and Citizen”
- de Gouges’ “The Declaration of Rights of Woman”
- “Women of the Third Estate”,
- Excerpt for the U. N.’s Universal Declaration of Human Rights.
- Robespierre’s “Speech to the National Convention – February 5, 1794: The Terror Justified”
- Excerpts from the Patriot Act legislation

Sample Assessments

- Brinton’s “Stages of Revolution” analysis
- Causes of the French Revolution
- “17th Century Law and Order”: The Trial of Napoleon (alternating years with trial of Louis XIV)
- APMEH DBQ – French Revolution

Pacing

2 weeks

VII. 19th Century Revolutionary Europe

Core Topics

- Conservatism
- Liberalism and British Democracy
- Romantic Art and Literature
- Marx and the Development of Socialism
- Humanitarianism
- Revolutions of 1848
- The Crimean War
- Italian and German Unification
- Franco Prussian War
- Nationalism

Essential Questions

- What factors precipitated the outbursts of political protests, reform and revolution resulting in the development of the modern state? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)
- Why do governments exist and how do they work? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 4.11-12.1 initiate questions and hypotheses about historic events they are studying.
- 7.9-10.1 evaluate the importance of developing self-government so as to restrict arbitrary power.
- 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 will be able to:

- identify the failure of the methods used to constrain emerging revolutionary thought.
- recognize the importance of a political and economic awakening of the masses of Europe.
- connect the emergence of nationalistic thought to popular expression of sovereignty.

Focus Questions

- What were the essential efforts to restrain conflict and maintain the balance of power?
- What were the Dual Revolutions (French & Industrial) and how did they influence calls for reform?
- How did the advent of the ‘isms’ change the tenor of European political discourse?

- How did the failure of the revolutions of 1848 influence future calls for political change? What was ‘Realpolitik’? How did Bismarck and Cavour use ‘Realpolitik’ to construct the Nation-States of Germany & Italy?
- What is ‘nationalism’? How was ‘nationalism’ used by Nation-State leaders in the second half of the 19th century to control the people?
- How did artistic movements mirror the changes in society?
- In what way did relationships between Europe and rest of the world change during this time period?

Skill Objectives

Students will:

- compare and contrast viewpoints of various sources.
- write structured, thesis-driven essays.

Suggested Activities

- Class discussion/analysis of the major ideologies of the era: Nationalism, Liberalism, and Socialism
- Class discussion on Russian absolutism
- Class discussion on the development and impact of European wars
- Romanticism and Realism art analysis – student presentation

Suggested Materials

- “Working Conditions in England”
- Disraeli’s “Sybil, or the Two Nations: Mining Towns”,
- Visual image “Iron and Coal” in Sherman
- Mazzini’s “Romantic Nationalism”
- Metternich’s “Secret Memorandum to Tsar Alexander I”
- Bentham’s “English Liberalism”, Wordsworth’s “The Glories of Nature”,
- Wagner’s “Ride of the Valkyries”

Sample Assessments

- Congress of Vienna Response
- AP Free Response Question: *“In February 1848, the middle class workers in France joined to overthrow the government of Louis Philippe. By June, the two groups were at odds in their political, economic and social thinking. Analyze what transpired to divide the groups and describe the consequences.”*
- The “Isms Roundtable Debate”: students are assigned characters for the era and debate
- Response to cultural development in Russia
- APMEH DBQ – Russia

Pacing

3 weeks

VIII. Leading up to World War I

Core Topics

- Victorian England
- 2nd Industrial Revolution
- Impressionist and Post-impressionist Art
- Imperialism
- 19th Century Russia
- The Alliance System

Essential Questions

- What economic and political factors need to be in place to precipitate global conflict? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How does human and environment interaction change our lives? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 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.
- 3.9-10.4 explain how the use and expansion of trade have connected and affected the history of a global economy.
- 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 4.11-12.1 initiate questions and hypotheses about historic events they are studying.
- 12.11-12.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objectives

Students will be able to:

- trace the alliance networks that resulted in the outbreak of World War I.
- recognize the impact of industrialization on world economic competition.
- connect the increasing growth of socialistic thought and its impact on 19th Century Europe.

Focus Questions

- What were the long and short-term causes of World War I?
- Why would the Balkan's be considered the "powder keg of Europe"?
- What role did industrialization play in the movement toward World War I?
- What are the similarities and differences between Utopian Socialists, Karl Marx and revisionist socialists in their critiques of 19th Century European economy and society?
- What were the motivations and policies of European colonial powers regarding Africa between 1870-1914?

- To what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality and in a well-ordered, dependable universe?

Skill Objectives

Students will:

- evaluate the quality, credibility and reliability of information.
- demonstrate an analysis of cause and effect.

Suggested Activities

- The “Gateway Roundtable Debate”: students are assigned characters reflecting the intellectual movements of the 2nd half of the 19th century and debate
- Imperialism Simulation (the “Star Game”)
- “The July Crisis”: simulated First World War Peace Conference
- Impressionism and Post-Impressionism art analysis – student presentation
- Fauvism and Expressionism art analysis – student presentation

Suggested Materials

- Fabri’s “Does Germany Need Colonies?”, “Controlling Africa: The Standard Treaty”
- Hobsbawn’s “The Age of Empire”
- Hayes’ “Imperialism as a Nationalistic Phenomenon”

Sample Assessments

- Diplomatic resolution simulation, August 1914
- The “Gateway Roundtable Debate”: students are assigned characters reflecting the intellectual movements of the 2nd half of the 19th century and debate -response
- Response to Imperialism Readings
- “The July Crisis”: simulated First World War Peace Conference - response
- Alliances response

Pacing

3 weeks

IX. World War I and II

Core Topics

- Immediate and underlying causes of World War I
- The War Years: 1914-1919
- The Russian Revolution
- Treaty of Versailles and the League of Nations
- The 1920's – The rise of totalitarianism
- Symbolism and Art Nouveau
- Cubism and Abstract Art
- Dadaism and Surrealist Art
- Appeasement in the 1930's
- The War Years: 1939-1945

Essential Questions

- What role does diplomacy play in the prevention or ensuring of future conflicts in the industrialized era? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How do physical and cultural characteristics of places and world regions affect people? (CT)
- Why do governments exist and how do they work? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 3.11-12.1 demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- 7.11-12.2 explain how purposes served by government have implications for the individual and society.
- 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 will be able to:

- analyze the impact of industrialized warfare on the European psyche.
- trace the progression of revolutionary thinking in Czarist Russia.
- connect hyperinflation to the rise of fascism.
- define how Hitler's anti-Semitism instructed his political belief.
- identify the reasons for failure of appeasement as a diplomatic tack.
- hypothesize causes of future conflict as a result of war-ending conferences.

Focus Questions

- What diplomatic conflicts led to the start of World War I?

- How does the failure of the Schlieffen Plan lead to the devastation of trench warfare?
- What are the similarities and differences between the Russian revolutions of 1905, March 1917 and November 1917?
- What role did minority and majority political persecutions play in the establishment of nation states?
- What impact did the economic depression have on the political extremism of Europe?
- How were Hitler’s racial policies reflected in the Nazi concept of ‘lebensraum’?
- What measures did nations take to try and ensure security?
- How did the weapons of warfare change and reflect the technologies of the 20th Century?
- How did the art and music of the time reflect society’s values and mores?
- In what ways was the Cold War inevitable at the end of World War II?

Skill Objectives

Students will:

- demonstrate a synthesis information from a variety of sources and cite those sources appropriately.
- write structured, thesis-driven essays.

Suggested Activities

- 1933 Reichstag election simulation
- Symbolism and Art Nouveau art analysis – student presentation
- Cubism and Abstract art analysis – student presentation
- Dadaism and Surrealism art analysis – student presentation

Suggested Materials

- “Reports From the Front: The Battle for Verdun, 1916”
- “Dulce et Decorum Est”
- Stromberg’s “The Origins of WWI: Militant Patriotism”
- von Strandmann’s “Germany and the Coming of War”
- Craig’s “The Revolution in War and Diplomacy”
- Lenin’s “April Theses” and “Speech to the Petrograd Soviet”
- Wilson’s “Fourteen Points”
- Walworth’s “Peace and Diplomacy”
- Ortega y Gasset’s “The Revolt of the Masses”
- Freud’s “Civilization and its Discontents”
- Wohls’s “The Generation of 1914: Disillusionment”
- Mussolini’s “The Doctrine of Fascism”
- Hitler’s “Mein Kampf”;
- Excerpts from “Triumph of the Will”
- Selected use of survivor commentaries from “Echoes and Reflections: a Multimedia Curriculum on the Holocaust” (combined with readings from Sherman – Goebbels, Kogon, Bettelheim, Baron, Goldhagen, Fischer)

Sample Assessments

- AP Free Response Question: “*Why did Germany’s experiment with Parliamentary democracy between 1919 and 1933 fail?*”
- Response to war industrialization readings
- Response to Treaty of Versailles readings
- Response to Fascism readings
- “Brinton’s Stages of Revolution
- 1933 Reichstag election simulation assignment

Pacing

3 weeks

X. The World after World War II

Core Topics

- World War II Conferences
- The Cold War
- Crisis points of the Cold War
- Post-colonialism
- Post War Organizations – NATO, EEC, UN, EU
- Post Modernism – Art and Literature
- Current Issues in Europe

Essential Questions

- How does the presence of weapons of mass destruction influence the world political scene? (Fairfield)
- How does the study of historical themes help us understand change over time and adapt and respond to new challenges? (CT)
- How does human and environment interaction change our lives? (CT)
- Why do governments exist and how do they work? (CT)

Connecticut Performance Standards (CCS)

Students will:

- 3.11-12.3 describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 4.11-12.1 initiate questions and hypotheses about historic events they are studying.
- 4.11-12.5 describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- 7.11-12.2 explain how purposes served by government have implications for the individual and society.
- 12.11-12.1 use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Unit Objectives

Students will be able to:

- identify and apply fundamental historical concepts to local, national and international situations.
- trace the intellectual progression from modernism to post-modernism.
- explain the economic, political and cultural relationship between the Communist East and Capitalist West.
- define the implications of the United States' increasing presence in European politics.
- discuss the significance of 20th and 21st Century European leaders.

Focus Questions

- How did intellectualism move from modernism to post-modernism?
- How did Cold War rivalries play out in Korea, Vietnam, Cuba, the Middle East and Africa?

- What new role did the United States assume in European history?
- How has revisionism changed the orthodox perspective of the Cold War?
- Who were the leaders who changed the 20th Century?

Skill Objectives

Students will:

- demonstrate a synthesis information from a variety of sources and cite those sources appropriately.
- use technology tools to locate, evaluate, collect, and communicate information.

Suggested Activities

- Post Modernism art analysis – student presentation

Suggested Materials

- “The Truman Doctrine and the Marshall Plan”
- Reich’s “The Berlin Wall”
- “The End of the Cold War”
- “After Communism: Causes for the Collapse”;

Sample Assessments

- Historiographical Cold War Study
- Response to Cold War readings

Pacing

6 weeks