

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**HIGHLIGHTS OF WESTERN  
CIVILIZATION 10**

Board of Education Approved 03/25/2008

# **HIGHLIGHTS OF WESTERN CIVILIZATION 10**

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## **Social Studies Department Scope and Sequence**

The Highlights of Western Civilization course is a requirement of the social studies department for all ninth graders. It is a semester-long course that matches with Justice in America, which is the other semester-long course required in the ninth grade. There are no prerequisites for Highlights of Western Civilization, however it is expected that students will have successfully completed United States History in the eighth grade. Upon successful completion of this course students will take Modern Global Studies in the tenth grade.

## **Statement of Purpose**

The main objective of this course is to give students a foundation and background for an understanding of the political, economic, religious, social, intellectual and artistic characteristics of Western Civilization. In order to understand how Europeans have behaved at home and abroad, we will study their major institutions and ideas. The students will look at how Europeans coexisted and how they have conflicted, seeing both consensus and division. The students will move through history chronologically marking turning points in blocks of time that carry coherence (such as the French Revolution). To prepare our students to become active participants in an increasingly complex and interconnected world this course will expose students to seminal historical events that have shaped and impacted our modern world.

## **Design and 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 Goals**

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 to 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)

### **Units of Instruction**

- I. Prologue: Looking Back and Looking Ahead
- II. Europe in the Middle Ages
- III. Renaissance and Reformation
- IV. The Age of Absolutism and the Enlightenment
- V. The French Revolution and Napoleon
- VI. The Industrial Revolution
- VII. Nationalism and Imperialism
- VIII. World War I

### **Connecticut Social Studies Standards**

Connecticut State Standards are met in the following areas:

- CCS1: Historical Thinking***
- CCS3: Historical Themes***
- CCS4: Applying History***
- CCS7: Political Systems***
- CCS8: International Relations***
- CCS13: Limited Resources***

### **Common Assessment**

- CAPT simulations

### **Course Materials**

#### **Main Text**

Ellis, Elisabeth and Anthony Esler. World History: Connections to Today. New York: Pearson Prentice Hall, 2005.

### **Information and Technology Standards (to be added)**

# **UNITS OF STUDY**

## **I. Prologue: Looking Back and Looking Ahead**

### **Core Topics**

- The Rise of Classical Civilization
- Athenian democracy vs. Spartan autocracy
- Transition of the Roman republic
- Decline and Fall of Rome

### **Essential Question**

- How are continuity and change intertwined throughout history?

### **Connecticut Performance Standard (CCS)**

Students will:

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

### **Unit Objectives**

Students will be able to:

- 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.

### **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?

### **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.

### **Sample Assessment**

- Decline and Fall of the Roman Empire

### **Pacing**

2 weeks

## **II. Europe in the Middle Ages**

### **Core Topics**

- Early Middle Ages
- Development of Feudalism in Western Europe
- The Christian Church as a unifying force
- The Impact of the Crusades
- Disasters of the 14<sup>th</sup> century

### **Essential Question**

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

### **Connecticut Performance Standard (CCS)**

Students will:

- 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 will be able to:

- 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.

### **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?

### **Skill Objectives**

Students will:

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

### **Sample Assessment**

- An Analysis of The Black Death

### **Pacing**

2 weeks

### **III. Renaissance and Reformation**

#### **Core Topics**

- Rise of the Renaissance in Italy and Northern Europe
- The formation of Protestant religions
- The Thirty Years' War
- The Counter-Reformation (Catholic Reformation)

#### **Essential Question**

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

#### **Connecticut Performance Standard (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.

#### **Unit Objectives**

Students will be able to:

- 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.

#### **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?

#### **Skill Objectives**

Students will:

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

#### **Sample Assessment**

- Comparing Medieval and Renaissance Art

#### **Pacing**

2 weeks

## **IV. The Age of Absolutism and the Enlightenment**

### **Core Topics**

- The Glorious Revolution
- King Louis XIV “The Sun King”
- The Enlightenment and the Age of Reason

### **Essential Question**

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

### **Connecticut Performance Standard (CCS)**

Students will:

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

### **Unit Objective**

Students will be able to:

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

### **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 17<sup>th</sup> Century?

### **Skill Objective**

Students will:

- compare viewpoints.

### **Sample Assessment**

- The Philosophes

### **Pacing**

1-2 weeks

## **V. The French Revolution and Napoleon**

### **Core Topics**

- Causes of the French Revolution
- The Moderate Phase
- The Radical Phase
- The Directory
- Napoleon Bonaparte
- The Congress of Vienna

### **Essential Question**

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

### **Connecticut Performance Standard (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.

### **Unit Objectives**

Students will be able to:

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

### **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?

### **Skill Objective**

Students will:

- read, analyze and apply information from primary sources.

### **Sample Assessments**

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

### **Pacing**

2-3 weeks



## **VI. The Industrial Revolution**

### **Core Topics**

- Why Britain led the way
- Rise of Modern Industry
- Effects of the Industrial Revolution
- Capitalism vs. Socialism

### **Essential Question**

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

### **Connecticut Performance Standard (CCS)**

Students will:

- 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 will be able to:

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

### **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?

### **Skill Objective**

Students will:

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

### **Sample Assessment**

- Why was the Industrial Revolution truly a revolution?

### **Pacing**

1 week

## **VII. Nationalism and Imperialism in Europe**

### **Core Topics**

- Nationalism as an ideology
- Unification of Italy and Germany
- Causes and Effects of Imperialism

### **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)

### **Connecticut Performance Standards (CCS)**

Students will:

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

### **Unit Objectives**

Students will be able to:

- analyze how variations of nationalism were used to control calls for revolutions post-1848.
- describe how German Unification disrupted the balance of power and created alliance systems that 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.

### **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?

### **Skill Objective**

Students will:

- ask questions enabling them to be better critical thinkers.

### **Sample Assessment**

- Was Nationalism a Unifying or Divisive Force?

### **Pacing**

1-2 weeks

## **VIII. World War I**

### **Core Topics**

- Causes of World War I
- WWI - the first industrialized war
- The significance of 1917
- The Treaty of Versailles: The Failed Peace

### **Essential Question**

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

### **Connecticut Performance Standard (CCS)**

Students will:

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

### **Unit Objectives**

Students will be able to:

- 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.

### **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?

### **Skill Objective**

Students will:

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

### **Sample Assessment**

- Letter Home

### **Pacing**

2-3 weeks