

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**MODERN EUROPEAN HISTORY**  
**41**

Board of Education Approved 03/25/2008

# **MODERN EUROPEAN HISTORY 41**

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

This honors level course is offered as an elective open to only twelfth graders. Prerequisites for the honors 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**

The Modern European History 41 course is a senior elective designed to examine events through which this ‘modern’ perspective has evolved. Throughout the course of study of European history since 1450 students will be introduced to the political, economic, religious, social, intellectual and artistic foundations that helped shape the world in which they now live. Students will gain an understanding of 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 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 19<sup>th</sup> 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 Goals**

Students should:

- debate the changing role of sovereignty in the early 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)

## **Units of Instruction 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 19<sup>th</sup> Century
- VII.** Imperialism
- VIII.** World War I and II
- IX.** The Cold War

## **Connecticut Social Studies Standards (CCS)**

Connecticut State Standards are met in the following areas:

**CCS1: *Historical Thinking***

**CCS3: *Historical Themes***

**CCS4: *Applying History***

**CCS7: *Political Systems***

**CCS9: *Places and Regions***

**CCS12: *Human and Environment Interaction***

**CCS13: *Limited Resources***

## **Course Materials**

### **Main Text:**

McKay, John P. et. al. A History of Western Society. New York: Houghton Mifflin Co., 2003. (6<sup>th</sup> ed.)

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

# **UNITS OF STUDY**

## **Unit 1: Renaissance**

### **Core Topics**

- Italian Renaissance
- Northern Renaissance
- The Rise of National Monarchies

### **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 Objective**

Students will be able to:

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

### **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?

### **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.

### **Sample Assessment**

- Renaissance PowerPoint Presentation

### **Pacing**

3 weeks

## **Unit 2: The Reformation and Religious Wars**

### **Core Topics**

- Social and political impact of Martin Luther's theology
- Spread of the Reformation throughout Europe
- The Catholic and Counter Reformation
- The Religious Wars of the 16<sup>th</sup> and 17<sup>th</sup> Century

### **Essential Question**

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

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

Students will:

- 4.11-12.1      initiate questions and hypotheses about historic events they are studying

### **Unit Objective**

Students will be able to:

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

### **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?

### **Skill Objective**

Students will:

- experience different roles while working collaboratively.

### **Sample Assessment**

- Sovereignty Conflict News Broadcast Project

### **Pacing**

2 weeks

## **Unit 3: Absolutism in Western and Eastern Europe**

### **Core Topics**

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

### **Essential Question**

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

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

Students will:

- 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 will be able to:

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

### **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?

### **Skill Objective**

Students will:

- compare and contrast viewpoints of various sources.

### **Sample Assessment**

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

### **Pacing**

2 weeks

## **Unit 4: The Enlightenment...Revolutions in Science and Thinking**

### **Core Topics**

- The Scientific Revolution
- Enlightenment Philosophies and the Age of Reason
- Enlightened Absolutism

### **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:

- 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 will be able to:

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

### **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?

### **Skill Objective**

Students will:

- apply critical thinking skills to solve authentic problems.

### **Sample Assessment**

- Enlightened Worldview Project

### **Pacing**

2 weeks

## **Unit 5: The French Revolution**

### **Core Topics**

- General concepts of revolution
- Phases of the French Revolution
- Napoleonic Europe
- Congress of Vienna

### **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:

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

### **Unit Objectives**

Students will be able to:

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

### **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?

### **Skill Objective**

Students will:

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

### **Sample Assessment**

- French Revolutionary Trials

### **Pacing**

4 weeks



## **Unit 6: Revolution and Nationalism in the 19<sup>th</sup> Century**

### **Core Topics**

- The Congress System
- Advent of the “Isms”
- 19<sup>th</sup> century Revolutions
- 19<sup>th</sup> century Czarist Russia
- Italian and German Unification

### **Essential Question**

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

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

Students will:

- 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:

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

### **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 19<sup>th</sup> century?
- How did the Russian Czars of the 19<sup>th</sup> century respond to calls for Enlightened change?

### **Skill Objectives**

Students will:

- demonstrate an understanding of cause and effect.

### **Sample Assessment**

- Unification Video Analysis

### **Pacing**

4 weeks

## **Unit 7: Imperialism**

### **Core Topics**

- “New Imperialism”
- “White Man’s Burden” and social Darwinism
- The Berlin Conference
- Scramble for Africa

### **Essential Question**

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

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

Students will:

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

### **Unit Objective**

Students will be able to:

- evaluate the reasons for late 19<sup>th</sup> century Imperialism.

### **Focus Questions**

- How did “new” imperialism differ from 17<sup>th</sup> and 18<sup>th</sup> 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?

### **Skill Objectives**

Students will:

- interpret information from maps, graphs and charts.

### **Sample Assessment**

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

### **Pacing**

2 weeks

## **Unit 8: World War I and II**

### **Core Topics**

- Causes of World War I
- Impact of ‘total’ war
- The Russian Revolution
- Treaty of Versailles
- The 1930’s – The rise of totalitarianism
- Appeasement in the 1930’s (Munich Conference)
- Chronology of WWII
- The Holocaust

### **Essential Question**

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

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

Students will:

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

### **Unit Objectives**

Students will be able to:

- 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.

### **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 20<sup>th</sup> Century?
- How was the Holocaust an expression of Hitler’s pre-war racial policies?

### **Skill Objective**

Students will:

- analyze information from a variety of sources.

### **Sample Assessment**

- 1932 Reichstag Simulation

### **Pacing**

4 weeks

## **Unit 9: The Cold War**

### **Core Topics**

- World War II Conferences
- Conflict within the USSR
- Conflict between the USSR and the West

### **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:

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

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

### **Skill Objective**

Students will:

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

### **Sample Assessment**

- “Dr. Strangelove” Essay

### **Pacing**

2 weeks