

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **ADVANCED PLACEMENT / EARLY COLLEGE EXPERIENCE EUROPEAN HISTORY Grades 10-12 Social Studies Department**

**2018**

**(Last revision date: 2010)**

### **Curriculum Writing Team**

**Kathy Rubano                      Department Chair**

**Ann Marie Svogun                Social Studies Teacher**

**Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments**

## **Advanced Placement / Early College Experience European History Table of Contents**

Core Values & Beliefs .....	2
Introduction & Philosophy .....	2
Course Goals .....	3
Course Enduring Understandings .....	5
Course Essential Questions .....	6
Course Knowledge & Skills .....	6
Course Syllabus .....	13
Unit 1: The Emergence of Modern Europe & The Renaissance .....	14
Unit 2: The Protestant Reformation .....	17
Unit 3: The Age of Religious Wars .....	21
Unit 4: The Formation of the Modern State (Absolutism & Constitutionalism) .....	24
Unit 5: The Enlightenment and the Scientific Revolution .....	28
Unit 6: The French Revolution and Napoleonic Era .....	32
Unit 7: The Industrial Revolution .....	36
Unit 8: The “Long” 19 <sup>th</sup> Century (Society, Ideologies, and Upheavals) .....	39
Unit 9: The Age of Imperialism .....	43
Unit 10: World War I and the Russian Revolution .....	46
Unit 11: The Age of Anxiety (Interwar Period) .....	50
Unit 12: World War II .....	54
Unit 13: The Cold War and Modern Europe .....	57
Course Credit .....	61
Prerequisites .....	61
Current References .....	61
Assured Student Performance Rubrics .....	61

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Advanced Placement European History at Trumbull High School is designed to be part of the Early College Experience courses provided by the University of Connecticut. The teacher has applied to the program and has been accepted as an adjunct faculty member with the University. The course, taught at the high school, allows students to receive credit for the course as if they were attending the University of Connecticut.

Advanced Placement / Early College Experience European History is consistent with other Modern Western Tradition courses taught at the University of Connecticut. The content covers the years from 1450 C.E. until current society and is organized thematically to challenge students to think about the impacts that people and events can have not just in their own environment during their own lifetime, but also far beyond. Using a variety of primary and secondary sources, students will learn about not only the circumstances of European History, but also the intricacies of being a historian. They will read and analyze sources in order to develop positions on various topics. Focus will be given to proper research skills and the technical aspects of research writing.

AP / ECE European History course also fulfills the need for today's student to recognize that our global environment is a multi-racial, multi-ethnic, multi-cultural society. Competency for citizenship in the 21<sup>st</sup> century is based on the ability to recognize a growing global interdependence in the social, political, and economic arenas. In order to accomplish this goal, students must attain an awareness of how Western civilizations have shaped global values throughout time. This course exposes students to a variety of analytical skills as well as factual knowledge of European history.

Focusing on the study and understanding of European political, diplomatic, economic, social, cultural, and intellectual history from the late Middle Ages to the end of the Cold War, the course emphasizes primary sources, historical research, conflicting viewpoints on historical questions, and historical interpretations of major events and figures. Themes focus on major historical issues and developments, helping students connect historical content they learn to larger trends that have emerged over time.

AP / ECE European History differs from survey courses because of its emphasis not only on content, but also on Historical Reasoning skills and Thematic Learning objectives. The first semester introduces students to the concept of thinking like a historian. Using sources from the Middle Ages and the Renaissance, the Protestant Reformation, the Age of Religious Wars, Absolutism and Constitutionalism, the Enlightenment and Scientific Revolution and, lastly, the

French Revolution and Napoleonic Era, students will learn the skills necessary to identify biases in sources. Students will then be expected to deduce the extent to which biases in sources have shaped our perception of history. Students will be assessed on their ability to make a historically defensible claim in the form of an evaluative thesis, support their argument using specific evidence, and, when applicable, use historical reasoning to explain relationships among pieces of historical evidence to qualify or modify an argument.

In the second semester students will continue to use these skills to analyze different obstacles Western society has overcome in the last five hundred years. Key units of study within this semester center on the Industrial Revolution, the “Long” 19<sup>th</sup> Century, the Age of Imperialism, World War I and the Russian Revolution, the Age of Anxiety, World War II, and the Cold War and Modern Europe. Overall, students will develop their reading, writing, analytical thinking, problem-solving, and debate skills within the course.

## **COURSE GOALS**

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

- |              |   |
|--------------|---|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                   |
| HIST 9-12.2  | Analyze change and continuity in historical eras.   |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.  |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.   |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.   |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.   |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.                                       |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.                                   |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.  |

ECO 9-12.5	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
GEO 9-12.1	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
GEO 9-12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Creative Communicator (Standard 6) Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

6d. Students publish or present content that customizes the message and medium for their intended audiences.

ISTE Global Collaborator (Standard 7) Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

## **COURSE ENDURING UNDERSTANDINGS**

### Interaction of Europe and the World (INT)

Students will understand that . . .

- economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.
- Europeans have sought contact and interaction with other parts of the world for many reasons.
- various political, technological, and intellectual developments enable Europeans to interact with other parts of the world.

### Poverty and Prosperity (PP)

Students will understand that . . .

- the organization of society has changed as a result of and in response to the development and spread of capitalism.
- the development of new technologies and industries has affected economic growth and the standard of living in various geographic regions.
- individuals, groups, and the state response variously to economic and social inequality.

### Objective Knowledge and Subjective Visions (OS)

Students will understand that . . .

- traditional sources of authority (the Church, and classical knowledge) played roles in the creation and transmission of knowledge.
- Europeans relied on various scientific methods and reasoning instead of relying on traditional authorities.
- Europeans grew to value subjective interpretations of reality.

### States and Other Institutions of Power (SP)

Students will understand that . . .

- European governments have taken various forms and have changed over time.
- European governments have, in various ways, moved toward and reacted against representative and democratic principles and practices.
- civil institutions developed apart from government, impacting European states.

### Individual and Society (IS)

Students will understand that . . .

- technology has played a role in forming and transforming European society.
- the family, class, and social groups have taken various forms in European history and have changed over time.
- the status of specific groups within European society has changed over time.

### National and European Identity (NI)

Students will understand that . . .

- cultural, regional, and other social identities have coexisted with national identities in various ways, and have occasionally challenged the notion of a unified nation or empire.
- political, economic, and religious developments have, in various ways, challenged and reinforced the idea of a unified Europe from 1450 to the present.
- overseas expansion, warfare, and international diplomacy have affected European's identification of themselves as members of national, cultural, regional, and transnational groups.

## **COURSE ESSENTIAL QUESTIONS**

- How have encounters between Europe and the wider world shaped both European and non-European culture, politics, and society?
- What are the causes and consequences of economic inequality?
- How have political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals have responded to such changes?
- How and why have political forms of European government changed over time?
- How and why have tensions arisen between the individual and society over the course of European history?
- How and why are national identities created, developed, and challenged?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

### Unit 1

- the revival of classical texts that led to new methods of scholarship and new values in both society and religion.
- the invention of printing that promoted the dissemination of new ideas.

- the visual arts that incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.
- the new concept of the sovereign state and secular systems of law that played a central role in the creation of new political institutions.
- economic change that produced new social patterns, while traditions of hierarchy and status persisted.
- population shifts and growing commerce that caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- the family as the primary social and economic institution of early modern Europe, taking several forms, including the nuclear family.

### Unit 2

- the invention of printing that promoted the dissemination of new ideas.
- the Protestant and Catholic Reformations that fundamentally changed theology, religious institutions, and culture.
- the religious reform that both increased state control of religious institutions and provided justifications for challenging state authority.
- conflicts among religious groups that overlapped with political and economic competition with and among states.
- population shifts and growing commerce that caused the expansion of cities, which often found their traditional political and social structures stressed by growth.
- the family remaining as the primary social and economic institution of early modern Europe, taking several forms, including the nuclear family.

### Unit 3

- the visual arts that incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.
- the new concept of the sovereign state and secular systems of law that played a central role in the creation of new political institutions.
- the competitive state system that led to new patterns of diplomacy and new forms of warfare.
- the competition for power between monarchs and corporate groups that produced different distributions of governmental authority in European states.
- the Protestant and Catholic Reformations that fundamentally changed theology, religious institutions, and culture.
- the religious reform that both increased state control of religious institutions and provided justifications for challenging state authority.
- conflicts among religious groups that overlapped with political and economic competition within and among states.
- economic change that produced new social patterns, while traditions of hierarchy and status persisted.
- the livelihood derived by most Europeans from agriculture and orienting their lives around the seasons, the village or the manor, although economic changes began to alter rural production and power.
- population shifts and growing commerce that caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- the family remaining as the primary social and economic institution of early modern Europe, taking several forms, including the nuclear family.

- popular culture, leisure activities, and rituals reflecting the persistence of folk ideas that reinforced and sometimes challenged communal ties and norms.

#### Unit 4

- the competition for power between monarchs and corporate groups that produced different distributions of governmental authority in European states.
- the religious reform that both increased state control of religious institutions and provided justifications for challenging state authority.
- the absolute monarchy established over the course of the 17<sup>th</sup> and 18<sup>th</sup> centuries in much of Europe.
- challenges to absolutism that resulted in alternative political systems.
- dynastic and state interests that, after 1648, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.

#### Unit 5

- rational and empirical thought that challenged traditional values and ideas.
- new public venues and print media that popularized Enlightenment ideas.
- new political and economic theories that challenged absolutism and mercantilism.
- the rational analysis of religious practices during the Enlightenment that led to natural religion and demand for religious toleration.
- the arts moving from the celebration of religious themes and royal power to an emphasis on private life and the public good.
- the challenge to Enlightenment values, while they dominated the world of European ideas, by the revival of public sentiment and feeling.

#### Unit 6

- the French Revolution, which posed a fundamental challenge to Europe's existing political and social order, and which resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises.
- the enthusiastic participation of women in the early phases of the Revolution, although, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.
- the inspiration for many of the Revolution's emphasis on equality and human rights; for others, what they condemned as the Revolution's violence and disregard for traditional authority.

#### Unit 7

- early modern Europe's development of a market economy that provided the foundation for its global role.
- the European-dominated world-wide economic network that contributed to the agricultural, industrial, and consumer revolutions in Europe.
- the small landholdings, low-productivity, agricultural practices, poor transportation, and adverse weather that in the 17<sup>th</sup> century limited and disrupted the food supply, causing periodic famines.
- the consumer revolution of the 18<sup>th</sup> century that was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.

- the family and private life that by the 18<sup>th</sup> century reflected new demographic patterns and the effects of the Commercial Revolution.
- the economic opportunities offered by cities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.
- the establishment of industrial dominance by Great Britain through the mechanization of textile production, iron and steel production, and new transportation systems.
- industrialization, following the British example, that took root in continental Europe, sometimes with state sponsorship.
- the industrial activity and industrial processes increased in scale and complexity in more areas of Europe during the Second Industrial Revolution (c. 1870-1914).

### Unit 8

- industrialization that promoted the development of new classes in the industrial regions of Europe.
- Europe's experience with rapid population growth and urbanization, leading to social dislocations.
- the Industrial Revolution's alteration, over time, of the family structure and relations for bourgeois and working-class families.
- the heightened consumerism developed as a result of the Second Industrial Revolution.
- the persistence of primitive agricultural practices and land-owning patterns leading some areas of Europe to lag in industrialization, while facing famine, debt, and land shortages.
- ideologies developed and taking root throughout society as a response to industrial and political revolutions.
- governmental responses to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.
- political movements and social organizations that responded to the problems of industrialization.

### Unit 9

- the economic, political, and cultural motivations driving European nations in their imperial ventures in Asia and Africa.
- the industrial and technological developments (e.g., the Second Industrial Revolution) facilitating European control of global empires.
- imperial endeavors significantly affecting society, diplomacy, and culture in Europe and creating resistance to foreign control abroad.

### Unit 10

- caused by a complex interaction of long and short-term factors, World War I's resulting immense losses and disruptions for both victors and vanquished.
- the conflicting goals of the peace negotiators in Paris pitting diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
- the widely held belief in progress characteristic of much of 19<sup>th</sup>-century thought that began to break down before World War I, the experience of the war intensifying a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.

- science and technology as yield of impressive material benefits but also cause of immense destruction and posed challenges to objective knowledge.
- the 20<sup>th</sup>-century's characterization as large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.
- the lives of women as defined by family and work responsibilities, economic changes, and feminism.

### Units 11 & 12

- the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement that resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.
- the Russian Revolution that created a regime based on Marxist-Leninist theory.
- the ideology of fascism, with roots in the pre- World War I era, that gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.
- the Great Depression, caused by weaknesses in international trade and monetary theories and practices, that undermined Western European democracies and fermented radical political responses throughout Europe.
- the widely held belief in progress characteristic of much of 19th-century thought that began to break down before World War I, the experience of war intensifying a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.
- the arts as defined during the 20<sup>th</sup> century by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.
- the 20<sup>th</sup>-century's characterization as large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.
- the lives of women as defined by family and work responsibilities, economic changes, and feminism.

### Unit 13

- the beginning of a Cold War, as World War II ended, between the liberal democratic West and the communist East, lasting nearly half a century.
- European nations, in response to the destructive impact of two world wars, that began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20<sup>th</sup> century.
- nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, that periodically disrupted the post-World War II peace.
- the process of decolonization occurring over the course of the 20<sup>th</sup> century with varying degrees of cooperation, interference, or resistance from European imperialist states.
- postwar economic growth that supported an increase in welfare benefits, yet with subsequent economic stagnation leading to criticism and limitation of the welfare state.
- Eastern European nations as defined by their relationship with the Soviet Union, oscillating between repression and limited reform until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

- science and technology as yield of impressive material benefits but also cause of immense destruction and posed challenges to objective knowledge.
- organized religion's continued role in European social and cultural life, despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.
- the 20<sup>th</sup>-century's characterization as large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.
- the lives of women as defined by family and work responsibilities, economic changes, and feminism.
- new voices gaining prominence in political, intellectual, and social discourse.

Students will be able to . . .

### Skill Type 1: Chronological Reasoning

#### Skill 1: Historical Causation

Compare causes and/or effects, including between short-term and long-term effects.

Analyze and evaluate the interaction of multiple causes and/or effects.

Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as by critiquing existing interpretations of cause and effect.

#### Skill 2: Patterns of Continuity and Change over Time

Analyze and evaluate historical patterns of continuity and change over time.

Connect patterns of continuity and change over time to larger historical processes or themes.

#### Skill 3: Periodization

Explain ways that historical events and processes can be organized within blocks of time.

Analyze and evaluate competing models of periodization of United States history.

### Skill Type 2: Comparison and Contextualization

#### Skill 4: Comparison

Compare related historical developments and processes across place, time, and/or different societies, or within one society.

Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

#### Skill 5: Contextualization

Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader

regional, national, or global processes occurring at the same time.

Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

### Skill Type III: Crafting Historical Arguments from Historical Evidence

#### Skill 6: Historical Argumentation

Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.

Construct convincing interpretations through analysis of disparate, relevant historical evidence.

Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

#### Skill 7: Appropriate Use of Relevant Historical Evidence

Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.

Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

### Skill Type IV: Historical Interpretation and Synthesis

#### Skill 8: Interpretation

Analyze diverse historical interpretations.

Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

#### Skill 9: Synthesis

Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

Apply insights about the past to other historical contexts or circumstances, including the present.

# COURSE SYLLABUS

**Course Name**

Advanced Placement / Early College Experience European History

**Level**

Advanced Placement

**Prerequisites**

Enrollment in grades 10-12

**Materials Required**

None

**General Description of the Course**

This course is a study of European history from antiquity to the present. Significant emphasis is given to topics in intellectual-cultural and socio-economic history as well as those in the more traditional political diplomatic spheres. Students will have the opportunity to analyze historical evidence. The course is conducted in a college-like fashion with similar expectations. Students who take the Advanced Placement exam offered in the spring and score successfully may be awarded college credit and/or placed in the next level of coursework, depending upon the college or university. It is recommended that students take the AP exam. Placement will be based on past performance, literacy profiles, and teacher recommendation. Students will be required to complete summer reading assignments prior to the course.

**Assured Assessments**

Formative and Summative Assessments (Units 1-13):

- Class discussion
- Historic document analysis
- Quizzes and tests aligned with Advanced Placement Examination
- Thesis-based writing using historical evidence
- Student self-assessment with writer's checklist and assignment-specific rubrics

**Core Text**

Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

## **UNIT 1**

### **The Emergence of Modern Europe & The Renaissance**

As the Middle Ages declined, Europe was transformed by a new period of economic, intellectual, artistic, and political advances.

#### **Unit Goals**

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.  |
| GEO 9-12.1   | Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.                                |
| GEO 9-12.4   | Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.                    |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |

INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

### **Unit Essential Question**

- How does historiography shape our perception of history?

### **Scope and Sequence**

- The Black Death: causes, reactions, various points of view, impact
- One Hundred Years' War: causes, major developments, outcomes
- Changes in the Church: Babylonian Captivity, Great Schism, impact on Church and Church authority
- Social unrest: Peasant uprisings, ethnic tensions
- Origins of the Renaissance: political, social, cultural, economic
- Changing society: race and slavery, role of the nobility, gender roles
- Intellectual and cultural changes: humanism, education, political thought, printing press, Christian humanism, art and artists, early scientific thought
- Italian vs. Northern Renaissance: political, economic, art and culture

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

#### Poverty and Prosperity (PP)

Students will analyze how the Commercial Revolution and the rise of the merchant class contributed to Europe's artistic and intellectual revival in the Renaissance.

- Students may participate in roundtable discussion and/or debate about the extent to which merchant families contributed to the development of the Renaissance.

#### Objective Knowledge and Subjective Reasoning (OS)

- Students may engage in literary analysis of intellectual works from the High Middle Ages on theological, political, and social topics; works may include "Condemnation of Errors"

by the University of Paris (1241), “Summa Theologiae” by St. Thomas Aquinas (1265-1274), “Treatise on Royal and Papal Power” by John of Paris (1302), “The Confession of Goliath” by the Archpoet (1160), and “The Decameron” by Giovanni Boccaccio (1352).

- Students may engage in literary analysis of intellectual works from the Renaissance on theological, political, and social topics, including analysis of humanist ideals/characteristics and the diversification into Christian Humanism, Civic Humanism, etc.; works may include “The Courtier” by Baldassare Castiglione, “Il Canzoniere” by Francesco Petrarch, “Il Decameron” by Giovanni Boccaccio, *The Prince* by Niccolo Machiavelli, *La Divina Comedia* by Dante Alighieri, “In Praise of Folly” by Desiderius Erasmus, “Utopia” by Sir Thomas More, *Doctor Faustus* by Christopher Marlowe, and *Hamlet* by William Shakespeare.

### Individual and Society (IS)

Students will analyze individual artistic, architectural, and technological innovations of the period displaying the transition to modern interpretations and depictions of European society.

- Students may analyze selected artistic and architectural works by Brunelleschi, Ghiberti, Lippi, Botticelli, Donatello, Rafael Sanzio, Michelangelo, da Vinci, van Eyck, Durer, van der Weyden.
- Students may participate in an in-class discussion on the continental (religious, social, political, economic) impact of Johannes Gutenberg’s printing press on European society.
- Students may participate in a simulated Renaissance fair with fashion, sports, music, philosophy, and leisure activities.

### **Resources**

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- “Condemnation of Errors” by the University of Paris (1241)
- “Summa Theologiae” by St. Thomas Aquinas (1265-1274)
- “Treatise on Royal and Papal Power” by John of Paris (1302)
- “The Confession of Goliath” by the Archpoet (1160)
- “The Decameron” by Giovanni Boccaccio (1352)
- “The Courtier” by Baldassare Castiglione
- “Il Canzoniere” by Francesco Petrarch
- “Il Decameron” by Giovanni Boccaccio
- *The Prince* by Niccolo Machiavelli
- *La Divina Comedia* by Dante Alighieri
- “In Praise of Folly” by Desiderius Erasmus
- “Utopia” by Sir Thomas More
- *Doctor Faustus* by Christopher Marlowe
- *Hamlet* by William Shakespeare
- Artistic works by Brunelleschi, Ghiberti, Lippi, Botticelli, Donatello, Rafael Sanzio, Michelangelo, da Vinci, van Eyck, Durer, and van der Weyden

### **Time Allotment**

- Approximately three weeks

## UNIT 2

### The Protestant Reformation

As Europe was intellectually and societally transformed during the Renaissance, the Catholic Church along with European society and politics became sharply divided by new theological concepts, ideas, and questioning.

#### Unit Goals

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| GEO 9-12.4   | Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.                    |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9-12.4   | Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.                           |
| INQ 9-12.7   | Evaluate the credibility of a source by examining how experts value the sources.   |

INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### **Unit Essential Questions**

- What were the causes of the Protestant and Catholic Reformations?
- What was the nature of each Reformation?
- How did changes in religious doctrine and practice affect society, culture, and ideas?

### **Scope and Sequence**

- State of the Church in the 16<sup>th</sup> century: corruption, ignorance, and abuse of power
- Origins of the Reformation: Christian humanism, Martin Luther, Zwingli
- Impact of the Reformation: social unrest, role of marriage and sexuality, political changes, Calvinism / other Protestant ideas, Catholic reforms, War of Religions, witch hunts

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer’s checklist and assignment-specific rubrics.

### Poverty and Prosperity (PP)

Students will analyze the Protestant Reformation's impact on and appeal to those of different socioeconomic classes.

- Students may participate in roundtable discussion and/or debate about the German peasants' revolt, or the appeal of Protestantism to specific professions.
- Students may engage in literary analysis of primary source documents; works may include "Twelve Articles of the Swabian Peasants" (1525), "Articles of the Peasants of Memmingham" (1525), and "On the Robbing and Murdering Hordes of Peasants" by Martin Luther (1525).
- Students may analyze scholarly journal articles on the economic effects of the Protestant Reformation.

### Objective Knowledge and Subjective Reasoning (OS)

Students will analyze differing theological arguments of the Catholic Church, Lutherans, Calvinists, Anabaptists, and other Protestant faiths.

- Students may participate in perspective-based discussion / simulation of a council of Reformation-era religious leaders.
- Students may engage in literary analysis of primary source documents; works may include "In Praise of Folly" by Desiderius Erasmus (1509), "Sermon on Indulgences" by Johann Tetzel (1517), "Sermon in Wittenberg" by Martin Luther (1517), "Disputation on the Power and Efficacy of Indulgences" (the 95 Theses) by Martin Luther (1517), "Exsurge Dominae" by Pope Leo X (1520), "Edict of Worms" issued by Charles V (1521), "Transcript of the Marburg Colloquy" between Martin Luther and Ulrich Zwingli (1529), "The Institutes of the Christian Religion" by John Calvin (1536), "On the Errors of the Trinity" by Michael Servetus (1531), and "The Schleitheim Confession" by Swiss Anabaptist leaders (1527).

### States and Other Institutions of Powers (SP)

Students will analyze the response of state and ecclesiastical institutions to the advent of Protestant thought and the emergence of diverse Protestant faiths.

- Students may participate in a simulation of the Diet of Worms and the excommunication of Martin Luther.
- Students may participate in a simulation of trials of the Calvinist Geneva Consistory.
- Students may participate in roundtable discussion and/or debate about the English Reformation and Act of Supremacy issued under King Henry VIII.

### **Resources**

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- "Twelve Articles of the Swabian Peasants" (1525)
- "Articles of the Peasants of Memmingham" (1525)
- "On the Robbing and Murdering Hordes of Peasants" by Martin Luther (1525)
- "In Praise of Folly" by Desiderius Erasmus (1509)
- "Sermon on Indulgences" by Johann Tetzel (1517)
- "Sermon in Wittenberg" by Martin Luther (1517)
- "Disputation on the Power and Efficacy of Indulgences" (the 95 Theses) by Martin Luther (1517)

- “Exsurge Dominae” by Pope Leo X (1520)
- “Edict of Worms” issued by Charles V (1521)
- “Transcript of the Marburg Colloquy” between Martin Luther and Ulrich Zwingli (1529)
- “The Institutes of the Christian Religion” by John Calvin (1536)
- “On the Errors of the Trinity” by Michael Servetus (1531)
- “The Schleitheim Confession” by Swiss Anabaptist leaders (1527)

**Time Allotment**

- Approximately two weeks

## **UNIT 3**

### **The Age of Religious Wars**

A new era of modern intellectual thought that brought new Protestant religions resulted in a struggle for rights and recognition from the Catholic Church, leading to violent struggles that eventually evolved into political conflicts.

#### **Unit Goals**

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9-12.4   | Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.                           |
| INQ 9-12.7   | Evaluate the credibility of a source by examining how experts value the sources.   |
| INQ 9-12.8   | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.   |

INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **Unit Essential Questions**

- What were the causes of the religious violence that followed the Protestant Reformation?
- What impact did the religious wars have on the relationship between church and state and the balance of power?

### **Scope and Sequence**

- Impact of Wars of Religion: causes and impact of Wars of Religion in France, Spain, and England

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer’s checklist and assignment-specific rubrics.

### **States and Other Institutions of Powers (SP)**

- Students may participate in roundtable discussion and/or debate about one or more of the following topics: the evolution and nature of warfare, the rise of fighting for political purposes in place of religious purposes, and the place of the Thirty Years’ War in modern history.

### **Resources**

#### **Core**

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

### Supplemental

- Eyewitness account of the St. Bartholomew's Day Massacre
- "Destruction of Magdeburg" by Otto von Guericke
- "Les Grandes Miseries de la Guerre" by Jacques Callot
- "The Treaty of Munster"
- "The Peace of Augsburg"
- "The Edict of Nantes"
- "The Treaty of Westphalia"
- "Against the Spanish Armada" by Elizabeth I

### **Time Allotment**

- Approximately one week

## UNIT 4

### The Formation of the Modern State (Absolutism & Constitutionalism)

As Europe emerged from the Wars of Religion, modernized nation states began to form with extensive bureaucratic institutions, uniform legal codes, and centralized governance.

#### Unit Goals

At the completion of this unit, students will:

- |              |   |
|--------------|---|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                   |
| HIST 9-12.2  | Analyze change and continuity in historical eras.   |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.  |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.   |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.   |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.   |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.                                       |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.                                   |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.  |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                     |
| GEO 9-12.1   | Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.                     |
| GEO 9-12.4   | Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.         |

INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **Unit Essential Questions**

- How did the nation-states of Spain, England, and France evolve during the time of the formation of the modern state?
- What factors led to the rise of absolutism in France in the 17<sup>th</sup> century?
- How did the monarchs of France and England address the competition for power in their respective countries?
- How and why did constitutionalism triumph in England in the 17<sup>th</sup> century, but not in France?

## Scope and Sequence

- The Thirty Years' War: causes and outcomes
- Development of absolutism in Western Europe: France, Spain, Austria, and Prussia
- Development of constitutionalism: England and the Dutch Republic
- Development of absolutism in Eastern Europe: Russia and the Ottoman Empire

### Assured Assessments

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### Interaction of Europe and the World (INT)

Students will analyze the development of overseas colonial empires by European monarchies and the utilization of mercantilist policies that strengthened absolutist states.

- Students may participate in roundtable discussion and/or a student document-based research session about the impact of French finance minister Jean Baptiste Colbert's economic policies and the application of colonial mercantilism that strengthened the monarchy of King Louis XIV.

### Poverty and Prosperity (PP)

Students will analyze the methods by which differing governmental systems (absolutist states and constitutional states) promoted national economic growth.

- Students may participate in roundtable discussion and/or debate comparing and contrasting the extent to which absolutist and constitutional states intervened in economic activity, and evaluating the impact of their respective policies.

### States and Other Institutions of Powers (SP)

Students will analyze the common patterns in the development of both absolutist and constitutional states in Europe during the 17<sup>th</sup> and 18<sup>th</sup> centuries and evaluate the impact of the policies pursued under both governmental systems.

- Students may participate in roundtable discussion about the impact of the Thirty Years' War on the dynastic rivalries between European absolutist states.
- Students may engage in primary source analysis of the role of Cardinal Richelieu in the formation of the French absolutist state during the 17<sup>th</sup> century; works may include "Assessment of the French State" by Cardinal Richelieu (1624), "Royal Edict of 1626: Order for the Demolition of Feudal Castles" issued by King Louis XIII (1626), and "Letters Patent Establishing the French Academy" issued by King Louis XIII (1635).
- Students may engage in a small-group decision-making activity on the steps taken by Cardinal Mazarin and King Louis XIC to solidify the absolute authority of the French monarchy.
- Students may participate in roundtable discussion and/or debate about the impact of King Louis XIV's reign on the French state, society, religious minorities, and economy.
- Students may participate in roundtable discussion and/or debate about the policies of King Charles I and Parliamentary leaders in the development of the 17<sup>th</sup>-century English Civil War.

- Students may engage in analysis of critical primary sources following the English Civil War that created the foundations for a constitutional state with limited monarchy; works may include “The Declaration of Right” issued by the English Parliament (1689).

## **Resources**

### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

### Supplemental

- “Assessment of the French State” by Cardinal Richelieu (1624)
- “Royal Edict of 1626: Order for the Demolition of Feudal Castles” issued by King Louis XIII (1626)
- “Letters Patent Establishing the French Academy” issued by King Louis XIII (1635)
- “The Declaration of Right” issued by the English Parliament (1689)

### **Time Allotment**

- Approximately two weeks

## **UNIT 5**

### **The Enlightenment and the Scientific Revolution**

As Europe emerged from the Renaissance, a revolutionary period of scientific, political, and philosophical inquiry developed, laying the foundations for later secularization and liberalization of European society and politics.

#### **Unit Goals**

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.  |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9-12.4   | Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.                           |
| INQ 9-12.7   | Evaluate the credibility of a source by examining how experts value the sources.   |

INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### Unit Essential Questions

- In what ways and to what extent did new scientific thinking challenge traditional sources of authority, such as the classics and religious texts and institutions?
- How did the Scientific Revolution alter European culture, ideas, society, economics, and politics?
- In what ways and to what extent did the Enlightenment *philosophes* and rulers put into practice the principles of the Scientific Revolution in reforming society and politics?
- What new religious attitudes developed during the Enlightenment?

### Scope and Sequence

- New ideas: Locke, Baroque to Rococo, scientific thinking and the Enlightenment
- Enlightened absolutism: Prussia, Austria, and Russia

### Assured Assessments

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### Objective Knowledge and Subjective Reasoning (OS)

Students will analyze the development of new scientific theories along with revolutionary political and social philosophy and evaluate their impact on European society and politics.

- Students may participate in a simulation of the trial of Galileo Galilei for violating the papal injunction on giving equal weight to the geocentric and heliocentric models of the universe in any publications.
- Students may participate in roundtable discussion, utilizing primary and scholarly documents, about the development of the Scientific Revolution; works may include

“Epistle Dedicatory to King James I of England” by Francis Bacon (17th century), “Aphorism on the Interpretation of Nature and the Empire of Man” by Francis Bacon (17th century), and “The Mathematical Principles of Natural Philosophy” by Sir Isaac Newton (1687).

- Students may engage in comparative literary analysis of the development of classical political liberalism; works may include “Leviathan” by Thomas Hobbes (1651) and “Two Treatises of Government” by John Locke (1689).
- Students may participate in a debate about the competing theories of John Locke and Thomas Hobbes on the social contract and the collective rights of the citizenry.
- Students may engage in comparative literary analysis of critical Enlightenment philosophical theories; works may include “Meditations on First Philosophy” by Rene Descartes (1641), “Essay Concerning Human Understanding” by John Locke (1690), “The Critique of Pure Reason” and “What is Enlightenment?” by Immanuel Kant (1781 and 1784 respectively), “Encyclopedie” (excerpts) by Denis Diderot (1765), “The Persian Letters” and “The Spirit of the Laws” by Baron de Montesquieu (1721 and 1748 respectively), “A Dissertation on the Origin and Foundation of Inequality of Mankind” and “Du Contrat Social” by Jean Jacques Rousseau (1755 and 1763 respectively), and “Letter to M. le Riche,” “Essay on Laws,” and “Letter No. 10 on the English Government” by Voltaire (1770).
- Students may participate in a simulation of an Enlightenment salon comprised of students representing the philosophical views of specific Enlightenment thinkers (Voltaire, Baron de Montesquieu, Jean Jacques Rousseau, Mary Wollstonecraft, Immanuel Kant, Denis Diderot, etc.).
- Students may engage in literary analysis evaluating the contributions of critical female authors to the Enlightenment, and the treatment and role of women during the period; works may include “Description of Jule de Lespinasse” by Baron de Grimm (c. 18<sup>th</sup> century), “Description of Madame Geoffrin” by Jean le Rond d’Alembert (c. 18<sup>th</sup> century), and “Vindication of the Rights of Women” by Mary Wollstonecraft (1792).
- Students may participate in roundtable discussion and/or debate about the efficacy of the policies of the enlightened despots of the 18<sup>th</sup> century.

## **Resources**

### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

### Supplemental

- “Epistle Dedicatory to King James I of England” by Francis Bacon (17th century).
- “Aphorism on the Interpretation of Nature and the Empire of Man” by Francis Bacon (17th century)
- “The Mathematical Principles of Natural Philosophy” by Sir Isaac Newton (1687)
- “Leviathan” by Thomas Hobbes (1651)
- “Two Treatises of Government” by John Locke (1689)
- “Meditations on First Philosophy” by Rene Descartes (1641)
- “Essay Concerning Human Understanding” by John Locke (1690)
- “The Critique of Pure Reason” (1781)
- “What is Enlightenment?” by Immanuel Kant (1784).
- “Encyclopedie” (excerpts) by Denis Diderot (1765)

- “The Persian Letters” and “The Spirit of the Laws” by Baron de Montesquieu (1721 and 1748 respectively)
- “A Dissertation on the Origin and Foundation of Inequality of Mankind” and “Du Contrat Social” by Jean Jacques Rousseau (1755 and 1763 respectively)
- “Letter to M. le Riche” and “Essay on Laws” and “Letter No. 10 on the English Government” by Voltaire (1770)
- “Description of Jule de Lespinasse” by Baron de Grimm (c. 18th century)
- “Description of Madame Geoffrin” by Jean le Rond d’Alembert (c. 18th century)
- “Vindication of the Rights of Women” by Mary Wollstonecraft (1792)

**Time Allotment**

- Approximately two weeks

## **UNIT 6**

### **The French Revolution and Napoleonic Era**

Based on the enlightened call for the Rights of the Individual as well as the responsibility of the Government to respond to the needs of the Governed, the French Revolution was a true example of the “Anatomy of a Revolution.”

#### **Unit Goals**

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.  |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.   |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                                |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |

INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### Unit Essential Questions

- What were the causes and consequences of economic and social inequality giving rise to the French Revolution?
- In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
- How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?

- How did civil institutions develop apart from governments, and what impact have they had on European states?
- What forms have European governments taken, and how have these changed over time?
- How and why have the status of specific groups within society changed over time?

### **Scope and Sequence**

- Causes of the French Revolution: social structure, the American Revolution, financial crisis, actions of the monarchy, new ideas
- First phase of the French Revolution (1789-1791): causes, major actions, conclusion
- Second phase of the French Revolution (1791-1799): foreign response, outbreak of war, Reign of Terror, Thermidorian Reaction, Formation of the Directory
- Third phase: Napoleonic Era (1799-1815): rise to power, impact on France, impact on Europe, and end of Napoleon's reign
- Romanticism: literature, art, music

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### States and Other Institutions of Powers (SP)

- Students may participate in interactive activities including, but not limited to: a Mock Trial of King Louis XVI, a Congress of Vienna simulation, and an Ugly French Revolution Sweater Contest.
- Students may participate in roundtable discussion, debate, and/or activities focused on primary sources; works may include "What Is the Third Estate?" by Abbe Sieyes (1789), "Le Cahiers" (1789), "Declaration on the Rights of Woman and Citizen" by Olympe de Gouges (1791), "Vindication of the Rights of Women" by Mary Wollstonecraft (1792), "Terror and Virtue" by Robespierre (1794), "Declaration of the Rights of Man and Citizen" (1789), "The Constitution of 1791," "Levée en masse" (1793) "The Brunswick Manifesto" (1792), "The Civil Constitution of the Clergy" (1790), eyewitness accounts of the deaths of Robespierre, Danton, Marie Antoinette, King Louis XVI, and firsthand accounts of other events during the era.
- Students may read and discuss excerpts of *The Anatomy of Revolution* by Crane Brinton (1938).

### **Resources**

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- "What is the Third Estate?" by Abbe Sieyes (1789)
- "Le Cahiers" (1789)
- "Declaration on the Rights of Woman and Citizen" by Olympe de Gouges (1791)
- "Vindication of the Rights of Women" by Mary Wollstonecraft (1792)
- "Terror and Virtue" by Robespierre (1794)

- “Declaration of the Rights of Man and Citizen” (1789)
- “The Constitution of 1791”
- “Levée en masse” (1793)
- “The Brunswick Manifesto” (1792)
- “The Civil Constitution of the Clergy” (1790)
- *The Anatomy of Revolution* (excerpts) by Crane Brinton (1938)

**Time Allotment**

- Approximately three weeks

## UNIT 7

### The Industrial Revolution

With the development of the agricultural revolution and economic liberalism, the British Industrial Revolution altered Western and Central European economic, social, and political life.

#### Unit Goals

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.  |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.   |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                                |
| GEO 9-12.1   | Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.                                |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9-12.4   | Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.                           |
| INQ 9-12.7   | Evaluate the credibility of a source by examining how experts value the sources.   |

- INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9-12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- INQ 9-12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

### **Unit Essential Questions**

- How has capitalism developed as an economic system?
- What were the causes and consequences of economic and social inequality after the French Revolution?
- How did individuals, groups, and the state respond to such economic and social inequality?

### **Scope and Sequence**

- Factors necessary for the Industrial Revolution: technology, geography, changing ideas, role of government
- The New Industrial Europe: England vs. Continental Europe, corporate banking, new social classes, factor work, workers

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer’s checklist and assignment-specific rubrics.

### Poverty and Prosperity (PP)

Students will analyze how the development of laissez-faire capitalism resulted in both rapid industrialization and prosperity, along with extensive urban poverty amongst the working poor.

- Students may engage in literary analysis of primary source documents showing the early impact of new industrial technology on traditional manufacturing processes; works may include “Leeds Woolen Workers Petition” (1786), “Letter from the Leeds Cloth Merchants” (1791), and “First Hand Account of the Loss of Woolen Spinning” (1794).

### Objective Knowledge and Subjective Reasoning (OS)

Students will analyze and evaluate the differing economic and social arguments of leading theorists of the Industrial Revolution.

- Students may participate in literary analysis, roundtable discussion, and/or debate about the theories of Thomas Malthus and David Ricardo.
- Students may participate in literary analysis, roundtable discussion, and/or debate about the competing economic ideologies promoted by Adam Smith and Karl Marx; works may

include “On the Wealth of Nations” by Adam Smith (1776) and “Das Kommunistisch Manifest (The Communist Manifesto)” by Karl Marx and Friedrich Engels (1848).

### States and Other Institutions of Power (SP)

Students will evaluate the early responses of states and other social institutions to the initial social, environmental, and demographic challenges posed by rapid industrialization and urbanization.

- Students may participate in roundtable discussion and/or perspective-based discussion about the impact of rapid industrialization in early Manchester, England.
- Students may engage in document analysis of early pro-reform documents of 19<sup>th</sup>-century England; works may include “The Chartist People’s Petition” by William Lovett and Francis Place (1838) and “The Factory Act of 1833” issued by the British Parliament.

### **Resources**

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- “Leeds Woolen Workers Petition” (1786)
- “Letter from the Leeds Cloth Merchants” (1791)
- “First Hand Account of the Loss of Woolen Spinning” (1794)
- “On the Wealth of Nations” by Adam Smith (1776)
- “Das Kommunistische Manifest (The Communist Manifesto)” by Karl Marx and Friedrich Engels (1848)
- “The Chartist People’s Petition” by William Lovett and Francis Place (1838)
- “The Factory Act of 1833” issued by the British Parliament

### **Time Allotment**

- Approximately two weeks

## **UNIT 8**

### **The “Long” 19<sup>th</sup> Century (Society, Ideologies, and Upheavals)**

With the advent of the Industrial Revolution, European society and politics saw dramatic change.

#### **Unit Goals**

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |
| INQ 9-12.4   | Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.                           |
| INQ 9-12.7   | Evaluate the credibility of a source by examining how experts value the sources.   |
| INQ 9-12.8   | Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.   |

INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **Unit Essential Questions**

- How has the organization of society changed as a result of or in response to the development and spread of capitalism?
- How did individuals, groups, and the state respond to ongoing economic and social inequality?

### **Scope and Sequence**

- Restoring order: Congress of Vienna, Holy Alliance, Conservatism
- Challenges to old order: Liberalism, Nationalism, Utopian Socialism, Marxist Socialism
- Reforms and revolutions 1815-1847: Greece, Great Britain, Ireland, France
- Romanticism: literature, art, music

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### **Poverty and Prosperity (PP)**

Students will evaluate the extent to which the dichotomy of poverty and prosperity brought on by industrialization became a driving force for revolutionary activity throughout the 19<sup>th</sup> century.

- Students may participate in roundtable discussion and/or debate about the 1848 revolutions in France, German states (primarily Prussia), and Austria-Hungary due to socioeconomic and political inequality and lack of state responsiveness to the needs of the citizenry.

- Students may participate in roundtable discussion and/or analysis of the 1871 revolutionary Paris Commune as a result of economic and political desperation during the Second Industrial Revolution and lack of responsiveness by the French national government.

#### States and Other Institutions of Power (SP)

Students will analyze and evaluate state response to demands for political and economic reforms throughout the 19<sup>th</sup> century, along with state responses to episodic domestic unrest and/or humanitarian crisis.

- Students may participate in roundtable discussion and/or debate about the 1848 revolutions in France, German states (primarily Prussia), and Austria-Hungary due to socioeconomic and political inequality and lack of state responsiveness to the needs of the citizenry.
- Students may participate in roundtable discussion and/or analysis of the 1871 revolutionary Paris Commune as a result of economic and political desperation during the Second Industrial Revolution and lack of responsiveness by the French national government.
- Students may engage in document analysis evaluating the British state response to the Irish Famine of the early 1840s, with particular emphasis on evaluating claims that lack of responsiveness constituted an indirect genocide.
- Students may engage in document analysis evaluating the extent to which the unified German and Italian governments formed under Otto von Bismarck and Camilo de Cavour, respectively, extended liberalized reforms to the German and Italian citizenry.

#### Individual and Society (IS)

Students will analyze the alterations to European society throughout the 19<sup>th</sup> century resulting from industrialization, and evaluate how and the extent to which these alterations impacted individuals of different social classes, ethnicities, genders, and professions.

- Students may engage in primary and scholarly document analysis and discussion of growth of anti-Semitism in Europe, specifically Germany and France, during the late 19<sup>th</sup> century as a result of rapid economic and social alterations brought on by the Second Industrial Revolution (roughly 1870-1900); works may include “A State Within a State” by Johann Gottlieb Fichte, *The Rise of Political Anti-Semitism in Germany and Austria* (excerpts) by historian Peter Pulzer (1988), *The Crisis of German Ideology* (excerpts) by historian George Mosse (1998), “Jewry in Music” by Richard Wagner (1850), “The Victory of Judaism over Germandom” by Wilhelm Marr (1879), “The Question of the Jew Is a Question of Race” by Karl Eugen Deuhring (1881), and “The Racists’ Decalogue” by Theodor Fritsch (1883).
- Students may engage in document- and image-based analysis lessons related to 19<sup>th</sup>-century Romanticism and late 19<sup>th</sup>-century Impressionism to evaluate individual artistic responses to the changing physical and social landscape of Europe as a result of industrialization; works may include “Einleitung in die Propylaen” by Johann Wolfgang von Goethe (1830), “The Charge of the Light Brigade” by Alfred, Lord Tennyson (1880), and “The Isles of Greece” by Lord Byron (1819).
- Students may engage in a document-based lesson related to the development of Victorian-era society and culture and its highly nuanced social hierarchy.
- Students may participate in roundtable discussion and/or debate about the legacy of industrialization during the 19<sup>th</sup> century and its effects on differing groups within European society (ethnic/religious minorities, women, the working class, the new middle

class, traditional elites, etc.).

## **Resources**

### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

### Supplemental

- “A State Within a State” by Johann Gottlieb Fichte
- *The Rise of Political Anti-Semitism in Germany and Austria* (excerpts) by Peter Pulzer (1988)
- *The Crisis of German Ideology* (excerpts) by George Mosse (1998)
- “Jewry in Music” by Richard Wagner (1850)
- “The Victory of Judaism over Germandom” by Wilhelm Marr (1879)
- “The Question of the Jew Is a Question of Race” by Karl Eugen Deuhring (1881)
- “The Racists’ Decalogue” by Theodor Fritsch (1883)
- “Einleitung in die Propylaen” by Johann Wolfgang von Goethe (1830)
- “The Charge of the Light Brigade” by Alfred, Lord Tennyson (1880)
- “The Isles of Greece” by Lord Byron (1819)

## **Time Allotment**

- Approximately five weeks

## UNIT 9

### The Age of Imperialism

During the 19<sup>th</sup> century, European nations began looking outside the continent for labor and natural resources, as well as for opportunities for political and economic expansion, resulting in a competitive era that included the mistreatment of natives and increased tensions among European nations that eventually contributed to global war.

#### Unit Goals

At the completion of this unit, students will:

- |              |   |
|--------------|---|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                   |
| HIST 9-12.2  | Analyze change and continuity in historical eras.   |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.  |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.   |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.   |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.   |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.                                       |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.                                   |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.  |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                     |
| GEO 9-12.1   | Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.                     |

GEO 9-12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **Unit Essential Questions**

- Why have Europeans sought contact and interaction with other parts of the world?
- What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?
- What impact has contact with Europe had on non-European societies?

### **Scope and Sequence**

- Western imperialism 1880-1914: “old” vs. “new” imperialism, motivation for imperialism, scramble for Africa and Asia
- Impact of and response to imperialism: Europe, Asia, and Africa

### **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using

historical evidence, and student self-assessment with writer’s checklist and assignment-specific rubrics.

### Interaction of Europe and the World (INT)

Students will participate in roundtable discussion and/or debate about the merits and problems surrounding European imperialism, using a variety of primary and secondary sources.

- Primary sources may include “On French Colonial Expansion” by Jules Ferry (1884), “On Colonies and Colonization” by John Stuart Mill (1848), “The White Man’s Burden” by Rudyard Kipling (1899), *Heart of Darkness* (excerpts) by Joseph Conrad (1899), “Shooting an Elephant” by George Orwell (1936), “Letter to Queen Victoria” by Commissioner Lin (1839), and “German Interests in China” by Kaiser Wilhelm II (1900).
- Secondary sources may include “Imperialism” by John A. Hobson (1902), “Imperialism, the Highest Stage of Capitalism” by Vladimir Lenin (1917), and “The Sociology of Imperialism” by Joseph A. Schumpeter (1918).

### **Resources**

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- “On French Colonial Expansion” by Jules Ferry (1884)
- “On Colonies and Colonization” by John Stuart Mill (1848)
- “The White Man’s Burden” by Rudyard Kipling (1899)
- *Heart of Darkness* (excerpts) by Joseph Conrad (1899)
- “Shooting an Elephant” by George Orwell (1936)
- “Letter to Queen Victoria” by Commissioner Lin (1839)
- “German Interests in China” by Kaiser Wilhelm II (1900).
- “Imperialism” by John A. Hobson (1902)
- “Imperialism, the Highest Stage of Capitalism” by Vladimir Lenin (1917)
- “The Sociology of Imperialism” by Joseph A. Schumpeter (1918)

### **Time Allotment**

- Approximately one week

## **UNIT 10**

### **World War I and the Russian Revolution**

As Europe entered the 20<sup>th</sup> century, the confluence of international political and ethnic rivalries, militarism, and rising nationalism resulted in a catastrophic global conflict with far-reaching national, economic, territorial, and social effects. The First World War also provided the final impetus leading to the Russian Revolution, which significantly altered the course of European history and international relations until the late 20<sup>th</sup> century.

#### **Unit Goals**

At the completion of this unit, students will:

- |              |   |
|--------------|---|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                   |
| HIST 9-12.2  | Analyze change and continuity in historical eras.   |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.  |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.   |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.   |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.   |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.                                       |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.                                   |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.  |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                     |
| GEO 9-12.1   | Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.                     |

GEO 9-12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## Unit Essential Questions

- How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?
- How did the concept of a balance of power emerge, develop, and eventually become institutionalized?
- How and why did Europeans come to value subjective interpretations of reality?
- How and why have tensions arisen between the individual and society over the course of European history?

## Scope and Sequence

- World War I: causes, major events/turning points, modern warfare, outcome, impact
- Russian Revolution: causes, stages, outcome
- Revolution in Austria-Hungary and Germany: causes, outcomes

## Assured Assessments

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### Interaction of Europe and the World (INT)

Students will evaluate the extent to which international imperial rivalry contributed to the First World War and how the war's resolution via the Treaty of Versailles affected foreign territories under European control.

- Students may participate in a lesson on and discussion of the role of European imperialism in the rising tensions that led to the First World War in 1914.
- Students may engage in document-based analysis of the Treaty of Versailles along with utilization of global post-World War I maps to evaluate the extent to which the post-war settlement affected international territories under European control or mandate both territorially and politically.

### Poverty and Prosperity (PP)

Students will analyze how issues of domestic poverty and dissatisfaction prompted socialist and communist revolutions in Central and Eastern Europe during the First World War.

- Students may participate in a document-based lesson on the failed communist Spartacist Revolution within Germany at the close of the First World War; works may include "The War and the Workers – the Junius Pamphlet" by Rosa Luxemburg (1916).
- Students may participate in roundtable discussion and/or debate about the development of and justifications for the Russian Revolution of 1917 during the First World War as a result of long-term industrial poverty, lack of state responsiveness to popular desire for reform, and the strains of total war and extensive losses of Russian soldiers.

### States and Other Institutions of Power (SP)

Students will analyze the policies of European states with respect to the development and conduct of the First World War and the Russian Revolution.

- Students may participate in roundtable discussion, debate, and/or simulation related to the July Crisis that precipitated the First World War and its origins in failures by European statesmen throughout the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.
- Students may engage in literary analysis of primary source documents showing various impacts of total war policies on European populations during the First World War; works may include “The War and the Workers – the Junius Pamphlet” by Rosa Luxemburg (1916), various British, French, German and Russian propaganda posters (c. 1914 to 1918), “Proclamation of the Irish Republic” issued by the Irish Provisional Government (1916), “Letter to Viscount Bryce on the Treatment of Armenians in the Ottoman Empire” by Hal Fischer (1916), “War Sonnets” by Rupert Brooke (1914-1918), “In Flanders Field” by John McCrae (1919), and “The Day He Went” by Helena Coleman (1917).
- Students may participate in roundtable discussion and/or debate about the development of and justifications for the Russian Revolution of 1917 during the First World War as a result of long-term industrial poverty, lack of state responsiveness to popular desire for reform, and the strains of total war and extensive losses of Russian soldiers.

### Individual and Society (IS)

Students will analyze how the relationship between the individual and society and the states changed as a result of the First World War and the Russian Revolution of 1917.

- Students may engage in document-based analysis of societal, cultural, and political responses to the strains of total war policies during World War I; works may include “The War and the Workers - the Junius Pamphlet” by Rosa Luxemburg (1916), various British, French, German and Russian propaganda posters (c. 1914 to 1918), “Proclamation of the Irish Republic” issued by the Irish Provisional Government (1916), “Letter to Viscount Bryce on the Treatment of Armenians in the Ottoman Empire” by Hal Fischer (1916), “War Sonnets” by Rupert Brooke (1914-1918), “In Flanders Field” by John McCrae (1919), and “The Day He Went” by Helena Coleman (1917).
- Students may engage in document-based analysis, roundtable discussion, and/or debate about the impact of Stalinist policies, resulting from the Russian Revolution of 1917, on Soviet individuals and society.

### **Resources**

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- “The War and the Workers - the Junius Pamphlet” by Rosa Luxemburg (1916)
- various British, French, German and Russian propaganda posters (c. 1914 to 1918)
- “Proclamation of the Irish Republic” issued by the Irish Provisional Government (1916)
- “Letter to Viscount Bryce on the Treatment of Armenians in the Ottoman Empire” by Hal Fischer (1916)
- “War Sonnets” by Rupert Brooke (1914-1918)
- “In Flanders Field” by John McCrae (1919)
- “The Day He Went” by Helena Coleman (1917)

### **Time Allotment**

- Approximately two weeks

## UNIT 11

### The Age of Anxiety (Interwar Period)

The horrors of the “Great War” impacted the economic, intellectual, political, and cultural institutions of Europe, culminating in a world-wide Depression, new theories in the fields of physics and psychology, the rise of totalitarian dictators, and literary and artistic innovations heavily influenced by the disillusioned “lost generation.”

#### Unit Goals

At the completion of this unit, students will:

- |              |  |
|--------------|--|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                              |
| HIST 9-12.2  | Analyze change and continuity in historical eras.  |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.            |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.   |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.  |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.  |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.  |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.   |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                                |
| INQ 9-12.2   | Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. |

INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **Unit Essential Questions**

- What were the causes and consequences of economic and social inequality following World War I?
- In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
- How and why did Europeans come to value subjective interpretations of reality?
- How has the organization of society changed as a result of or in response to the development and spread of capitalism?

### **Scope and Sequence**

- Modern thought: philosophy, psychology, literature, art, architecture, music
- Mass culture: consumer society, new technology, impact
- Search for political stability: new governments, treaties and other acts of diplomacy, United States involvement
- Economic depression: causes, impact, responses
- Rise of totalitarian states: fascism vs. communism, causes, actions taken, objectives, stages of development, impact

## **Assured Assessments**

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### Objective Knowledge and Subjective Visions (OS)

- Students may participate in roundtable discussion and/or debate about the effects of the Treaty of Versailles and its impact on the global economy, as well as newly-created international organizations, conferences, and agreements.
- Students may analyze the conditions that led to the rise of totalitarian dictators in Italy, Germany, and the Soviet Union, demonstrating knowledge of the common and disparate characteristics of the totalitarian regimes.
- Students may discuss the Cult of Personality and the use of mass media propaganda in totalitarian dictator subjugation.
- Students may examine art and literature for the impact of the “lost generation” and the general period of disillusionment.
- Sources may include “The Decline of the West” by Oswald Spengler (1918), *Brave New World* (excerpts) by Aldous Huxley (1931), “The Idea of a League of Nations” by H.G. Wells (1919), “The Kellogg-Briand Pact” (1928), “The League of Nations Covenant” (1919), “Civilization & Die Weltanschauung” by Sigmund Freud (1918), “On European Civilization and the European Mind” by Paul Valery (1919), *The Economic Consequences of the Peace* (excerpts) by John Maynard Keynes (1919), “The Treaty of Versailles” (1919), “What Is Fascism?” by Benito Mussolini (1932), *Mein Kampf* (excerpts) and various speeches by Adolf Hitler (c. 1926), “The Barmen Declaration” (1934), “Why the German Republic Fell” by Bruno Heilig (1938), “The Locarno Pact” (1925), “The Dawes Plan” (1924), “Representation of the People Act” (1918), *Thus Spoke Zarathustra* (excerpts) by Friedrich Nietzsche (1883-1891), “The Wasteland” by T.S. Eliot (1922), *Animal Farm* by George Orwell (1945), “Guernica” by Pablo Picasso (1937), “Fountain” by Marcel Duchamp (1917), “The Absurd Man” by Albert Camus (1942), and various works by Salvador Dali (c. 1910-1983).

## **Resources**

### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

### Supplemental

- “The Decline of the West” by Oswald Spengler (1918)
- *Brave New World* (excerpts) by Aldous Huxley (1931)
- “The Idea of a League of Nations” by H.G. Wells (1919)
- “The Kellogg-Briand Pact” (1928)
- “The League of Nations Covenant” (1919)
- “Civilization & Die Weltanschauung” by Sigmund Freud (1918)
- “On European Civilization and the European Mind” by Paul Valery (1919)
- *The Economic Consequences of the Peace* (excerpts) by John Maynard Keynes (1919)
- “The Treaty of Versailles” (1919)
- “What Is Fascism?” by Benito Mussolini (1932)
- *Mein Kampf* (excerpts) and various speeches by Adolf Hitler (c. 1926)

- “The Barmen Declaration” (1934)
- “Why the German Republic Fell” by Bruno Heilig (1938)
- “The Locarno Pact” (1925)
- “The Dawes Plan” (1924)
- “Representation of the People Act” (1918)
- *Thus Spoke Zarathustra* (excerpts) by Friedrich Nietzsche (1883-1891)
- “The Wasteland” by T.S. Eliot (1922)
- *Animal Farm* by George Orwell (1945)
- “Guernica” by Pablo Picasso (1937)
- “Fountain” by Marcel Duchamp (1917)
- “The Absurd Man” by Albert Camus (1942)
- various works by Salvador Dali (c. 1910-1983)

### **Time Allotment**

- Approximately two weeks

## **UNIT 12**

### **World War II**

The Age of Anxiety brought to power several fascist dictators who capitalized on economic despair, disgruntlement with the current political structures, anger with the Paris Peace Conference, and general unhappiness. These totalitarian rulers attempted (with varying degrees of success) to expand their rule – in the name of nationalism. They utilized very harsh and, at times, evil methods to achieve their goal, leading to an all-out global war. This eventually led to the use of atomic weapons, which in turn led to the Cold War.

#### **Unit Goals**

At the completion of this unit, students will:

- |              |   |
|--------------|---|
| HIST 9-12.1  | Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.                   |
| HIST 9-12.2  | Analyze change and continuity in historical eras.   |
| HIST 9-12.3  | Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. |
| HIST 9-12.6  | Analyze the ways in which the perspectives of those writing history shaped the history that they produced.  |
| HIST 9-12.9  | Analyze the relationship between historical sources and the secondary interpretations made from them.   |
| HIST 9-12.12 | Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.   |
| HIST 9-12.15 | Distinguish between long-term causes and triggering events in developing a historical argument.   |
| HIST 9-12.16 | Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.                                       |
| ECO 9-12.1   | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.                                   |
| ECO 9-12.3   | Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.  |
| ECO 9-12.5   | Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.                     |
| GEO 9-12.1   | Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.                     |

GEO 9-12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### **Unit Essential Questions**

- How did the concept of a balance of power emerge, develop, and eventually become institutionalized?
- How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?
- How and why did Europeans come to value subjective interpretations of reality?
- How and why have the status of specific groups within society changed over time?

## Scope and Sequence

- World War II: causes, major events/turning points, modern warfare, outcome, impact

### Assured Assessments

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

### Interaction of Europe and the World (INT)

- Students may discuss and debate if World War II can be blamed on the Treaty of Versailles, since each of Hitler's first steps clearly violated the Treaty.
- Students may compare the military tactics of each side in World War II, evaluating the decisions made during wartime conferences.
- Sources may include "Arsenal of Democracy" (1940) and "Four Freedoms" (1941) by Franklin Delano Roosevelt, "The Atlantic Charter" (1941), "Their Finest Hour" (1940) and "We Shall Fight on the Beaches" (1940) by Winston Churchill, "The Casablanca Conference" (1943), "The Tehran Conference" (1943), "The Yalta Conference" (1945), "The Potsdam Conference" (1945), "Germany's Invasion of Poland" (1939), "The Nuremburg War Crimes Trial" (1945), "The Tripartite Pact" (1940), "The Nazi-Soviet Pact" (1939), and "The Wannsee Conference" (1942).

### Resources

#### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

#### Supplemental

- "Arsenal of Democracy" (1940) and "Four Freedoms" (1941) by Franklin Delano Roosevelt
- "The Atlantic Charter" (1941)
- "Their Finest Hour" (1940) and "We Shall Fight on the Beaches" (1940) by Winston Churchill
- "The Casablanca Conference" (1943)
- "The Tehran Conference" (1943)
- "The Yalta Conference" (1945)
- "The Potsdam Conference" (1945)
- "Germany's Invasion of Poland" (1939)
- "The Nuremburg War Crimes Trial" (1945)
- "The Tripartite Pact" (1940)
- "The Nazi-Soviet Pact" (1939)
- "The Wannsee Conference" (1942)

### Time Allotment

- Approximately two weeks

## **UNIT 13**

### **The Cold War and Modern Europe**

After World War II, two superpowers emerged: the United States and the Soviet Union. These two countries became the global leaders of their economic systems (capitalism and communism, respectively), advocating for their expansion. The two ideologies were polar opposites, and both nations (as well as their allies) were threatened by each other, creating a Cold War that lasted for the better part of 45 years and which was characterized by an arms buildup, protective international organizations, and proxy wars. At the same time, European countries slowly began to rebound from the devastation of World War II, complete with political changes for some, a move towards modernization for many, and the release of colonies for most. Many of these nations came together in various unifying organizations in an attempt to improve the economy, promote free trade among their members, and create a European culture and community.

#### **Unit Goals**

At the completion of this unit, students will:

- HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9-12.2 Analyze change and continuity in historical eras.
- HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- HIST 9-12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- HIST 9-12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.
- HIST 9-12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HIST 9-12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
- HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- ECO 9-12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

ECO 9-12.5	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
GEO 9-12.1	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
GEO 9-12.4	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
INQ 9-12.2	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9-12.4	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9-12.7	Evaluate the credibility of a source by examining how experts value the sources.
INQ 9-12.8	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9-12.9	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
INQ 9-12.10	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
CIV 9-12.1	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9-12.3	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9-12.5	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9-12.7	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

## Unit Essential Questions

- How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?
- In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
- How has capitalism developed as an economic system?
- What forms have European governments taken, and how have these changed over time?
- How and why did Europeans come to value subjective interpretations of reality?
- What impact has contact with Europe had on non-European societies?
- What forms have family, class, and social groups taken in European history, and how have they changed over time?

## Scope and Sequence

- Origins of diplomacy and competing ideologies
- Diplomatic actions: changing tenor of diplomacy, successes, failures
- Changing societies: Eastern Europe and Western Europe
- Changing economies: Eastern Europe and Western Europe
- Decolonization: causes, effects, outcomes
- End of the Cold War, and post-Cold War conflicts: key players, locations, causes, impact, future
- Global systems: origins, areas of development, impact, future
- Changing populations: causes, reactions, impact, future
- New challenges: relations with Europe and the Muslim world

## Assured Assessments

Formative and summative assessments include class discussion, historic document analysis, quizzes and tests aligned with Advanced Placement Examination, thesis-based writing using historical evidence, and student self-assessment with writer's checklist and assignment-specific rubrics.

## National and European Identity (NI)

- Students may debate the conflict between capitalism and communism, the impact of World War II and the Holocaust, and the importance of international organizations.
- Students may participate in roundtable discussion about the attempt to create a European culture, the move to a unified European economy, the changing face of European politics, the decolonization process and its impact on European colonial powers, and/or threats faced by the post-Cold War continent.
- Sources may include “United Nations Charter” (1945), “Universal Declaration of Human Rights” (1948), “The Helsinki Accords” (1975), “Iron Curtain Speech” (1946) and “Words on War” (1946) by Winston Churchill, “Response to Churchill’s Iron Curtain Speech” by Joseph Stalin (1946), “The NATO Treaty” (1949), “The Eisenhower Doctrine” (1957), “The Truman Doctrine” (1947), “The Marshall Plan” (1948), “Address to the UN General Assembly” by Nikita Khrushchev (1960), “The Treaty of Rome” (1957), “The Maastricht Treaty on the European Union” (1992), “The Paradox of Liberalism versus Illiberalism: The British Middle Class Portrayed in 1980s Popular Culture” by Chris MacNeil (1994), “Christianity and Wealth” by Margaret Thatcher (1998), “The Constitution of the Fifth Republic” (1958), “Europe and Its Role

in World Affairs” by Charles de Gaulle (1964), “The Warsaw Pact” (1955), “The Brezhnev Doctrine” (1968), “The Dayton Peace Accords” (1995), “The INF Treaty” (1987), “GATT” (1947), “The Bretton Woods Conference” (1944), and *The Second Sex* (excerpts) by Simone de Beauvoir (1949).

## **Resources**

### Core

- Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

### Supplemental

- “Arsenal of Democracy” (1940) and “Four Freedoms” (1941) by Franklin Delano Roosevelt
- “United Nations Charter” (1945)
- “Universal Declaration of Human Rights” (1948)
- “The Helsinki Accords” (1975),
- “Iron Curtain Speech” (1946) and “Words on War” (1946) by Winston Churchill
- “Response to Churchill’s Iron Curtain Speech” by Joseph Stalin (1946)
- “The NATO Treaty” (1949)
- “The Eisenhower Doctrine” (1957)
- “The Truman Doctrine” (1947)
- “The Marshall Plan” (1948)
- “Address to the UN General Assembly” by Nikita Khrushchev (1960)
- “The Treaty of Rome” (1957)
- “The Maastricht Treaty on the European Union” (1992)
- “The Paradox of Liberalism versus Illiberalism: The British Middle Class Portrayed in 1980s Popular Culture” by Chris MacNeil (1994)
- “Christianity and Wealth” by Margaret Thatcher (1998)
- “The Constitution of the Fifth Republic” (1958)
- “Europe and Its Role in World Affairs” by Charles de Gaulle (1964)
- “The Warsaw Pact” (1955)
- “The Brezhnev Doctrine” (1968)
- “The Dayton Peace Accords” (1995)
- “The INF Treaty” (1987)
- “GATT” (1947)
- “The Bretton Woods Conference” (1944)
- *The Second Sex* (excerpts) by Simone de Beauvoir (1949)

### **Time Allotment**

- Approximately four weeks

## COURSE CREDIT

One credit in social studies  
One class period daily for a full year

## PREREQUISITES

Enrollment in grades 10-12.

## CURRENT REFERENCES

AP Central. “AP European History.” <https://apcentral.collegeboard.org/courses/ap-european-history?course=ap-european-history>. Web.

Barry, Susan. “AP European History: Course Planning and Pacing Guide.” <https://apcentral.collegeboard.org/pdf/ap-european-history-course-planning-pacing-guide-barry.pdf?course=ap-european-history>. Web.

Chambers, Mortimer, et al. *The Western Experience*. 10<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

Halsall, Paul. “Internet Modern History Sourcebook.” <https://sourcebooks.fordham.edu/mod/modsbook.asp>. Web.

Richey, Tom. “AP European History.” <https://www.tomrichey.net/ap-european-history.html>. Web.

Sherman, Dennis. *Western Civilizations: Sources, Images, and Interpretations from the Renaissance to the Present*. New York: McGraw-Hill, 2008. Print.

Witcombe, Christopher L.C.E. “Art History Resources on the Web.” <https://apcentral.collegeboard.org/courses/ap-european-history?course=ap-european-history>. Web.

## ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric

## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	Demonstrates understanding of text by: <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straightforward interpretation of the text</li> </ul>	Demonstrates general understanding of text by: <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some of the main ideas of text</li> <li>Guided interpretation of text by locating answers to given questions in text</li> </ul>	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates specific connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates general connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Struggles to make connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text</li> <li>Synthesis of text</li> <li>Expression of a personal opinion</li> </ul>	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to form a conclusion from the text</li> <li>Thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a superficial conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>

## Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>• Establishes and maintains a clear purpose</li> <li>• Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains a purpose</li> <li>• Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a purpose</li> <li>• Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Does not establish a clear purpose</li> <li>• Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>• Reflects sophisticated organization throughout</li> <li>• Demonstrates logical progression of ideas</li> <li>• Maintains a clear focus</li> <li>• Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects organization throughout</li> <li>• Demonstrates logical progression of ideas</li> <li>• Maintains a focus</li> <li>• Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects some organization throughout</li> <li>• Demonstrates logical progression of ideas at times</li> <li>• Maintains a vague focus</li> <li>• May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects little/no organization</li> <li>• Lacks logical progression of ideas</li> <li>• Maintains little/no focus</li> <li>• Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>• Is accurate, explicit, and vivid</li> <li>• Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Is accurate and relevant</li> <li>• Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• May contain some inaccuracies</li> <li>• Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Is inaccurate and unclear</li> <li>• Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>• Demonstrates excellent use of language</li> <li>• Demonstrates a highly effective use of standard writing that enhances communication</li> <li>• Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates competent use of language</li> <li>• Demonstrates effective use of standard writing conventions</li> <li>• Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates use of language</li> <li>• Demonstrates use of standard writing conventions</li> <li>• Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited competency in use of language</li> <li>• Demonstrates limited use of standard writing conventions</li> <li>• Contains errors that make it difficult to determine meaning</li> </ul>

## Trumbull High School School-Wide Social and Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> <li>• Highly self-directed</li> <li>• Consistently displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally self-directed</li> <li>• At times displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely self-directed</li> <li>• Seldom displays ethical conduct in the classroom and on campus</li> </ul>
Respects Others X_____	<ul style="list-style-type: none"> <li>• Sensitive and considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• At times considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Insensitive to others</li> </ul>
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> <li>• Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner</li> </ul>	<ul style="list-style-type: none"> <li>• Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates intolerance and lacks social interaction skills</li> </ul>
Cultural Understanding X_____	<ul style="list-style-type: none"> <li>• Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>