

Statement of Purpose

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

Audience

Modern European History is open to 12th grade students.

Prerequisite

Course prerequisites include teacher recommendations, PSAT/SAT verbal and writing scores, and success on the CAPT.

Design and Description

The Modern European History course deals with the facts, ideas, events and personalities, which have shaped Europe's history from approximately 1450 to the present. The journey through Europe's rich and diverse history takes the student from the horror of the Bubonic plague at the end of the Medieval period to the dawning of a new millennia and the promise of a re-unified Europe. Units of study will include the Renaissance and Reformation, the age of Absolutism, the Scientific Revolution and the Enlightenment, the French Revolution and Napoleonic Europe, the rise of popular political ideologies (the "isms") and the Revolutions of 1848, the emergence of nation states, the Age of Industrial and International expansion preceding World War I, the World Wars, the Cold War and current issues. Within the frameworks of both a thematic synthesis and a chronological analysis, attention will also be given to unifying themes in intellectual and cultural history, political and diplomatic history, as well as social and economic history.

Course Objectives

Students will

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

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

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

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

Course of study outline

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| <p>I. Medieval Europe (3 weeks)</p> <ul style="list-style-type: none"> ▪ Overview of Early Middle ages ▪ Feudalism within the economic and political systems ▪ The Role of the Medieval Church ▪ Implications of the Plague | <ul style="list-style-type: none"> ▪ Absolutism in France (Louis XIV) ▪ The Ottoman Empire ▪ Constitutionalism in England ▪ Modernization of Russian under Peter the Great ▪ Absolutism in Eastern Europe ▪ The Dutch Masters |
| <p>II. The Renaissance (3 weeks)</p> <ul style="list-style-type: none"> ▪ Characteristics of the Renaissance ▪ Italian Renaissance ▪ Northern Renaissance ▪ Renaissance Art and Artists ▪ The Rise of National Monarchies | <p>V. The Enlightenment...Revolutions in Science and Thinking (3 weeks)</p> <ul style="list-style-type: none"> ▪ The Scientific Revolution ▪ Enlightenment Philosophers and the Age of Reason ▪ Global Economics and the Elbe-Trieste Line ▪ Early Industrial Revolution |
| <p>III. The Reformation and Religious Wars (3 weeks)</p> <ul style="list-style-type: none"> ▪ Crisis' within the Church ▪ The Protestant Revolution and Martin Luther ▪ Social and political implications of the Reformation ▪ Fragmentation of the Reformation throughout Europe ▪ The Catholic and Counter Reformation ▪ Baroque Art and Architecture ▪ The Commercial Revolution ▪ The Religious Wars of the 16th & 17th Century | <p>VI. The French Revolution (2 weeks)</p> <ul style="list-style-type: none"> ▪ General concepts of Revolution ▪ The French Revolution ▪ The Napoleonic Era ▪ Rococo and Neo Classicism Art and Architecture |
| <p>IV. Absolutism in Western and Eastern Europe (3 weeks)</p> | |

VII. 19th Century Revolutionary Europe (3 weeks)

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

VIII. Leading up to World War I (3 weeks)

- Victorian England
- The 2nd Industrial Revolution
- New Imperialism
- Marx and the development of Socialism
- Impressionist and Post-impressionist Art
- 19th Century Russia
- The Bismarckian Diplomacy

World War I and II (3 weeks)

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

X. Cold War and Post-Cold War Europe (6 weeks)

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

Course Content Standards

Standard 1: Applying History: Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

SS 1:2 Students will describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.

SS 1:5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Standard 4: Historical Themes: Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

SS 4:6 Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

SS 4:8 Students will explain how the use and expansion of trade have connected and affected the history of a global economy.

Standard 5: Historical Thinking: Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

SS 5:1 Students will formulate historical questions and hypotheses from multiple perspectives, using multiple sources.

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

SS 5:6 Students will use primary source documents to analyze multiple perspectives.

Standard 6: Human and Environment Interaction: Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

SS 6:1 Students will use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Standard 12: Places and Regions: Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

SS 12:4 Students will explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

Standard 13: Political Systems: Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

SS 13:1 Students will evaluate the importance of developing self-government so as to restrict arbitrary power.

SS 13:5 Students will explain how purposes served by government have implications for the individual and society.

SS 13:6 Students will provide examples of legitimate authority and exercise of power without authority.

Standard 14: *Rights and Responsibilities of Citizens*

SS 14:1 Students will evaluate whether or when their obligations as citizens require that their personal desires, belief and interests be subordinated to the public good.

Skill Objectives for AP Modern European History

Students will:

1. evaluate the quality, credibility and reliability of information sources and cite those sources appropriately.
2. analyze, interpret and apply complex information from various sources.
3. compare and contrast viewpoints of various sources
4. demonstrate an analysis of cause and effect
5. demonstrate a synthesis information from a variety
6. write structured, thesis-driven essays
7. demonstrate techniques to improve performance on multiple choice tests
8. apply principles to solve authentic problems
9. use technology tools to locate, evaluate, collect, and communicate information

Unit I: Medieval Europe

With the fall of the Roman Empire, Europe entered an era filled with tumult and uncertainty. Crises consumed the church, and uncertainty filled the political, social and economic life of Europeans. This era of history served as a launching pad for the Renaissance.

when in the illustrious city of Florence, the fairest of all the cities of Italy, there made its appearance that deadly pestilence, which, whether disseminated by the influence of the celestial bodies, or sent upon us mortals by God in His just wrath by way of retribution for our iniquities, had had its origin some years before in the East, whence, after destroying an innumerable multitude of living beings, it had propagated itself without respite from place to place, and so calamitously, had spread into the West.

Giovanni Boccaccio, The Decameron

Essential Question

To what extent did the Medieval provide a foundation for the beginning of the Modern era?

Standards

Applying History

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

Historical Thinking

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

SS 5:6 Students will use primary source documents to analyze multiple perspectives.

Human and Environment Interaction

SS 6:1 Students will use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Political Systems

SS 13:6 Students will provide examples of legitimate authority and exercise of power without authority.

Focus Questions

1. How did the Christian church develop and change during the Middle Ages?
2. How did the shift in social structures from hierarchical order influence modern social classes?
3. Which cultural legacies served as the foundation for the Renaissance movement?
4. In what ways did issues of health and family loyalty dictate the events of history?
5. What does it mean to be “modern” in the fourteenth century? Today?
6. How did the disasters of the fourteenth and fifteenth century encourage modern thought?

Unit Objective

Students will develop an understanding of causal relationships through analysis of a variety of historical sources relating to the modern era

Core Topics

- Overview of Early Middle Ages
- Feudalism within the economic and political systems
- The Role of the Medieval Church

- Implications of the Plague

Sample Unit Readings and Assessments

- Read Friedman's Globalization and write a one page response to the following: how does this essay indicate a definition of the "modern" and the role the individual plays in its generation??
- Summer Reading Essay discussions (A World Lit Only By Fire) (based on the following: Manchester clearly believes Magellan to be a keystone in the development of the "modern" – do you agree? Why/Why not? Is Manchester's definition of a "hero" sufficient? Why/Why not?)
- Source readings include Boccaccio's The Decameron
- 1995 released APMEH DBQ on the impact of the Black Death

(Each unit is completed with a unit test that includes AP formatted and/or released multiple choice questions and released FRQ; please consider those noted for each unit below)

Unit II: Renaissance

The Renaissance served as a rebirth of classical thought as developed by the Greeks and Romans. Their conceptualizations of God, humanity, and the world were redefined and redirected by Renaissance intellectuals to produce new heights in culture- the fields of art, architecture, literature, medicine, politics and religion were areas of astounding achievements.

“The great law of culture is ‘Let each become all that he was created capable of being.’”
Thomas Carlyle

Essential Question

In what ways did Renaissance diversity shape the modern identity?

Standards

Applying History

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:6 Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

Historical Thinking

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

SS 5:6 Students will use primary source documents to analyze multiple perspectives.

Political Systems

SS 13:6 Students will provide examples of legitimate authority and exercise of power without authority.

Focus Questions

1. What factors spurred on the artistic development of the Italian Renaissance?
2. To what extent did the major trends in the arts reflect the emerging political, intellectual and religious structures of the period?
3. Which groups defined the political elites and how did they serve to extend or limit personal rights and liberties?
4. What factors led to the spread of the Renaissance beyond Italy?
5. How did gender roles in the Renaissance influence social and family structures?
6. How did the Renaissance in the North differ from that in Italy?

Unit Objective

Students will understand and interpret universal historical themes (such as ideals, institutions, conflict, and technology) context of the modern world experience.

Core Topics

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

Sample Unit Readings and Assessments

- Read Petrarch's *Letter to Boccaccio*, de Pizan's *The City of Ladies*, Castiglione's *The Book of the Courtier*, Machiavelli's *The Prince*; based on these documents, list 5 characteristics of the Renaissance Ideal and then write a one page response to the following: *how do each of these authors define/suggest an appropriate structure for society? what role does each imply should be played by the individual? how does this compare to the Medieval conception of the individual?*
- Read Burckhardt's *The Civilization of the Renaissance in Italy* and Burke's *The Myth of the Renaissance*; write a one page response to the following: *was the Renaissance THAT big a deal? (or Were the Dark ages really all that DARK?)*
- 1993 released DBQ on Renaissance education
- Renaissance/Baroque art analysis – student presentation

Unit III: The Reformation and Religious Wars

Christendom, God, salvation, personal religion – these were the linchpins of the door, which swung open from the humanism of the Renaissance into the individualism of the Reformation. Challenges to papal authority and to the claim of one catholic faith led to a radical reorganization of Europe. Separatist movements would foster the growth of nation states. Religion, geography, and politics had undergone a revolution – it was called the Reformation.

“... faith is a free gift that cannot be earned.”

Martin Luther

Essential Question

How does religious thought influence the development and demise of institutions?

Standards

Applying History

SS 1:5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

SS 4:8 Students will explain how the use and expansion of trade have connected and affected the history of a global economy.

Historical Thinking.

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Human and Environment Interaction

SS 6:1 Students will use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Focus Questions

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

Unit Objective

Students will explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.

Core Topics

- Crisis’ within the Church
- The Protestant Revolution and Martin Luther
- Social and political implications of the Reformation
- Fragmentation of the Reformation throughout Europe

- The Catholic and Counter Reformation
- Baroque Art and Architecture
- The Commercial Revolution
- The Religious Wars of the 16th and 17th Century

Sample Unit Readings and Assessments

- Read Luther's "*Justification by Faith*" and "*On Bondage of the Will*"; write a one page response to the following: *how did Luther democratize religious authority? was this his intention? were Luther's hypotheses revolutionary? (was Luther, after all, a Renaissance Man?)*
- Read Cameron's *What was the Reformation?* and Elton's *A Political Interpretation of the Reformation*. Based on these readings (and Kagan & Manchester) write a one page response to the following: *was the Protestant Reformation, in its most significant essence, a political or a religious event?*
- AP released FRQ: "
- Read de Busbecq's *Civil War in France*, Richelieu's *Political Will and Testament*, James I's *The Powers of the Monarch*, and *The Powers of Parliament in England*
- Read Holborn's *A Political Interpretation of the 30 Years' War* and Friedrich's *A Religious Interpretation of the 30 Years' War*; write a one page response to the following: summarize the arguments of each historian; advocate for one being the more compelling
- Renaissance – Reformation Roundtable Debate (students are assigned characters for the era and debate the following: *"Especially with the guarantee of genuine reform of the RCC at the Council of Trent, Protestant 'reformers' were revealed as merely cynical, and politically motivated, opportunists."*)
- Dutch Masters art analysis – student presentation

Unit IV: Absolutism in Western and Eastern Europe

As populations grew and culture coalesced, monarchs arose to lead their nations forward in expansion and glory. Some of the monarchs ruled to the benefit of their people, others ruled at their expense. Many became absolute and saw themselves as divinely directed, ruling church, state and people.

“The state of monarch is the supremest thing on earth; for kings are not only God’s lieutenants upon earth, and sit upon God’s throne, but even by God himself they are called God.”
James I of England in statement to Parliament, March 21, 1609

Essential Question

In what ways has the use, or misuse, of power impacted the rise and functioning of the modern state?

Standards

Applying History

SS 1:5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Historical Thinking

SS 5:1 Students will formulate historical questions and hypotheses from multiple perspectives, using multiple sources.

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Political Systems

SS 13:1 Students will evaluate the importance of developing self-government so as to restrict arbitrary power.

SS 13:2 Students will analyze and evaluate the advantages and disadvantages of limited and unlimited government.

Rights and Responsibilities of Citizens

SS 14:1 Students will evaluate whether or when their obligations as citizens require that their personal desires, belief and interests be subordinated to the public good.

Focus Questions

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

Unit Objective

Students will explain and understand the human need for order which leads to conflict and compromise and the attempt to establish authority.

Core Topics

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

Sample Unit Readings and Assessments

- Primary source comparison: Henry IV’s *Edict of Nantes* and Louis XIV’s *Revocation of the Edict of Nantes*
- Primary source comparison: Locke’s *Second Treatise* and Hobbes’ *Leviathan*

(in both source comparisons students write a one-page analysis detailing connections between the two and the historical evolution from one to the other)

- 1996 released DBQ on the decline on Dutch sovereignty
- Complete Brinton's Stages of Revolution analysis for England during the Puritan Revolution
- "Big Picture" Sovereignty analysis essay – Absolutism on opposite sides of the Elbe-Trieste Line
- "*17th Century Law and Order*": the Trial of Louis XIV
- Rococo and Neoclassic art analysis – student presentation

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

The ideals of Renaissance humanism and individualism, the self-determination of the Reformation, the redefining of monarchical power, the budding nationalism, and the expanded perspectives of the Age of Exploration and colonization, all combined to give impetus to the Age of Reason. As the conception of human nature evolved from the Medieval (base and irredeemable) to the Modern (positive and boundless), European intellectuals experienced a marked optimism reflected in all aspects of society.

“Nature and Nature’s law hid in the night. God said, ‘Let Newton be,’ and all was light.”
Alexander Pope

Essential Question

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

Standards

Applying History

SS 1:5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Historical Themes

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

SS 4:6 Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

SS 4:8 Students will explain how the use & expansion of trade have connected and affected the history of a global economy.

Historical Thinking

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Political Systems

SS 13:5 Students will explain how purposes served by government have implications for the individual and society.

Unit Objective

Students will understand and interpret universal historical themes (such as ideals, institutions, conflict, and technology) context of the modern world experience.

Focus Questions

1. What priorities did the Enlightenment thinkers share with the Renaissance intellectuals?
2. What role did the state play in European economic activity?
3. How did the economic developments lead to competition and interdependence within the world market?
4. How did Enlightened monarchs attempt to co-opt enlightened ideology?

Core Topics

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

Sample Unit Readings and Assessments

- Read Descartes' *Discourse on Method*, Newton's *Mathematical Principles of Natural Philosophy* and *The Philosophe*; write a one page response to the following: *describe the Enlightened "process" indicated in these sources; what impact will these have on the political, economic, religious, and social structure in Europe?*
- Enlightened Roundtable Debate (students are assigned characters for the era and debate the following: *Who is responsible for improving man's lot in life? What are the characteristics of a perfect government? What are the characteristics of a perfect legal system? Who/What is God? What ought this being's role be in the lives of human kind? In government? What is the purpose/function of revolution? Is civil disobedience an acceptable aspect of the body politic? How should the Enlightened ideal be brought to the "Great Unwashed"? What is the purpose and value of education? Is there such a thing as "Enlightened Despotism"? Is absolute power ever a beneficial thing? Is there hope for peace and happiness in human society? Why/Why not? What is the appropriate role of women in society?)*
- 1997 released DBQ on the role of women in the sciences

Unit VI: The French Revolution

Political change in a nation is often the case of evolution through gradual change, compromise, or the granting of rights. When the conflicts cannot be resolved through the usual evolution when the conservative power will not compromise with the moderates and extremists, a seizing of power takes place. This sudden change is known as revolution.

"The reasonable man adapts himself to the world; the unreasonable man persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man."

George Bernard Shaw 'Maxims for Revolutions'

Essential Question

How is violent political change in the modern era influenced by socio-economic conditions?

Standards

Applying History

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

SS 1:2 Students will describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

Historical Thinking

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Political Systems

SS 13:5 Students will explain how purposes served by government have implications for the individual and society.

Focus Questions

1. Are there common characteristics of Revolution that allow historical analysis and prediction?
2. How do revolutions affect the growth and changing forms of nationalism?
3. What role did Napoleon play in the formation of nationalism?
4. How did the art of the period reflect the political protests?
5. Was Napoleon the greatest enemy or ally of the Enlightenment?
6. How did the intentions of the French Revolutionaries change from 1789 to 1793?

Unit Objective

Students will develop an understanding of causal relationship through analysis of a variety of historical sources relating to the modern era.

Core Topics

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

Sample Unit Readings and Assessments

- Read Young's *"Travels in France"*, *"The Cahiers"*, Sieyes' *"What is the Third Estate?"*; write a one page response to the following: *what were the causes of the French Revolution?*
- Read *"The Declaration of Rights of Man and Citizen"*, de Gouges' *"The Declaration of Rights of Woman"*, and *"Women of the Third Estate"*, then read the attached excerpt for the U. N.'s Universal Declaration of Human Rights. Write a one page essay discussing the nature of "civil rights", specifically: what are they? where do they come from? who had them in 1790? who has them today? And, considering answers to these questions: was the French Revolution all that revolutionary?
- read Robespierre's *"Speech to the National Convention – February 5, 1794: The Terror Justified"*, and excerpts from the Patriot Act legislation; write a one page response comparing and contrasting
- Complete Brinton's Stages of Revolution analysis for the French Revolution
- 1991 released DBQ on French Revolutionaries views on slavery
- *"17th Century Law and Order"*: The Trial of Napoleon (alternating years with trial of Louis XIV)

Unit VII: 19th Century Revolutionary Europe

The Congress of Vienna in 1815 had as its goals counter-revolution and re-establishment of the conservative old order. Their hope was to create an international mechanism that would prevent Europe from again being shaken by liberal revolution in France & elsewhere. This dream was not to be a reality. The next decades were marked by the advent of the 'isms' & subsequently a near constant popular call for the old European powers to change.

"What will the future be like, when the billions now thrown away in preparation for war are spent on useful things to increase the well-being of people, on the construction of decent houses for workers, on improving transportation, on reclaiming the land? The fever of imperialism has become a sickness. It is the disease of a badly run society which does not know how to use its energies at home."

Jean Jaures, French Socialist leader.

Essential Questions

What factors precipitated the outbursts of political protests, reform and revolution resulting in the development of the modern state?

Standards

Applying History

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

Historical Thinking

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Places and Regions

SS 12:4 Students will explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

Political Systems

SS 13:1 Students will evaluate the importance of developing self-government so as to restrict arbitrary power.

Focus Questions

1. What were the essential efforts to restrain conflict and maintain the balance of power?
2. What were the Dual Revolutions (French & Industrial) and how did they influence calls for reform?
3. How did the advent of the 'isms' change the tenor of European political discourse?
4. How did the failure of the revolutions of 1848 influence future calls for political change? What was 'Realpolitik'? How did Bismarck and Cavour use 'Realpolitik' to construct the Nation-States of Germany & Italy?
5. What is 'nationalism'? How was 'nationalism' used by Nation-State leaders in the second half of the 19th century to control the people?
6. How did artistic movements mirror the changes in society?
7. In what way did relationships between Europe and rest of the world change during this time period?

Unit Objective

Students will understand the interaction of humans and the larger environment and the evolving consequences of those interactions.

Core Topics

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

Sample Unit Readings and Assessments

- Read “*Working Conditions in England*”, Disraeli’s “*Sybil, or the Two Nations: Mining Towns*”, and consider the visual image “*Iron and Coal*” in Sherman ; write a one page response to the following: *how do the social/economic conditions associated with early 19th century industrialization, combined with the political language provided by the French Revolution have an impact on calls for revolutionary change after the Congress of Vienna?*
- Class discussion/analysis of the major ideologies of the era: Nationalism, Liberalism, and Socialism using Mazzini’s *Romantic Nationalism*, Metternich’s “*Secret Memorandum to Tsar Alexander I*”, Bentham’s “*English Liberalism*”, Wordsworth’s *The Glories of Nature*”, and a recording of Wagner’s *Ride of the Valkyries*.
- The “Isms Roundtable Debate”: students are assigned characters for the era and debate the following: “How will sovereignty need to change following the impact of the Napoleonic era?”; characters include – Metternich, Bentham, Marx, Mazzini, Adam Smith, John Wesley, Charles X, Louis Philippe, Louis Napoleon, Nicholas I, Benjamin Disraeli, Lord Byron, de Chateaubriand, Robert Owen, Johann Herder, Frederick William IV
- Write a one page response to the following (based on secondary and primary source readings in Kagan): *How/Why is Russian cultural development so ALIEN to that typical to the west of Europe? How did the “pillars of Russian absolutism” stand counter to development of a moderate middle class?? WHY was this important? How/Why was the war necessary to encourage any sense of cultural evolution in 19th century Russia?? What were they always after? Why were they always failing? How, specifically, did the Crimean War and the Revolution of 1905 each have impact??*
- Write a one page response to the following (based on secondary and primary source readings in Kagan): *what pattern(s) amongst the popular revolutions from 1813 – 1848 can be discerned? what impact will this have on revolution in the 2nd half of the 19th century?*
- Romanticism and Realism art analysis – student presentation
- 1999 released DBQ on emancipation of the serfs in late 19th century Czarist Russia

Unit VIII theme: Leading up to World War I

As the 19th Century came to a close, it became increasingly obvious that a new world order was emerging. This new movement would bring unprecedented hostility, and the foundational factors would intensify the conflict. These factors were increased industrialization, new political movements, a revival of intellectualism and militarism combined with international rivalry. Darkness would descend on Europe by 1914.

“The lamps are going out all over Europe. We shall not see them lit again in our lifetime.”

Sir Edward Grey, 1914

Essential Question

What economic and political factors need to be in place to precipitate global conflict?

Standards

Applying History

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

SS 4:8 Students will explain how the use & expansion of trade have connected & affected the history of a global economy.

Human and Environment Interaction

SS 6:1 Students will use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Focus Questions

1. What were the long and short-term causes of World War I?
2. Why would the Balkan's be considered the "powder keg of Europe"?
3. What role did industrialization play in the movement toward World War I?
4. What are the similarities and differences between Utopian Socialists, Karl Marx and revisionist socialists in their critiques of 19th Century European economy and society?
5. What were the motivations and policies of European colonial powers regarding Africa between 1870-1914?
6. To what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality and in a well-ordered, dependable universe?

Unit Objective

Students will identify and apply fundamental historical concepts to local, national and international situations.

Core Topics

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

Sample Unit Readings and Assessments

- The "Gateway Roundtable Debate": students are assigned characters reflecting the intellectual movements of the 2nd half of the 19th century and debate the following: "Which character's ideology represents/reflects the most significant of the 19th century and will have the greatest impact on 20th century thought?"; characters include – Marx, Hobson, Darwin, Pankhurst, Shaw, Freud, Nietzsche, Weber, Bismarck, Comte, Hertzl, Huxley, Pius IX, Spencer, Disraeli, and Lenin
- Read Fabri's "*Does Germany Need Colonies?*", "*Controlling Africa: The Standard Treaty*", Hobsbawn's "*The Age of Empire*", and Hayes' "*Imperialism as a Nationalistic Phenomenon*"; write a one-page response to the following: how is *imperialism* an extension of the economic and political requirements of the late 19th century nation-state? what does a nation-state *need* in order to survive? what are the differences between *old* and *new* imperialism?
 - Imperialism Simulation (the "Star Game")
 - "The July Crisis": simulated First World War Peace Conference
 - Write a one-page response to the following: why do Europeans feel that alliances are essential for their security as independent nations? how do the nations of Europe decide their alliance partners? how successful were these alliances? what is the impact of the Russo-Japanese war on the internal politics of Russia? the rest of Europe? what was the Treaty of San Stefano?
 - Impressionism and Post Impressionism art analysis – student presentation
 - Fauvism and Expressionism art analysis – student presentation

Unit IX: World War I and II

European history between the World Wars was filled with revolution. This revolution involved violence (as in Russia), political upheaval (as in Germany) and economic devastation. This chaos was reflected in both the art and music of the time period, and would shape the 20th Century in a profound way.

*“Throughout history, it has been the inactions of those who could have acted;
the indifference of those who should have known better;
the silence of the voice of justice when it mattered most;
that has made it possible for evil to triumph.”*

Haile Selassie to the League of Nations at the invasion of Ethiopia by Italy

Essential Question

What role does diplomacy play in the prevention or ensuring of future conflicts in the industrialized era?

Standards

Applying History

SS 1:5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

SS 4:6 Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

Places and Regions

SS 12:4 Students will explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.

Political Systems

SS 13:5 Students will explain how purposes served by government have implications for the individual and society.

Focus Questions

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

Unit Objective

Students will analyze & understand the significance of physical/cultural characteristics of places and European regions.

Core Topics

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

Sample Unit Readings and Assessments

- write a one-page response to the following: evaluate the relative importance of imperialism, revenge, militarism, nationalism, and alliances “run amok” as causes for the “Great War.” How does the assassination of Archduke Franz Ferdinand provide the spark for war? Why/How did war escalate from being a regional conflict to a world war? (What would Bismarck have done?)
- Read “*Reports From the Front: The Battle for Verdun, 1916*”, “*Dulce et Decorum Est*”, Stromberg’s “*The Origins of WWI: Militant Patriotism*”, von Strandmann’s “*Germany and the Coming of War*”, and Craig’s “*The Revolution in War and Diplomacy*”; write a one-page response to the following: what impact did industrialization have on the methods of fighting in war-time? what impact did this have on pre-war European political sensibilities (especially as relates to *nationalism*)?
- Read Lenin’s “*April Theses*” and “*Speech to the Petrograd Soviet*”; then complete a “Brinton’s Stages of Revolution” analysis for revolutionary events in 1917 Russia (create a class chart comparing and contrasting revolution in Europe from the 17th century to the 20th)
- Read Wilson’s “*Fourteen Points*” and Walworth’s “*Peace and Diplomacy*”; write a one-page response to the following: what were the primary diplomatic concerns at the Peace of Paris? how did the Versailles Treaty reflect differences amongst these concerns? what were the economic, military, geographic, and moral aspects of the Versailles Treaty? how did this diplomatic resolution compare to the Congress of Vienna a century before?
- Symbolism and Art Nouveau art analysis – student presentation
- Cubism and Abstract art analysis – student presentation
- Read Ortega y Gasset’s “*The Revolt of the Masses*”, Freud’s “*Civilization and its Discontents*”, Wohls’s “*The Generation of 1914: Disillusionment*”, Mussolini’s “*The Doctrine of Fascism*”, and Hitler’s “*Mein Kampf*”; write a one-page response to the following: how do the economic and political circumstances of the inter-war years influence the rise of fascism? (student will watch excerpts from “*Triumph of the Will*”, as well)
- 1933 Reichstag election simulation
- Based on primary and secondary readings in Kagan, write a one-page response to the following: what were the three components of the Nazi Gleichshaltung (reordering of society)? what was National Socialist irrationalism? why was it important for the Nazis to use laws to structure their new society that were arbitrary and capricious? how did he use these laws to define his differentiation? how did the Nuremburg Laws transform Hitler’s racial prejudices into political policy?

- Based on primary and secondary readings in Kagan, write a one-page response to the following: why was Hitler able to peacefully achieve so much in post – WWI international relations? how did he differ fundamentally from the western European diplomats? what basic misunderstanding were the other European leaders working from? is it difficult to assess blame for the failure of appeasement as a policy because of this misunderstanding? should western democracies hold significant responsibility for later Nazi atrocities?
- Selected use of survivor commentaries from *“Echoes and Reflections: a Multimedia Curriculum on the Holocaust”* (combined with readings from Sherman – Goebbels, Kogon, Bettelheim, Baron, Goldhagen, Fischer)
- Dadaism and Surrealism art analysis – student presentation

Unit X: The World after World War II

After 1945, the world faced a new type of global conflict, ideological and of unprecedented magnitude, but based upon the explicit assumption that open warfare be avoided at all costs. The United States and the Soviet Union would lead very different spheres of influence. This Cold War would last until the fall of the Berlin Wall in 1989 and the ensuing collapse of the USSR. The implication of this confrontation would reach well into the 21st Century.

“At the present moment in world history nearly every nation must choose between alternative ways of life ... One way is based on the will of the majority and is distinguished by free institutions ... and guarantees of individual liberties ... The second way is of life is based on the will of the minority forcibly imposed on the majority. It relies on terror and oppression.”

Harry Truman

Essential Question

How does the presence of weapons of mass destruction influence the world political scene?

Standards

Applying History

SS 1:1 Students will initiate questions and hypotheses about historic events they are studying.

SS 1:5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Historical Themes

SS 4:2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of the various societies.

SS 4:5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

Historical Thinking

SS 5:2 Students will gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

Human and Environment Interaction

SS 6:1 Students will use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.

Political Systems

SS 13:5 Students will explain how purposes served by government have implications for the individual and society.

Focus Questions

1. How did intellectualism move from modernism to post-modernism?
2. How did Cold War rivalries play out in Korea, Vietnam, Cuba, the Middle East and Africa?
3. What new role did the United States assume in European history?
4. How has revisionism changed the orthodox perspective of the Cold War?
5. Who were the leaders who changed the 20th Century?

Unit Objective

Students will identify and apply fundamental historical concepts to local, national and international situations.

Core Topics

- World War II Conferences
- The Cold War
- Crisis points of the Cold War

- Post-colonialism
- Post War Organizations – NATO, EEC, UN, EU
- Post Modernism – Art and Literature
- Current Issues in Europe

Sample Unit Readings and Assessments

- Read “The Truman Doctrine and the Marshall Plan”, Reich’s “The Berlin Wall”, “The End of the Cold War”, and “After Communism: Causes for the Collapse”; write a one-page response to the following: how did Soviet – Allied relations change from 1943 to 1945? why? what were both sides in this conflict trying to achieve? how did the resolution of WWII compare to those designed in 1815 and 1919? what type of clash did this rivalry produce? why? what is M. A. D.?
- Post Modernism art analysis – student presentation