

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: EUROPEAN HISTORY I COURSE NUMBER: 138
GRADE(S): 11 - 12	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
The Renaissance	10 days	<ul style="list-style-type: none"> • Introduction to European geography • Decline of feudalism and rise of “New Monarchies” • Humanism, secularism, and individualism • Italian Renaissance • Rise of merchant class and economic expansion • Medici rulers and Renaissance Florence • Renaissance literature (Boccaccio/Machiavelli), music, art and architecture • Northern vs. Italian Renaissance 	<p>Students will:</p> <ul style="list-style-type: none"> • Gain a working understanding of European geography. • Facilitate thorough reading and note taking with study guides. • Evaluate primary source material for historical insight. • Build Internet and library research skills, evaluating carefully the reliability of Internet sites and using annotated bibliography. • Gain a deeper historical understanding of Renaissance individuals by applying research to role-play. • Reinforce test taking skills, including both objective questions and written response (long identification and essay). 	<ul style="list-style-type: none"> • Map assignment • Defining the Middle Ages exercise • Open note reading quiz • Notebook/HW checks • Renaissance Web Quest • Test 	LS 1, 2, 3, 4, 7, 8, 9, 11, 12, 13
The Reformation	8 days	<ul style="list-style-type: none"> • Origins of the Reformation: John Wyclif and Jan Hus • Church abuses—simony, nepotism, absenteeism, pluralities, indulgences • Reformation as part of the Renaissance • Martin Luther and <i>Ninety-five Theses</i> • The Peasants Revolt • The spread of the Reformation: Calvinism and the Church of England • Catholic or Counter Reformation • The role of women in the Reformation • Role of the printing press 	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to master careful reading and note taking. • Write persuasively in an historical context. • Translate historical controversy into visual argument. • Reapply objective and written test taking skills. 	<ul style="list-style-type: none"> • Map—Religions of Europe 1560 • Chart—Renaissance Religion • Reformation Pamphlet project • Quiz 	LS 1, 2, 3, 5, 6,
Religious Wars and Expansion	10 days	<ul style="list-style-type: none"> • The emergence of the modern nation state and the “New Monarchs” • Development of national cultures/identity: Spain’s “Golden Age,” “Great Age of Literature” in England • Charles V, Phillip II, Queen Elizabeth, Henry IV • Thirty Years War and Peace of Westphalia 	<p>Students will:</p> <ul style="list-style-type: none"> • Read critically for thesis and supporting evidence. • Understand the interrelation of historical events by constructing accurate parallel timeline. • Expand test prep and test-taking skills through the increased content covered on 	<ul style="list-style-type: none"> • 16th and 17th Century Political Rulers dialogues • European Expansion quiz • Question sets: “Emergence of Great Powers,” 	LS 1, 2, 3, 5, 9, 10, 11, 12, 16, 20

		<ul style="list-style-type: none"> • Balance of Power • European exploration and expansion: Portuguese, Spanish, English, Dutch, French, and English • Impact of European expansion at home and abroad • Mercantilism and the commercial revolution • Slavery and the “New World,” the Triangle Trade 	the unit test.	<p>“High Price of Sugar”</p> <ul style="list-style-type: none"> • Early modern Europe timeline • Test 	
Absolutism and Constitutionalism	10 days	<ul style="list-style-type: none"> • Divine Right of Kings • Louis XIV: Versailles, foreign and domestic policies • Constitutionalism in England • Stuart Kings and struggles with Parliament • The Puritans, Cromwell and the English Civil War • Restoration and the Glorious Revolution • English “Bill of Rights” and development of the Cabinet System • Absolutism in Russia: Peter the Great 	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to master focused and critical reading skills by phasing out reading guides. • Reapply research skills to gather specific and detailed historical evidence. • Evaluate the rule of a historical leader through careful consideration of evidence. • Present research through creative and historical role-play. • Reapply objective test taking skills. 	<ul style="list-style-type: none"> • Louis XIV mock trial • Quiz 	LS 1, 2, 3, 16, 19, 20
The Scientific Revolution and the Enlightenment	5 days	<ul style="list-style-type: none"> • Key figures of the Scientific Revolution: Paracelsus, Copernicus, Kepler, Galileo and Newton • Opposition from the Church • Scientific method, inductive and deductive reasoning • Geocentric vs. heliocentric world views • Age of Reason: Hobbes, Locke, Rousseau, Montesquieu, and Voltaire • Rationalism, individualism, and relativism • Natural rights, social contract, and General Will • Connections between Scientific Revolution, Enlightenment and the Renaissance 	<p>Students will:</p> <ul style="list-style-type: none"> • Contrast opposing scientific viewpoints using visual and oral arguments. • Organize information into a chart that distinguishes between opposing philosophical viewpoints. • Read and take notes without reading guides. 	<ul style="list-style-type: none"> • “The Scientific Revolution: The Search for Meaning” activity • “The Enlightenment: The Best of All Possible Worlds” activity • Quiz 	LS 1, 2, 3, 5, 6, 16, 17, 19, 20
Final Project—Research Paper	5 library days	<ul style="list-style-type: none"> • Student-chosen research topic from Renaissance to the French Revolution 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate cumulative library and research skills through 4-6 page analytical research paper that includes at least 7 sources. • Develop library skills including independent problem solving and critical evaluation of sources. • Develop research skills including forming a 	<ul style="list-style-type: none"> • Evaluation based on thesis statement, use of evidence, organization, mechanics 	LS 3

			<p>central research question, creating and testing a hypothesis, writing a thesis, using evidence in support of the thesis, and outlining the paper.</p> <ul style="list-style-type: none"> • Write a well-organized and argued research paper. Include proper essay structure, specific evidence, and use works cited format. 		
The French Revolution and Napoleonic Age	8 days	<ul style="list-style-type: none"> • Causes of the Revolution: inequities of the <i>Ancien Regime</i>, Enlightenment ideas • Weaknesses of the French Kings • The Estates—General, National Assembly, and Fall of the Bastille • Radicalization of the Revolution: the Great Fear, Flight of the King, and Rise of the Jacobins • Reign of Terror and execution of the King • Thermidorean Reaction and the Directory • Rise of Napoleon and Napoleonic Code • Napoleonic Wars and Continental System • Napoleon’s defeat—Invasion of Russia and Waterloo 	<p>Students will:</p> <ul style="list-style-type: none"> • Interpret political cartoons. • Analyze a variety of sources, including primary source documents, to determine successes and failures of Napoleon. • Argue orally the overall success or failure of Napoleon. • Exhibit test prep and test taking skills in final cumulative test. 	<ul style="list-style-type: none"> • “French Revolution: Changing Images of the King” activity • Napoleon Debate: Giant or Midget? • Cumulative test: Scientific Revolution, Enlightenment and French Revolution 	LS 1, 2, 3, 16, 20