

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: EUROPEAN HISTORY I 04 REVISION 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"> <li>• Introduction to European geography</li> <li>• Decline of feudalism and rise of “New Monarchies”</li> <li>• Humanism, secularism, and individualism</li> <li>• Italian Renaissance</li> <li>• Rise of merchant class and economic expansion</li> <li>• Medici rulers and Renaissance Florence</li> <li>• <b>Renaissance literature (Pico,Machiavelli), music, art and architecture</b></li> <li>• <b>Northern vs. Italian Renaissance (T. More)</b></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gain a working understanding of European geography.</li> <li>• Facilitate thorough reading and note taking with study guides.</li> <li>• <b>Define historical periods</b></li> <li>• <b>Evaluate primary source material using specific reading protocols</b></li> <li>• <b>Gain a deeper historical understanding of Renaissance individuals by applying research to role-play.</b></li> <li>• <b>Transfer understanding of Machiavellian political principles to an “action memo” addressed to a modern politician</b></li> <li>• Reinforce test taking skills, including both objective questions and written response (long identification and essay).</li> </ul>	<ul style="list-style-type: none"> <li>• Map assignment</li> <li>• Defining the Middle Ages exercise</li> <li>• <b>Political action memo</b></li> <li>• <b>Renaissance forum</b></li> <li>• <b>Primary source reading exercise</b></li> <li>• Test</li> </ul>	LS 1, 2, 3, 4, 7, 8, 9, 11, 12, 13
The Reformation	8 days	<ul style="list-style-type: none"> <li>• Origins of the Reformation: John Wyclif and Jan Hus; <b>dissent and its influence on western culture</b></li> <li>• Church abuses and reform efforts</li> <li>• Reformation as part of the Renaissance</li> <li>• Martin Luther and <i>Ninety-five Theses</i></li> <li>• The Peasants’ Revolt</li> <li>• The spread of the Reformation: Calvinism and the Church of England</li> <li>• Catholic or Counter Reformation</li> <li>• The role of women in the Reformation</li> <li>• Role of the printing press</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Continue to master careful reading and note taking.</li> <li>• <b>Write persuasively from a specific historical point of view</b></li> <li>• <b>Decode visual evidence in Reformation controversies; create own visual arguments</b></li> <li>• Reapply objective and written test taking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Map—Religions of Europe 1560</li> <li>• Chart—Renaissance Religion</li> <li>• Reformation Pamphlet project</li> <li>• <b>Essay writing exercise</b></li> <li>• Quiz</li> </ul>	LS 1, 2, 3, 5, 6,
Religious Wars and Expansion	10 days	<ul style="list-style-type: none"> <li>• The emergence of the modern nation state and the “New Monarchs”</li> <li>• Development of national cultures/identity: Spain’s “Golden Age,”</li> <li>• <b>First Global Era: multicultural understanding of expanded global contacts</b></li> <li>• <b>Changing role of religion and balance of</b></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Read secondary sources critically for thesis and supporting evidence.</li> <li>• Understand the interrelation of historical events by constructing accurate parallel timeline.</li> <li>• <b>Use historical imagination and empathy to produce creative writing from points</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>16<sup>th</sup> and 17<sup>th</sup> Century Political Rulers dialogues</b></li> <li>• <b>First Global Era research and creative writing</b></li> <li>• <b>30 Years’ War generalizations</b></li> </ul>	LS 1, 2, 3, 5, 9, 10, 11, 12, 16, 20

		<p><b>power politics</b></p> <ul style="list-style-type: none"> <li>• Mercantilism and the commercial revolution</li> <li>• Changing European culture: Racism, witchcraft, slavery, baroque art and music</li> </ul>	<p><b>of view of Europeans and indigenous peoples incorporating primary source research</b></p> <ul style="list-style-type: none"> <li>• <b>Develop meaningful generalizations based on written and visual evidence on 30 years' War</b></li> <li>• Expand test prep and test-taking skills through the increased content covered on the unit test.</li> </ul>	<ul style="list-style-type: none"> <li>• Early modern Europe timeline</li> <li>• Test</li> </ul>	
Absolutism and Constitutionalism	10 days	<ul style="list-style-type: none"> <li>• Divine Right of Kings</li> <li>• Louis XIV: Versailles, foreign and domestic policies</li> <li>• Constitutionalism in England and Holland</li> <li>• Stuart Kings and struggles with Parliament</li> <li>• The Puritans, Cromwell and the English Civil War</li> <li>• Restoration and the Glorious Revolution</li> <li>• English "Bill of Rights" and development of the Cabinet System</li> <li>• Absolutism in Russia: Peter the Great</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Continue to master focused and critical reading skills by producing more independent notes to supplement reading guides.</li> <li>• <b>Reapply research skills to gather specific and detailed evidence on a defined aspect of Louis XIV's rule and present in written form.</b></li> <li>• <b>Participate as a witness, attorney or judge in a mock trial of Louis XIV.</b></li> <li>• <b>Be able to discuss and reapply to contemporary politics the concepts of limited government, individual rights, checks and balances and other aspects of constitutionalism</b></li> <li>• <b>Be able to analyze the historical circumstances giving rise to both limited and absolute forms of government</b></li> <li>• Reapply objective test taking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Witness or verdict papers for mock trial</b></li> <li>• Louis XIV mock trial</li> <li>• <b>Graded discussion of constitutionalism</b></li> <li>• <b>Application of political theory to contemporary political events</b></li> <li>• Quiz</li> </ul>	LS 1, 2, 3, 16, 19, 20
The Scientific Revolution and the Enlightenment	5 days	<ul style="list-style-type: none"> <li>• Key figures of the Scientific Revolution: Paracelsus, Copernicus, Kepler, Galileo and Newton</li> <li>• Opposition from the Church</li> <li>• Scientific method, inductive and deductive reasoning</li> <li>• Geocentric vs. heliocentric world views</li> <li>• Age of Reason: Hobbes, Locke, Rousseau, Montesquieu, and Voltaire</li> <li>• Rationalism, individualism, and relativism</li> <li>• Natural rights, social contract, and General Will</li> <li>• Connections between Scientific Revolution, Enlightenment and the Renaissance</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Be able to define the basic contributions of major scientists and philosophers of the Scientific Revolution and the Enlightenment</b></li> <li>• <b>Research a specific figure and define that person's contributions both short and long term</b></li> <li>• <b>Write a detailed and well documented background essay on their subject.</b></li> <li>• <b>Participate in a "Round Table" in character and engage in dialogue with other notables .</b></li> <li>• <b>Use listening skills to learn from classmates' presentations</b></li> <li>• Read and take notes with limited reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research and write background paper for Up Close and Personal forum</b></li> <li>• <b>Participate in forum</b></li> <li>• Test</li> </ul>	LS 1, 2, 3, 5, 6, 16, 17, 19, 20

			guides.		
The French Revolution and Napoleonic Age	8 days	<ul style="list-style-type: none"> <li>• Causes of the Revolution: inequities of the <i>Ancien Regime</i>, Enlightenment ideas</li> <li>• Weaknesses of the French Kings</li> <li>• The Estates—General, National Assembly, and Fall of the Bastille</li> <li>• Radicalization of the Revolution: the Great Fear, Flight of the King, and Rise of the Jacobins</li> <li>• Reign of Terror and execution of the King</li> <li>• Thermidorean Reaction and the Directory</li> <li>• Rise of Napoleon and Napoleonic Code</li> <li>• Napoleonic Wars and Continental System</li> <li>• Napoleon’s defeat—Invasion of Russia and Waterloo</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Interpret political cartoons and create their own cartoons or broadsides representing opposing viewpoints on vital issues of the Revolution</b></li> <li>• Analyze a variety of sources, including primary source documents, to determine successes and failures of Napoleon.</li> <li>• Argue in a debate format the overall success or failure of Napoleon using clearly defined criteria for their judgments</li> <li>• Exhibit test prep and test taking skills in final cumulative test.</li> </ul>	<ul style="list-style-type: none"> <li>• “French Revolution: Changing Images of the King” activity</li> <li>• <b>Create political cartoons or broadsides</b></li> <li>• <b>Children’s Book of the French Revolution</b></li> <li>• Napoleon Debate: Giant or Midget?</li> <li>• Cumulative test: Scientific Revolution, Enlightenment and French Revolution</li> </ul>	LS 1, 2, 3, 16, 20