

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"> 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 (Pico,Machiavelli), music, art and architecture Northern vs. Italian Renaissance (T. More) 	<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. Define historical periods Evaluate primary source material using specific reading protocols Gain a deeper historical understanding of Renaissance individuals by applying research to role-play. Transfer understanding of Machiavellian political principles to an “action memo” addressed to a modern politician 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 Political action memo Renaissance forum Primary source reading exercise 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; dissent and its influence on western culture Church abuses and reform efforts 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 from a specific historical point of view Decode visual evidence in Reformation controversies; create own visual arguments Reapply objective and written test taking skills. 	<ul style="list-style-type: none"> Map—Religions of Europe 1560 Chart—Renaissance Religion Reformation Pamphlet project Essay writing exercise 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,” First Global Era: multicultural understanding of expanded global contacts Changing role of religion and balance of 	<p>Students will:</p> <ul style="list-style-type: none"> Read secondary sources critically for thesis and supporting evidence. Understand the interrelation of historical events by constructing accurate parallel timeline. Use historical imagination and empathy to produce creative writing from points 	<ul style="list-style-type: none"> 16th and 17th Century Political Rulers dialogues First Global Era research and creative writing 30 Years’ War generalizations 	LS 1, 2, 3, 5, 9, 10, 11, 12, 16, 20

		<p>power politics</p> <ul style="list-style-type: none"> • Mercantilism and the commercial revolution • Changing European culture: Racism, witchcraft, slavery, baroque art and music 	<p>of view of Europeans and indigenous peoples incorporating primary source research</p> <ul style="list-style-type: none"> • Develop meaningful generalizations based on written and visual evidence on 30 years' War • Expand test prep and test-taking skills through the increased content covered on the unit test. 	<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 and Holland • 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 producing more independent notes to supplement reading guides. • Reapply research skills to gather specific and detailed evidence on a defined aspect of Louis XIV's rule and present in written form. • Participate as a witness, attorney or judge in a mock trial of Louis XIV. • Be able to discuss and reapply to contemporary politics the concepts of limited government, individual rights, checks and balances and other aspects of constitutionalism • Be able to analyze the historical circumstances giving rise to both limited and absolute forms of government • Reapply objective test taking skills. 	<ul style="list-style-type: none"> • Witness or verdict papers for mock trial • Louis XIV mock trial • Graded discussion of constitutionalism • Application of political theory to contemporary political events • 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"> • Be able to define the basic contributions of major scientists and philosophers of the Scientific Revolution and the Enlightenment • Research a specific figure and define that person's contributions both short and long term • Write a detailed and well documented background essay on their subject. • Participate in a "Round Table" in character and engage in dialogue with other notables . • Use listening skills to learn from classmates' presentations • Read and take notes with limited reading 	<ul style="list-style-type: none"> • Research and write background paper for Up Close and Personal forum • Participate in forum • Test 	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"> • 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 and create their own cartoons or broadsides representing opposing viewpoints on vital issues of the Revolution • Analyze a variety of sources, including primary source documents, to determine successes and failures of Napoleon. • Argue in a debate format the overall success or failure of Napoleon using clearly defined criteria for their judgments • 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 • Create political cartoons or broadsides • Children’s Book of the French Revolution • Napoleon Debate: Giant or Midget? • Cumulative test: Scientific Revolution, Enlightenment and French Revolution 	LS 1, 2, 3, 16, 20