Course Description: This full-year course will survey the major trends and patterns of European Civilization over the last thousand years. The course will begin with an important review of the key contributions of Greco-Roman as well as Medieval cultures. Students will next address the social, economic, and political impact of the Renaissance, the Reformation, and European expansion into other parts of the world. Much of the rest of the course focuses on the ramifications of an increase in European influence around the globe with Special emphasis being placed on the scientific, political, and socioeconomic revolutions that so heavily influenced the course of events. Students will analyze information from the text, primary source readings, as well as other sources. Students are expected to conduct a considerable amount of research and analysis into the art, music, and culture of the continent they are studying. In addition, care will be given to developing 21st Century and Web 2.0 literacy skills.
Length of Course:
33 Weeks of active teaching of new material

Course of Study

Unit #1: Foundations of Modern Europe: Antiquity Through The Middle Ages 2.5 Weeks

Unit #2: Europe In Transition: Renaissance, Reformation, and European Expansion 6 Weeks

Unit #3: Absolutism and the Age of Reason 5.5 Weeks

Unit #4: The Age of Revolutions 7.5 Weeks

Unit #5: The Age of Modern Turmoil: Imperialism through WWII 7.5 Weeks

Unit #6: Modern Europe: The Cold War and its Consequences 1945- Present 4 Weeks
COURSE PROFICIENCIES: The student will demonstrate the ability to:

1. Locate the principal geographic features of the European continent.
2. Develop a working vocabulary of specialized terms associated with European history.
3. Demonstrate an understanding and awareness of chronology in terms of major historical events.
4. Distinguish between the various systems of government that evolved in Europe.
5. Trace the various stages of economic development in Europe.
6. Explain the effects of time and the social-political environment on European arts.
7. Demonstrate the principal effects of Europe's historic interest in science.
8. Identify the various ways Europeans have responded to social, political, religious, and economic discontent.
9. Distinguish the differences and similarities in attitudes, interests, accomplishments, and lifestyles between Europeans at the various stages of their development.
10. Present a specific viewpoint (with clarity and organization) in both speech and writing.
11. Perceive how primary sources are used by historians to reconstruct historical events/eras.
12. Evaluate sources of information for bias.
13. Evaluate the validity of differing interpretations.
14. Evaluate the validity of online sources when conducting research.
15. Compare and contrast media coverage of past and present events from along different sources “IE” Network vs. Cable News, Print and Online Media etc.

16. **Develop Internet Literacy skills:**
   - To be able to detect bias on the Internet.
   - To be able to retrieve information from the perspective of different nations.
   - To be able to use the Internet as a tool for the production of and sharing of research, media, and positive social interaction (Web 2.0)
## Unit #1: Foundations of Modern Europe: Antiquity Through The Middle Ages. Time: 2.5 Weeks

### Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Big Ideas: Course Objectives / Content Statement(s)

- Greco-Roman and Medieval cultures had tremendous impact on later European cultures.
- Classical civilizations developed and expanded beyond their geography of origin as empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture and social values.
- Cultural exchange and diffusion dramatically increased and enduring world religions emerged during this time.
- Recent scholarship has altered the perception of the Middle Ages as a “dark era” and this era is now considered a time of important cultural and intellectual development.

### Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

<table>
<thead>
<tr>
<th>Essential Questions</th>
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</thead>
<tbody>
<tr>
<td>1. How do cultures express themselves?</td>
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<td>2. How do societies organize themselves politically?</td>
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<tr>
<td>3. What misconceptions exist about Europe before the Renaissance and why are they wrong?</td>
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<tr>
<td>4. What were living and working conditions like for people living in Europe before the Renaissance</td>
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<tr>
<td>5. What happens when people from other cultures meet.</td>
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### Enduring Understandings

What will students understand about the big ideas?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td>1. The art, culture, political institutions, and religions of the Greco-Roman Civilizations were adaptations and evolutions of other nearby or former cultures.</td>
</tr>
<tr>
<td>2. Despite previous misconceptions, the period of time known as the Middle Ages yielded considerable advancements and contributions toward the foundations of Modern Europe.</td>
</tr>
<tr>
<td>3. As traditional institutions collapsed at the onset of the Dark Ages, the Church became the most influential entity in Europe.</td>
</tr>
<tr>
<td>4. Interactions between Europeans and other peoples led to conflict as well</td>
</tr>
</tbody>
</table>

Students will understand that…
### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Students will:

**NJCCS:**
6.2.12.D.2.c

**Conceptual Objectives:**
Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

Evaluate Greco-Roman contributions to the concept of democracy and the study of government.

Examine the achievements of the Ancient Greco-Roman culture in such areas as philosophy, literature, architecture, art, science, and history.

Assess the global impact of Roman culture, both immediately and in the long term, on the fields of law, languages, architecture, and technology.

Demonstrate understanding of the role of women and slaves in the Classical World.

Describe the role of the Charlemagne and the Christian Church in the revival of European civilization and government.

Explain the systems of feudalism and manorialism.

Assess the influence of the Christian Church on the daily life and attitudes of people in medieval society.

### Instructional Focus:

**Classical and Medieval Culture**

A. Classical Greece and Rome
B. The early Middle Ages
C. The late Middle Ages

### Sample Assessments:

- Essays - a discussion of the important cultural and intellectual accomplishments of the much overlooked Middle Ages.
- Deliberations - Were the Middle Ages so Dark?
- Research Assignments
- Multimedia projects/ Media literacy assignments - Analysis of How the Middle Ages is discussed in schools in Europe.
- Role playing activities
- Multimedia Presentations
- Demonstration of understanding through art, poetry, song, etc.
- Students will be taught how to view a film and/or documentary as an important tool for the acquisition of knowledge not just entertainment. Students will be asked to create a short paper/I-Movie/Podcast/Web enabled tutorial discussing the new prevailing theory that the Middle Ages was in fact a time of important intellectual and artistic development.

### Instructional Strategies:

**Interdisciplinary Connections**

- Reading and evaluation of themes from Greek Dramas and their
Examine the growth of trade and towns.

Describe developments in technology, literature, philosophy, and science in Medieval Europe.

Define the major causes and results of the Crusades.

Examine the acts of genocide perpetrated against European Jewry during the Crusades.

Characterize the role of women of all social classes in medieval European society.

Discuss the foundations and development of national monarchies in France, Spain, and England.

Discuss the role of the 100 Years War, the Black Death, and the Babylonian Captivity in the decline of medieval European society.

connections to notions about society and individuals today.

- Comparison of Classical and Medieval art, literature, and public works.

- Technology Integration
  - iMovie on the legacy of Greco-Roman and Medieval culture on the development of modern Europe.
  - Creation and sharing of lesson tutorials using online software.

Global Perspectives
- Analysis of Global economic and intellectual networks during antiquity.
- Compare and Contrast European views of the individual and society to the viewpoints of other societies around the globe.
- Compare and contrast global trends of this era with those of our world today.
Unit #2- Europe In Transition: Renaissance, Reformation, and European Expansion Time: 6 Weeks

**Standard 6.2 Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Big Ideas: Course Objectives / Content Statement(s)**

As Europe emerged from the Dark Ages Europeans experienced an era of tremendous intellectual, artistic, and political change. This period of change resulted in economic growth, religious strife, and international exploration and exchange. During this era, Europeans will emerge from their inward focused kingdoms to create internationally recognized economic and political institutions.

<table>
<thead>
<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>1. What conditions foster economic, intellectual and cultural growth?</td>
<td>1. The Renaissance began in Italy but its influences can be traced to many different peoples/places.</td>
</tr>
<tr>
<td>2. What happens when differing views on religion emerge?</td>
<td>2. The Renaissance, Reformation, and European conquest of other parts of the world occurred almost simultaneously and the events of each heavily impacted the events of the others.</td>
</tr>
<tr>
<td>3. How do new ways of thinking impact established systems of faith, economics, and government?</td>
<td>3. Students will understand that the printing press, canon/gunpowder, the use of credit, and other new technologies led to the growth of the middle class, increased divisions among western Christianity, and challenged the power of feudal monarchs.</td>
</tr>
<tr>
<td>4. What happens when different cultures interact?</td>
<td>Knowledge gained from trade with the Ottoman Turks increased the rate of change</td>
</tr>
</tbody>
</table>
Western European exploration of Asia, Africa, and the Americas led to new technologies, new food sources, and a new worldview.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Students will:**

**NJCCS:**

### Conceptual Objectives:

**Explain major changes in world political boundaries between 1450 and 1770 and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.**

Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America and determine the impact this had on the New World’s economy and society.

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation during this period, and the impact on Europe,

### Examples, Outcomes, Assessments

**Instructional Focus:**

**The Renaissance**
- A. The Italian Renaissance
- B. The Northern Renaissance
- C. The New Monarchies

**The Reformation**
- A. The Protestant Reformation - Luther, Zwingli, etc.
- B. Creation of the Anglican Church
- C. Reformation in Scotland, Ireland, and Scandinavia
- D. The Catholic and Counter Reformation

**European Expansion and the Wars of Religion**
- A. Exploration and the Commercial Revolution
- B. France 1515-1589
- C. Revolt in the Netherlands 1556-1587
- D. England's growing power and the Spanish Armada
- E. The Thirty Years' War 1618-1648
- F. Changes in social attitudes, literature, and art.
Southwest Asia, and Africa.

Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia, provided the necessary tools for European exploration and conquest.

Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

Analyze the various motivations for and the impact of the Atlantic slave trade on Europeans, Africans, and Americans.

Relate the geographic location of Italian city-states to Italy becoming the center of the Renaissance.

Relate the division of European regions that remained Catholic and those that became Protestant to the practice of religion in the New World.

Determine the factors that led to the Renaissance and the impact on the arts.

Determine the factors that led to the Reformation and the impact on European politics.

Assess the impact of the printing press and other technologies on the dissemination of ideas.

### Additional Areas of Focus

**Explain why the Renaissance began in the city-states of northern Italy.**

**Differentiate between Medieval and Renaissance values.**

**Compare the primary features of Medieval**

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**Sample Assessments:**

- Essays - Who was Martin Luther?
- Deliberations - The impact of the Renaissance on the Common Man.
- Research Assignments
- Objective tests (MC)
- Multimedia projects/ Media literacy assignments
- Role-playing activities - students are asked to perform a scene from a Shakespearean era play.
- Presentations
- Demonstration of understanding through art, poetry, song, etc.
- Students will choose one artistic concept created during the Renaissance and replicate it to the best of their ability and present to class.

**Instructional Strategies:**

**Interdisciplinary Connections**

Compare artistic works and examples of literature from the Medieval period to works from the Italian and the Northern Renaissance.

**Technology Integration**

Consider changes in navigation technology from the astrolabe to modern GPS systems.

- Creation and sharing of lesson tutorials using online software.

**Global Perspective**

Read primary sources from explorers such as Pizarro and de las Casas. Compare to the idealized view of the “New World” in Thomas More’s *Utopia*. 
and Renaissance art and architecture.

Demonstrate familiarity with selected Renaissance artists.

Explain humanism and its impact on Renaissance thinking.

Explain the concept of the Renaissance person.

Assess the contributions of Machiavelli to political science.

Differentiate between the nature of the Italian Renaissance and the Northern Renaissance.

Identify the principal contributors to the Northern Renaissance and the significance of each.

Explain and provide evidence that political developments of the 15th and early 16th centuries encouraged the spread of Renaissance ideas and the rise of the Reformation.

Identify and evaluate the role of women in Renaissance society.

Assess the impact of Renaissance culture, both immediately and in the long term, on the fields of education, art, architecture, religion, and technology.

Describe the rise of Tudor power in England.

Analyze changes in Spain's political structure during the Renaissance.

Summarize the expansion of royal power in France.
Unit #3- Absolutism and the Age of Reason  
Time:  5.5 Weeks

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**Big Ideas: Course Objectives / Content Statement(s)**

**During the Age of Reason** the foundations of modern scientific, intellectual, and political systems were established. In this era political scientists debated the merits of authoritative and liberal regimes.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

1. How do leaders acquire more power? What happens when leaders gain complete control over their subjects?
2. Why do some governments share power between different branches?
3. What are some different ways of looking at government, society, the world etc.?
4. How can new ways of looking at things impact government and society?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that…

1. Absolute rulers gained more influence through careful dealings with the nobility, the establishment of complex civil bureaucracies, and the creation of standing armies. Their newfound power allowed them to shape culture and thought.
2. England developed a unique system of Constitutional Monarchy because of existing principles such as Common Law and the Magna Carta. Ultimately it would take a bloody civil war, dictatorship, and a “Glorious Revolution” in order to create a system in which power was shared between an executive and a legislature.
3. The Scientific Revolution and the Enlightenment emphasized rational thought and reason over superstition and faith.
4. Periods of intellectual growth had far reaching consequences in government and society. Scientific breakthroughs, tech. innovation, and revolutions would result.
### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
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### Conceptual Objectives:
Determine how the principal ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

Analyze the interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land holding.

### Additional Areas of Focus
Discuss factors that led to the transition from feudalism to absolutism in Western Europe in the sixteenth and seventeenth centuries.

Distinguish between absolutism in England and France in the sixteenth and seventeenth centuries.

### Examples, Outcomes, Assessments

<table>
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<tbody>
<tr>
<td><strong>Absolutism and Constitutionalism</strong></td>
</tr>
<tr>
<td>A. Western Europe</td>
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<tr>
<td>B. Eastern Europe</td>
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</table>

| **Scientific Revolution and the Enlightenment** |
| A. The Scientific Revolution |
| B. The Enlightenment |
| C. Absolute monarchs and the Enlightenment |

### Sample Assessments:
- MPC tests
- Essays- Compare and contrasting the English vs. French systems of Government...IE” Constitutional vs. Absolute Monarchy
- Research Assignments
- Multimedia projects/ Media literacy assignments
- Role playing activities
- Presentations- Enlightenment Thinker student lessons. Students are tasked with creating a mini-lesson on an important Enlightenment thinker and then sharing with the class.
- Demonstration of understanding through art, poetry, song, etc.
- Recreation and explanation of some of Galileo’s simple experiments and observations.

### Instructional Strategies:

**Interdisciplinary Connections**
- Analyze and draw connections between the figurative power of Absolute monarchs and the literal size and scope of the palaces and architectural creations that projected their power.
- Primary source analysis of various
| Explain how Spain lost its relatively short-lived European hegemony in the 17th century. | Thinkers of the Scientific Revolution and Enlightenment. |
| Explain the characteristics that define absolutist and constitutional governments. | “Court of Opinion” Students put Louis XIV on trial to determine whether he is did more to help or ultimately hurt France. |
| Assess the extent to which an absolutist state emerges in 17th century France. | **Technology Integration** |
| Describe the nature of French foreign policy under Louis XIV. | - Virtual tour of Versailles |
| Evaluate Colbert's economic policies. | - Research and team PowerPoint presentations on major thinkers, writers, and artists of the era. |
| Describe how the art and literature of "French Classicism" reflects the values of absolutist France. | - Recreation of some basic experiments/observations of important Scientific Revolution figures. |
| Analyze the nature of French foreign policy under Louis XIV. | - Creation and sharing of lesson tutorials using online software. |
| Evaluate Colbert's economic policies. | **Global Perspectives** |
| Describe how the art and literature of "French Classicism" reflects the values of absolutist France. | - Research into why the Enlightenment didn’t spread or heavily influence life in other parts of the world. |
| Analyze the causes of the War of the Spanish Succession 1701-1714. | - Draw connections between the English Civil War/ Era of Salutary Neglect and the ability of the English colonies in North America to develop semi-autonomously. |
| Identify the terms of the Peace of Utrecht in 1713 and analyze its impact. | - Analysis of the role of Cromwell in fostering strife between the English and Irish. |
| Evaluate the events and factors that contributed to the decline of Stuart absolutism 1603-1649. | - Highlight the differences between Western European Regimes and those in Africa and Asia. |
| Analyze the Interregnum period 1649-1660 in England - was this democracy or military dictatorship? | |
| Identify the impact of Cromwell's policies on the current strife in Northern Ireland. | |
| Evaluate the causes of the Glorious Revolution of 1688. | |
| Analyze the impact of the Glorious Revolution and the 1689 English Bill of Rights on the Monarch, Parliament, Catholics, and the Judiciary. | |
| Compare the political ideas of John Locke and Thomas Hobbes. | |
Examine reasons for the commercial success of the Dutch Republic.

Compare absolutism in western Europe and in eastern Europe.

Explain the development of absolutist states in Austria, Prussia, and Russia.

Evaluate the treatment of peasants in eastern Europe.

Discuss how new cities, such as St. Petersburg, reflect the values of absolutist rulers.

Identify and evaluate the reforms of Peter the Great.

Analyze the impact of geography on the development of France and England.

Compare the environments of eastern and western Europe.

Assess the contributions of the following earlier scholars to 18th century thought: Aristotle, Ptolemy, Copernicus, Kepler, Galileo, Bacon, and Descartes.

Describe the findings of Newton.

Identify the causes of the Scientific Revolution.

Explain the concept of the Enlightenment.

Identify the causes of the Enlightenment.

Describe the role of the Philosophes in the Enlightenment.

Identify and describe the role of the following scholars in the Enlightenment:
Fontenelle, Bayle, Montesquieu, Voltaire, Madame Chatelet, Diderot, and Rousseau.

Explain the role of women and the Salon in encouraging Enlightenment ideas.

Analyze the impact of the Scientific Revolution and the Enlightenment on ordinary people.

Identify the reforms of "Enlightened" monarchs such as Frederick the Great, Catherine the Great, and Joseph II.

Evaluate the impact of the Enlightenment on absolute monarchs.

Explore the concept of revolution as it applies to political, economic, social, and technological change.
### Unit #4- The Age of Revolutions
**Time:** 7.5 Weeks

**Standard 6.2 Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Big Ideas: Course Objectives / Content Statement(s)

From the mid 18th century though the late 19th century Europe was in a state of constant flux. New philosophies, ideologies, and technologies were fostering unprecedented change. Traditional institutions resisted this change leading to an era of internal as well as external conflict.

<table>
<thead>
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<tbody>
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<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
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</table>
| 1. What happens when humans become more efficient?  
2. What are the results of new ways of thinking about government and society?  
3. What happens when traditional institutions are threatened by change?  
4. How can ideas of freedom and liberty be manipulated into something entirely different?  
What happens when the people of a society find themselves caught up in political hysteria and groupthink?  
5. How does art and literature reflect change?  
6. What happens when large amounts of people relocate themselves into urban centers? | Students will understand that…  
1. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.  
2. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.  
3. Change did not come easily to all areas of Europe. From 1789-1815 Europe was in a constant state of war. Millions perished or were displaced as a result of the French Revolution and the subsequent wars of Napoleon. Nations outside of France became ever more conservative in an attempt to halt the spread of new ideas.  
4. During the Reign of Terror in France many innocent victims were...|
persecuted, arrested, and killed as a result of hysteria and groupthink orchestrated by the very people preaching liberty, fraternity, and equality.

5. Romanticism was an artistic and literary movement that disregarded the Enlightenments heavy emphasis on reason. This style placed importance in one's feelings, emotions, faith, and imagination.

6. The Industrial Revolution had the greatest impact on daily life since the Neolithic/Agricultural Revolution of 10,000 years earlier. However, this change initially moved faster than political leaders and city planners. Overcrowding, exploitation of women and children, unpredictable economic factors, and slums were just a few examples of the early problems associated with industrialization.

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td><strong>NJCCS:</strong></td>
<td><strong>Eighteenth century economic and social changes</strong></td>
</tr>
<tr>
<td>6.2.12.D.3.b</td>
<td>C. Mercantilism and World Trade</td>
</tr>
<tr>
<td><strong>Conceptual Objectives:</strong></td>
<td>D. Adam Smith and Economic</td>
</tr>
<tr>
<td>Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</td>
<td>Liberalism</td>
</tr>
<tr>
<td>Asses the extent to which revolutions in this time period resulted in the expansion of political, social, and economic rights and opportunities.</td>
<td>E. Marriage, Family Life, Children, and Education</td>
</tr>
<tr>
<td>Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</td>
<td>F. Food and Medical Practice</td>
</tr>
<tr>
<td>Compare and contrast the struggle for women’s suffrage and the rights of workers in Europe and North America, and the degree to which each movement achieved its goals.</td>
<td>G. Religion and Popular Culture</td>
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<tr>
<td><strong>The French Revolution and Napoleon</strong></td>
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</tr>
<tr>
<td>A. The Ancien Regime and Causes of the French Revolution.</td>
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<tr>
<td>B. The Early Stages of the Revolution</td>
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<tr>
<td>C. Republican France, the Terror, and</td>
<td></td>
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</tbody>
</table>
Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

Determine how and the extent to which scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

**Additional Areas of Focus:**

Account for the dramatic population increase in Europe during the 18th century.

Describe the changes in 18th century agriculture.

Account for the leadership of Holland and Britain in the Agricultural Revolution.

Trace the development of cottage industry.

Explain the workings of the mercantilist system.

Analyze the impact of European mercantilism on Europe and the world.

Describe the key concepts of Adam Smith's economic liberalism.

Evaluate the values and attitudes of Europeans towards marriage and family life in the eighteenth century.

Analyze the relationship between diet, nutrition, life expectancy, and class in eighteenth century Europe.

International War
D. The Napoleonic Era 1799-1815

**Industrial Revolution and 1848 Revolutions**
A. The Industrial Revolution
B. The Congress of Vienna
C. Radical Ideas and Early Socialism
D. The Romantic Movement
E. Reforms and Revolutions

**Life in 19th Century Urban Society**
A. Urban Problems and Social Stratification
B. Changing Family Values
C. Science and Thought
D. Realism in Literature

**Sample Assessments:**
- Deliberations- Was the Industrial Revolution a gift or a curse. Students will be divided up into teams of four or more and tasked with finding a balanced solution to this issue.
- Objective tests
- Essays evaluating impact of Industrial Revolution
- Research Assignments
- Multimedia projects/Media literacy assignments
- Role playing activities
- Presentations
- Demonstration of understanding through art, poetry, song, etc.
- Constitution Writing activity: students attempt to take enlightenment ideas and turn them into a Constitution for Revolutionary France.
- Students view segments from the Film version of *Frankenstein* and write an essay analyzing its views on science and Romanticism.
| Discuss changing attitudes towards education and child rearing. |
| Describe medical practices and hospital conditions in the 18th century including the development of inoculation. |
| Describe the state of religion in eighteenth century Europe; focusing on the Protestant revival. |
| Identify favorite leisure activities of the common people. |
| Describe the basic tenets of Liberalism and its historical antecedents. |
| Summarize both long and short term causes (political, social, and economic) of the French Revolution. |
| Distinguish between traditional and "revisionist" interpretations of the causes of the French Revolution. |
| Analyze the goals of the various social classes involved in the French Revolution. |
| Discuss the role of the peasantry and the urban poor in the French Revolution. |
| Evaluate the changes created by the 1791 Constitution. |
| Summarize the key phases of the French Revolution. |
| Analyze international reactions to the French Revolution. |
| Analyze the causes and results of the Terror. |
| Explain how Napoleon gained power. |
| Summarize Napoleon's domestic policies. |

**Instructional Strategies:**

**Interdisciplinary Connections**
- Analysis of primary source documents such as Adam Smith’s *Wealth of Nations.*
- Analysis of Romantic art and literature.
- Excerpts of from text/film *Frankenstein.*
- Compare Romantic, Rococo, and Baroque artistic styles.

**Technology Integration**
- Analysis of key technological breakthroughs in agriculture and the textile industry.
- Creation and sharing of lesson tutorials using online software.

**Global Perspectives**
- Discuss the globalized economic reach of Mercantilism.
- Students will evaluate the impact of American and French Revolutions on the people of Latin America.

**Additional Areas of Focus Cont.**
Describe the agreements achieved at the Congress of Vienna.
Evaluate the success of the Congress of Vienna.
Analyze Metternich's methods of maintaining balance of power.
Summarize the tenets of economic liberalism and the individual views of Adam Smith, Thomas Malthus, and David Ricardo.
Provide examples of French Utopian Socialists with a brief explanation of their beliefs.
Explain the basic concepts of the Hegelian Dialectic.
<table>
<thead>
<tr>
<th>Describe Napoleon's Continental System.</th>
<th>Summarize the principal ideas in Karl Marx's and Frederick Engels <em>Communist Manifesto</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the events leading to Napoleon's final defeat in 1815; focusing on the growth of nationalism.</td>
<td>Identify and discuss the co-existing isms of conservatism, liberalism, nationalism, and socialism.</td>
</tr>
<tr>
<td>Evaluate the influence of the French Revolution on Europe and the world.</td>
<td>Explain why the Romantic movement developed in and reflects the revolutionary period of the mid-nineteenth century.</td>
</tr>
<tr>
<td>Evaluate the historical importance of Napoleon Bonaparte.</td>
<td>Identify the characteristics of Romantic art, music, and literature.</td>
</tr>
<tr>
<td>Review the changes brought by the Agricultural Revolution of the 1700s (food surplus, population growth, enclosure movement) and explain how these changes set the stage for the Industrial Revolution.</td>
<td>Compare Romantic, Rococo, and Baroque styles.</td>
</tr>
<tr>
<td>Explain how advances in science and technology affected industrial development (interaction between mass production, new energy sources, increased transportation, and mass markets).</td>
<td>Explain the motivations behind the Greek Revolution of 1830 and the international reaction to the Revolution.</td>
</tr>
<tr>
<td>Analyze reasons for Britain's leading role in the Industrial Revolution.</td>
<td>Explain why Britain avoided revolution in the period 1815-1850.</td>
</tr>
<tr>
<td>Identify sources of industrial capital; such as the sale of stock and the creation of corporations.</td>
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</tr>
</tbody>
</table>
## Unit #5- The Age of Modern Turmoil: Imperialism through WWII

**Time : 7.5 Weeks**

### Standard 6.2 Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Big Ideas: Course Objectives / Content Statement(s)

From late 19th through middle 20th century Europeans competed with one another for resources and international prestige. This competition was motivated in part by a sense of cultural superiority over other parts of the world. The result of this international competition was the bloodiest and most destructive conflict ever experienced by man, World War II.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
</tbody>
</table>
| 1. Why do people develop ethnocentric views? | Students will understand that…  
1. New found economic and industrial might led some Europeans to develop a sense of superiority over the rest of the world. |
| 2. Why do nations attempt to expand their influence beyond the borders of their nations? | 2. The industrialized nations embarked on a competitive race for global resources and markets resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. |
| 3. What happens when new technology and growing nationalistic views meet? | 3. Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. |
| 4. What happens when conflicts are not fully settled? | 4. The Creation of a Communist nation on European soil sparked an ideological conflict that would last to this day. More people would die or be forced into bondage under Communism than any other form of Government in the 20th Century. |
| 5. What happens when all sectors of society are mobilized for a war effort? | 5. The failure of the Treaty of Versailles, |
the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.

6. World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.
### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Students will:**

**NJCCS:**
- 6.2.12.A.3.g, 6.2.12.B.3.a, 6.2.12.B.3.b, 6.2.12.C.3.c

**Conceptual Objectives:**
- Analyze the motives and methods of European nations, Japan, and the United States to expand their imperialistic practices in Africa and Asia, and the impact on relations between these imperialist nations.
- Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
- Analyze the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- Assess the impact of imperialism on economic development in Africa and Asia.
- Assess the extent to which racism was both a cause and consequence of imperialism and analyze the impact of imperialism from multiple perspectives.
- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
- Explain the rise of fascism and spread of communism in Europe and Asia.

### Examples, Outcomes, Assessments

**Instructional Focus:**

**Nationalism in France, Italy, Germany, et al.**
- A. Napoleon III and the Second Empire
- B. The Unification of Italy
- C. The Unification of Germany
- D. The Modernization of Russia
- E. The Responsive National State 1871-1914
- F. Marxism and the Socialist Movement

**European Imperialism**
- A. Industrialization and the World Economy
- B. Migration from Europe
- C. Imperialism in Africa and Asia
- D. Responses to Western Imperialism

**Russian Revolution and World War I**
- A. The Russian Revolution
- B. Causes of World War I
- C. Battles and the Home Front
- D. The Treaty of Versailles

**Between the Wars**
- A. Changes in Philosophy and Science
- B. Cultural Impact of World War I
- C. Attempts to Create Peace
- D. The Great Depression

**Dictatorships and World War II**
- A. Stalin's Soviet Union
- B. Mussolini and Hitler
- C. War and Peace

**Sample Assessments:**
- Essays evaluating impact of WWI, reasons for rise of dictators etc.
- Deliberations
- MPC tests
- Research Assignments
- Multimedia projects/ Media literacy
Analyze the motivations, causes and consequences of genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

Assess the effort of governments to respond to incidents of ethnic cleansing and genocide.

Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

Determine how geography impacted military strategies and major turning points during World War II.

Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

Compare World Wars I and II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, scientific research on war strategies, war tactics, and destruction of human life and land possessions.

Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

assignments
- Role playing activities
- Presentations
- Demonstration of understanding through art, poetry, song, etc.
- Berlin Conference Role-playing activity.
- Creation of a Psychological profile on Joseph Stalin and Adolf Hitler using primary and secondary sources including print, video, and online resources.

Instructional Strategies:

**Interdisciplinary Connections**
- Interpretation of various primary and literary sources depicting such topics as Imperialism Socialism, Communism, Nationalism etc.
- Stock Game: Student play a board game that teaches the most basic and fundamental concepts of the Stock Market and Free-market economics.
- Analysis of the art, literature, architecture in post-WWI Europe.
- Backwards facing unit on WWI. Students will learn about WWI in an opposite direction from the way it is presented in traditional unit plans. Students will focus on key essential questions and start from the consequences of the war and work towards the root causes of the war.

**Technology Integration**
- Viewing of real video footage of major events of the era.
- Research using online databases.
- Creation of multimedia- i.e. Blog/iMovie/PowerPoint
Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

Analyze the Treaty of Versailles and the League of nations.

Assess the causes of the Russian Revolution and the impact of the Bolshevik victory on global politics.

Analyze the relative importance of the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as causes of World War II.

Compare how Allied countries responded to the expansionist actions of Germany and Italy.

Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war.”

Assess the relative importance of such factors as world war, depression, nationalist ideology, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia.

Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during an event of persecution or

Global Perspectives
- Evaluate the impact of the era of the Great Wars on indigenous populations and lesser powers.
- Research on the global economic impact of WWII and its aftermath.

Additional Areas of Focus Cont.
Evaluate Bismarck's policies towards the Catholic Church and Socialists.

Compare the Risorgimento to German unification.

Explain why the Russian Empire lacked political unity and industrial technology.

Evaluate the reforms of Alexander I and Sergei Witte.

Describe the impact of the Crimean War on Russia.

Discuss the causes and results of the Russo-Japanese War.

Analyze the influence of geography on the development of the Russian empire.

Discuss the causes and results of the Revolution of 1905.

Analyze the level of modernization in Russia before World War I.

Identify the key terms of the Treaty of Versailles.
genocide, and describe the long-term consequences of genocide for all involved.

Analyze how the social, economic, and political roles of women were transformed during this time period.

Analyze how the arts represent the changing values and ideals of society.

Assess the cultural impact of World War I, the Great Depression, and World War II.

**Additional Areas of Focus:**

Summarize the changes in France's government from Republic to Empire.

Evaluate the successes and failures of Napoleon III's Second Empire.

Compare the contributions of Mazzini, Cavour, Garibaldi, Victor Emmanuel, and Napoleon III to the unification of Italy.

Summarize the border changes that occurred in the Italian peninsula between 1500 and 1859.

Explain the steps taken by Prussia to displace Austria as the dominant German state after the Congress of Vienna.

Assess Bismarck's skill in handling foreign policy both before and after German unification.

Explain the relationship between Britain and Ireland in the second half of the nineteenth century.

Summarize the status of France and Austria-Hungary in the final decades of the nineteenth century.

Identify developments in the socialist movement.

Evaluate the success of the Treaty of Versailles.

Discuss the impact of World War I on Europe.

Trace the events that led to the fall of Czar Nicholas and the monarchy in March 1917.

Explain why the Provisional (March) Government failed.

Identify Vladimir Lenin's methods in leading the October Revolution.

Summarize the methods used by the Bolsheviks to consolidate power in the period 1917-1921.

Discuss the impact of the "Lost Peace" on philosophers such as Nietzsche, Wittgenstein, Sartre, and Camus.

Explain how the tragedy of World War I led to a revival of Christian thought led by Kierkegaard, Barth, and Marcel.

Identify changes in physics; including the contributions of Planck, Einstein, and Rutherford.

Summarize the main concepts of Freudian psychology.

Explain the impact of World War I on literature, art, architecture, and music.

Compare the styles and themes of Impressionism, Expressionism, Cubism, Dadaism, and Surrealism.

Assess the impact of movies and radio on entertainment and propaganda.
| movement throughout Europe. | Assess the impact of technology on Europe's ability to "open" Asia and to control world trade. |
| Explain how the demands of industrialization led to a new wave of Imperialism in Africa and Asia. | Analyze the philosophical reasons behind 19th century European imperialism. |
| Explain the "Scramble for Africa" and the terms of the Berlin Conference. | Compare the era of colonization (16th-17th centuries) with the era of imperialism (19th century). |
| Identify and compare reactions to European imperialism. | Identify and discuss the causes of World War I. |
| Debate the various interpretations as to why World War I began. | Summarize key military strategies of the Great War. |
| Discuss how the Great War affected the common people. | Evaluate attempts to maintain peace in Europe. |
| Explain the causes and effects of the Great Depression. | Describe responses to the Depression in Scandinavia and Britain. |
| Debate reasons for the growth of authoritarian governments in Europe. |
| Compare the economic success of War Communism (WWI) and Lenin's New Economic Policy. |
| Explain how Stalin gained power after Lenin's death. |
| Analyze social changes in the Soviet Union under the Bolsheviks. |
| Summarize the goals of Stalin's Five Year Plans. |
| Evaluate the success of the Five Year Plans and collectivization. |
| Compare and contrast authoritarian, totalitarian, communist, and fascist types of government. |
| Analyze the connections between the end of WWI and the start of WWII. |
| Explain how Mussolini came to power in Italy. |
| Describe Hitler's rise to power in Germany. |
| Trace key events leading to World War II in Europe. |
| Account for the Allied victory in World War II. |
Unit #6 - Modern Europe: The Cold War and its Consequences 1945-Present  
Time: 4 Weeks

<table>
<thead>
<tr>
<th><strong>Standard 6.2 Global Studies</strong></th>
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<tbody>
<tr>
<td>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.</td>
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**Big Ideas: Course Objectives / Content Statement(s)**

In the post-WWII era, The Untied States and the Soviet Union competed with one another in an ideological, economic, and social conflict known as the Cold War. Europe remained a major arena of contention for years to come. The decisions and conflicts of this era continue to impact our world today.

<table>
<thead>
<tr>
<th><strong>Essential Questions</strong></th>
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<tbody>
<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
</tr>
<tr>
<td>1. Why do countries go to war?</td>
</tr>
<tr>
<td>2. What are the consequences of World War?</td>
</tr>
<tr>
<td>3. What conditions create feelings of distrust and mutual contempt?</td>
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<tr>
<td>4. How do conflicts between opposing groups often affect other groups not directly involved?</td>
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<tr>
<td>5. How do decisions lead to often-unforeseen consequences?</td>
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<tr>
<td>6. What happens when ultra-modern cultures interact with orthodox/traditional cultures?</td>
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<thead>
<tr>
<th><strong>Enduring Understandings</strong></th>
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<tbody>
<tr>
<td><em>What will students understand about the big ideas?</em></td>
</tr>
<tr>
<td>Students will understand that…</td>
</tr>
<tr>
<td>1. World War II left 60 million+ dead, large portions of Europe, Africa, and Asia devastated, and propelled the world into the Atomic Age.</td>
</tr>
<tr>
<td>2. The actions of the U.S.A and the U.S.S.R helped create an atmosphere of mistrust and affected the domestic and foreign policies of both nations.</td>
</tr>
<tr>
<td>3. Much of the rest of the world was forced to side with either the U.S.A or the U.S.S.R. This system of alliances resulted in unforeseen consequences.</td>
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<tr>
<td>4. The era following the breakup of the Soviet Union resulted in a period of global growth and unprecedented technological innovation.</td>
</tr>
<tr>
<td>5. International migration and scientific &amp; technological improvements resulted in an increasingly global economy, clashes of culture and societies’ challenged by limited natural resources.</td>
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<tr>
<td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td>
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<tr>
<td>-------------------------------------------------------------</td>
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<tr>
<td>Students will:</td>
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</table>
Conceptual Objectives:
Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.

Evaluate the structure and goals of the United Nations and the organization's ability to solve or mediate international conflicts.

Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

Analyze the reasons for the Cold War and the collapse of the Soviet Union, and the impact of these events on changing national boundaries in Eastern Europe and Asia.

Assess the role of boundary disputes and limited natural resources as sources of conflict.

Cold War Conflicts and Social Transformations
A. The Cold War Begins
B. The Western Renaissance 1945-1968
C. Soviet Eastern Europe 1945-1968
D. Social Transformations and the Economy 1945-1968
E. The Late Cold War 1968-1985
F. The Changing Role of Women

Revolution, Reunification, and Rebuilding: 1985 to the Present
A. Decline of Communism in Eastern Europe
B. The Women's Movement
C. Detente or Cold War?
E. The Revolutions of 1989
F. The Recent Past 1989 – 2001

The Post 9/11 Era
A. Dynamics of a Global Economy and the economic downturn of 2008
B. Clash of Cultures: East meets West in the New Millennium
C. Global Issues of the 21st Century

Sample Assessments:
- Essays i.e. analyzing Cold War Competition, Role of UN etc.
- MPC tests
- Deliberations
- Research Assignments
- Multimedia projects/ Media literacy assignments
- Role playing activities
- Presentations
- Demonstration of understanding through art, poetry, song, etc.
- I-Movie presentation on a European nation 1945-present. This assessment should reflect the dynamic nature of the era of study.
- Lesson presentations by students on a European nation/territory between 1945-
<table>
<thead>
<tr>
<th>Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</td>
</tr>
<tr>
<td>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</td>
</tr>
<tr>
<td>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</td>
</tr>
<tr>
<td>Assess the impact of the European Union on member nations and other nations.</td>
</tr>
<tr>
<td>Evaluate the role of the petroleum industry on world politics, the global economy, and the environment.</td>
</tr>
<tr>
<td>Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</td>
</tr>
<tr>
<td>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and women’s progress toward social equality, economic equality, and political equality in various countries.</td>
</tr>
<tr>
<td>Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1991. Students are required to learn the ins and outs of writing lesson plans, behavioral objectives, essential questions etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>- Interpretation of literary sources depicting life in a Communist nation.</td>
</tr>
<tr>
<td>- Analysis of modern art, music etc. and its critique of contemporary culture and politics.</td>
</tr>
<tr>
<td>Technology Integration</td>
</tr>
<tr>
<td>- Use of online international media sources to gain international perspectives on important global issues</td>
</tr>
<tr>
<td>- Virtual tours of modern international cities such as Dubai.</td>
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<tr>
<td>- Video clips on dangers of E-Waste</td>
</tr>
<tr>
<td>Global Perspectives</td>
</tr>
<tr>
<td>- Impact of the European Union on international affairs.</td>
</tr>
<tr>
<td>- Varying interpretations on the Rise of China.</td>
</tr>
<tr>
<td>- Connection between deals/alliances during the Cold War and the rise of international terrorism.</td>
</tr>
<tr>
<td>- Deliberation on the merits of the “War on Terror</td>
</tr>
<tr>
<td>- Evaluation of the International Monetary System.</td>
</tr>
</tbody>
</table>

**Additional Areas of Focus Cont.**

Summarize the expansion of Soviet influence over eastern Europe.

Evaluate the impact of science programs, such as the space program, on the culture and economy of both western and eastern Europe.

Explain the social revolutions of the 1960s.
| Analyze the relationships and tensions between national sovereignty and global interests in matters such as territory, economic development, use of natural resources, and human rights. | Explain the economic downturn of the 1970s and the role of OPEC in this change. |
| Analyze why terrorist movements have proliferated and their impact on governments, individuals, and societies. | Analyze the changing social, economic, and political role of women. |
| Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. | Identify changes within the Soviet Union from Khrushchev to Gorbachev. |
| Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. | Trace changes in Soviet policy towards eastern Europe from 1968 to 1985. |
| Evaluate efforts made by governmental, non-governmental, and international organizations to address economic imbalances and social inequalities. | Explain changes in Poland from the 1970s to the 1980s. |
| Compare and contrast demographic trends in industrialized and developing nations and the potential impact of these trends on the economy, political stability, and use of resources. | Evaluate the influence of Mikhail Gorbachev's policies on eastern Europe and the Cold War. |
| Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. | Explain the Revolutions of 1989 and the end of Communism. |
| Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries. | Identify the new nations and borders created by the fall of the U.S.S.R. |
| Explain the re-unification of Germany. | Debate the reasons for the collapse of Communism in eastern Europe. |
Assess the role of increased personal and business electronic communications in creating a “global” culture, and the impact on traditional cultures and values.

**Additional Areas of Focus:**

Discuss the causes of the Cold War.

Analyze how the actions of the USSR and the nations of western Europe created an atmosphere of mistrust and affected the domestic and international policies of both regions.

Compare and Contrast post-war recovery in Western and Eastern Europe.

Analyze the economic challenges facing Europe in the 1990s.

Identify the political, economic, and social challenges facing Russia in the 1990s.

Evaluate the economic, political, and social status of eastern Europe after Communism.

Compare the economic, political, and social status of eastern Europe to western Europe.

Identify current key political, social, and economic issues in modern Europe; including the European Union and migration.
6.3 Active Citizenship in the 21st-Century.

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Big Ideas: Course Objectives / Content Statement(s)**

Good citizenship skills in the 21st century require more than just a rudimentary knowledge of world affairs. Fostering positive 21st century citizenship skills depends on active participation, problem solving, and a willingness to see oneself as living in a global culture as well as a local or national culture.

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</tr>
<tr>
<td>1. What does it mean to be a global citizen?</td>
<td>1. Being a global citizen means acknowledging one’s role and responsibility in making the world a better place.</td>
</tr>
<tr>
<td>2. How can ordinary people make a difference?</td>
<td>2. Active participation in local, national, and international affairs can lead to a better world.</td>
</tr>
<tr>
<td>3. What issues impact people in different parts of the world?</td>
<td>3. In the 21st century competition for natural resources, scarcity of clean drinking water, climate change, and ethnic conflicts will be amongst the many issues needing solutions.</td>
</tr>
<tr>
<td>4. How do people live in other parts of the world?</td>
<td>4. The world is as diverse economically as it is culturally. Different economic systems and standards of living exist. Inequality is prevalent throughout the globe.</td>
</tr>
<tr>
<td></td>
<td>5. Individuals hold the power to improve living conditions and find solutions to the world’s problems. Every little bit of effort counts!!!</td>
</tr>
<tr>
<td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td>
<td>Examples, Outcomes, Assessments</td>
</tr>
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</tr>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
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</table>
| **NJCCS:** 6.3.12.A.1, 6.3.12.A.2, 6.3.12.B.1  
6.3.12.C.1, 6.3.12.D.1, | ‐ Current event discussions   |
| **Conceptual Objectives:**                                    | ‐ Deliberating in Democracy program. |
| Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. | ‐ Global Education and Activities |
| Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. | Sample Assessments:             |
| Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. | ‐ Class discussions and deliberations |
| Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. | ‐ Analysis of how other nations view events differently through website comparison |
| Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. | ‐ Current Events literacy quiz |
| **Additional Areas of Focus:**                                | ‐ Team building exercises.      |
| Determine the credibility and value of information.           | Instructional Strategies:       |
| Examine global issues and events through multiple lenses while also considering context, | **Interdisciplinary Connections** |
| | ‐ Analysis of international literature and media sources to gain differing perspectives on major issues. |
| | **Technology Integration** |
| | ‐ Use of the Deliberating in Democracy website to learn about important issues. |
| | ‐ Use of the internet in order to tune in to various points of view (Appropriate points of view) |
| | **Global Perspectives** |
| | ‐ Evaluating the differences between media coverage of events in different nations. |
| | ‐ Recognizing the role some governments play in the censorship or news and events. |
- point of view, and multiple perspectives.

- Evaluate conflicting perspectives to understand the complexity of global society.

- Analyze and examine the origins of prejudice and discrimination and develop ways to eliminate them.

- Analyzing the roles and relationships between diverse economic, political, social, cultural, and belief systems around the world and how they lead to conflict.

- Evaluating possible solutions to problems and conflicts that arise in an interconnected world.

- Engaging in open-minded behavior, critically analyzing information, and making ethical judgments when handling controversial and complex global issues.

- Making rational and persuasive written and oral arguments when presenting solutions to controversial and/or complex global issues.
Media Literacy Skills

Students will be able to:

• Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
• Formulate questions and hypotheses from multiple perspectives, using multiple sources.
• Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
• Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
• Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
• Determine whose point of view matters
• Determine how one can locate legitimate sources of information
• Analyze varying perspectives on the meaning of historical events.
• Ascertain credible and questionable sources of information about historical and contemporary events
• Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
• Examine ways how can citizens and groups participate effectively in the democratic process
• Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Course Objectives: Skills
Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. Students who develop a command of social studies skills during their school years and carry these skills into the adult years have laid a firm basis for continued learning throughout their entire lives.

An objective of the department is to develop each student to the best of his/her ability in each of the following skill areas:

A. General Skills
   Students will be able to:
   A.1 access information from a variety of sources in school and community.
   A.2 use the library/media center as a key resource for inquiry and assessment of print and non-print materials.
   A.3 classify information.
   A.4 organize information.
   A.5 interpret information.
   A.6 evaluate information
   A.7 synthesize information
   A.8 acquire information through reading.
   A.9 acquire information through listening and observing.
   A.10 acquire information through the study of artifacts, art and both print and non print media.
   A.11 acquire information from electronic media including the Internet and various online databases.
   A.12 communicate orally and in writing.
   A.13 work with others cooperatively.
   A.14 recognize and use primary sources.
   A.15 apply different reading skills as appropriate to reading material to facilitate comprehension.
   A.16 formulate relevant questions.
   A.17 assume a variety of roles in group settings.
   A.18 plan project-related tasks in a timely, efficient and effective manner, alone or with others.
   A.19 apply study skills when preparing for quizzes, tests and exams.
   A.20 take advantage of teacher-recommended activities designed to enhance learning.

B. Critical Thinking Skills
Students will be able to:

B.1 identify and clarify central issues.
B.2 recognize underlying assumptions.
B.3 evaluate evidence or authority.
B.4 recognize stereotypes and clichés.
B.5 recognize bias and emotional factors in a presentation.
B.6 identify the purpose of a reading.
B.7 bring background knowledge to bear on a new reading.
B.8 distinguish between verifiable and unverifiable data.
B.9 distinguish between the relevant and non-relevant.
B.10 draw and test inferences.
B.11 distinguish between statements of fact and statements of opinion.
B.12 determine the strength of an argument.
B.13 draw warranted conclusions and construct generalizations.
B.14 identify and explain the significance of several key events and explain why these are turning points in European history.
B.15 recognize cause and effect relationships of key historical and contemporary conditions/developments.
B.16 develop and test personal hypotheses.
B.17 predict possible outcomes.
B.18 offer approaches to problems.
B.19 compare various perspectives on selected historical events and characters.
B.20 use monitoring techniques to check on comprehension.
B.21 apply decision-making and problem solving techniques.
B.22 evaluate historical decisions and actions for effectiveness.
B.23 evaluate the impact of political, social, and economic changes on art, music, literature.

C. Writing Skills

Students will be able to:

C.1 write for a particular purpose.
C.2 write to a specific audience.
C.3 select from and use a variety of forms of expression.
C.4 organize ideas.
C.5 support ideas.
C.6 use standard written English.
C.7 exhibit technical correctness.
C.8 write creatively using a historical context.

D. Computer Skills
Students will be able to:

D.1 use library computer system when conducting research.
D.2 apply computer technology as an aid to thought and composition of work.
D.3 apply computer technology to the sorting and organizing of information.
D.4 use technology to solve problems and make decisions.
D.5 create presentations using PowerPoint, I-Movie, Podcasts etc.
D.6 search the Internet and online databases to conduct research and gather data.
D.7 use word processing software to write assignments.
D.8 distinguish between reliable and unreliable Internet sites.

E. Map Skills

Students will be able to:

E.1 place on a blank map of Europe all the current major nations, with names correctly spelled.
E.2 locate on a blank map of Europe the major bodies of water spelled correctly that are associated with the continent.
E.3 locate on a blank map of Europe all the major islands associated with Europe and correctly identify the related nation.
E.4 locate and spell correctly the major rivers, mountain ranges, and peninsulas of the European continent.
E.5 match each major European nation with its capital city.
E.6 identify the boundaries of Europe in the years: 1648, 1789, 1812, 1815, 1871, 1945, and present.
E.7 compare various maps and draw inferences.
E.8 use maps and the globe to explain the geographic setting of historical and current events.

F. Picture, Chart, Graph, and Table Interpretation Skills

Students will be able to:

F.1 interpret pictures by applying related information and use the material as the basis for drawing conclusions.
F.2 recognize cartoons as materials expressing a point of view and interpret the view expressed.
F.3 note and interpret common symbols used in cartoons.
F.4 Employ the use of graphs, charts, and tables to compare sizes and quantities, to show change, interpret the relationship shown, and draw inferences based upon the data.
F.5 construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
F.6 relate information derived from pictures, charts, graphs, and tables to that gained from other sources.
G. Understanding Time and Chronology Skills

Students will be able to:

G.1 identify what constitutes differences between and duration of various historical periods - (Medieval, Renaissance, etc.).
G.2 understand and construct timelines for the following eras:
   Renaissance
   Reformation and Counter-Reformation
   Seventeenth and Eighteenth Century political events
   The French Revolution
   Nineteenth century political events
   The Russian Revolution
   The Twentieth Century
G.3 place major events of European history in the correct chronological sequence.

H. Social Participation

Students will be able to:
H.1 discuss current issues of the teacher's selection in an informed manner.
H.2 generate points of view regarding the issues discussed which are consistent with democratic principles.
H.3 listen to other viewpoints with an open mind and express own viewpoints with sensitivity to others.
H.4 recognize, describe and offer constructive criticism, and respond positively to constructive criticism offered by others.
Text Books and Supplementary Books

Main Text:


Supplementary Books:

Kishlansky, Mark.; Geary, Patrick; and O'Brien, Patricia. Civilization in the West Since 1300. 5th Edition. Copyright 2003


- Volume I: Readings from the Ancient World to the Seventeenth Century.
- Volume II: Readings from the Seventeenth Century to the Present.


- Volume I: From Ancient Times to the Enlightenment.
- Volume II: From the Scientific Revolution to Present.


Examples of Suggested Video Sources

**Unit #1** - Foundations of Modern Europe: Antiquity Through The Middle Ages

*The Dark Ages*: History Channel VHS  
*Just the Facts: The Middle Ages* DVD

**Unit #2** - Europe In Transition: Renaissance, Reformation, and European Expansion

*Leonardo Da Vinci*: A&E Biography DVD  
*The Medici*: PBS Empires Series DVD  
*The Black Death*: A&E DVD  
*The Renaissance: Just The Facts* DVD  
*Martin Luther*: PBS DVD  
*Guns, Germs, and Steel Episode 2 Conquest*: National Geographic DVD

**Unit #3** - Absolutism and the Age of Reason

*Cromwell* DVD  
*Russian Land of the Tsars*: DVD

**Unit #4** - The Age of Revolutions

*The French Revolution*: History Channel DVD  
*Mill Times*: PBS VHS  
*Engineering an Empire: Napoleons Steel Empire*: History Channel DVD  
*Napoleon Bonaparte*: A&E Biography VHS

*Frankenstein* DVD

**Unit #5** - The Age of Modern Turmoil: Imperialism through WWII

*Horror in the Congo*

*Stalin Man of Steel*: History Channel DVD  
*Hitler and Stalin*: History Channel DVD  
*Hitler: Portrait of a Tyrant*: HBO Warlords Series VHS  
*Enemy at the Gates*: DVD

**Unit #6** - Modern Europe: The Cold War and its Consequences 1945- Present

Various segments from *The Century with Peter Jennings* VHS
Various segments from The 80's with Peter Jennings VHS
**Suggested Key Terms, Places, and People:**

Unit #1: Classical and Medieval Culture

<table>
<thead>
<tr>
<th>Classical and Medieval Culture</th>
<th>Battle of Tours</th>
</tr>
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<tbody>
<tr>
<td>Socrates</td>
<td>Charlemagne</td>
</tr>
<tr>
<td>Plato</td>
<td>Treaty of Verdun</td>
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<td>Sophocles</td>
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<td>Carolingian Renaissance</td>
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<td>acropolis</td>
<td>manorialism</td>
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<td>natural law</td>
<td>Canossa</td>
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<td>heliocentric theory</td>
<td>Holy Roman Empire</td>
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<td>Hellenistic period</td>
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<td>Ptolemy</td>
<td>manor</td>
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<td>Alexander the Great</td>
<td>Open-field system</td>
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<td>Zeno</td>
<td>Gothic</td>
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<td>Pax Romana</td>
<td>Romanesque</td>
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<td>Latifundia</td>
<td>Scholasticism</td>
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<td>Livy</td>
<td>Common law</td>
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<td>First Triumvirate</td>
<td>Hanseatic League</td>
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<td>Burgher</td>
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<td>Julius Caesar</td>
<td>Thomas Aquinas</td>
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<td>Augustus Caesar</td>
<td>Summa Theologica</td>
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<td>Constantine</td>
<td>Domesday Book</td>
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<td>Virgil</td>
<td>William of Normandy</td>
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<td>Diocletian</td>
<td>fur collar crime</td>
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<td>The Aeneid</td>
<td>conciliar movement</td>
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<td>Justinian's Code</td>
<td>vernacular</td>
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<td>City of God</td>
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<td>heresy</td>
<td>Joan of Arc</td>
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<td>diocese</td>
<td>Babylonian Captivity</td>
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<td>Byzantine Empire</td>
<td>Hundred Years' War</td>
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<td>St. Augustine</td>
<td>Divine Comedy</td>
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<tr>
<td>Lollards</td>
<td>Great Schism</td>
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<td>House of Commons</td>
<td>Bubonic Plague (Black Death)</td>
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<td>John Hus</td>
<td>Nationalism</td>
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<td>John Wyclif</td>
<td>Crusade</td>
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<td>Christine de Pisan</td>
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<td>Topic</td>
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<td>Renaissance</td>
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<td>Humanism</td>
<td>Pope Alexander VI secularism</td>
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<tr>
<td>Chiaroscuro</td>
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<td>Oligarchy</td>
<td>Martin Luther iconoclast</td>
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<td>Patron</td>
<td>John Calvin</td>
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<td>Bourgeoisie</td>
<td>Ulrich Zwingli Individualism</td>
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<tr>
<td>Erasmus</td>
<td>Catherine of Aragon</td>
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<td>Thomas Moore</td>
<td>Anne Boleyn</td>
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<tr>
<td>Donatello</td>
<td>Edward VI</td>
</tr>
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<td>Baldassare Castiglione</td>
<td>Prince Henry the Navigator</td>
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<td>Niccolo Machiavelli</td>
<td>Concordat of Bologna</td>
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<td>Savonarola</td>
<td>Astrolabe</td>
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<td>Protestant Reformation</td>
<td>War of the Three Henrys</td>
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<td>Act of Supremacy</td>
<td>Edict of Nantes Anglican Church</td>
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<tr>
<td>Predestination</td>
<td>Spanish Armada</td>
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<tr>
<td>Council of Trent</td>
<td>Defenestration of Prague</td>
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<td>Zwinglism</td>
<td>Misogyny</td>
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<td>Skepticism</td>
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<td>Quinto</td>
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<td>Viceroy</td>
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<td>Mercantilism</td>
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<tr>
<td>Inquisition</td>
<td>Taille</td>
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<td>Communes</td>
<td>Treaty of Cateau-Cambresis</td>
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<td>Reconquista</td>
<td>Peace of Westphalia</td>
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<td>Materialism</td>
<td>Abdication</td>
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<td>95 Theses</td>
<td>Prince Henry of Portugal</td>
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<td>Johan Gutenberg</td>
<td>Philip II of Spain</td>
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<td>Francois Rabelais</td>
<td>Michel de Montaigne</td>
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<td>Louis XI of France</td>
<td>Christopher Columbus</td>
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<tr>
<td>Henry VIII (England)</td>
<td>Bartholomew Diaz</td>
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<td>Ferdinand and Isabella</td>
<td>Hernando Cortez</td>
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<td>Charles VII of France</td>
<td>Henry IV (of Navarre)</td>
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<td>Cesare Borgia</td>
<td>Catherine de Medici</td>
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<tr>
<td>John Knox</td>
<td>Politique</td>
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<td>Johan Tetzel</td>
<td>St. Bartholomew's Day Massacre</td>
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<td>Charles V, HRE</td>
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</table>
Unit #3 Absolutism, Constitutionalism, and the Age of Reason

Totalitarianism
Absolutism
Republicanism
Constitutionalism
Cabinet Government
French classicism
Quixotic
Commonwealth
Intendants
Paulette
Fronde
Versailles
Cardinal Richelieu
Louis XIV of France
Moliere
Racine
Pouissin
Sully
Oliver Cromwell
James I of England
James II of England
Peace of Utrecht
Puritans
Glorious Revolution
Triennial Act
Long Parliament
Roundheads
Thomas Hobbes
John Locke
William and Mary
Restoration
Test Act
Cabal
English Bill of Rights
Regents
Stadtholder
The House of Orange
The Hague
Baroque
Dutch East India Company
Junkers
Hohenzollern
Romanov
Boyars
Autocracy
Habsburgs
Mongols
Pragmatic Sanction
Time of Troubles
Cossacks
Great Northern War
Frederick the Great
Suleiman the Magnificent
Genghis Khan
Ivan the Terrible
Ivan III
Peter the Great
Frederick William the Great Elector
Empirical method
Deductive reasoning
Rationalism
Tabula rasa
Parlement of Paris
Enlightenment
Philosophes
Social Contract
Diderot
Kepler
Galileo
Bacon
Descartes
Newton
Montesquieu
Voltaire
Copernicus
Brahe
Catherine the Great
Frederick the Great
Marie Theresa
Joseph II of Austria
Madame Chatelet
Rousseau
Agrarian economy
Famine foods
Common land
Open-field system
Enclosure
Mercantilism
Cottage Industry
Putting-out System
Fallow Fields
Agricultural Revolution
Crop Rotation  
Asiento  
Mestizos  
Creole  
Primogeniture  
Nuclear family  
Extended family  
Methodists  
Wet nurses  
Jesuits  
Scurvy

Navigation Acts  
Infanticide  
Swaddling  
Pietism  
Rococo  
Neoclassicism  
Charles Townsend  
Lady Mary Montague  
Jethro Tull  
Edward Jenner  
John Wesley

Unit #4: Age of Revolutions

Liberalism  
Louis XIV  
Marie Antoinette  
Marquis de Lafayette  
Ancien Regime  
Estates General  
Tennis Court Oath  
The Bastille  
Great Fear  
March on Versailles  
Jacobins  
Gironists  
The Mountain  
Reign of Terror  
National Assembly  
Committee of Public Safety  
Thermidorean Reaction  
Robespierre  
Mary Wollstonecraft  
Sans-culottes  
Napoleonic Code  
Battle of Trafalgar  
Lord Nelson  
Edmund Burke  
Battle of Austerlitz  
Napoleon Bonaparte  
Waterloo  
100 Days  
Elba

Domestic system  
Industrial Revolution  
Cottage Workers  
Protective Tariff  
Chartist Movement  
Thomas Malthus  
Spinning Jenny  
Zollverein  
James Hargreaves  
Robert Owen  
James Watt  
Balance of Power  
Conservatism  
Metternich  
Congress of Vienna  
Adam Smith  
David Ricardo  
Iron Law of Wages  
Laissez faire  
Volk  
Johann Herder  
Classicism  
Republicanism  
Utopian Socialism  
Saint-Simon  
Louis Blanc  
Proudhon  
Frederich Engels  
Radicalism  
Karl Marx  
The Communist Manifesto  
Hegel's dialectic  
The Proletariat  
Romanticism
Sturm und Drang
Delacroix
Wordsworth
Lord Byron
George Sand
Franz Liszt
Beethoven
Mazzini
Tories
Whigs
Reform Bill of 1832
Ten Hours Act
"July Days" - France
Corn Laws
Quadruple Alliance
Louis Kossuth
Alexander Ypsilanti
Louis Philippe
Frankfurt Assembly
Victor Hugo
Walter Scott
Talleyrand
Alexander I
Antiseptic principle
Realism
Labor Aristocracy
Social Darwinism
Miasmatic Theory
Edwin Chadwick
Louis Pasteur
Robert Koch
Charles Darwin
Sigmund Freud
Emile Zola
Joseph Lister
Baron Haussmann
Napoleon III
George Eliot
Flaubert
Thomas Hardy
Leo Tolstoy

Unit # 5: The Age of Modern Turmoil: Imperialism through WWII

Alexander I of Russia
Alexander II of Russia
Sergei Witte
Count di Cavour
Giuseppe Garibaldi
Victor Emmanuel
William Gladstone
John Stuart Mill
Zollverein
Austro-Prussian War
Franco-Prussian War
Crimean War
Russo-Japanese War
Napoleon III
Otto von Bismarck
Kulturkampf
Zemstvo
The Dreyfus Affair
Edward Bernstein
Revisionism
Reichstag
Duma
Third Republic
Irish Home Rule
Bloody Sunday
Revolution of 1905
Imperialism
Social Darwinism
Suez Canal
Opium Wars
Muhammad Ali of Egypt
Leopold II
Boers
Berlin Conference
Fashoda Crisis
Treaty of Nanking
Meiji Restoration
Migration
"White Man's Burden"
Congress of Berlin 1878
Schlieffen Plan
"Total War"
Bolsheviks
Mensheviks
<table>
<thead>
<tr>
<th>Person/Event</th>
<th>Person/Event</th>
</tr>
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<tbody>
<tr>
<td>Vladimir Lenin</td>
<td>Kierkegaard</td>
</tr>
<tr>
<td>Treaty of Brest-Litovsk</td>
<td>Barth</td>
</tr>
<tr>
<td>Leon Trotsky</td>
<td>Sergei Eisenstein</td>
</tr>
<tr>
<td>Rasputin</td>
<td>John Maynard Keynes</td>
</tr>
<tr>
<td>Tsar Nicholas II</td>
<td>Kellogg-Briand Pact</td>
</tr>
<tr>
<td>Petrograd</td>
<td>Logical empiricism</td>
</tr>
<tr>
<td>Archduke Franz Ferdinand</td>
<td>Modern Existentialism</td>
</tr>
<tr>
<td>The Balkans</td>
<td>Functionalism</td>
</tr>
<tr>
<td>Kaiser William II</td>
<td>Impressionism</td>
</tr>
<tr>
<td>Treaty of Versailles</td>
<td>Expressionism</td>
</tr>
<tr>
<td>League of Nations</td>
<td>Cubism</td>
</tr>
<tr>
<td>Gallipoli</td>
<td>Benito Mussolini</td>
</tr>
<tr>
<td>Dreadnought</td>
<td>Neville Chamberlain</td>
</tr>
<tr>
<td>U-boat</td>
<td>Appeasement</td>
</tr>
<tr>
<td>March Revolution</td>
<td>Fascism</td>
</tr>
<tr>
<td>Provisional Government</td>
<td>Kulaks</td>
</tr>
<tr>
<td>October Revolution</td>
<td>Joseph Stalin</td>
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<td>Soviet</td>
<td>Leon Trotsky</td>
</tr>
<tr>
<td>Friedrich Nietzsche</td>
<td>Collectivization</td>
</tr>
<tr>
<td>Ludwig Wittgenstein</td>
<td>Lenin's NEP</td>
</tr>
<tr>
<td>Jean-Paul Sartre</td>
<td>Munich Conference</td>
</tr>
<tr>
<td>Albert Camus</td>
<td>Five year plans</td>
</tr>
<tr>
<td>Max Planck</td>
<td>Battle of Stalingrad</td>
</tr>
<tr>
<td>Albert Einstein</td>
<td>Battle of El Alamein</td>
</tr>
<tr>
<td>Ernest Rutherford</td>
<td>Normandy Invasion</td>
</tr>
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<td>Marcel Proust</td>
<td>Nuremberg laws</td>
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<td>Vichy France</td>
</tr>
<tr>
<td>Oswald Spengler</td>
<td>Totalitarianism</td>
</tr>
</tbody>
</table>

Unit # 6: Modern Europe The Cold War and its Consequences

- Cold War
- Truman Doctrine
- De-Stalinization
- Decolonization
- "Brain drain"
- NATO
- Warsaw Pact
- Common Market (EEC)
- Josip Tito
- Ho Chi Minh
- Mahatma Gandhi
- Nikita Khrushchev
- Lazaro Cardenas
<table>
<thead>
<tr>
<th>Leaders</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clement Atlee</td>
<td>Yalta Conference</td>
</tr>
<tr>
<td>Mao Zedong</td>
<td>Casablanca Conference</td>
</tr>
<tr>
<td>Charles de Gaulle</td>
<td>Teheran Conference</td>
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<tr>
<td>Fidel Castro</td>
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