Unit 4: Changes in Early Modern Europe - Life, Absolutism and the Scientific Revolution

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Transfer Skills

Life, Absolutism and the Scientific Revolution

Thematic Learning Objectives by Period

LEARNING OBJECTIVES BY THEME AND PERIOD

PERIOD 1 – 1450-1648

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to...	Topics in Concept Outline
INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization	1.4.I – Commercial and religious motivations 1.4.III – Competition for trade
INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.	1.4.I – Christianity
INT-3: Analyze how European states established and administered overseas commercial and territorial empires.	1.4.II – Technological advances 1.4.III – Commercial networks
INT-4: Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world.	1.4.II – Technological advances
INT-5: Evaluate the impact of the Columbian Exchange – the global exchange of goods, plans, animals and microbes – on Europe's economy, society and culture.	1.4.IV – Shift of economic power to Atlantic states; economic opportunities.
INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.	1.4.I – Access to gold, spices and luxury goods; mercantilism 1.4.III – Commercial and trading networks 1.4.IV – Columbian Exchange
INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.	1.4.IV – Expansion of slave trade

INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict.	1.4.IV – Columbian Exchange
INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.	1.4.I – European motives and mercantilism 1.4.III – Establishment of empires 1.4.IV – Slave trade and new goods. 1.5.I – Money economy

PERIOD 1 – 1450-1648

POVERTY AND PROSPERITY

Learning Objectives – Students are able to...	Topics in Concept Outline
PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.	1.4.IV – Rise of mercantilism
PP-2: Identify changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe.	1.5.II – Commercialization of agriculture; codification of serfdom
PP-6: Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite.	1.2.I – Commercial and professional groups gained in power.

	1.5.I – New social patterns. 1.5.III – Expansion of cities; challenges to traditional political and social structures.
PP-7: Explain how environmental conditions, the Agricultural Revolution and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy.	1.5.IV – Family was primary social and economic institution.
PP-9: Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation and the price revolution in the early modern period.	1.5.II – Commercialization of agriculture and abolition of traditional rights.
PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health.	1.5.III – Government regulation of public morals

PERIOD 1 – 1450-1648

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to...	Topics in Concept Outline
OS-1: Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution.	1.1.IV – Continued appeal of alchemy and astrology; oral culture of peasants. 1.5.V – Popular culture
OS-2: Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.	1.1.I – New methods of scholarship and new values. 1.1.II – Invention of printing. 1.3.I – Protestant and Catholic reformations.
OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.	1.2.I – New political systems and secular systems of law. 1.2.II – Concept of the balance of power 1.3.III – Conflicts among religious groups.
OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.	1.5.IV – Renaissance and Reformation debates.
OS-5: Analyze how the development of Renaissance humanism, the printing press and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe.	1.1I – Revival of classical texts; new methods of scholarship 1.1.II – Invention of the printing press 1.1.III – Visual arts of the Renaissance 1.1.IV – Science based on observation, experimentation and mathematics.
OS-6: Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms.	1.4.II – Advances in navigation, cartography and military technology
OS-9: Explain how new theories of government and political ideologies	1.1.I – Secular models for

attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.	political behavior.
OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.	1.2.I – Concept of sovereign state and secular systems of law. 1.1.I – Humanists valued the individual
OS-11: Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history	1.1.I – Humanist secular models for individual and political behavior.
	1.3.I – New interpretations of Christian doctrine and practice
	1.3.III – Adoption of religious pluralism

PERIOD 1 – 1450-1648

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to...	Topics in Concept Outline
SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual	1.1.I – Civic humanism and secular theories
	1.1.III – Art in service of the state
	1.2.I – Growth of sovereign nation-state.
SP-2: Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states.	1.2.I – New Monarchs and the rise of nation-state.
	1.2.III – Absolutism and its challengers
	1.3.II – Control over religion
	1.3.III – Religious wars
SP-3: Trace the changing relationship between states and ecclesiastical authority and	1.1.I – Secular political

the emergence of the principle of religious toleration.	theories 1.2.I – State control over religion 1.3.II – Reformation and religious conflict. 1.3.III – Religious wars.
SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	1.4.I – Colonization and mercantilism.
SP-7: Explain the emergence of representative government as an alternative to absolutism.	1.2.III – Limits to absolutism
SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion	1.1.II – Printing press
SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.	1.2.III – English Civil War and nobles 1.3.II – Religious minorities 1.3.III – Religious war and religious pluralism.
SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power.	1.2.II – Early modern military revolution 1.4.II Exploration and colonization
SP-15: Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789.	1.2.II – Peace of Westphalia and balance of power. 1.4.III – Colonial empires.

PERIOD 1 – 1450-1648

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to...	Topics in Concept Outline
IS-1: Explain the characteristics, practices, and beliefs of traditional communities in preindustrial Europe and how they were challenged by religious reform.	1.1.IV – Alchemy and astrology 1.5.I – Hierarchy and social status 1.5.II – Subsistence agriculture 1.5.IV – Family economy, gender

	roles, European marriage pattern. 1.5.V – Folk culture and communal norms.
IS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.	1.2.I – Rise of commercial and professional groups. 1.5.I – Financial and commercial innovations 1.5.II – Price Revolution and commercial agriculture. 1.5.III – Urban expansion and problems.
IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	1.1.II – Printing press – Renaissance and Reformation. 1.4.II – Exploration and colonization
IS-4: Analyze how and why the nature and role of the family has changed over time. IS-6: Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.	1.5.IV – Family, gender roles and marriage patterns. 1.5.IV – Family economy; Renaissance and Reformation debates on women. 1.5.V – Communal norms and enforcement.
IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.	1.4.IV – Slave trade 1.5.I – New economic elites and hierarchy.
IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards.	1.5.IV – Renaissance and Reformation
IS-10: Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.	1.3.II – Religious minorities 1.4.I – Colonial conquest 1.5.III – Urban migrants and regulation of morals. 1.5.V – Communal norms and witchcraft

PERIOD 2 – 1648-1815

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to...	Topics in Concept Outline
INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization	2.1.III – Rivalry between Britain and France 2.2.II – World-wide economic network 2.2.III – Commercial rivalries
INT-3: Analyze how European states established and administered overseas commercial and territorial empires.	2.2.II – Mercantilism, slave labor system. 2.2.III – Diplomacy and warfare
INT-5: Evaluate the impact of the Columbian Exchange – the global exchange of goods, plans, animals and microbes – on Europe's economy, society and culture.	2.2.II – Agricultural, industrial and consumer revolutions in Europe; expansion of slave-labor system
INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.	2.2.II – European-dominated worldwide economic network; mercantilism 2.3.III – Commercial rivalries.
INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.	2.1.IV – Slave revolt and independence of Haiti 2.2.II – Expansion of transatlantic slave-labor system 2.3.II – Increased exposure to representations of peoples outside Europe.
INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict.	2.2.II – Slave trade and new consumer goods.
INT10- Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions.	2.1.IV – Influence of French Revolution
INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.	2.1.III – Colonial rivalry and warfare 2.1.IV – Revolution across the Atlantic 2.2.II – Slave trade 2.2.III – Diplomacy and colonial wars

PERIOD 2 – 1648 -1815

POVERTY AND PROSPERITY

Learning Objectives – Students are able to...	Topics in Concept Outline
PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.	2.2.I – Market economy 2.2.II – European dominated worldwide economic network 2.3.III – New economic ideas espousing free trade and a free market 2.3.V – Art and literature reflected the values of commercial society.
PP-2: Identify changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe.	2.2.I – Agricultural Revolution 2.2.II – Importation of agricultural products from the Americas. 2.4.I – Agricultural Revolution 2.4.V – Agricultural Revolution
PP-6: Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite.	2.4.IV – Increased migration to cities
PP-7: Explain how environmental conditions, the Agricultural Revolution and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy.	2.2.I – The putting-out system 2.4.I – Agricultural Revolution

	and population growth 2.4.III – New demographic patterns; effects of Commercial Revolution
PP-9: Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation and the price revolution in the early modern period.	2.4.IV – Migration from rural areas to cities.
PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.	2.1.IV – The French Revolution 2.1.V – Napoleon's domestic reforms 2.3.I – Challenge of rational and empirical thought to traditional values and ideas
PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health.	2.4.IV – Policing of marginal groups.

PERIOD 2 – 1648-1815

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to...	Topics in Concept Outline
OS-2: Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.	2.3.III – New public venues and print media 2.3.IV – Natural religion; religious toleration
OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.	2.1.IV – Nationalization of the Catholic Church; de-Christianization 2.3.IV – Toleration of Christian minorities and civil rights granted to Jews.
OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.	2.3.I – Arguments over exclusion of women from political life.
OS-5: Analyze how the development of Renaissance humanism, the printing press and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe.	2.3.I – Rational and empirical thought. 2.3.II – New print media
OS-6: Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of	2.3.II – Representations of peoples outside Europe.

cultural norms.	
OS-7: Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity and politics as governed by natural laws.	2.3.I – Challenge of rational and empirical thought 2.3.III – Challenge of new political and economic theories 2.3.IV – Revival of public sentiment and feeling.
OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems.	2.3.I – Application of principles of the Scientific Revolution to society and human institutions. 2.3.II – New public venues and print media
OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.	2.1.I – Absolute monarchy 2.1.II – Alternatives to absolutism 2.1.IV – Liberal revolution; radical Jacobin republic 2.3.I – Political models of Locke and Rousseau 2.3.III – Political theories such as that of John Locke
OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.	2.3.V – Emphasis on private life in the arts 2.3.VI – Revival of public sentiment and feeling
OS-11: Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history.	2.3.IV – Rational analysis of religious practices.
OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation.	2.3.VI – Revival of public sentiment and feeling.

PERIOD 2 – 1648-1815

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to...	Topics in Concept Outline
SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that	2.1.II – Challenges to

stressed the political importance and rights of the individual	absolutism 2.1.IV – French Revolution 2.3.I – French Revolution 2.3.I – Enlightenment Principles 2.3.III – Social contract and capitalism 2.3.V – State patronage and new political ideals in art
SP-2: Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states.	2.1.I – Absolutism 2.1.II – English Civil War and Dutch Republic.
SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.	2.1.I – Absolutist religious policies 2.1.IV – French Revolution attack on religion. 2.1.V – Napoleon and Concordat 2.3.IV – Religious toleration
SP-4: Analyze how the new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.	2.1.IV – French Revolution 2.3.I – Enlightenment natural rights 2.3.III – Liberalism (Locke and Adam Smith)
SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	2.1.IV – French revolutionary equality and warfare 2.2.II – Commercial Revolution
SP-7: Explain the emergence of representative government as an alternative to absolutism.	2.1.II – Constitutionalism 2.1.IV – French Revolution 2.3.I – Enlightenment principles in politics 2.3.III – Social contract and capitalism
SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants' rights – pressured governments and redefined citizenship.	2.1.IV – French Revolution – women and minorities

	2.3.I – Natural rights 2.3.IV – Religious toleration (Jews)
SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion	2.3.II – Civil society and literacy
SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.	2.1.II – England and Dutch Republic 2.1.IV – French Revolution 2.3.I – Enlightenment ideals 2.3.III – Locke and Adam Smith
SP-12: Assess the role of civic institutions in shaping the development of representative and democratic forms of government.	2.3.II – Growth of civil society
SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power.	2.1.IV – French revolutionary warfare 2.1.V – Napoleonic tactics and warfare
SP-15: Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789.	2.1.III – Dynastic and colonial wars 2.1.IV – French revolutionary wars 2.2.III – Commercial rivalries and warfare
SP-16: Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.	2.1.IV – French revolutionary warfare 2.1.V – Wars of Napoleon
SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability	2.1.IV – *Fraternité* and citizen armies 2.1.V – Napoleonic warfare

PERIOD 2 – 1648-1815

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to...	Topics in Concept Outline
IS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.	2.2.I – Agricultural Revolution and cottage industry 2.4.IV – Urban migration and poverty
IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	2.3.II – Civil society and publishing
IS-4: Analyze how and why the nature and role of the family has changed over time.	2.4.II – Consumerism and privacy in home 2.4.III – European marriage pattern and new concepts of childhood.
IS-6: Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.	2.1.IV – French Revolution 2.1.V – Napoleonic Code 2.3.I – Enlightenment and natural rights
IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.	2.1.I – Nobles and absolutism 2.1.IV – French Revolution attack on feudalism/manorialism 2.1.V – Napoleon and "meritocracy." 2.2.II – Expansion of slave trade
IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards.	2.1.IV – French Revolution 2.1.V – Napoleonic Era

	2.3.I – Enlightenment 2.3.II – Salons 2.4.II – Consumerism and family life; privacy 2.4.III – Commercial Revolution
IS-10: Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.	2.1.IV – Reign of Terror and counter-revolution 2.1.V – Napoleonic Empire

PERIOD 3 –1815-1914

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to...	Topics in Concept Outline

INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization	3.5.I – National rivalries; raw materials and markets.
INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.	3.5.I – Cultural and racial superiority 3.6.II – Social Darwinism
INT-3: Analyze how European states established and administered overseas commercial and territorial empires.	3.5.II – Industrial and technological developments
INT-4: Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world.	3.1.III; 3.5.II – Communication and transportation technologies associated with industrialization
INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.	3.1.III – New means of communication and transportation 3.5.I – Search for raw materials and markets
INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.	3.5.I – Ideology of cultural and racial superiority. 3.5.III – Imperial encounters with non-European peoples.
INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict.	3.5.III – Imperial conflicts and alliances
INT10- Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions.	3.5.I – Latin American revolutions 3.5.III – Responses to imperialism
INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.	3.5.I – Imperialist motives, Racial Darwinism 3.5.III – Responses and resistance to imperialism

PERIOD 3 – 1815-1914

POVERTY AND PROSPERITY

Learning Objectives – Students are able to...	Topics in Concept Outline
PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.	3.1.I – Great Britain's industrial dominance 3.1.II – Industrialization of continental Europe 3.1.III – The Second Industrial Revolution
PP-3: Explain how geographic, economic, social and political factors affected the pace, nature and timing of industrialization in western and eastern Europe.	3.1.I – Industrial dominance of Great Britain 3.1.II – Industrialization of continental Europe. 3.1.III – Second Industrial Revolution 3.2.V – Some areas lagged in industrialization.
PP-4: Explain how the development of new technologies and industries – as well as new means of communication, marketing and transportation – contributed to expansion of consumerism and increased standards of living and quality of life in the 19th and 20th centuries.	3.1.III – New technologies and means of communication 3.2.IV – Mass marketing, efficient methods of transportation, new industries.
PP-6: Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite.	3.2.I – Development of new classes 3.2.II – Migration from rural to urban areas 3.3.II – Government reforms of cities
PP-7: Explain how environmental conditions, the Agricultural Revolution	3.1.III – Mechanization and the

and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy.	factory system 3.2.II – Rapid population growth 3.2.III – Altered family structure and relations.
PP-8: Analyze socialist, communist and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.	3.3.I – Evolution of socialist ideology 3.3.III – Labor unions
PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.	3.3.I – Development of ideologies 3.4.I The Concert of Europe; political revolts and revolutions 3.4.II – National unification and liberal reforms 3.6.II – Marx's critique of capitalism
PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health.	3.2.II – Overcrowding in cities 3.3.II – Government reform of cities
PP-14: Explain how industrialization elicited critiques from artists, socialists, worker's movements and feminist organizations.	3.3.I – Socialist critiques of capitalism 3.3.III – Political movements and social organizations 3.6.I – Romantic writers' response to the Industrial Revolution 3.6.II – Marx's critique of capitalism; realist and materialist themes in art and literature.
PP-15: Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries.	3.2.III – Labor laws and social welfare programs. 3.3.II – Government expansion of functions 3.3.III – Response of political movements and social organizations.

PERIOD 3 –1815-1914

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to...	Topics in Concept Outline
OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.	3.4.I – Conservative attempts to strengthen adherence to religious authorities.
OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.	3.2.III – Cult of domesticity 3.3.I – Radical and republican advocates of suffrage and citizenship 3.3.III – Feminists and feminist movements.
OS-6: Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms.	3.5.II – Industrial and technological developments. 3.5.III – Imperial encounters with non-European peoples.
OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems.	3.3.I – Liberal, radical and republican, and socialist ideologies 3.3.II – Government responses to industrialization 3.3.III – Responses of political movements and social organizations 3.6.II – Turn toward a realist and materialist worldview
OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.	3.3.I – Ideologies 3.4.I – Political revolts and revolutions.
OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.	3.3.I – Liberal, radical and republican emphasis on individual rights. 3.6.I – Romanticism's emphasis on intuition and emotion 3.6.III – Relativism in values and emphasis on subjective sources of knowledge.
OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation.	3.3.I – Nationalism

	3.4.II – National unification and liberal reform 3.6.I – Romanticism 3.6.III – Freudian psychology and modern art.
OS-13: Explain how and why modern artists began to move away from realism and toward abstraction and the non-rational, rejecting traditional aesthetics.	3.6.I – Romantic break with neoclassical forms and rationalism. 3.6.III – Shift to subjective, abstract and expressive in the arts.

PERIOD 3 – 1815-1914

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to...	Topics in Concept Outline
SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual	3.3.I – Political ideologies 3.3.II – Growth of regulatory state 3.3.III – Political movements and parties
SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.	3.3.I – Political ideologies and religion 3.4.I - Conservatism
SP-4: Analyze how the new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.	3.3.I – Ideologies of change 3.3.III Mass political movements and reform 3.4.I – Post-1815 revolutions 3.4.II – National unification and nation-building
SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	3.1.I – British industrialization 3.1.II – Continental industrialization

	3.1.III – Second Industrial Revolution
	3.3.II – Government regulation and reform.
SP-7: Explain the emergence of representative government as an alternative to absolutism.	3.3.I – Ideologies of liberation
	3.3.III – Mass movements and reform
	3.4.I – Revolutions from 1815-1848
	3.4.II – Nationalism and unification
SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants' rights – pressured governments and redefined citizenship.	3.3.III – Workers, feminists and reform
	3.5.III – Responses to imperialism (nationalism.)
SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion.	3.1.III – Second Industrial Revolution – transportation and communication
SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.	3.3.I – Ideologies of change
	3.4.I – Post-1815 revolutions
SP-12: Assess the role of civic institutions in shaping the development of representative and democratic forms of government.	3.3.III – Mass political movements and parties
SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power.	3.4. III – Industrialization of warfare
	3.5.II – Second Industrial Revolution and imperialism
SP-14: Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19th and 20th centuries	3.4.III – Congress of Vienna and Concert of Europe.
	3.4.II – Crimean War
	3.4.III – Unification of Italy and Germany
SP-16: Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.	3.4.I – Congress of Vienna settlement
SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability	3.4.I – Congress of Vienna and Metternich
	3.4.II – Conservative *Realpolitik*
	3.4.III – Unification of Italy and

	Germany 3.5.I – Nationalism as a motive for imperialism 3.5.III – Imperial conflicts and colonial nationalism
SP-18: Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.	3.4.II – Crimean war and conservative nationalism. 3.4.III – Unification of Italy and Germany 3.5.I – Imperialism 3.5.III – Imperial rivalries and conflicts

PERIOD 3 – 1815-1914

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to...	Topics in Concept Outline
IS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.	3.2.I – Industrialization and bourgeoisie
IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	3.1.II – Industrialization 3.1.III – Second Industrial Revolution and mass production 3.2.IV – Transportation and consumerism 3.3.II – Governmental reform of infrastructure. 3.5.II – Industry and empire
IS-4: Analyze how and why the nature and role of the family has changed over time.	3.2.III – Companionate marriage and domesticity
IS-5: Explain why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries.	3.2.I – New industrial classes 3.2.III – Proactive legislation and leisure 3.3.I – Socialism and anarchism 3.3.III – Worker movements and reformers 3.4.I – Post-1815 revolutions
IS-6: Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.	3.2.III – Companionate marriage and domesticity 3.3.I – Radicalism and feminism 3.3.III – Feminism and women in reform movements.
IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.	3.2.I – Industrialization and class 3.2.III – Middle and working class families 3.3.I – Post-1815 ideologies 3.3.III Mass political movements and

	governmental reform 3.5.III - Interaction with and responses by colonies 3.6.II – Social Darwinism and Marxism
IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards.	3.2.III – Industrialization, proactive legislation, and leisure 3.3.I – Post-1815 ideologies of change 3.3.III – Mass political movements and feminism.
IS-10: Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.	3.2.V – Persistence of serfdom and feudalism. 3.3.I – Nationalism, anti-Semitism and chauvinism 3.5.I – Racial Darwinism and White Man's Burden. 3.5.III – Imperial-influenced art and colonial independence movements. 3.6.I – Social Darwinism.

PERIOD 4 –1914 to the present

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to...	Topics in Concept Outline
INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization	4.1.VII – Post WWI mandate system
INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time.	4.1.VII – Principle of national self-determination
INT-3: Analyze how European states established and administered overseas commercial and territorial empires.	4.1.VII – Mandate system
INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.	4.2.IV – Post-war reconstruction of industry and infrastructure; consumerism
	4.4.I – New communication and transportation technologies
INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.	4.1.VII – National self-determination
	4.2.III – Increased immigration into Europe
	4.4.III – Anti-immigrant agitation and extreme nationalist political parties
INT-8: Evaluate the United States' economic and cultural influence on Europe and responses to this influence in Europe.	4.1.I – Emergence of United States as a world power.
	4.1.II – Wilsonian idealism
	4.1.IV – Cold War; world monetary and trade systems and geopolitical alliances
	4.2.III – 1929 Stock Market Crash
	4.2.IV – Marshall Plan
	4.3.IV – United States' influence on elite and popular culture
	4.4.III – Green parties; revolt of 1968.
INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict.	4.1.I – Cause of First World War
	4.1.IV – Cold War Outside Europe
	4.1.VII - Decolonization

INT10- Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions.	4.1.VII – Independence movements and mandates
INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks.	4.1.I – World War I outside Europe
	4.1.IV – Cold War outside Europe
	4.3.III – Colonial emigration to Europe
	4.4.III – Guest workers

PERIOD 4 –1914 to the present

POVERTY AND PROSPERITY

Learning Objectives – Students are able to...	Topics in Concept Outline
PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.	4.2.IV – Post-war economic growth
	4.3.IV – Increased imports of United States technology and popular culture
	4.4.I – Mass production, new food technologies and industrial efficiency
PP-3: Explain how geographic, economic, social and political factors affected the pace, nature and timing of industrialization in western and eastern Europe.	4.2.I – Russia's incomplete industrialization
PP-4: Explain how the development of new technologies and industries – as well as new means of communication, marketing and transportation – contributed to expansion of consumerism and increased standards of living and quality of life in the 19th and 20th centuries.	4.3.II – Medical technologies
	4.4.I – Mass productions, food technologies, industrial efficiency, communication and transportation technologies.
	4.4.II – New modes of reproduction.
PP-5: Analyze the origins, characteristics, and effects of the post-World War II "economic miracle" and the economic integration (the Euro zone.)	4.1.IV – World monetary and trade systems
	4.1. V – European economic and political integration
	4.2.IV – Post-war economic growth and welfare benefits

	4.4.I – Creation of a consumer culture 4.4.II – Professional careers for women; the Baby Boom 4.4.III – Increased immigration to Europe
PP-8: Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.	4.2.I – The Russian Revolution 4.2.II – The ideology of fascism 4.2.III – The Great Depression
PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries	4.2.I – The Russian Revolution
PP-11: Analyze the social and economic causes and consequences of the Great Depression in Europe.	4.2.II – Increased popularity of fascist ideology 4.2.III – The Great Depression
PP-12: Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Easter and Western Europe.	4.3.I – Belief in progress breaks down 4.2.V – Collapse of the Soviet Union 4.3.IV – Criticism of United States' technology and popular culture 4.4.III – Green parties; revolts of 1968
PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health.	4.2.IV – Expansion of social welfare programs
PP-14: Explain how industrialization elicited critiques from artists, socialists, worker's movements and feminist organizations	4.3.I – Belief in progress breaks down. 4.3.IV – Criticism of United States' technology and popular culture
PP-15: Analyze efforts of government and non-governmental reform movements to respond to poverty and other social problems in the 19th and 20 centuries	4.2.I – The Russian Revolution 4.2.IV – Expansion of social welfare programs4.2.V – Social welfare programs in Central and Eastern Europe; *perestroika*
PP-16: Analyze how democratic, authoritarian and totalitarian governments of the left and right attempted to overcome the financial crises of the 1920s and 1930s.	4.2.I – Lenin's New Economic Policy; Stalin's economic modernization 4.2.III – Dependence on American investment capital; attempts to rethink economic policies

PERIOD 4 – 1914 to the present

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to...	Topics in Concept Outline
OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.	4.3.III – Continued role of organized religion
OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.	4.4.II – Family responsibilities; economic changes and feminism
	4.4.III – Gay and lesbian movements
OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems.	4.3.I – Challenges to the belief in progress
	4.3.III – Benefits and challenges of science and technology
OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.	4.2.II – Fascist rejection of democracy, glorification of war and nationalism
OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.	4.3.I – Challenge to confidence in science and human reason
	4.3.IV – Self-expression and subjectivity in the arts
OS-11: Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history.	4.3.III – Continued role of organized religion
OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation.	4.2.II – Fascist Nationalism
OS-13: Explain how and why modern artists began to move away from realism and toward abstraction and the non-rational, rejecting traditional aesthetics	4.3.IV – Experimentation, self-expression and subjectivity in the arts

PERIOD 4 – 1914 to the present

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to...	Topics in Concept Outline
SP-1: Explain the emergence of civic humanism and new conceptions of	4.3.II – Industrialized warfare

political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual	4.4.II – Women's rights 4.4.III – Dissenting groups in politics
SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.	4.1.IV – Post World War II religious conflicts 4.3.III – Second Vatican Council and immigration
SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government's relationship to the economy, both in overseeing economic activity and in addressing its social impact.	4.1.V – Post-1945 European unity 4.2.I – Russian Revolution 4.2.III – Great Depression 4.2.IV – Economic miracle and welfare state 4.2.V – Planned economies in Eastern Europe
SP-6: Explain how new ideas of political authority and the failure of diplomacy led to world wars, political revolutions and the establishment of totalitarian regimes in the 20th century.	4.1.I – Causes of World War I 4.1.II – Versailles settlement 4.1.III – Appeasement and World War II 4.2.I – Bolshevik Revolution and Stalin 4.2.II - Fascism
SP-8: Explain how and why various groups, including communists and fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms.	4.1.III – Nazi aggression and *Blitzkrieg* 4.2.I – Bolshevik Revolution and Stalin 4.2.II – Rise of Fascism
SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants' rights – pressured governments and redefined citizenship.	4.1.VII – Decolonization 4.2.V – Collapse of communism 4.4.II – Feminism 4.4.III – Post-1945 critics and dissenters
SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion.	4.2.II – Mass media and propaganda 4.4.I – total war and higher standard of living
SP-12: Assess the role of civic institutions in shaping the development of representative and democratic forms of government.	4.4.II – Women and feminism 4.4.III Post-1945 dissenting groups

SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power.	4.1.I – Total warfare, 1914-1918 4.1.III – World War II 4.1.IV – Nuclear weapons and Cold War 4.1.VI – Post 1945 nationalist/separatist movements and guerilla warfare 4.3.II – Genocide and nuclear war
SP-14: Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19th and 20th centuries.	4.1.I – World War I 4.1.II – Versailles settlement 4.1.III – World War II 4.1.IV – Cold War 4.1.VII – Decolonization 4.2.II – Fascist aggressions 4.2.V – Ethnic cleansing in the Balkans
SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability	4.1.1 – Nationalism as a cause of World War I 4.1.II – National self-determination and League of Nations 4.1.III – Fascism and "new racial order." 4.1.IV – Cold War and collapse of communism 4.1.V – European unity 4.1.VI – Colonial independence movements 4.2.II Fascism and extreme nationalism 4.2.V - Eastern European resistance to communism and Balkan conflicts 4.4.III – Immigration and anti-immigrant groups
SP-18: Evaluate how overseas competition and changes in the alliance	4.1.I – Causes of World War I

system upset the Concert of Europe and set the stage for World War I	
SP-19: Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation-state and global political alliances.	4.1.IV – Cold War and collapse of communism 4.1.V – European unity 4.2.V – Collapse of communism and Balkan conflicts

PERIOD 4 – 1914 to the present

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to...	Topics in Concept Outline
IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.	4.4.I – Technology as destructive and improving standard of living
IS-4: Analyze how and why the nature and role of the family has changed over time.	4.4.II – Women in workforce, feminism and Baby Boom 4.4.III – Feminism and gay/lesbian movements
IS-5: Explain why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries.	4.2.I – Russian and Bolshevik Revolutions.
IS-6: Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere.	4.4.II – Total war, post-1945 feminism and political opportunities
IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society.	4.1.III – Nazi racism and Holocaust 4.1.VI – Post-1945 nationalist and separatist movements 4.4.I – Total war and genocide 4.4.III – Youth, gay/lesbian, immigrant dissenters
IS-8: Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.	4.1.I – World War I and total war on the home front. 4.2.I – Russian Revolution and Civil War 4.2.II – Spanish Civil War and World War II 4.3.I – Destructive effects of

	technology
IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. IS-10: Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history.	4.4.I – Total war and genocide 4.4.II – Military production, economic recovery and post-1945 feminism 4.1.III – Fascist racism and genocide 4.1.VI – Post-1945 nationalist and separatist movements 4.1.VII – Mandates and decolonization 4.2.I – Kulaks and Great Purges 4.2.II – Fascist propaganda 4.2.V – Balkan conflicts and wars 4.3.III – Guest workers and immigration 4.4.I – Total war and genocide 4.4.III – Post-1945 dissenting groups.

Enduring Understandings

- The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
- The competitive state system led to new patterns of diplomacy and new forms of warfare.
- The competition between monarchs and corporate groups produced different distributions of governmental authority in European states.
- New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although folk traditions of knowledge and the universe persisted.
- In much of Europe, absolute monarchy was established over the course of the 17thand 18th centuries.
- Challenges to absolutism resulted in alternative political systems.
- After 1648, dynastic and state interests influenced the diplomacy of European states and frequently led to war.
- The consumer revolution of the 18th century was shaped by a new concern for privacy (ex: the boudoir), encouraged the purchase of new goods for homes (ex: porcelain dishes, cotton and linens, mirrors, prints), and created new venues for leisure activities (ex: coffeehouses, taverns, theaters, opera houses).
- The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.
- Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms.

- By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.

Essential Questions

- What are the attributes of a secularly based and oriented political system?
- In what ways can personal motivations of political leaders affect the territories over which they rule?
- How does an international political and/or economic system, inherently rooted in competition, manifest itself?
- How can a scientific method, rooted in observation and experimentation, contribute to collective human knowledge?
- What gives a ruler legitimacy?
- What makes a state sovereign?
- What methods do rulers use to justify their power and/or maintain control?
- What are the connections between beliefs about human nature and politics or political worldviews?

Content

1. New Monarchies laid the foundation for the centralized modern state by establishing a monopoly on tax collection, military force, and the dispensing of justice, and gaining the right to determine the religion of their subjects. (ex: Ferdinand and Isabella of Spain consolidating control of the military, Star Chamber, Concordat of Bologna (1516), Peace of Augsburg (1555), Edict of Nantes (1598))
2. The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion.
3. Across Europe, commercial and professional groups gained power and played a greater role in political affairs. (ex: Merchants and financiers in Renaissance Italy and northern Europe, Nobles of the robe in France, Gentry in England)
4. Secular political theories, such as those espoused in Machiavelli's *The Prince*, provided a new concept of the state (ex: Jean Bodin, Hugo Grotius)
5. Following the Peace of Westphalia, religion no longer was a cause for warfare among European states; instead, the concept of the balance of power played an important role in structuring diplomatic and military objectives.
6. Advances in military technology (i.e., the military revolution) led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. Technology, tactics, and strategies tipped the balance of power toward states able to marshal sufficient resources for the new military environment. (ex: Spain under the Habsburgs, Sweden under Gustavus Adolphus, France)
7. The English Civil War, a conflict between the monarchy, Parliament, and other elites over their respective roles in the political structure exemplified the competition for power between monarchs and corporate groups (ex: James I, Charles I, Oliver Cromwell)
8. Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy (ex: Louis XIII and Cardinal Richelieu, the Fronde

in France, the Catalan Revolts in Spain)

9. Mannerist and Baroque artists employed distortion, drama, and illusion in works commissioned by monarchies, city-states, and the church for public buildings to promote their stature and power. (ex: El Greco, Artemisia Gentileschi, Gian Bernini, Peter Paul Rubens)
10. New ideas and methods in astronomy led individuals such as Copernicus, Galileo, and Newton to question the authority of the ancients and religion to develop a heliocentric view of the cosmos.
11. Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen. (ex: Parcelsus, Andreas Vesalius)
12. Francis Bacon and Rene Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method.
13. Alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. In the oral culture of peasants, a believe that the cosmos was governed by divine and demonic forces persisted. (ex: Parcelsus, Gerolamo Cardano, Johannes Kepler, Sir Isaac Newton)
14. Absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges. (ex: James I of England; Peter the Great; Philip II, III, and IV of Spain)
15. Louis XIV and his finance minister, Jean-Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population.
16. In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism. (ex: Frederick II of Prussia, Joseph II of Austria)
17. The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland's partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe.
18. Peter the Great "westernized" the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.
19. Baroque artists employed distortion, drama, and illusion in works commissioned by monarchies, city-states, and the church for public buildings to promote their stature and power. (ex: El Greco, Artemisia Gentileschi, Gian Bernini, Peter Paul Rubens)
20. The Dutch Republic developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.
21. As a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power and the Habsburgs, centered in Austria, shifted their empire eastward. (ex: Maria Theresa of Austria, Frederick William I of Prussia, Frederick II of Prussia)
22. After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion.
23. Louis XIV's nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him. (ex: Dutch War, Nine Years' War, War of the Spanish Succession)
24. Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.
25. Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.
26. The Renaissance and Reformation movements raised debates about female roles in the family, society, and the church (ex: women's intellect and education, women as preachers, La Querelle des Femmes)
27. From the late 16th century forward, Europeans responded to economic and environmental challenges, such as the "Little Ice Age," by delaying marriage and childbearing, which restrained population growth and ultimately improved the economic condition of families.
28. Leisure activities continued to be organized according to religious calendar and the agricultural cycle and remained communal in nature (ex: Saint's day festivities, carnival, blood sports)
29. Local and church authorities continued to enforce communal norms through rituals of public humiliation (ex: charivari, stocks, public whipping and branding)

30. Although the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern and, in some areas, by the early practice of birth control.
31. As infant and child mortality decreased and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.
32. The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work

Skills

1. Analyze how expanding commerce during the 16th and 17th centuries led to the growth of cities and changes in the social structure. (PP-6, RH.11-12.9)
2. Explain how political revolution and war during the 17th century altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges. (OS-3, 6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
3. Explain how new theories of government (absolutism and constitutionalism) attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs. (OS-9, 6.2.12.A.2.b, 6.2.12.D.2.d, RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
4. Explain the emergence of political theories that stressed the importance and rights of the individual. (SP-1, 6.2.12.A.2.b, RH.11-12.3, RH.11-12.6, RH.11-12.7)
5. Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states. (SP-2, 6.2.12.B.1.a, 6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.9)
6. Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. (SP-3, 6.2.12.B.2.a, RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.9, RH.11-12.7, RH.11-12.9)
7. Evaluate how the emergence of new weapons, tactics, and methods of military organization changed the scale and cost of warfare, required the centralization of power, and shifted the balance of power. (SP-13, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9, RH.11-12.7, RH.11-12.9)
8. Assess the impact of war, diplomacy, and overseas exploration and colonization on European diplomacy and balance of power until 1789. (SP-15, 6.2.12.B.1.a, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.9)
9. Explain the emergence of representative government as an alternative to absolutism. (SP-7, 6.2.12.D.2.d, RH.11-12.3, RH.11-12.6, RH.11-12.7)
10. Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action. (SP-11, 6.2.12.D.2.d, RH.11-12.3, RH.11-12.6, RH.11-12.7)
11. Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution. (OS-1, 6.2.12.D.2.d, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.9)
12. Analyze how the development of the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe. (OS-5, 6.2.12.D.2.d, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.9)
13. Explain the characteristics, practices, and beliefs of traditional communities in preindustrial Europe and how they were challenged by religious reform. (IS-1, 6.2.12.B.2.a)
14. Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional

explanations based on religious belefs. (OS-9, 6.2.12.D.2.d, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)

15. Evaluate the degree to which absolute monarchies were able to centralize power in their states. (SP-2, 6.2.12.A.2.b, 6.2.12.D.2.d, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
16. Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. (SP-3, 6.2.12.A.2.b, 6.2.12.D.2.d, 6.2.12.A.3.a, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
17. Evaluate how identities such as ethnicity, race, and class have defined the individual in relationship to society. (IS-7)
18. Explain the emergence of new conceptions of polítical authority and theories and practices that stressed the political importance and rights of the individual. (SP-1, 6.2.12.A.2.b, 6.2.12.A.3.a, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
19. Explain how European expansion and colonization brought non-European societies into global, economic, diplomatic, military, and cultural networks. (INT-11, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
20. Assess the impact of war, diplomacy, and overseas exploration and colonization on European diplomacy and balance of power until 1789. (SP-15, 6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.9)
21. Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women. (OS-4, RH.11-12.1, RH.11-12.2, RH.11-12.4)
22. Explain the characteristics, practices, and beliefs of traditional communities in preindustrial Europe and how they were challenged by religious reform. (IS-1, RH.11-12.1, RH.11-12.2, RH.11-12.4)
23. Analyze how and why the nature and role of the family had changed in the early modern period. (IS-4, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.6, RH.11-12.7)
24. Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere. (IS-6, RH.11-12.1, RH.11-12.2, RH.11-12.4)
25. Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onward. (IS-9, RH.11-12.1, RH.11-12.2, RH.11-12.4)
26. Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution. (OS-1, RH.11-12.1, RH.11-12.2, RH.11-12.4)

Resources

Standards

LA.11-12.CCSS.ELA-Literacy.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.11-12.CCSS.ELA-Literacy.RH.11-	Determine the meaning of words and phrases as they are used in a text, including

12.4	analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.11-12.CCSS.ELA-Literacy.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.11-12.CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.