# Unit 1: The Late Middle Ages & The Renaissance

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

## Transfer

1. Analyze the relationship between secular leaders and the Catholic Church during the late Middle Ages, and their struggle for political control. (6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9)
2. Determine the causes and effects of the Hundred Years' War. (6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9)
3. Assess the social, economic, and cultural consequences of the bubonic plague. (6.2.12.D.2.d, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)
4. Determine the factors that led to the Renaissance (6.2.12.D.2.a, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9)
5. Analyze how the development of Renaissance humanism and the printing press contributed to the emergence of a new theory of knowledge and conception of the universe. (OS-5, 6.2.12.D.2.d, 6.2.12.D.2.e, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9)
6. Explain how Machiavelli's theory of government and conception of politics attempted to provide a coherent explanation for human behavior and the extent to which this was an example of a new secularist worldview. (OS-9, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)
7. Analyze the means by which individualism, subjectivity, and emotion came to considered a valid source of knowledge during the Renaissance. (OS-10)
8. Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance. (SP-1, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)
9. Trace the changing relationship between states and ecclesiastical authority. (SP-3, RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9)
10. Trace the ways in which new technologies, such as the printing press, have shaped the development of civil society and enhanced the role of public opinion. (SP-10, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)

## 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<br><br>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<br><br>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<br><br>1.4.III – Commercial and trading networks<br><br>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<br><br>1.4.III – Establishment of empires<br><br>1.4.IV – Slave trade and new goods.<br><br>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.<br><br>1.5.I – New social patterns.<br><br>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.<br><br>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.<br><br>1.1.II – Invention of printing.<br><br>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 | 1.2.I – New political systems and secular systems of law. |

| | |
|---|---|
| of religious authorities and intellectuals to such challenges. | 1.2.II – Concept of the balance of power<br><br>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.<br>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. | 1.5.IV – Renaissance and Reformation debates.<br>1.1I – Revival of classical texts; new methods of scholarship<br><br>1.1.II – Invention of the printing press<br><br>1.1.III – Visual arts of the Renaissance<br><br>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.<br>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.<br><br>OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.<br>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 | 1.4.II – Advances in navigation, cartography and military technology<br>1.1.I – Secular models for political behavior.<br><br>1.2.I – Concept of sovereign state and secular systems of law.<br>1.1.I – Humanists valued the individual<br>1.1.I – Humanist secular models for individual and political behavior.<br><br>1.3.I – New interpretations of Christian doctrine and practice<br><br>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<br>1.1.III – Art in service of the state<br>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.<br>1.2.III – Absolutism and its challengers<br>1.3.II – Control over religion<br>1.3.III – Religious wars |
| SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. | 1.1.I – Secular political theories<br>1.2.I – State control over religion<br>1.3.II – Reformation and religious conflict.<br>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<br>1.3.II – Religious minorities<br>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<br>1.4.II Exploration and |

| | |
|---|---|
| SP-15: Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789. | colonization<br>1.2.II – Peace of Westphalia and balance of power.<br><br>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<br><br>1.5.I – Hierarchy and social status<br><br>1.5.II – Subsistence agriculture<br><br>1.5.IV – Family economy, gender roles, European marriage pattern.<br><br>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.<br><br>1.5.I – Financial and commercial innovations<br><br>1.5.II – Price Revolution and commercial agriculture.<br><br>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.<br><br>1.4.II – Exploration and colonization |
| IS-4: Analyze how and why the nature and role of the family has changed over time.<br>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.<br>1.5.IV – Family economy; Renaissance and Reformation debates on women.<br><br>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 |

| | |
|---|---|
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards.<br>IS-10: Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history. | 1.5.I – New economic elites and hierarchy.<br>1.5.IV – Renaissance and Reformation<br><br>1.3.II – Religious minorities<br><br>1.4.I – Colonial conquest<br><br>1.5.III – Urban migrants and regulation of morals.<br><br>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<br><br>2.2.II – World-wide economic network |
| INT-3: Analyze how European states established and administered overseas commercial and territorial empires. | 2.2.III – Commercial rivalries<br>2.2.II – Mercantilism, slave labor system. |
| 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.<br>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.III – Diplomacy and warfare<br>2.2.II – Agricultural, industrial and consumer revolutions in Europe; expansion of slave-labor system<br>2.2.II – European-dominated worldwide economic network; mercantilism |
| INT-7: Analyze how contact with non-European peoples increased | 2.3.III – Commercial rivalries.<br>2.1.IV – Slave revolt and independence |

| | |
|---|---|
| European social and cultural diversity and affected attitudes toward race. | of Haiti<br><br>2.2.II – Expansion of transatlantic slave-labor system<br><br>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<br><br>2.1.IV – Revolution across the Atlantic<br><br>2.2.II – Slave trade<br><br>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<br>2.2.II – European dominated |

| | |
|---|---|
| | worldwide economic network<br><br>2.3.III – New economic ideas espousing free trade and a free market<br><br>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<br><br>2.2.II – Importation of agricultural products from the Americas.<br><br>2.4.I – Agricultural Revolution<br><br>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<br><br>2.4.I – Agricultural Revolution and population growth<br><br>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<br><br>2.1.V – Napoleon's domestic reforms<br><br>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<br><br>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<br><br>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.<br><br>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 cultural norms. | 2.3.II – Representations of peoples outside Europe. |
| 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<br><br>2.3.III – Challenge of new political and economic theories |
| OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems. | 2.3.IV – Revival of public sentiment and feeling.<br>2.3.I – Application of principles of the Scientific Revolution to society and human institutions.<br><br>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<br><br>2.1.II – Alternatives to absolutism<br><br>2.1.IV – Liberal revolution; radical Jacobin republic<br><br>2.3.I – Political models of Locke and Rousseau<br><br>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<br><br>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 stressed the political importance and rights of the individual | 2.1.II – Challenges to absolutism<br><br>2.1.IV – French Revolution<br><br>2.3.I – French Revolution<br><br>2.3.I – Enlightenment Principles<br><br>2.3.III – Social contract and capitalism<br><br>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<br><br>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<br><br>2.1.IV – French Revolution attack on religion.<br><br>2.1.V – Napoleon and Concordat<br><br>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<br><br>2.3.I – Enlightenment natural rights<br><br>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<br><br>2.2.II – Commercial Revolution |
| SP-7: Explain the emergence of representative government as an alternative to absolutism. | 2.1.II – Constitutionalism<br><br>2.1.IV – French Revolution<br><br>2.3.I – Enlightenment principles in politics<br><br>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<br><br>2.3.I – Natural rights<br><br>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<br><br>2.1.IV – French Revolution<br><br>2.3.I – Enlightenment ideals<br><br>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<br><br>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<br><br>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<br><br>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<br><br>2.1.V – Napoleonic Code<br><br>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<br><br>2.1.IV – French Revolution attack on feudalism/manorialism<br><br>2.1.V – Napoleon and "meritocracy."<br><br>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<br><br>2.1.V – Napoleonic Era<br><br>2.3.I – Enlightenment<br><br>2.3.II – Salons<br><br>2.4.II – Consumerism and family life; privacy<br><br>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<br><br>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<br>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<br>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.<br>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<br>3.5.III – Responses to imperialism |
| INT-11: Explain how European expansion and colonization brought | 3.5.I – Imperialist motives, Racial |

| | |
|---|---|
| non-European societies into global economic, diplomatic, military and cultural networks. | Darwinism<br><br>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<br><br>3.1.II – Industrialization of continental Europe<br><br>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 | 3.1.I – Industrial dominance of |

| | |
|---|---|
| eastern Europe. | Great Britain<br><br>3.1.II – Industrialization of continental Europe.<br><br>3.1.III – Second Industrial Revolution<br><br>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<br><br>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<br><br>3.2.II – Migration from rural to urban areas<br><br>3.3.II – Government reforms of 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. | 3.1.III – Mechanization and the factory system<br><br>3.2.II – Rapid population growth<br><br>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<br><br>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<br><br>3.4.I The Concert of Europe; political revolts and revolutions<br><br>3.4.II – National unification and liberal reforms<br><br>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<br><br>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 |

| | |
|---|---|
| PP-15: Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries. | 3.3.III – Political movements and social organizations<br><br>3.6.I – Romantic writers' response to the Industrial Revolution<br><br>3.6.II – Marx's critique of capitalism; realist and materialist themes in art and literature.<br>3.2.III – Labor laws and social welfare programs.<br><br>3.3.II – Government expansion of functions<br><br>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<br>3.3.I – Radical and republican advocates of suffrage and citizenship<br>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.<br>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<br><br>3.3.III – Responses of political movements and social organizations<br><br>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<br><br>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.<br><br>3.6.I – Romanticism's emphasis on intuition and emotion<br><br>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<br><br>3.4.II – National unification and liberal reform<br><br>3.6.I – Romanticism<br><br>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.<br><br>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<br>3.3.II – Growth of regulatory state<br>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<br>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<br>3.3.III Mass political movements and reform<br>3.4.I – Post-1815 revolutions<br>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<br>3.1.II – Continental industrialization<br>3.1.III – Second Industrial Revolution<br>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<br>3.3.III – Mass movements and reform<br>3.4.I – Revolutions from 1815-1848<br>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<br>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<br>3.4.I – Post-1815 revolutions |
| SP-12: Assess the role of civic institutions in shaping the development of | 3.3.III – Mass political |

| | |
|---|---|
| representative and democratic forms of government. | 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<br><br>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.<br><br>3.4.II – Crimean War<br><br>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<br><br>3.4.II – Conservative *Realpolitik*<br><br>3.4.III – Unification of Italy and Germany<br><br>3.5.I – Nationalism as a motive for imperialism<br><br>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.<br><br>3.4.III – Unification of Italy and Germany<br><br>3.5.I – Imperialism<br><br>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<br>3.1.III – Second Industrial Revolution and mass production<br>3.2.IV – Transportation and consumerism<br>3.3.II – Governmental reform of infrastructure.<br>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<br>3.2.III – Proactive legislation and |

| | |
|---|---|
| | leisure<br><br>3.3.I – Socialism and anarchism<br><br>3.3.III – Worker movements and reformers |
| IS-6: Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere. | 3.4.I – Post-1815 revolutions<br>3.2.III – Companionate marriage and domesticity<br><br>3.3.I – Radicalism and feminism<br><br>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<br><br>3.2.III – Middle and working class families<br><br>3.3.I – Post-1815 ideologies<br><br>3.3.III Mass political movements and governmental reform<br><br>3.5.III - Interaction with and responses by colonies |
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. | 3.6.II – Social Darwinism and Marxism<br>3.2.III – Industrialization, proactive legislation, and leisure<br><br>3.3.I – Post-1815 ideologies of change<br><br>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.<br><br>3.3.I – Nationalism, anti-Semitism and chauvinism<br><br>3.5.I – Racial Darwinism and White Man's Burden.<br><br>3.5.III – Imperial-influenced art and colonial independence movements.<br><br>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.<br><br>4.1.II – Wilsonian idealism<br><br>4.1.IV – Cold War; world monetary and trade systems and geopolitical alliances<br><br>4.2.III – 1929 Stock Market Crash<br><br>4.2.IV – Marshall Plan<br><br>4.3.IV – United States' influence on elite and popular culture<br><br>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<br><br>4.1.IV – Cold War Outside Europe<br><br>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<br><br>4.1.IV – Cold War outside Europe<br><br>4.3.III – Colonial emigration to Europe<br><br>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<br><br>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<br>4.4.I – Mass productions, food technologies, industrial efficiency, communication and transportation technologies.<br>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<br>4.1. V – European economic and political integration<br>4.2.IV – Post-war economic growth and welfare benefits<br>4.4.I – Creation of a consumer culture<br>4.4.II – Professional careers for women; the Baby Boom<br>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<br>4.2.II – The ideology of fascism<br>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<br>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<br>4.2.V – Collapse of the Soviet Union<br>4.3.IV – Criticism of United States' technology and popular culture |
| PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty | 4.4.III – Green parties; revolts of 1968<br>4.2.IV – Expansion of social welfare programs |

| | |
|---|---|
| and famine, through regulating morals, policing marginal populations and improving public health. | |
| PP-14: Explain how industrialization elicited critiques from artists, socialists, worker's movements and feminist organizations | 4.3.I – Belief in progress breaks down.<br><br>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<br><br>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<br><br>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<br>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<br>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<br>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 political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual | 4.3.II – Industrialized warfare<br>4.4.II – Women's rights<br>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<br>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<br>4.2.I – Russian Revolution<br>4.2.III – Great Depression<br>4.2.IV – Economic miracle and welfare state<br>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<br>4.1.II – Versailles settlement<br>4.1.III – Appeasement and World War II<br>4.2.I – Bolshevik Revolution and Stalin<br>4.2.II - Fascism |
| SP-8: Explain how and why various groups, including communists and | 4.1.III – Nazi aggression and |

| | |
|---|---|
| fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms. | *Blitzkrieg*<br><br>4.2.I – Bolshevik Revolution and Stalin<br><br>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<br><br>4.2.V – Collapse of communism<br><br>4.4.II – Feminism<br><br>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<br><br>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<br><br>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<br><br>4.1.III – World War II<br><br>4.1.IV – Nuclear weapons and Cold War<br><br>4.1.VI – Post 1945 nationalist/separatist movements and guerilla warfare<br><br>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<br><br>4.1.II – Versailles settlement<br><br>4.1.III – World War II<br><br>4.1.IV – Cold War<br><br>4.1.VII – Decolonization<br><br>4.2.II – Fascist aggressions<br><br>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<br><br>4.1.II – National self-determination and League of |

| | |
|---|---|
| | Nations<br><br>4.1.III – Fascism and "new racial order."<br><br>4.1.IV – Cold War and collapse of communism<br><br>4.1.V – European unity<br><br>4.1.VI – Colonial independence movements<br><br>4.2.II Fascism and extreme nationalism<br><br>4.2.V - Eastern European resistance to communism and Balkan conflicts<br><br>4.4.III – Immigration and anti-immigrant groups |
| 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 | 4.1.I – Causes of 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<br><br>4.1.V – European unity<br><br>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<br><br>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<br><br>4.1.VI – Post-1945 nationalist and separatist movements<br><br>4.4.I – Total war and genocide<br><br>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.<br><br>4.2.I – Russian Revolution and Civil War<br><br>4.2.II – Spanish Civil War and World War II<br><br>4.3.I – Destructive effects of technology<br><br>4.4.I – Total war and genocide |
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. | 4.4.II – Military production, economic recovery and post-1945 feminism |
| IS-10: Analyze how and why Europeans have marginalized certain populations (defined as "other") over the course of their history. | 4.1.III – Fascist racism and genocide<br><br>4.1.VI – Post-1945 nationalist and separatist movements<br><br>4.1.VII – Mandates and decolonization<br><br>4.2.I – Kulaks and Great Purges<br><br>4.2.II – Fascist propaganda<br><br>4.2.V – Balkan conflicts and wars<br><br>4.3.III – Guest workers and immigration<br><br>4.4.I – Total war and genocide<br><br>4.4.III – Post-1945 dissenting groups. |

## Enduring Understandings

- The bubonic plague permanently transformed Europe's social structure and culture.
- Conflict between societies – during the Hundred Years' War, for example – can lead to the development of new identities.
- Secular leaders increasingly challenged the Catholic Church for political authority.
- A revival of classical texts led to new methods of scholarship and new values in both society and religion.
- The invention of printing promoted the dissemination of new ideas.
- The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.

## Essential Questions

- In what ways can conflict between or within societies bring about the development of new identities?
- In what ways can natural or biological events transform human societies?
- What are the connections between beliefs about human nature and politics or political worldviews?
- Why could tension exist between religious and political authority, and how might this tension manifest itself?
- How does scholastic inquiry bring about social change?
- How does the accessibility of knowledge bring about social change?
- In what ways can art represent major currents of thought within a society? In what ways can art contribute to major currents of thought within a society?

## Content

1. During the late Middle Ages, conflicts within the Catholic Church, and between religious and secular leaders brought about an initial waning of the church's influence in European affairs.
2. The Hundred Years' War promoted national identity as a new understanding of self in Europe.
3. The bubonic plague, or Black Death, led to the decline of a feudal economy, and to the development of a secular worldview in Europe.
4. Italian Renaissance humanists promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism. (ex: Petrarch, Lorenzo Valla, Marsilio Ficino, Pico della Mirandola)
5. Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Roman Catholic Church and shifted the focus of education away from theology toward the study of classical texts. (ex: Leonardo Bruni, Leon Battista Alberti, Niccolo Machiavelli)
6. Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior. (ex: Niccolo Machiavelli, Jean Bodin, Baldassare Castiglione, Francesco Guicciardini)
7. The invention of the printing press in the 1450s aided in spreading the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.
8. Princes and popes, concerned with enhancing their prestige, commissioned paintings and architectural

works based on classical styles and often employing the newly invented technique of geometric perspective. (ex: Michelangelo, Donatello, Raphael, Andrea Palladio, Leon Battista Alberti, Filipo Brunelleschi)

9. A human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation was encouraged through the patronage of both princes and commercial elites. (ex: Raphael, Leonardo da Vinci, Jan Van Eyck, Pieter Bruegel the Elder, Rembrandt)
10. Mannerist 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)

## Skills

1. Analyze the relationship between secular leaders and the Catholic Church during the late Middle Ages, and their struggle for political control. (6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9)
2. Determine the causes and effects of the Hundred Years' War. (6.2.12.A.2.b, RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9)
3. Assess the social, economic, and cultural consequences of the bubonic plague. (6.2.12.D.2.d, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)
4. Determine the factors that led to the Renaissance (6.2.12.D.2.a, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9)
5. Analyze how the development of Renaissance humanism and the printing press contributed to the emergence of a new theory of knowledge and conception of the universe. (OS-5, 6.2.12.D.2.d, 6.2.12.D.2.e, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.9)
6. Explain how Machiavelli's theory of government and conception of politics attempted to provide a coherent explanation for human behavior and the extent to which this was an example of a new secularist worldview. (OS-9, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)
7. Analyze the means by which individualism, subjectivity, and emotion came to considered a valid source of knowledge during the Renaissance. (OS-10)
8. Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance. (SP-1, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)
9. Trace the changing relationship between states and ecclesiastical authority. (SP-3, RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9)
10. Trace the ways in which new technologies, such as the printing press, have shaped the development of civil society and enhanced the role of public opinion. (SP-10, RH.11-12.1, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9)

## 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- | Evaluate various explanations for actions or events and determine which explanation best |

| | |
|---|---|
| 12.3 | accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.11-12.CCSS.ELA-Literacy.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including 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. |