

321 MODERN EUROPEAN HISTORY/ ADVANCED
2007 - 2008

Full Credit

Grade 10

Teacher: Sandra Gibson-Quigley

Online Classroom: nda-worc.org

Course Description:

This course traces the chronological development of European events, politics, and diplomacy from the late Middle Ages to the present. Topics include social and cultural evolution, economic changes, and intellectual influences. Critical thinking skills are stressed including drawing conclusions from statistics and graphs, analyzing primary sources, and synthesizing evidence from a variety of sources. Brief research papers and outside readings are required. The material in this course is covered in greater depth than in 322 Modern European History, with an emphasis on writing history essays and document-based essays. Students may elect to take the Advanced Placement Modern European History exam at the completion of this course.

Required Texts:

Kagan, Donald, Steven Ozment and Frank M. Turner. *AP Edition. The Western Heritage: Since 1300. 9th Edition.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 2007.

Kagan/Ozment/Turner. *Preparing for the European History AP Exam with The Western Heritage Since 1300.* Boston: Pearson Education, Inc. 2004.

Additional Resources:

Caliguire, Augustine, Roberta J. Leach, and Lawrence M. Ober, SJ. *Advanced Placement European History: I. The Modern World: New Directions.* The Center for Learning. 1988.

Caliguire, Augustine, Roberta J. Leach, and Lawrence M. Ober, SJ. *Advanced Placement European History: II. Westernizing the World.* The Center for Learning. 1988.

Fenton, Edwin. *32 Problems in World History.* Glenview, IL: Scott, Foresman and Company. 1969.

The Western Tradition. Produced by: WGBH/Boston. 1989. Videocassettes. The Annenberg/CPB Collection.

Other supplemental materials related to specific topics

Objectives: Students who successfully complete this course will be able to

- ◆ identify key people and events in European history from 1400 to the present;
- ◆ understand and explain the significant political, economic and social trends in European history from 1400 to the present;
- ◆ perceive the interrelationships of political, social, and economic history;
- ◆ understand the chronological order of historical events;
- ◆ appreciate the impact of historical forces and trends upon current events;
- ◆ develop the ability to understand and weigh evidence from various sources and reach conclusions based on facts;
- ◆ interpret charts, graphs, maps and illustrations;

- ◆ demonstrate the ability to undertake historical research by collecting, evaluating and employing information using various print, computer, and on-line resources;
- ◆ write a 5-paragraph expository essay with a thesis, supporting information, and a conclusion;
- ◆ demonstrate an understanding of the basic mechanics of writing a research paper, including taking notes, developing an outline, providing internal citations, generating a correct works cited page, and developing and editing a 3 - 5 page paper;
- ◆ develop and write an essay in response to a document-based question;
- ◆ demonstrate familiarity with the Modern European AP exam.

METHODOLOGY:

- ◆ Class discussion
- ◆ Cooperative learning
- ◆ Lecture
- ◆ Guided Practice
- ◆ Simulations
- ◆ Audio Visuals
- ◆ Computer resources
- ◆ Projects

REQUIREMENTS:

- ◆ Class attendance and participation
- ◆ Required reading and homework assignments
- ◆ Projects and group work
- ◆ Research Paper (with note cards, outline, draft, and final copy)
- ◆ Quizzes and tests
- ◆ Final Exam
- ◆ Optional: AP Exam

COURSE OUTLINE

I. The Renaissance and Reformation: Secularization of Western Europe (1300 - 1600)

[Textbook chapters 9 - 12]

Unit question: What led to the Renaissance and Reformation, and what were the impacts on society, government and economics?

Major topics:

- ◆ Europe in the high Middle Ages; monarchs, parliaments, church, and culture;
- ◆ Renaissance: economic, social and political bases; and works and legacies of artists and humanists;
- ◆ European expansion and exploration, economic and technological forces;
- ◆ Political impact of the Reformation;
- ◆ Leaders, ideas, contending forces, and religious change in the Reformation era.

II. The Rise of National Monarchies and Empires (1600 - 1775) [Textbook chapters 13 -16]

Unit question: How did government change from the 16th through the 18th centuries, and what was the impact of these changes on economics and society?

Major topics:

- ◆ Absolute monarchies and constitutional governments;
- ◆ Scientific revolution;
- ◆ Agricultural and industrial revolutions in the 18th century;
- ◆ Growth of overseas empires.

III. The Age of Revolutionary Change (1700 - 1815) [Textbook chapters 17 - 20]

Unit question: What was revolutionary about the age of revolutionary change in the 18th century?

Major topics:

- ◆ The Enlightenment;
- ◆ Origins, stages and consequences of the French Revolution;
- ◆ Age of Napoleon;
- ◆ Romanticism;
- ◆ Democratic and social reforms in Europe; evolutions and revolutions;

IV. The Industrial Age (1815 - 1920) [Textbook chapters 21 - 25]

Unit question: What was the effect of industrialization on economics, politics (domestic and foreign) and society?

Major topics:

- ◆ Industrial revolution in the 19th century;
- ◆ Cities and urban life in the 19th century;
- ◆ Rising European nationalism; motives for the new Western imperialism;
- ◆ Dawn of the 20th century in science, philosophy, and the arts; Western optimism and counter-currents;
- ◆ World War I and the Treaty of Versailles: origins, military course, consequences;
- ◆ Russian Revolutions of 1917.

V. Global Conflict and the end of European Supremacy (1920 – the present) [Textbook chapters 26 - 30]

Unit question: What led to the unprecedented violence and social upheaval in the 20th century, and what were the effects?

Major Topics:

- ◆ After-effects of war and colonialism; economic, social and political crises of democracies;
- ◆ Great depression; causes and consequences;
- ◆ Rise of dictators; communism and fascism;
- ◆ WWII: origins, geography, turning points, outcomes, consequences;
- ◆ Cold War; decolonization; and emergence of a new Europe;
- ◆ Changing social, cultural, and economic patterns.

VI. Preparation for AP Exam

VII. Interdisciplinary Project with English

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I. The Renaissance and Reformation: Secularization of Western Europe (1300 - 1600) [Textbook chapters 9 - 12]

Unit question: What led to the Renaissance and Reformation, and what were the impacts on society, government and economics?

Major topics:

- ◆ Europe in the high Middle Ages; monarchs, parliaments, church, and culture;
- ◆ Renaissance: economic, social and political bases; and works and legacies of artists and humanists;
- ◆ European expansion and exploration, economic and technological forces;
- ◆ Political impact of the Reformation;
- ◆ Leaders, ideas, contending forces, and religious change in the Reformation era.

Essential Questions:

- ◆ Ch. 9: How did the crises of the 13th & 14th centuries lead to change?
- ◆ Ch. 10: How did the Renaissance reflect changes in politics and diplomacy; economy and society; culture and intellectual ideas?
- ◆ Ch. 11: What led to the Reformation and what was its impact?
- ◆ Ch. 12: What were the consequences of the religious struggles from 1550-1650?

Assessment:

- ◆ Chapter quizzes, multiple choice and chronology;
- ◆ Reading notes and responses;
- ◆ Annotated bibliography project on an individual who exemplifies the modern age;
- ◆ Unit Test – Essay.

Extra Credit:

- ◆ Problems 13, 14;
- ◆ View movie “The Lion in Winter”, complete movie review;
- ◆ Museum visit.

II. The Rise of National Monarchies and Empires (1600 - 1775) [Textbook chapters 13 -16]

Unit question: How did government change from the 16th through the 18th centuries, and what was the impact of these changes on economics and society?

Major topics:

- ◆ Absolute monarchies and constitutional governments;
- ◆ Scientific revolution;
- ◆ Agricultural and industrial revolutions in the 18th century;
- ◆ Growth of overseas empires.

Essential Questions

- ◆ Ch. 13: What led to countries developing divergent political paths and what were the effects?
- ◆ Ch. 14: What were the consequences of the Scientific Revolution?
- ◆ Ch. 15: What were the causes of social and economic change in the 18th century?
- ◆ Ch. 16: How did economic growth lead to war and revolution

Assessment:

- ◆ Chapter quizzes, multiple choice and chronology;
- ◆ Reading notes and responses;

- ◆ Project – Art and artists;
- ◆ Unit Test – Essays.

Extra Credit:

- ◆ *The West and the World: Columbian Exchange*, pg. 544, read and answer questions completely
- ◆ Problem 16
- ◆ Museum visit

III. The Age of Revolutionary Change (1700 - 1815) [Textbook chapters 17 - 20]

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Major topics:

- ◆ The Enlightenment;
- ◆ Origins, stages and consequences of the French Revolution;
- ◆ Age of Napoleon;
- ◆ Romanticism;
- ◆ Democratic and social reforms in Europe; evolutions and revolutions.

Essential Questions:

- ◆ Ch. 17: How did individuals reflect change in the 18th century in terms of politics, economics and society, culture, and intellectual life?
- ◆ Ch. 18: What was the French Revolution and how did it change France and Europe?
- ◆ Ch. 19: What were the consequences of Napoleon's rule
- ◆ Ch. 20: How did the forces of conservatism, liberalism and nationalism affect developments in Europe from 1815 – 1830?

Assessment:

- ◆ Chapter quizzes, multiple choice and chronology;
- ◆ Reading notes and responses;
- ◆ Book Reviews: Historical Fiction;
- ◆ Research Project – Note Cards and Outlines;
- ◆ Unit Test – Essays.
- ◆

Extra Credit:

- ◆ *The West and the World: The Abolition of Slavery*, pg. 722, read and answer questions completely
- ◆ Problems 17 and 19
- ◆ Museum visit

IV. The Industrial Age (1815 - 1900) [Textbook chapters 21 - 25]

Unit question: What was the effect of industrialization on economics, politics (domestic and foreign) and society?

Major topics:

- ◆ Industrial revolution in the 19th century;
- ◆ Cities and urban life in the 19th century;
- ◆ Rising European nationalism; motives for the new Western imperialism;
- ◆ Dawn of the 20th century in science, philosophy and the arts; Western optimism, and counter-currents;
- ◆ World War I and the Treaty of Versailles; origins, military course, consequences

- ◆ Russian Revolutions of 1917.

Essential Questions:

- ◆ Ch. 21: A) How did the industrialism affect labor, society and the economy?
B) How did the forces of liberalism lead to the Revolutions of 1848?
- ◆ Ch. 22: How did the political forces of conservatism, liberalism and nationalism affect nation-states from 1853 – 1878?
- ◆ Ch. 23: How did industrialism affect society?
- ◆ Ch. 24: What were the major intellectual forces that shaped European society in the second half of the 19th century?
- ◆ Ch. 25: What were the causes and consequences of WWI?

Assessment:

- ◆ Chapter quizzes, multiple choice and chronology;
- ◆ Reading notes and responses;
- ◆ Research Paper;
- ◆ Unit Test – Essays.

Extra Credit:

- ◆ *The West and the World: Imperialism*, pg. 870, read and answer questions completely
- ◆ Problems 20 & 21
- ◆ Museum visit

V. Global Conflict and the end of European Supremacy (1920 – Present) [Textbook chapters 26-30]

Unit question: What led to the unprecedented violence and social upheaval in the first half of the 20th century?

Major Topics:

- ◆ After-effects of war and colonialism; economic, social and political crises of democracies;
- ◆ Great depression; causes and consequences;
- ◆ Rise of dictators; communism and fascism;
- ◆ WWII: origins, geography, turning points, outcomes, consequences;
- ◆ Cold War; decolonization; and emergence of a new Europe;
- ◆ Changing social, cultural, and economic patterns.

Essential Questions:

- ◆ Ch. 26: How did Europe adjust politically and economically in the aftermath of WWI?
- ◆ Ch. 27: Why were dictators able to establish themselves across much of Europe in the 1930s?
- ◆ Ch. 28: How did WWII grow out of the unsatisfactory resolutions of WWI, and what were the consequences of the war?
- ◆ Ch. 29: What were the effects of the Cold War on European politics and economics?
- ◆ Ch. 30: What were the effects of the destruction caused by WWII and the growth of technology on the social history of Europe in the 2nd half of the 20th century?

Assessment:

- ◆ Chapter quizzes, multiple choice and chronology
- ◆ Reading notes and responses
- ◆ Unit Test – Essays.

Extra Credit:

- ◆ *The West and the World: Energy and the Modern World*, pg. 1006, read and answer questions completely
- ◆ Problems 27, 31
- ◆ Museum visit

VI. Preparation for AP Exam

VII. Interdisciplinary Project with English

ADVANCED MODERN EUROPEAN HISTORY
2007 - 2008
COURSE REQUIREMENTS

Reading:

Students will read approximately 35 - 40 pages of *The Western Heritage* by Donald Kagan, *et al*, every two weeks. Additional outside readings will also be regularly assigned. ***Reading notes are required for all assigned reading.*** Students are expected to read assignments and take notes prior to class. Class discussion and activities are based on the premise that students have completed their assignments. Quizzes will be given on each chapter.

Extra Credit:

Each quarter students will be assigned 2 – 3 assignments for optional extra credit work. For each assignment which is completed, one (1) point will be added to the student's grade point average at the end of the quarter if work shows outstanding thought and effort; one-half (.5) point will be added if work shows adequate thought and effort. No points will be added if the work is late and/or shows inadequate thought and effort. [Note: All assigned work for the quarter must be completed, or students will not be eligible for extra credit points.]

Group Work:

Cooperative learning groups are an integral part of this course. Groups will be assigned by the teacher and will be changed each quarter. Students are expected to participate fully in group work. Cooperative learning grades will usually be given for each individual's work, but will always incorporate a component that reflects the group product and each student's participation in the group.

Research Paper:

A 4 - 6 page research paper will be completed in the third quarter.

Exams:

The AP Exam is optional [Note: students will be prepared for the AP Exam through coverage of the content included in the exam; and through skill development – particularly in essay writing.] All students will take a final exam.

Course Materials:

Each student needs a 3-ring binder with paper, and dividers for each chapter. This binder will include: reading notes and responses; class notes; worksheets, quizzes/tests, and other handouts.

ADVANCED MODERN EUROPEAN HISTORY
HELPFUL HOMEWORK HINTS FOR STUDENTS AND PARENTS

*Studying history is not an exercise in memorization.
It is a process of assembling information from the past and giving meaning to it.*

The reading assignments are basic to this course. Class work is based on the assumption that you already have fundamental information from your reading. It is essential that you keep up with the reading assignments. If you fall behind you will: find it difficult to catch up; you will be unprepared for class, and thus unable to fully participate in activities designed to help you understand historical concepts; and you will be unable to ask relevant questions.

How to read your text:

- **Pre-reading:** Review the first page of the chapter for an overview of major sections, and key topics.
- **Reading:** You should read each assignment twice.
 - Read through the assignment quickly; try to understand what the “story” is about. *Do not highlight, underline or take notes yet.*
 - Read through the section again and take notes. You want to pay close attention when the authors discuss the causes or consequences of events, summarize the character of a period, point out different interpretations, or make comparisons between one era and another. Study any maps, charts, or other illustrations.
- **Notes:** Use the *Key Topics* at the beginning of each chapter as your guide. For each *Key Topic* provide: a general summary statement; provide 3 – 5 points that support the statement. Write in your own words; do not simply rewrite sentences and/or fragments from the book. The purpose of taking notes is to process the information you have read and to make it easier to review. Keep your notes brief. You gain nothing if you have 20 pages of notes on a 20-page chapter.

How Long Should You Spend on Homework?

You should expect to spend approximately 90 minutes preparing for each 90-minute class.

How to Study for Quizzes/Tests:

- Review your class notes. The content we focused on in class is what you will be quizzed on.
- Review the appropriate section in *Preparing for the AP Exam*.
- Utilize the textbook’s on-line site to: review key points; quiz yourself.

How to access the textbook's companion web site:

Follow the registration steps below to access your textbook resources. Be sure to scroll down each page and complete all required information.

1. Register at <http://www.phschool.com/access/index.html>
2. Choose your text from the Covered Title list
3. Choose Student Registration
4. A registration window will open. Enter the appropriate access code below:

Student: SSNAST-BRILL-VALLE-DRIED-FALUN-WIVES

5. Provide your school zip code and country (Zip: 01609)
6. Next page, complete your Personal Information and School Information (Notre Dame Academy, 425 Salisbury St., Worcester, MA)
7. Create your Username, Password and Security Question

Once you have completed the registration process, you will receive a confirmation email that includes a link to the website where you can log in using the username and password you created.

How Can Parents Help?

Ask your daughter to tell you a story. Ask her to tell you, in her own words, what happened, why it happened and why it's important (so what?). When she can easily (and simply) explain her reading to you (for example: How did Europe develop after the fall of the Roman Empire?), then she has grasped the basic concepts of history. This course is not about memorizing people, dates and events. It is about understanding the process of history through thoughtful analysis and synthesis of content.

It also helps to understand that this is a college level course and that it's fine to get less than an A in this class. I really do not worry about students unless they are consistently achieving at a low C level or below. Usually, for students in this course, such a grade means that the student is not completing her homework assignments; it generally does not reflect her inability to understand the material.

Media – if your daughter has time and inclination, you may want to suggest and/or encourage her to view/read any media dealing with European history such as shows on PBS or the History Channel; feature films; and books – biographies, historical fiction.

Other ways parents can help.

The following are ideas/suggestions for ways you can encourage your daughter in her study of European history. They are not requirements. Students may receive extra credit (one per quarter) for a museum visit with a written review. (Ask instructor.)

Suggested Field Trips – If you have the time, these sites have collections of European art and decorative art that can provide excellent complementary information for this course.

For information for historical museums and sites in Massachusetts, please see the Bay State Historical League's website at www.masshistory.org. The League's office is located at 185 Lyman Street, Waltham, MA 02452; 781-899-3920.

Sterling and Francine Clark Art Institute

225 South Street
Williamstown, MA 01267
(413) 458-2303
www.clarkart.edu

Significant collections of art from 18th and 19th century Europe and America, Italian and Northern Renaissance, from old masters to French Impressionists, as well as prints, drawings, and early photographs. Gallery talks can be geared to specific themes or interests. Transportation-reimbursement program offered.

Davis Museum and Cultural Center

Wellesley College
106 Central Street
Wellesley, MA 02481-8203
www.wellesley.edu/DavisMuseum/davismenu.html

Exhibits American, European Medieval, Renaissance, Baroque, Greek, Roman, African, Asian, PreColumbian, and contemporary art.

Fitchburg Art Museum

185 Elm Street
Fitchburg, MA 01420 (978) 345-4207
www.fitchburgartmuseum.org
Includes ancient, medieval, and 19th century art.

Harvard University Museums

Busch-Reisinger Museum
32 Quincy Street
Cambridge, MA 02138
(617) 495-9400
www.artmuseums.harvard.edu
Collections of northern and central European art from the 16th to 20th centuries, with emphasis on early 20th century.

Semitic Museum

6 Divinity Avenue
Cambridge, MA 02138
(617) 495-4631
www.fas.harvard.edu/~semitic
Exhibits on cultures and archaeology of Ancient Near East.

Higgins Armory Museum

100 Barber Avenue
Worcester, MA 01606
(508) 853-6015
www.higgins.org
Collections of European, Far Eastern and Islamic arms and armor from ancient, medieval, and Renaissance periods.

Isabella Stewart Gardner Museum

2 Palace Road
Boston, MA 02115
(617) 278-5149
www.gardnermuseum.org
The museum designed by Isabella Stewart Gardner to hold her collection of medieval, Italian Renaissance, and 17th-19th century art. Highlights include works by Botticelli, Titian, Rembrandt, and John Singer Sargent.

Mount Holyoke Art Museum

South Hadley, MA 01075

(413) 538-2245

www.mtholyoke.edu/offices/artmuseum/

Includes Asian art, 19th- and 20th-century European and American art, Egyptian, Greek, and Roman art, Renaissance

Rhode Island School of Design Museum

224 Benefit Street

Providence, RI 02903

(401) 454-6500

www.risd.edu/museum.cfm

Ancient, European, Asian, and American art.

Museum of Fine Arts, Boston

465 Huntington Avenue

Boston, MA 02115-5997

(617) 269-9300

www.mfa.org

A comprehensive collection of art from every part of the world, ancient and modern.

Smith College Art Museum

Northampton, MA 01063

(413) 584-2700

www.smith.edu/artmuseum

Collection of ancient, Asian, African, European, American and American Indian art and artifacts.

Wadsworth Athenaeum

Hartford, Connecticut 06103

(860) 278-2670

www.wadsworthatheneum.org/

Established in 1842, the Wadsworth Athenaeum is America's oldest public art museum. Its collections include ancient Egyptian to modern works, Hudson River School painters, American decorative arts, and the Amistad Foundation African American collection.

Springfield Museums

220 State Street

Springfield, MA 01103

(413) 739-3871

www.quadrangle.org

The Museum of Fine Arts has collections of 18th to 20th century American art and 14th to 20th century European art.

The George Walter Smith Museum exhibits his collection of Japanese arms and armor, one of the largest collections of cloisonné outside China, plaster casts of the great sculptures of the world from antiquity to the Renaissance, and 19th century American paintings.

The Connecticut Valley Historical Museum has collections related to local history.

The Science Museum includes exhibits on North American Indians.

Worcester Art Museum

55 Salisbury Street

Worcester, MA 01609-3196

(508) 799-4406

www.worcesterart.org

Paintings, prints, photographs, sculpture and multimedia works that include American (from Precolumbian to Native American to Colonial to contemporary times), Greek, Roman, Egyptian, Chinese, European, Indian, Islamic, Japanese, Korean, and contemporary art.

