

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

**WESTERN CIVILIZATION
300**

Approved by the Board of Education on May 22, 2007

DARIEN PUBLIC SCHOOLS

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SECTION I - Course Information

STATEMENT OF PHILOSOPHY

Social Studies concerns the study of mankind – human relationships and institutions. More specifically, this study can help students understand how people govern themselves, how societies function to meet economic and social needs, and how culture, art, literature, and human behavior develop in society. We are committed to transmitting knowledge of Western Civilization, the political heritage of the American experience, and an understanding of other world cultures and traditions. Our goal is to help prepare students for active, informed, participatory citizenship in this country and in an interdependent world.

The History and Social Studies Department shares the responsibility in teaching research and writing skills. Students will complete formal and informal writing assignments, perfect research skills, and employ the broad range of information resources available today. Incorporated in the structure on the Western Civilization course, are research skills that will be further developed in future years.

PROGRAM GOALS

The goal of the Western Civilization course is to give students an appreciation of the political, cultural, and intellectual contributions of the Western World. This course concentrates on major themes and developments in Western history from 2000 B.C. through 1945. Students will read and report on materials that are historically significant to the period of study and write formal and informal research papers that demonstrate an ability to investigate, interpret, and analyze primary and secondary sources.

OVERVIEW

Knowledge of the political, cultural and historical heritage of the United States is key to each American's understanding his or her relationship to the world. The concepts of liberty, freedom, equality, the good citizen and the good life are essential to the American experience. The political, cultural, and intellectual contributions of Western Civilization have significantly influenced these American developments. It is essential for our students to explore the western cultural heritage since American values and beliefs are rooted there. Only when students understand how they fit into the history of Western Civilization can they begin to take their place as concerned citizens of the global community. Too often, students view history as a series of disconnected vignettes that have little or no relevance to the world of today. It is therefore necessary to stress certain themes throughout the Western Civilization sequence, including unity and diversity, causality, conflict, continuity, change and interdependence. Special attention must also be paid to the development of science and technology, the arts and the history of ideas. The introduction of biographical studies will enable students to identify with some of the major personalities of the ancient, medieval and modern worlds. Research and writing skills are an essential component of this course; a significant amount of work will be done in conjunction with the library staff.

The first semester begins with the ancient civilizations of Europe c. 2000 B.C. and ends with the Reformation. It focuses on the contributions of classical Greece and Rome, the rise of Christianity, the breakdown of the classical civilizations, and the rise of an urban society and commerce during the later Middle Ages. The semester concludes with a look at the Renaissance with a focus on the rise of individualism and how that influenced the Age of Exploration, the Reformation - and the Scientific Revolution.

The second semester continues with the rise and fall of absolute monarchs. Students analyze events such as the English Civil War and the French Revolution, followed by a study of the impact of emerging nationalism and imperialism in Europe, thus preparing students to understand the connection between European colonialism and world cultures in their sophomore year. The course concludes with an exploration of the causes of World War I, a comparison and contrast of World War I and II, and the rise of Adolf Hitler and the resulting Holocaust. During at least one marking period, students will spend several weeks writing a formal research paper on one person, or event, or subject of interest. Please see the Research index for details.

ESSENTIAL QUESTIONS

What do we keep from the past that shapes our present and influences our future?

- How have political developments influenced the growth of Western Civilization?
- How have economic developments influenced the growth of Western Civilization?
- How have religious developments influenced the growth of Western Civilization?
- How have changes in society influenced the growth of Western Civilization?
- How have intellectual developments influenced the growth of Western Civilization?
- How have science and technology influenced the growth of Western Civilization?
- How has artistic expression influenced the growth of Western Civilization?

In what ways has the development of Western Civilization been both evolutionary and revolutionary?

- How has geography impacted the evolution of Western Civilization?
- What forces have impelled Western societies to build empires?
- What is the role of the hegemon in history?
- What does it mean to be civilized?

What is the relationship between individuals and society?

PROCESS SKILLS

In addition to instilling in students a broad understanding of Western heritage, this course has as its goal the development of basic learning skills. These skills have been divided into four broad categories:

Reading Comprehension Skills:

Students will be able to locate ideas in a textbook, use a map, locate the main idea, outline, sequence ideas (timelines and cause/effect), interpret primary source documents, draw conclusions, and create an outline and take organized notes for a research based paper.

Writing Skills:

Students will be able to write a paragraph with a strong topic and concluding sentence, write a five paragraph essay, write a thesis based essay with supporting reasons and examples, and write a research based paper.

Study and Library Skills:

Students will be able to use an assignment pad effectively, keep an organized binder and journal, take clear and organized notes, prepare a study guide for quizzes and tests, use general and specific reference works, use the internet for research, and evaluate websites for reliable content.

Oral Expression Skills:

Students will be able to raise hand and participate in class, listen and respond to classmates, participate in a class debate, and conduct a formal oral presentation.

Process skills which apply to students taking Western Civilization include:

- Reading (Decoding)
- Reading (Comprehending)
- Reading (Analyzing)
- Reading (Appreciating)
- Writing and Language Mechanics
- Speaking
- Listening
- Viewing
- Using Maps and Globes
- Studying
- Reasoning and Reflecting
- Using Learning Resources and Technology
- Working Independently and Collaboratively

- Appreciating Art and Music
- Inventing
- Designing
- Creating
- Performing
- Quantifying
- Problem Solving
- Graphing
- Applying Scientific Method

STUDENT PERFORMANCE SUMMARY

Quizzes and tests

Narrative, expository or persuasive essays

Research reports

Projects utilizing creativity (writing poetry, painting/drawing, making 3D models, etc.)

Oral Presentation with Visuals

Class discussions and debates

Journal entries

Demonstration

Model with Written Explanation

Role play

Exhibition

Other

GRADING GUIDELINES

	<u>Expectations of Students</u>	<u>% of Report Card Grade</u>
Quarter Grades		
Homework/ Class Participation	100% of all assignments	20%
Essays/ Projects/ Presentations	All tasks completed in accordance with rubric	30%
Tests and Quizzes	All tests and quizzes taken/made up	50%

Semester Grades

1st Semester:

- 40% quarter 1
- 40% quarter 2
- 20% semester exam

2nd Semester:

- 40% quarter 3
- 40% quarter 4
- 20% semester exam

NOTE:

The above percentages are approximate and subject to each teacher's adjustment. These percentages can change to reflect types of assignments given in different quarters and emphasis placed on various tasks. Students will be given approximate weights for assignments at the beginning of the quarter.

SECTION II – Units of Study

SUMMARY OF UNITS

<u>Unit Title</u>	<u>Duration (Weeks)</u>
<i>Semester One</i>	
Unit 1: Ancient Greece	4 weeks
Unit 2: Ancient Rome	5 weeks
Unit 3: Middle Ages	4-5 weeks
Unit 4: Renaissance	3 weeks
Unit 5: Reformation & Scientific Revolution	2 weeks
<i>Semester Two</i>	
Unit 6: Monarchs & Absolutism	3-5 weeks
Unit 7: Enlightenment & Revolution	4-5 weeks
Unit 8: Emergence of the Modern World	3 weeks
Unit 9: Towards Global Conflict	1-2 weeks
Unit 10: Rise of Dictators & WWII	2-3 weeks

UNIT 1: ANCIENT GREECE

1. How has the legacy of Ancient Greece influenced the growth of Western Civilization?
 2. How did individuals effect the development of Ancient Greek civilization?
 3. What role did politics, religion, social organization, art, literature, technology and trade play in the development of the Greek civilization?
-

Expectations from DHS Mission Statement:

Academic

1. Read actively and critically for a variety of purposes.
2. Write effectively.
4. Listen actively and critically.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Civic

1. Develop a healthy sense of self-worth and the worth of others.

Ethical

4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

State Standards addressed:

Content Standard 1: Historical Thinking

- 1.9-10.2 Interpret oral traditions and legends and “histories”.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2: Local, United States and World History

- 2.9-10.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location.

Content Standard 3: Historical Themes

- 3.9-10.2 Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- 3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.
- 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies.

Content Standard 4: Applying History

- 4.9-10.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Content Standard 6: Rights and Responsibilities of Citizens

- 6.9-10.1 Identify and explain characteristics needed for effective participation in public life.

Content Standards 7: Political Systems

- 7.9-10.1 Evaluate the importance of developing self-government so as to restrict arbitrary power.

Content Standard 9: Places and Regions

- 9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.

Content Standard 10: Physical System

- 10.9-10.2 Explain the operation and interaction of different natural systems (such as, climate and oceans) to understand global change.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Locate** key geographic features of Ancient Greece.
2. **Define** political systems that existed in Ancient Greece.
3. **List** the classical Greeks' contributions in the areas of government, architecture, philosophy, and drama.

Developing an Interpretation

1. **Discuss** the contributions of Minoans, Mycenaeans, and Dorians to Aegean civilization.
2. **Describe** the causes and outcomes of the Persian and Peloponnesian Wars.
3. **Explain** the accomplishments of Alexander the Great.

Making Connections

1. **Compare and contrast** Sparta and Athens.
2. **Discuss** influence of Ancient Greece on contemporary society.
3. **Predict** reasons for the demise of Greek civilization.

Taking a Critical Stance

1. **Evaluate** the degree to which Alexander the Great can be considered great.
2. **Assess** the Greek legacy on Western culture.
3. **Justify or refute** the "greatness" of Alexander the Great.

VOCABULARY

Minoans	Slave
Crete	Solon
King Minos/ Theseus/ Minotaur	Cleisthenes
Fresco	Assembly
Knossos	Council of 500
Mycenaeans	Pericles
Homer	Polis
Heinrich Schliemann	Delian League
Trojan War	Indirect Democracy
Olympic Games	Parthenon
Arete	Athena
Mount Olympus	Socrates
Myths	Plato
Dorians	Aristotle
Dark Age	Greek theater
Sparta	Tragedy
Messenia	Comedy
Helots	Dionysus
Ephors	Chorus
Athens	Sophocles
Age of Kings	Polis
Monarchy	City state
Age of Nobles	Macedon
Oligarchy	Philip
Age of Tyrants	Alexander
Tyranny	Hellenism
Direct Democracy	Greek science
Citizen	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing (comparing Ancient Greek society to contemporary society)
- Cooperative learning activities
- Labeling and locating map of Aegean region
- Role playing based on study of Athens and Sparta
- Debating the advantages and disadvantages of Athenian democracy
- Viewing and analyzing PowerPoint images slides of classical Greek architecture, sculpture, and pottery
- Reading excerpts of primary sources (*Antigone*, Plato, Aristotle, Thucydides, Sophocles)
- Writing an essay (i.e. Socrates, Alexander, Pericles)

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Presentations
- Class Participation
- Mapping
- Analytical paper/ Essay

CAREER AWARENESS (where appropriate)

Politician, historian, cartographer, writer, journalist, archeologist, artist, military strategist, architect, teacher, philosopher, filmmaker, costume designer, business, advertising

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *Lost Civilizations: The Aegean*
The Golden Age of Greece
Greeks in Search of Meaning
The Search for Alexander the Great (3 parts)
The Real Alexander the Great
The Rise and Fall of the Spartans

Handouts and readings developed by instructor

Antigone

Excerpt from *Sophie's World*

Articles about Alexander the Great

Excerpts from *Iliad and Odyssey*

MATERIALS AND SUPPLIES

Textbook, handouts, video, library resources, maps, art supplies

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, learning connections

UNIT 11: ANCIENT ROME

1. How has the legacy of Rome influenced the growth of Western Civilization?
 2. How did geography and natural resources help shape the growth of Roman civilization?
 3. How did Rome's political systems evolve and change over time?
 4. How did Rome manage its empire?
 5. How did individuals effect the development of Roman civilization?
 6. How do religions and civilizations affect each other?
 7. Why did the Roman Empire rise and fall?
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Expectations from Mission Statement

Academic

5. Access and evaluate multi-media and print information efficiently and critically.
9. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

4. Demonstrate self-confidence by setting challenging and appropriate goals, and working towards them.

Ethical

1. Act responsibly and respectfully toward him/herself and others.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.2 Interpret oral traditions and legends and "histories".
- 1.9-10.3 Use primary source documents to analyze multiple perspectives.

Content Standard 2: Local, United States and World History

- 2.9-10.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location.

Content Standard 3: Historical Themes

- 3.9-10.2 Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- 3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.

Content Standard 6: Rights and Responsibilities of Citizens

- 6.9-10.1 Identify and explain characteristics needed for effective participation in public life.

Content Standards 7: Political Systems

- 7.9-10.2 Analyze and evaluate the advantages and disadvantages of limited and unlimited government

Content Standard 9: Places and Regions

- 9.9-10.3 Explain that regions are interconnected and may also overlap.
9.11-12.3 Analyze ways different groups in society view places and regions differently.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Identify** key geographical features of the Roman civilization.
2. **Define** the political systems of the Roman civilization.
3. **Locate** regions of the expansion of the Roman Republic.
4. **State** the consequences of expansion.

Developing an Interpretation

1. **Explain** how geography influenced the development of early Roman civilization.
2. **Investigate** how Roman expansion led to a decline in the republican form of government and a rise in dictatorships.
3. **Describe** the fall of the Roman Empire.
4. **Discuss** the impact of the spread of Christianity on the Mediterranean world.

Making Connections

1. **Assess** the influence of the classical Romans on the development of the United States.
2. **Compare and contrast** the Roman and Greek forms of government.

Taking a Critical Stance

1. **Evaluate** whether the Roman or Greek civilization had a greater influence on Western culture.
2. **Defend** the claim that Julius Caesar was either a hero or a villain.
3. **Debate** which figures played the largest role in the Republic's collapse.

VOCABULARY

Mars	Mark Antony
Romulus/Remus	Cleopatra
Palatine	Dictator
Latins/Latium	Triumvirate
Etruscans/Etruria	Empire/emperor
Gravitas	Augustus
Omens	Census
Soothsayers	Pax Romana
Catacombs	Tariffs
Forum	Inflation
Triumph	Diocletian
Fasces	Constantine I
Greeks/Great Greece	Praetorian Guard
Republic	Christianity
Patricians	Jesus
Plebeians	Judaism
Proletariat	Petrine Doctrine
Senate	Scriptures
Consuls	Messiah
Veto	Paul
Tribunes	Gentiles
Law of the 12 Tables	Edict of Milan
Legion	Theodosius
Century	Parish
Punic Wars	Priest
Hannibal	Diocese
Latifundias	Archbishop
Reformers	Pope
Tiberius and Gaius Gracchus	New Testament
Marius	Heresy
Sulla	Attila the Hun
Julius Caesar	Barbarian

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (comparing political systems)
- Labeling and locating map of Mediterranean region
- Debating the advantages and disadvantages of Roman democracy
- Viewing and analyzing PowerPoint images slides of classical Roman architecture, sculpture, and pottery
- Evaluating the role of infrastructure in society

- Reading excerpts of primary sources (*Julius Caesar*, Virgil, Livy)
- Thesis based essay supporting one of two given thesis statements
- Creating a travel brochure, pamphlet, poster or video of an imaginary Roman city

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class Participation
- Debates
- Analytical paper
- Essay writing
- Creative project

CAREER AWARENESS (where appropriate)

Politician, historian, cartographer, writer, journalist, archeologist, artist, military strategist, architect, teacher, philosopher, filmmaker, engineer, urban planner, lawyer, professional athlete

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos – *Rome: The Power and the Glory, the Rise*
Ancient Rome: Series
Roman City (David Macauley)
Julius Caesar
Gladiator (documentary)

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbook, handouts, video, library resources, maps, art supplies

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, learning connections, E-publishing and revision

UNIT III: MIDDLE AGES

1. How did the Middle Ages influence the growth of Western Civilization?
 2. Why were the Dark Ages “dark”?
 3. How did economic, religious and political activity in the Middle Ages shape the development of nation-states?
 4. How did social structures influence economic, religious and political activity during the Middle Ages?
 5. What was the role of the Christian Church in shaping life and society in the Middle Ages?
-

Expectations from Mission Statement

Academic

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Speak effectively.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Civic

4. Understand the human impact on the environment.

Ethical

5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 3: Historical Themes

- 3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Content Standard 4: Applying History

- 4.9-10.3 Be active learners at cultural institutions such as museums and historical exhibitions.

Content Standard 6: Rights and Responsibilities of Citizens

- 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws

Content Standard 9: Places and Regions

9.9-10.3 Explain that regions are interconnected and may also overlap.

Content Standard 11: Human Systems

11.9-10.2 Explain the characteristics, distribution and relationships of economic systems at various levels.

11.9-10.4 Draw a freehand map demonstrating political, cultural or economic relationships.

Content Standard 3: Limited Resources

13.9-10.1 Compare the resources used by various cultures, countries and/or regions throughout the world.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Describe** the culture of the Germanic tribes.
2. **Define** feudalism and describe the manor system.
3. **List and explain** the hierarchy and roles of the Church during the Middle Ages.

Developing an Interpretation

1. **Explain** how the Germanic invasions contributed to a decentralized Europe.
2. **Summarize** how Christianity helped unify Europe.
3. **Describe** how changing patterns in trade changed social structures.
4. **Explain** how monarchs used bases of power to develop the early nation-states.

Making Connections

1. **Discuss** how social classes compare to contemporary social organizations.
2. **Examine** the changing role of the church during the Middle Ages.
3. **Connect** how political and economic changes in the Middle Ages helped to influence Western civilization.
4. **Compare and contrast** Romanesque and Gothic architecture and **explain** how each influenced architecture in the United States.

Taking a Critical Stance

1. **Evaluate** whether the power base in the Middle Ages was focused on religious, secular/political, or economic factors.
2. **Justify or reject** the legitimacy of the Crusades.
3. **Prioritize** the reasons for the decline of medieval civilizations.

VOCABULARY

Germans	Inquisition
Clan	Heresy/heretic
Chieftain	Reform
Ordeal	Monks of Cluny
Feudalism	Pope Gregory VII
Lord	Friars
Vassal	Crusades
Fief	Byzantine Empire
Manor	Constantinople
Nobles	Palestine
Knights	Muslims
Code of Chivalry	Islam
Page	Seljuk Turks
Squire	Saladin
Tournaments	Fairs
Ladies/Gentlemen	Burgs
Castles	Burghers/bourgeoisie
Keep	Estates General
Peasants	Charters
Serfs	Guilds
Freemen	Apprentice
Christianity	Masters
Priest	Journeyman
Bishop	Italian city-states/Venice
Archbishop	Nation-state
Pope	Magna Carta
Mass	Great Schism
Canon laws	Black Death
Tithe	Hundred Years' War
Secular	Joan of Arc
Laymen	Charlemagne
Lay investiture	William the Conqueror
Simony	Romanesque/Gothic architecture
Excommunicate	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (perspectives on class systems)

- Role playing based on aspects of feudalism
- Debating the advantages and disadvantages of Crusades
- Viewing and analyzing PowerPoint slides of Romanesque and Gothic architecture, and sculpture
- Reading excerpts of primary sources and evaluate the merits of each work
- Thesis based essay
- Creative project (trade simulation, weapons, castles...)
- Research paper on a topic from the era.
- Field trip to the Cathedral of St. John the Divine and the Cloisters

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Papers
- Projects

CAREER AWARENESS (where appropriate)

Politician, historian, cartographer, writer, journalist, archeologist, artist, military strategist, architect, teacher, philosopher, filmmaker, museum curator, priest/pastor

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *Cathedral* (David Macauley)

Joan of Arc

Castles

Dark Ages

The Medieval Foot Soldier

A Wanderers Guide to Life and Letters

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbook, handouts, video, maps

INTEGRATED TECHNOLOGY

Virtual field trip, discussion boards, chat rooms, learning connections, E-publishing and revision

UNIT IV: RENAISSANCE

1. How did the Renaissance influence the growth of Western Civilization?
 2. How did the political, economic and social climate cause the advances in the arts during the Renaissance?
 3. How did the developments of the Renaissance shift perspectives about personal identity?
 4. What was “reborn” during the Renaissance?
 5. How did the voyages of discovery and exploration reflect Renaissance ideals?
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Expectations from Mission Statement

Academic

4. Listen actively and critically.
8. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Civic

1. Develop a healthy sense of self-worth and the worth of others.

Ethical

4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.9-10.3 Use primary source documents to analyze multiple perspectives.

Content Standard 3: Historical Themes

- 3.9-10.1 Describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions.
- 3.9-10.2 Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- 3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.
- 4.9-10.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Content Standard 11: Human Systems

- 11.9-10.2 Explain the characteristics, distribution and relationships of economic systems at various levels.
- 11.9-10.4 Draw a freehand map demonstrating political, cultural or economic relationships.

Content Standard 13: Limited Resources

- 13.9-10.1 Compare the resources used by various cultures, countries and/or regions throughout the world.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Define** Renaissance and humanism.
2. **Describe** the different components of Renaissance art, literature, and culture.
3. **List** important Renaissance artists and writers.

Developing an Interpretation

1. **Explain** why the Renaissance began in Italy.
2. **Discuss** why Florence became the center of the Renaissance.

Making Connections

1. **Compare and contrast** people's thinking about the Church, the nobility, and the individual person during the Renaissance from that of the Middle Ages.
2. **Assess** the impact of the Renaissance on Western Civilization.
3. **Compare** the position of women in society during the Renaissance to that of women during the age of chivalry.

Taking a Critical Stance

1. **Evaluate** whether or not the Renaissance was truly a rebirth of the arts and learning of classical Greece and Rome.
 2. **Evaluate** primary documents for Renaissance ideals.
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VOCABULARY

Renaissance	Pieta
Florence	Annunciation
Humanism	Mona Lisa
Leonardo da Vinci	Sistine Chapel
Michelangelo	The School of Athens
Masaccio	Vernacular
Machiavelli	Quattrocento
Donatello	Cosimo de Medici
Raphael	Lorenzo de Medici
Madonna and Child	Compass
David	Astrolabe
Oil paints	Caravel
Perspective	Prince Henry
Proportion	Bartolomeu Dias
Realism	Cape of Good Hope
Boccaccio	Vasco da Gama
Petrarch	Christopher Columbus
Ghiberti	Queen Isabella & King Ferdinand
Fresco	Treaty of Tordesillas
Dante	Ferdinand Magellan
The Divine Comedy	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (perspectives on Renaissance art)
- Viewing and analyzing PowerPoint images/slides of Renaissance art
- Reading excerpts of primary sources (Dante, Machiavelli)
- Researching an aspect of the Renaissance in greater depth (Florence, painting, or architecture) and then doing a related creative project
- Essay/analytical writing

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Essay writing
- Creative project

CAREER AWARENESS (where appropriate)

Politician, historian, writer, journalist, archeologist, artist, art historian, architect, teacher, philosopher, filmmaker, museum curator, cartographer, military strategist

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *The Spirit of the Renaissance*
I Leonardo
Sister Wendy’s History of Painting: The Renaissance
The Medici Godfathers of the Renaissance

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, art supplies, slide projector, computer

INTEGRATED TECHNOLOGY

Virtual field trip, discussion boards, chat rooms, learning connections, E-publishing and revision, virtual scavenger hunt

UNIT V: REFORMATION & SCIENTIFIC REVOLUTION

Essential Questions:

1. How did the ideas of the Reformation and Scientific Revolution change the direction of Western Civilization?
 2. What role do individuals play in initiating change? What is the role of the dissenter?
 3. Was the Protestant Reformation inevitable?
-

Expectations from Mission Statement

Academic

8. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.
9. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Civic

1. Develop a healthy sense of self-worth and the worth of others.

Ethical

4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.9-10.3 Use primary source documents to analyze multiple perspectives.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2: Local, United States and World History

- 2.11-12.3 Explain the relationships among the events and trends studies in local, state, national and world history.

Content Standard 3: Historical Themes

- 3.9-10.1 Describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

- 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies.
- Content Standard 4: Applying History*
- 4.9-10.4 Display empathy for people who have lived in the past
- 4.9-10.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- Content Standard 6: Rights and Responsibilities of Citizens*
- 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws
- Content Standard 9: Places and Regions*
- 9.9-10.3 Explain that regions are interconnected and may also overlap.
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CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Define** Protestant.
2. **Summarize** the life of Martin Luther.
3. **Describe** Henry VIII's problem with the Catholic Church.
4. **Identify** leaders of the scientific revolution and their accomplishments.

Developing an Interpretation

1. **Explain** how the printing press influenced the Reformation.
2. **Summarize** how and why Protestantism grew and spread throughout Europe.
3. **Discuss** why the Church was resistant to new religious and scientific ideas.
4. **Outline** the positive and negative results of people who challenged authority.

Making Connections

1. **Illustrate** how the explorers, religious reformers, and scientists were influenced by the Renaissance.
2. **Analyze** the struggle for power between church and state.

Taking a Critical Stance

1. **Debate** the justification for challenging authority.
 2. **Critique** the effectiveness of the Counter-reformation.
 3. **Decide** which had the greater impact on the lives of most Europeans in the 17th century: the Reformation or the Scientific Revolution.
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VOCABULARY

Reformation	Holy Roman Emperor – Charles V
Protestant Reformation	Edict of Worms
Catholicism	Peace of Augsburg
Catholic hierarchy	Protestant
Indulgences	Lutheran
Utopia	King Henry VIII
Thomas More	Tudor family
Erasmus	Acts of Supremacy
Gutenberg	Anglican/Church of England
Worldly v. spiritual lives of clergy	Catholic Reformation
Martin Luther	Ignatius of Loyola
95 Theses	Jesuits
Tetzel	Council of Trent
John Calvin	Scientific Revolution
John Knox	Ptolemy –geocentric theory
Calvinist	Kepler
Presbyterian	Copernicus – heliocentric theory
Theocracy	Galileo
Predestination	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (the spread of Protestantism, problems with the Catholic Church)
- Role playing based on the Diet of Worms
- Writing an essay on whether the Reformation or the Scientific Revolution had a bigger impact on society.
- Creating factual and editorial style newspaper articles
- Debating the circumstances under which it is just to challenge authority
- Reading excerpts of primary sources (*Utopia*)

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Essay writing

CAREER AWARENESS (where appropriate)

Philanthropist, historian, writer, journalist, artist, teacher, philosopher, filmmaker, theologian, lawyer, judge

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *Luther*

A Matter of Conscience (excerpted from *A Man for All Seasons*)

Galileo

The Dissenter

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, computer

INTEGRATED TECHNOLOGY

Internet research, online databases, discussion boards, chat rooms, learning connections, E-publishing and revision, virtual scavenger hunt

UNIT VI: MONARCHS & ABSOLUTISM

Essential Questions:

1. How did the Renaissance, Reformation and Scientific Revolution influence the way power was divided in Europe in the 17th and 18th centuries?
 2. How did the idea of “divine right” influence this shift in power?
 3. How did political, social, religious and economic factors impact the growth of Western Civilization in the 17th and 18th centuries?
 4. How did the abuse of absolute power lead to the rise of democratic practices and principles?
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Expectations from Mission Statement

Academic

1. Read actively and critically for a variety of purposes.
5. Access and evaluate multi-media and print information efficiently and critically.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Ethical

5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.9-10.3 Use primary source documents to analyze multiple perspectives.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2: Local, United States and World History

- 2.9-10.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location.
- 2.9-10.3 Explain the relationships among the events and trends studies in local, state, national and world history.

Content Standard 3: Historical Themes

- 3.9-10.2 Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- 3.9-10.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.

- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.
- Content Standard 4: Applying History*
- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.
- 4.9-10.4 Display empathy for people who have lived in the past.
- Content Standard 6: Rights and Responsibilities of Citizens*
- 6.9-10.1 Identify and explain characteristics needed for effective participation in public life; and
- 6.9-10.2 Monitor and influence the formation and implementation of policy through various forms of participation.
- Content Standards 7: Political Systems*
- 7.9-10.1 Evaluate the importance of developing self-government so as to restrict arbitrary power.
- 7.9-10.2 Analyze and evaluate the advantages and disadvantages of limited and unlimited government.
- 7.9-10.3 Describe how constitutions may limit government in order to protect individual rights and promote the common good.
- Content Standard 9: Places and Regions*
- 9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.
- 9.9-10.3 Explain that regions are interconnected and may also overlap.
- Content Standard 11: Human Systems*
- 11.9-10.1 Describe the consequences of human population patterns and growth trends over time.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Define** divine right.
2. **List** the problems Queen Elizabeth faced and how she overcame them.
3. **Identify** each of the Stuart Kings.

Developing an Interpretation

1. **Explain** why Louis XIV was called the “Sun King.”
2. **Explain** why the “Bloodless Revolution” was also called the “Glorious Revolution.”
3. **Discuss** the relationship between Parliament and monarchs in England during the 17th and 18th centuries.
4. **Discuss** the advantages and disadvantages of absolute rule.

Making Connections

1. **Examine** the extent to which the ideas of the Renaissance, Reformation and Scientific Revolution contributed to absolute rule.
2. **Discuss** the causes and effects of the English Civil War.
3. **Compare and contrast** the evolution of monarchy in England and France during the 17th and 18th centuries.

Taking a Critical Stance

1. **Defend** one of the monarchs studied as being more or less effective than another.
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VOCABULARY

Elizabeth I	Exports
Act of Uniformity	Imports
Act of Supremacy	Subsidies
Parliament	Balance of Trade
Spanish Armada	Tariff
Sea dogs	Huguenots
Francis Drake	Religious Tension
Philip II	Edict of Nantes
Divine Right of Kings	Comedies/Tragedies
Charles I	3 unities of classic drama
English Civil War	War of Spanish Succession
Puritans	Treaty of Utrecht
Oliver Cromwell	Balance of Power
The Restoration	Alsace
Cavaliers and Roundheads	Absolutism/Absolute Monarch
Charles II	Peter the Great
James II	Boyars
The Glorious Revolution	Serfs
William and Mary	Romanovs
Bill of Rights	Modernization/Westernization
John Locke	Capitalism
Thomas Hobbes	Joint stock companies
Fronde	Colonialism
Mazarin	Commercial Revolution
Colbert	Dutch Revolution
Mercantilism	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (English Civil War)
- Role playing
- Create business plan for a joint stock company
- Debating the freedoms and rights that should be granted to all men and women
- Reading excerpts of primary sources (Shakespeare, Hobbes, Locke)
- Trace the roots of US democracy to documents in English history

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Written analysis of various issues

CAREER AWARENESS (where appropriate)

Politician, historian, writer, journalist, artist, teacher, philosopher, filmmaker, lawyer, judge, military strategist, theologian, entrepreneur, economist, stock broker

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *The Puritan Revolution*
The Glorious Revolution
Versailles

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, computer

INTEGRATED TECHNOLOGY

Internet research, online databases, discussion boards, chat rooms, learning connections, E-publishing and revision, virtual scavenger hunt

UNIT VII: ENLIGHTENMENT & REVOLUTION

Essential Questions:

1. To what extent did the Enlightenment impact the growth of Western Civilization?
2. Was the French Revolution inevitable?
3. What is the legacy of the French Revolution and the Napoleonic era?
4. What role did personality traits play in influencing change?

Expectations from Mission Statement

Academic

1. Read actively and critically for a variety of purposes.
5. Access and evaluate multi-media and print information efficiently and critically.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Civic

6. Participate in the democratic process.

Ethical

5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.9-10.3 Use primary source documents to analyze multiple perspectives.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2: Local, United States and World History

- 2.9-10.3 Explain the relationships among the events and trends studies in local, state, national and world history.

Content Standard 3: Historical Themes

- 3.9-10.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.
- 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.
- 4.9-10.4 Display empathy for people who have lived in the past.
- Content Standard 6: Rights and Responsibilities of Citizens*
- 6.9-10.1 Identify and explain characteristics needed for effective participation in public life.
- 6.9-10.2 Monitor and influence the formation and implementation of policy through various forms of participation.
- Content Standards 7: Political Systems*
- 7.9-10.1 Evaluate the importance of developing self-government so as to restrict arbitrary power.
- 7.9-10.2 Analyze and evaluate the advantages and disadvantages of limited and unlimited government.
- 7.9-10.3 Describe how constitutions may limit government in order to protect individual rights and promote the common good.
- Content Standard 9: Places and Regions*
- 9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.
- 9.9-10.3 Explain that regions are interconnected and may also overlap.
- Content Standard 11: Human Systems*
- 11.9-10.1 Describe the consequences of human population patterns and growth trends over time.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Outline** the major Enlightenment thinkers and their beliefs/accomplishments.
2. **Describe** the Old Regime.
3. **Locate** areas Napoleon conquered.

Developing an Interpretation

1. **Explain** why the French peasants stormed the Bastille.
2. **Discuss** the advantages and disadvantages of Napoleon's rule.

Making Connections

1. **Compare** the ideas of the Renaissance, Reformation and Scientific Revolution to those of the Enlightenment.
2. **Discuss** the causes and effects of the French Revolution.
3. **Compare and contrast** the French Revolution and the English Civil War.

Taking a Critical Stance

1. **Support or refute** the statement: Napoleon was a hero.
-

VOCABULARY

Enlightenment	Louis XVI
Philosophes	Marie Antoinette
Newton	Bastille
Voltaire	Bread Riots
Salons	Great fear
Marie Thérèse Geoffrin	Émigrés
Diderot	Maximillian Robespierre
Baroque/Classical music	Danton
Adam Smith	Marat
Laws of Economics	Guillotine
Montesquieu	The Terror /Reign of Terror
Separation of Powers	Napoleon Bonaparte
Rousseau	Plebiscites
<i>Social Contract</i>	Continental system
Enlightened Despots	Grand Alliance
The Old Regime	The Hundred Days
Abbe Sieyes	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (the Enlightenment, French Revolution)
- Role playing based on the French Revolution
- Debating the freedoms and rights that should be granted to all men and women
- Reading excerpts of primary sources (Enlightenment thinkers/writers)
- Writing an essay on Dickens' line about the period: "It was the best of times, it was the worst of times."
- Letter writing from the point of view of a participant in the French Revolution.

PERFORMANCE ASSESSMENT

- Tests and Quizzes
- Homework
- Class participation
- Presentations
- Essays

CAREER AWARENESS (where appropriate)

Politician, historian, writer, journalist, artist, teacher, philosopher, filmmaker, lawyer, judge, military strategist, theologian, economist

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video –*The Fall of the Bastille*
The Reign of Terror
The Rise of Napoleon
The Fall of Napoleon
The French Revolution

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, computer

INTEGRATED TECHNOLOGY

Internet research, online databases, discussion boards, chat rooms, learning connections, E-publishing and revision, virtual scavenger hunt

UNIT VIII: EMERGENCE OF THE MODERN WORLD

Essential Questions:

1. How did industrialization impact the social, political and economic growth of Western Civilization?
 2. To what extent did the age of revolutions and absolutism impact industrialization and nationalism?
 3. How did new technologies influence the movement of goods, peoples and ideas in the modern world?
 4. How did access to natural resources impact Western Civilization?
 5. In what ways was the modern industrial capitalist system challenged?
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Expectations from Mission Statement

Academic

5. Access and evaluate multi-media and print information efficiently and critically.
9. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

1. Develop positive interpersonal skills.

Civic

4. Understand the human impact on the environment.

Ethical

5. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.

State Standards addressed

Content Standard 1: Historical Thinking

- | | |
|-----------|---|
| 1.9-10.1 | Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses. |
| 1.9-10.3 | Use primary source documents to analyze multiple perspectives. |
| 1.11-12.3 | Describe the multiple intersecting causes of events. |

Content Standard 3: Historical Themes

- | | |
|-----------|--|
| 3.9-10.2 | Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies. |
| 3.11-12.4 | Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies. |
| 3.11-12.5 | Evaluate the economic and technological impact of the exchange of goods on societies throughout history. |

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.

Content Standard 9: Places and Regions

- 9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.

Content Standard 11: Human Systems

- 11.9-10.1 Describe the consequences of human population patterns and growth trends over time.

Content Standard 12: Human and Environmental Interaction

- 12.9-10.3 Analyze how human systems interact, connect and cause changes in physical systems.

Content Standard 13: Limited Resources

- 13.9-10.1 Compare the resources used by various cultures, countries and/or regions throughout the world.

Content Standard 14: Economic Systems

- 14.11-12.1 Evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth.

Content Standard 15: Economic Interdependence

- 15.9-10.1 Illustrate the international differences in resources, productivity, and prices that are a basis for international trade.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Define** Industrialization and realpolitik.
2. **Identify** the factors which encouraged a rise in nationalism.
3. **Identify** the factors which encouraged imperialism.

Developing an Interpretation

1. **Explain** why the forces of industrialism, nationalism, and imperialism lead to increased tensions between European nations in the 19th century.
2. **Discuss** the political and economic factors that led to the race for colonies in the late 1800s.
3. **Explain** how both Germany and Italy achieved unification.

Making Connections

1. **Explain** how the forces of industrialization (and increased technology), nationalism, and imperialism brought both benefits and detriments to our world.

2. **Illustrate** how the Industrial Revolution and nationalism together lead to imperialism.

Taking a Critical Stance

1. **Decide** whether the benefits of industrialization, rising nationalism, and imperialism outweighed the costs.

VOCABULARY

Industrial Revolution	Global economy
Entrepreneur	Unification of Italy
Labor Unions	Cavour
Child labor	Garibaldi
Universal suffrage	Mazzini
The Pankhursts	Realpolitik
Growth of middle class	Otto von Bismarck
Congress of Vienna	Unification of Germany
Conservatives	Imperialism
Liberals	Scramble for Africa
Radicals	Cecil Rhodes
Nationalism	Spheres of influence
Peninsular War	Interchangeable parts
Balance of Power	Assembly line
Romanticism	Charles Darwin
Revolutions of 1848	Social Darwinism
Karl Marx	Impressionism
Communism	Mass culture
Socialism	

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (Industrial Revolution, imperialism)
- Role playing based on conditions of factory workers
- Debating the positive and negative aspects of imperialism
- Analyzing maps of European imperial expansion

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Research paper writing

CAREER AWARENESS (where appropriate)

Philanthropist, politician, historian, writer, journalist, artist, teacher, philosopher, filmmaker, theologian, lawyer, judge, art historian, military strategist, cartographer, entrepreneur, economist, engineer, geneticist, union leader, social worker, factory worker

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *Bismarck: From Blood and Iron*
The Scramble for Africa
Guns, Germs and Steel
The Industrial Revolution in England

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, computer

INTEGRATED TECHNOLOGY

Internet research, online databases, discussion boards, chat rooms, learning connections, E-publishing and revision, virtual scavenger hunt

UNIT IX: TOWARDS GLOBAL CONFLICT

Essential Questions:

1. Could WWI have been prevented?
 2. To what extent did imperialism contribute to WWI?
 3. How did new technologies influence WWI?
 4. How did the notion of balance of power lead to WWI?
 5. How could the Versailles Treaty be seen as the cause for future conflicts?
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Expectations from Mission Statement

Academic

6. Reason effectively and solve problems.
9. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Ethical

4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.3 Use primary source documents to analyze multiple perspectives.
- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2: Local, United States and World History

- 2.9-10.3 Explain the relationships among the events and trends studies in local, state, national and world history.

Content Standard 3: Historical Themes

- 3.9-10.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.
- 4.9-10.4 Display empathy for people who have lived in the past.

- 4.9-10.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- Content Standard 8: International Relations*
- 8.11-12.2 Identify and analyze the various domestic, political economic and social interests which play roles in the development of foreign policy.
- Content Standard 9: Places and Regions*
- 9.9-10.3 Explain that regions are interconnected and may also overlap.
- Content Standard 11: Human Systems*
- 11.9-10.2 Explain the characteristics, distribution and relationships of economic systems at various levels
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CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Locate** the Balkans.
2. **Outline** the alliances formed in the early 1900s.
3. **List** the terms of the Treaty of Versailles.

Developing an Interpretation

1. **Explain** why the forces of industrialism, nationalism, and imperialism lead to increased tensions between European nations in the 20th century.
2. **Discuss** the immediate causes of WWI.
3. **Explain** how WWI was fought and won.

Making Connections

1. **Explain** the impact of the Russian Revolution on the Western world.
2. **Illustrate** how WWI was different from all previous wars in Western Civilization.
3. **Compare and contrast** the contributions of women during WWI to their contributions during the enlightenment, industrialization, and French revolution.

Taking a Critical Stance

1. **Justify** whether the terms of the Treaty of Versailles were fair.

VOCABULARY

Archduke Franz Ferdinand
Kaiser Wilhelm II
Triple Entente
Triple Alliance
Balkans
Schlieffen Plan
Russian problems
Central Powers
Allied Powers
Trench warfare
No-man's land
Armistice

Zimmerman Telegram
Treaty of Brest-Litovsk
Fourteen Points
The Big Three
Treaty of Versailles
War guilt clause
League of Nations
Russian Revolution
Lenin
Stalin
Militarism

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (WWI, Russian Revolution)
- Role playing
- Debating whether the United States was right to get involved in the war.

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Research paper

CAREER AWARENESS (where appropriate)

Philanthropist, politician, historian, writer, journalist, artist, teacher, philosopher, filmmaker, lawyer, judge, art historian, military strategist, diplomat, soldier, poet

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video – *All Quiet on the Western Front*,
World War I Foot Soldier
Gallipoli
Blood and Mud
PBS: The Great War
American Century
The Very Long Engagement

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, computer

INTEGRATED TECHNOLOGY

Internet research, online databases, discussion boards, chat rooms, learning connections,
E-publishing and revision, virtual scavenger hunt

UNIT X: RISE OF DICTATORS AND WWII

Essential Questions:

1. Was WWII inevitable?
 2. To what extent did the global economy affect Western Civilization in the early 20th century?
 3. What led to the rise of totalitarianism?
-
-

Expectations from Mission Statement

Academic

5. Access and evaluate multi-media and print information efficiently and critically.
9. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

5. Participate effectively and efficiently in groups to pursue and generate information.

Civic

1. Develop a healthy sense of self-worth and the worth of others.

Ethical

4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.

State Standards addressed

Content Standard 1: Historical Thinking

- 1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2: Local, United States and World History

- 2.9-10.3 Explain the relationships among the events and trends studies in local, state, national and world history.

Content Standard 3: Historical Themes

- 3.9-10.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.
- 4.9-10.4 Display empathy for people who have lived in the past.
- Content Standard 8: International Relations*
- 8.11-12.2 Identify and analyze the various domestic, political economic and social interests which play roles in the development of foreign policy.
- Content Standard 9: Places and Regions*
- 9.9-10.3 Explain that regions are interconnected and may also overlap.
-
-

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

1. **Define** fascism.
2. **Identify** the causes of WWII.
3. **Chart** military campaigns during WWII.

Developing an Interpretation

1. **Explain** how the global depression contributed to instability in the world.
2. **Explain** how WWI changed the social structure in Europe.
3. **Discuss** what Hitler meant by the “final solution”.

Making Connections

1. **Compare and contrast** fascism/Nazism and communism.
2. **Compare and contrast** the war in Europe to the war in the Pacific.

Taking a Critical Stance

1. **Evaluate** the “effectiveness” of various leaders during the period leading up to and during WWII.

VOCABULARY

Depression
Free enterprise
Fascism
Authoritarianism
Appeasement

Occupation
Weimar Republic
Dawes Plan
Kellogg-Briand Pact
Popular Front

Mussolini
Black shirts
Brown shirts
Hitler
Gestapo
Nuremburg Laws
Concentration camps
Kristallnacht
Genocide
Ethiopia
Franco
Rhineland
Rome-Berlin Axis
Allies
Guernica
Munich Conference
Chamberlain
Sudetenland
Blitzkrieg
Poland

Luftwaffe
Churchill
Battle of Britain
Dunkirk
Charles de Gaulle
Pearl Harbor
Lend-lease Act
D-Day
Holocaust
Truman
A-bomb
Hiroshima
Nagasaki
Rommel
Eisenhower
Montgomery
Yalta
Potsdam
Tehran

ACTIVITIES

- Reading and discussing ideas from textbook and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities (period between the wars, comparison of leaders)
- Role playing

PERFORMANCE ASSESSMENT

- Tests and quizzes
- Homework
- Class participation
- Research paper revising

CAREER AWARENESS (where appropriate)

Philanthropist, politician, historian, writer, journalist, artist, teacher, philosopher, filmmaker, lawyer, judge, art historian, military strategist, soldier, diplomat, scientist, political scientist, psychologist/psychiatrist

CORE TEXT FOR STUDENTS

Krieger, Neill and Dr. Edward Reynolds. *World History: Perspectives on the Past*. New Lexington, MA: D.C. Heath and Company, 1997.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Video –*World War II in Color*

American Century

The Last Days

Battle of Britain

BBC WWII series

A&E Biographies (Hitler, Stalin, Mussolini, Rommel)

Twisted Cross

Handouts and readings developed by instructor

MATERIALS AND SUPPLIES

Textbooks, handouts, video, library resources, maps, computer

INTEGRATED TECHNOLOGY

Internet research, online databases, discussion boards, chat rooms, learning connections, E-publishing and revision, virtual scavenger hunt

SECTION III - Goals and Standards

RELATED GOALS and STANDARDS

Expectations from Darien High School Mission Statement Addressed in this Course:

The DHS Student:

Academic

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Speak effectively.
4. Listen actively and critically.
5. Access and evaluate multi-media and print information efficiently and critically.
6. Reason effectively and solves problems.
10. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

1. Develop positive interpersonal skills.
2. Demonstrate self-advocacy.
3. Demonstrate emotional maturity by seeking support and responding constructively without violence, intimidation and aggression.
4. Participate effectively and efficiently in groups to pursue and generate information.

Ethical

1. Act responsibly and respectfully toward him/herself and others.
2. Follow the established rules, guidelines and laws of the school community.
3. Explore, discuss, and question the moral issues that arise within the context of his/her day.
4. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others

The Connecticut Framework – K-12 Curriculum Goals and Standards:

Content Standard 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

Content Standard 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Content Standard 6: Rights and Responsibilities of Students

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

Content Standard 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

Content Standard 9: Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

Content Standard 10: Physical System

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

Content Standard 11: Human System

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

Content Standard 12: Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Content Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Content Standard 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

National Standards

Standard 1: Chronological Thinking

- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodizations.

Standard 2: Historical Comprehension

- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual data, literary, and musical sources.

Standard 3: Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5: Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

SECTION IV – Learning Resources

SUPPLEMENTAL RESOURCES

TEXTS:

Primary and Secondary Sources

Feder, Bernard. Viewpoints in World History. New York: American Book Company, 1968.

Fenton, Edwin. The Shaping of Western Society. New York: Holt, Reinhart, and Winston, Inc. 1974.

Gaarder, Jostein. Sophie's World. New York: Berkeley, 1996.

Krieger, Larry. World History: Perspectives on the Past: Voices From the Past (Primary Sources Resource Book). Lexington: Mass: DC Heath, 1994.

Krieger, Larry. World History: Perspectives on the Past: History and Literature Readings. Lexington: Mass.: DC Heath, 1994.

Roselle, Danielle, Young, Ann P. Our Western Heritage. New York: Ginn and Company, 1981.

Short Biographies

Chamberlain, E.R. Florence in the Time of the Medici. New York: Longman Group, Ltd. 1974.

Cubitt, Heather. Luther and the Reformation. New York: Longman Group, Ltd. 1976.

Jacobs, William J. Churchill. Beverly Hills, CA: Benziger, Bruce and Glencoe, 1976.

Jacobs, William J. Hannibal. New York: McGraw-Hill Book Company 1973.

Jacobs, William J. Hitler. Beverly Hills, CA: Benziger, Bruce and Glencoe

Jacobs, William J. Mussolini. Encino, CA: Benziger, Bruce and Glencoe, 1980.

Jacobs, William J. Stalin. Beverly Hills, CA: Benziger, Bruce and Glencoe, 1976.

Mitchison, Naomi. Alexander the Great. New York: Longman Group, Ltd. 1964.

Ritchie, W. K. France of Louis XIV. New York: Longman Group, Ltd. 1977.

Sylvester, David. Napoleon and the French Empire. New York: Longman Group, Ltd. 1978.

VIDEO, FILM and SLIDE KITS:

Slide Kits:

- Alarion: Art and Architecture of Classical Greece
Art and Architecture of Classical Rome
Art and Architecture of the Middle Ages
Art and Architecture of the Renaissance
- Western Man and the Modern World Series:
Greece
Rome
The Middle Ages
The Renaissance

Videos:

- *Lost Civilizations: The Aegean*
- *The Aegean World*
- *The Golden Age of Greece*
- *Greeks and the Search of Meaning*
- *The Search for Alexander the Great (3 parts)*
- *The Roman World*
- *Rome: The Power and the Glory, The Rise*
- *Ancient Rome: The Republic of Rome*
- *Roman City* (David Macauley)
- *The Roman Foot Soldier*
- *The Roman Empire* (series from the History Channel)
- *The Medieval Mind*
- *Castle*
- *Cathedral* (David Macauley)
- *The Rise of the Middle Ages*
- *A Wanderers Guide to Life and Letters*
- *The Crusades*
- *The Spirit of the Renaissance*
- *I Leonardo*
- *A&E Biography of Michelangelo*
- *A Matter of Conscience* (Thomas More and Henry VIII)
- *Galileo*
- *Luther*
- *The Puritan Revolution* (Charles I)
- *Versailles*
- *The Fall of the Bastille*

- *The Reign of Terror*
- *The Rise of Napoleon*
- *The Fall of Napoleon*
- *Bismarck: From Blood and Iron*
- *All Quiet on the Western Front*
- *World War I Foot Soldiers*
- *Causes of World War II*
- *World War II in Color* (History Channel)
- *American Century* (Series)
- *Twisted Cross*
- *Weapons and Warfare* (Series)
- Biographies of:
 - *Hitler: Portrait of a Tyrant*
 - *Stalin*
 - *Rommel*
 - *Churchill*

Kits:

- Louis XIV and the Age of Enlightenment
- The Industrial Revolution
- Napoleon
- The French Revolution
- Imperialism
- Causes of World War I
- World War I
- World War II
- America's 20th Century Wars

Websites:

- Discovery Channel School (school.discovery.com)
- United Streaming (Discovery Education) (www.unitedstreaming.com)
- PBS (www.pbs.org)
- The Internet Modern History Sourcebook (www.fordham.edu/halsall/mod/modsbook.html)
- BBC History (www.bbc.co.uk/history/)
- The History Channel (www.historychannel.com)
- Facts on File (www.fofweb.com)
- DHS Library Online Databases

Museums/Field Trips:

- Cathedral of St. John the Divine, New York City
- The Cloisters, New York City
- The Intrepid Museum, New York City
- The Museum of Jewish Heritage, New York City
- Yale Gallery of Art, New Haven

Sample Assignment 1:

TO BE USED WITH UNIT ON ROME

Western Civilization I

Historical Fiction

After the Wars- Life on the Home front.

With the final defeat and destruction of Carthage in 146 BCE, Rome became the dominant power in the Mediterranean Sea. While Rome won the wars on the far off battlefields, issues on the homefront became more problematic. During the earlier 2nd Punic War, farm fields were destroyed, many of the farmers were also soldiers, and came back home, eventually having to sell their farms to already wealthy Patricians, and move into the City. The wealthy patricians developed huge estates, called latifundias, and began to move away from the City. Meanwhile, the new landless poor of Rome, “the proletariat”, quickly grew in size. As conditions in the city became worse they looked for leadership, which they initially found in the Gracchus brothers. But as your readings in the textbook show, the brothers ended up meeting a quick death. A couple of generations later, two Generals, Marius and Sulla battled for control of Rome. While Rome’s power and influence over the rest of Europe expanded during the next 60 years serious problems were developing in the Republic, and Rome itself.

Your Task

You are a veteran of the Roman legions (or spouse of a veteran). Like Cincinnatus, you returned to your farm, but unlike the ex-leader who almost became King, due to economic problems the veterans like you soon found that life as a farmer would not be possible. You are now one of the “proleteriat’ living in the city with your family.

Review the text book pages dealing with the wars and the aftermath. Step into the shoes of a veteran of the final Punic War and write a journal entry that is intended for your grandchildren many years from now. The journal entry should describe the following:

1. Your reflections after coming home from the final defeat of Carthage. Why your ancestors had to move from the farm, your opinion of the wealthy Roman families who bought up the property, many of whom were your ex-commanders, and finally your new life in the city.
2. Your reflections of life at home on the farm, as the fields became less and less productive. The return of your husband from the Punic War, and the pressure to sell the farm and move to the city. Upon moving to the city what you found in your new life.

Historical fiction is a story based on real events, but the writer may take liberties such as adding characters or developing dialogue between people who were actually present at the event. The characters and events should stay consistent with the actual events.

The diary entry should not only be informative and factual, but also give the reader an understanding of the emotions you have been going through. This will be homework for

Monday. Make sure you cite some specific events of the War, as well as including some of the major battles, leaders and the effects of the War on both soldiers and people on the homefront.

Brief Example of Historical Fiction:

Dear Steve,

I hope when you read this you gain a better understanding of what happened during the tumultuous years of the wars in Asia. In 1967 I was drafted. I grew up in Queens, New York, my father was a carpenter and I didn't go to college. Most of the people who went to the war were poorer or middle class people since college students received deferments. The war was in a place called Vietnam. Vietnam is in Southeast Asia and a country with millions of people. We were fighting to stop communism from spreading, but some people soon felt that the war was not the right thing for our country. For us, though, whether it was wrong or right did not matter as much as protecting ourselves, listening to our commanders and watching over our battalion. I saw many people die, and killed many people...I still remember the 1968 Tet Offensive when our troops got locked in battle with the North Vietnamese, we thought it would be an easy victory...and we won, but sometimes you can win the battle and lose the war. When I came back home, people my own age shunned me. I could no longer proudly display my uniform despite how much I wanted too. I too began to question the war. In 1970 while watching television I saw National Guard troops gun down 4 college students protesting the war. Tears poured down my face.

On top of everything else there weren't many jobs. I was unemployed and poor. Jobs were scarce, and I was back living with my parents. People were questioning the honesty of our government and many of my fellow veterans had succumbed to drugs...

Upon returning home, we received no parades, some people even called us baby killers. Some soldiers developed drug and alcohol problems. Others became depressed and homeless. It was a hard time for all of us. Politicians tried to avoid the whole issue....

Sample Assignment 2:

TO BE USED WITH UNIT ON ROME

Western Civilization I

Assignment- Julius Caesar

Reflected below is a short biography of Caesar followed by the climactic scene in Shakespeare's play "Julius Caesar" when Caesar is killed by Brutus.

In reading about Caesar think about his accomplishments as well as his interest in "power." Was Caesar seeking power for power's sake or something with a more constructive purpose? Had Rome's Republic already fallen so far apart that it couldn't return to its earlier days when the Office of Consul was a strictly limited function? What evidence exists to support Brutus' concerns regarding Caesar? Were there alternatives to killing Caesar? These are but a few questions to consider.

Topic for Paper: When Brutus led the assassination plot of Julius Caesar, was he acting as a terrorist or a freedom fighter (This should be written as a thesis statement)

YOUR ASSIGNMENT, DUE , WILL BE TO ANSWER THE ABOVE QUESTION IN A TYPED PAPER WHICH WILL BE A MINIMUM OF TWO PAGES (MAXIMUM 3 PAGES) (TYPE MAY BE NO LARGER THAN 12 POINT, WITH ONE INCH MARGINS TOP, BOTTOM, LEFT AND RIGHT, DOING YOUR BEST TO ANSWER THE ABOVE QUESTION. LINES CAN BE DOUBLE SPACED)

In writing your answer, make sure you discuss why some would consider Caesar a threat to Rome and the Republic. Go back to the Twelve Tables and review the penalty for someone trying to be King. Additionally, to properly evaluate this question you must understand why the Romans felt a Republic was better than a dictatorship. Similarly, you need to analyze Caesar's motives and whether Caesar (or for that matter, Brutus) embodied the values Duty, Honor and Loyalty so important to the Romans. It would probably be a good idea to detail how Rome's government was set up, and the character trait "gravitas". Lastly you might want to consider the statement "One man's freedom fighter is another man's terrorist".

You will have three sources to help you write this paper:

1. This brief biography of Julius Caesar together with the play Julius Caesar
2. The textbook
3. The video

As with the previous paper, you will have to use in text citations, include a works consulted/cited page, have an outline and a checklist.

Sample Assignment 3:

TO BE USED WITH UNIT ON ROME

The Law of the Twelve Tables

(from E. H. Warmington, Remains of Old Latin III, circa 450 B.C.)

The Twelve Tables were written by the Decemviri Consulari Imperio Legibus Scribundis, (the 10 Consuls) who were given unprecedented powers to draft the laws of the young Republic. Originally ten laws were drafted; two later statutes were added prohibiting marriage between the classes and affirming the binding nature of customary law. The new code promoted the organization of public prosecution of crimes and instituted a system whereby injured parties could seek just compensation in civil disputes. The plebeians were protected from the legal abuses of the ruling patricians, especially in the enforcement of debts. Serious punishments were levied for theft and the law gave male heads of families enormous social power (*patria potestas*). The important basic principle of a written legal code for Roman law was established, and justice was no longer based solely on the interpretation of judges. These laws formed an important part of the foundation of all subsequent Western civil and criminal law.

Your Task:

Based on your reading of the Twelve Tables, respond to the issues presented below. Your legal acumen will be important!

Table I: Preliminaries to a trial; rules for a trial.

- 1. If plaintiff summons defendant to court, he shall go. If he does not go, plaintiff shall call witness thereto. Then only shall he take defendant by force.*
- 2. If defendant shirks or takes to heels, plaintiff shall lay hands on him.*
- 3. If disease or age shall be an impediment, he shall grant him a team (for transport); he should not spread with cushions a covered carriage if he shall not so desire.*
- 6-9. When the parties compromise the matter, an official shall announce it. If they do not compromise, they shall state the outline of the case in the meeting place or market before noon. They shall plead it out together in person. After noon, the judge shall adjudge the case to the party that is present. If both are present, sunset shall be the time limit (of the proceedings).*

Table II: The trial

- 3. Whoever is in need of evidence, he shall go on every third day to shout before the witness' doorway.*

Table III: Debt

1-6. When debt has been acknowledged, or judgment about the matter had been pronounced in court, thirty days must be the legitimate time of grace. After that, then arrest of debtor may be made by laying on hands. Bring him into court. If he does not satisfy the judgment, or no one in court offers himself as surety on his behalf, the creditor may take the defaulter with him. He may bind him either in stocks or in chains; he may bind him with weight not less than fifteen pounds or with more if he shall so desire. The debtor, if he shall wish it, may live on his own. If he does not live on his own, the person [who shall hold him in bonds] shall give him one pound of grits for each day. He may give more if he shall so desire. On the third market day, creditors shall cut pieces (divide the debt?). Should they have cut more or less than their due, it shall be with impunity.

Table IV: Rights of fathers

- 1. A dreadfully deformed child shall be quickly killed.*
- 2. If a father surrenders his son for sale three times, the son shall be free from his father.*
- 4. A child born after ten months since the father's death will not be admitted into a legal inheritance.*

Table V: Guardianship

- 1. Females should remain in guardianship even when they have attained their majority.*
- 7a. If a man is raving mad, rightful authority over his person and chattels shall belong to his agnates or to his clansmen.*

Table VI: Acquisition; possession.

Table VII: Rights concerning land

- 9b. Should a tree on a neighbor's farm be bend crooked by the wind and lean over your farm, you may take legal action for removal of that tree.*
- 10. A man might gather up fruit that was falling down onto another man's farm.*

Table VIII: Torts or delicts

- 1a. If any person had sung or composed against another person a song such as was causing slander or insult to another....he should be clubbed to death.*
- 1b. Person who shall have enchanted by singing an evil spell... he should be clubbed to death.*
- 2. If a person has maimed another's limb, let there be retaliation in kind unless he makes agreement for composition with him.*

3. *If he has broken or bruised a freemen's bone with his hand or a club, he shall undergo a penalty of 300 pieces; if a slave's, 150.*

8a. *A person who has enchanted crops away...*

8b. *...or decoy not another's corn*

10. *Any person who destroys by burning any building or heap of corn deposited alongside a house shall be bound, scourged, and put to death by burning at the stake provided that he has committed the said misdeed with malice aforethought; but if he shall have committed it by accident, that is, by negligence, it is ordained that he repair the damage or, if he be too poor to be competent for such punishment, he shall receive a lighter punishment.*

12. *If the theft has been done by night, if the owner kills the thief, the thief shall be held to be lawfully killed.*

13. *(It is unlawful for a thief to be) killed by day....unless he defends himself with a weapon; even though he has come with a weapon, unless he shall use the weapon and fight back, you shall not kill him. And even if he resists, first call out (so that someone may hear and come up).*

23. *A person who had been found guilty of giving false witness shall be hurled down from the Tarpeian Rock.*

26. *No person shall hold meetings by night in the city.*

Table IX: Public law

5. *Treason: he who shall have roused up a public enemy or handed over a citizen to a public enemy must suffer capital punishment.*

6. *Putting to death of any man, whosoever he might be, unconvicted is forbidden.*

Table X: Sacred law

1. *A dead man shall not be buried or burned within the city.*

8-9. *A person must not add gold (to the funeral pyre). But him whose teeth shall have been fastened together with gold, if a person shall bury or burn him along with that gold, it shall be with impunity.*

Table XI: Supplementary laws

1. *(Marriages) should not take place between plebeians and patricians.*

Table XII: Supplementary laws

5. Whatever the people had last ordained should be held as binding by law.

The Twelve Tables – Legal Applications

1. Steviticus and Liviticus were having a squabble. They were business partners in building Aqueducts and now Liviticus says that Steviticus owes him money. Liviticus starts a lawsuit. When Liviticus tries to serve Steviticus with papers, Steviticus runs. What should Liviticus do? What are the rules for collecting money from another person?
2. Tiberius is the son of Romulus. Romulus has been trying to get a few extra lira for the household, so has been trying to sell Tiberius. What are Tiberius' rights?
3. Livia is Romulus' daughter; she's 44 years old and unmarried, but sick and tired of taking care of her father's home. What can she do?
4. Livia and Romulus say that their father is crazy. What can they do? Can it benefit them if the Court finds him Crazy?
5. Gracchus is tired of his neighbor's tree interfering with the sunlight to his pool. What can he do? The tree is an olive tree and olives are constantly falling into the pool as well.
6. Jay Lenoicus was making fun of Bill Clintonus in the Coliseum. What can Bill Clintonus do?
7. To get back at Jay, Bill broke his arm and placed an evil spell on Jay's Grape farm.
8. Julius went into Marcus' house in the middle of the night to take back his gladiator shield. What can Marcus do if he sees him? Augustus knew the whole story and knows that it really wasn't Julius' shield, and doesn't want to testify in Court against his friend Julius. What are the risks of not honestly testifying?
9. Livia wants to get married to Jay what is one of her concerns?

Sample Assignment 4:

TO BE USED WITH UNIT ON MIDDLE AGES

The Middle Ages - Research Paper with Outline and Notecards

Notes Due: _____ ; Working Thesis and Rough Outline* Due: _____

Notecards** and Revised Outline _____ Draft of Paper: Due: _____

Final Paper Due: _____ ; no late papers, please.

Procedure for Writing the Research Paper

Step 1: Brainstorm an Area of Interest Choose a topic that interests you. Think about what you'd like to learn about the topic.

Step 2: Pick a Topic. You may choose a topic from the list below or come up with another topic about the Middle Ages (450 - 1500). Choose a topic that you will want to spend a lot of time researching and creating.

Step 3: Gathering Historical Evidence. Research your topic thoroughly. Collect information using books, magazines, newspapers, pamphlets, videos, and web sites. Take notes on your topic. *Do not copy word for word unless you plan to use direct quotations in your paper.* Be sure to write down the author and/or editor, the name of the source, the location of publisher, the publisher, and the page number. As you work on gathering evidence, make sure you have a way of tracking which source provided you with which information. I suggest a separate page for each source, with the source cited in its entirety at the top of the page.

Step 4: Develop a Thesis Toward the end of the evidence gathering phase you must develop a thesis, a main point that you will “prove” or “show” through your paper. You will use your facts to prove a debatable viewpoint.

Step 5:* Develop an Outline. When you have completed the note taking process, and have a thesis in mind, look through your notes and organize the information you plan to use into an outline. Using the “Harvard” system [Roman numerals (I, II, III, IV) followed by capital letters (A, B, C), followed by Arabic numerals (1, 2, 3)], find key topics to support your thesis. Roman numeral I should state your thesis, of course. Use complete sentences for all main ideas.

You may find that after finishing the outline, that you want to actually change your thesis to fit the evidence better. Good! A thesis is a working hypothesis up until the point that you start writing the final draft, by which point the thesis, of course must be clearly stated and be supported by the evidence you present.

Step 6:** Create Detailed Notecards to Correspond to the Outline. On the top front of each card, write the Roman numeral and main idea. Underneath summarize, synthesize, condense your notes from one specific source that supports this main idea. If you need more space for that source continue on another card.

On the back write the full bibliographical reference. Create as many cards as are needed to organize all information you want to put into the paper. The notes should be much more detailed than the outline. Please put your name in the upper right hand corner, as you will hand in the notecards and your outline with the final paper.

For each Roman numeral you will write many cards that will correspond to your outline. When you are all set, you will also write in the letter that the card corresponds to.

	II. Caesar's free entertainment and food for the poor helped him to win the poor vote in the election.	<i>Main idea</i>
	B. The poor marveled at the gladiatorial exhibitions 3X week (46)	
	<i>Page numbers</i>	
Card	Colosseum - could seat 30,000	
Front	cheap seats were upper two tiers etc. Caesar said, "... " (128).	<i>Notes</i> <i>Copy Quotes</i>

	Bart Simpson	<i>Your</i>
<i>name</i>		
	Smith, Joseph. <u>The Reign of Caesar</u> . New York: Basic, 1990.	
Card		
Back		

Creating these cards does 3 things:

1. They provide a way to connect your detailed notes to your outline.
2. They may provide a way for improving your outline, because the cards can be easily rearranged. The outline should be rewritten in such a case.
3. They make it easier to write the paper.

Step 7: Writing the Paper. If you wrote a good outline, and made good notecards writing the paper is a synch! Good preparation is 80-90% of this process!

Requirements for this paper:

All papers should be typed and double spaced.

Margins on all sides should be one inch only.

Font size must not exceed 12 pt.

Proof reading and spell checking required. Computers are available in B wing, C wing and in the library if you need one.

Requirements Continued...

Expected text length (not including title page or works cited page): 4-5 p.

All papers must have at least one citation per body paragraph.

Ex: According to Smith, Caesar liked eating parrot tongue pie (14).
OR: Smith claims that Caesar “loved parrot tongue pie above all other foods” (14).

All papers must have a typed cover page with a title and your name beneath it centered.

All papers must include a typed formatted works cited page at the end.

**Using someone else’s words or ideas without giving credit to the author is plagiarism, which is a crime.

Attached pictures and diagrams are helpful in many papers. Attach at the end of paper.

Possible topics: (you can find your own, too!)

Pepin the Short	King Charlemagne	Music
Lief Ericsson	Roland	Mapmaking
Eleanor of Aquitaine	farming techniques	Book making
St. Francis of Assisi	Pope Boniface VIII	Medical methods
Pope Innocent III	Pope Gregory VII	Troubadours
Thomas Aquinas	War of the Roses	Knights Templar
William the Conqueror	The Hundred Years War	Constantinople
Thomas Becket	Joan of Arc	Margaret of Navarre
Richard the Lionhearted	St. Benedict	English common law
The Children’s Crusade	Arms and Armour	Universities
Babylonian Captivity	The Black Death	The Growth of Towns
Manors	The lives of serfs	Food of the Times
Knights	Tournaments	stained glass windows
Cathedrals	Craft Guilds	St. Patrick of Ireland
Jousting	Castles	Toolmaking
Town Life	Trade Fairs	Seige machinery
Charles “The Hammer” Martel	The Moors of Spain	Clothing
Alchemists and medicine	<u>The Divine Comedy</u> Dante	Women’s Roles
Illuminated Manuscripts	<u>Canterbury Tales</u> Chaucer	Lady Godiva
The Crusades (pick one)	Queen Isabella	Hildegard of Bingen
Frederick “Red Beard” Barbarossa	Otto the Great	Theater
The Byzantine Empire	Vikings	William Wallace

Sample Assignment 5:

**TO BE USED WITH UNIT ON MONARCHS &
ABSOLUTISM**

Western Civilization I
The England of the Tudors and Stuarts

Debate

A. Charles I did not deserve to be executed.

OR

B. The English Civil War produced more ill than good.

Debate is intended to get you to think and reason deeply and independently. Your private position may be different from your assignment but the ability to take and differentiate between positions is an important skill. A great benefit is that students tend to master the factual content. When debating in groups teamwork and sharing the load is vital. All team members should participate in the planning and execution of the debate. Research, preparing an outline, and cross-examination questions are assignments in addition to speaking. You may divide up the tasks as you see fit.

Written: Each team should turn in one unified, typed outline, with reasons, examples, and quotes; a list of at least 3 cross-examination questions you might use,; and a works consulted page.

Oral: Each pair of debate teams will have the following time period to debate one topic. The timed format is as follows: (a little more than half a class period)

Constructive Arguments:	Affirmative:	4 minutes
	Cross examination	2 minutes
	Negative	4 minutes
	Cross examination	2 minutes
	Affirmative	4 minutes
	Cross examination	2 minutes
	Negative	4 minutes
	Cross examination	2 minutes
Rebuttals:	Negative:	4 minutes
	Affirmative:	4 minutes

Notes:

- It is best to construct your argument by using 2 to 4 sound contentions (these are REASONS, not topics).
- Support each contention with explanation and specific examples.
- Each team must be ready, if questioned to name sources of disputed factual information.
- Groups not involved in debating will take notes and will judge the debate.

Judging Criteria:

1. Written detailed outline of case with support
2. Convincing logic
3. Flow of argument from point to point
4. Strength of contentions that support your position
5. Factual detail that support contentions
6. Thorough rebuttal of opponents' case, contention by contention.
7. Presentation and delivery: eye contact and comfort with audience; speaking not reading.

Sample Assignment 6:

**TO BE USED WITH UNIT ON MONARCHS &
ABSOLUTISM**

NAME: _____
DUE DATE: _____

LOUIS XIV, THE "SUN KING"

In this exercise, you are asked to explore the palace at Versailles, to learn about the rule of Louis XIV of France. You will be asked some factual questions and will also be asked to draw some conclusions based on the information given. The goal is for you to get a feel for what royal life was like for this "absolute monarch."

- **Go to <http://www.chateauversailles.fr/>**
- **Click on "English" in the upper right corner of the page.**
The opening page shows how the site is organized. Notice the 3 categories in red: The Palace, the Museum, Planning Your Visit and Education. ***If you "get lost" at any point in the assignment, click on "home" and you'll return here.*
- **Go to The Palace, the Museum and click on "Places."**
- **Click on "Chateau."**
 1. When was Versailles built?
 2. Who had it built?
 3. When did it become the official residence of the court of France?
- **Click on number 2 after "The Chateau" on the bottom left hand corner of the screen.** *(You should be at "State Apartments (Grands Appartements) and Hall of Mirrors.")*
 4. What is the significance of the Grand Apartments having a theme of Seven Planets decorating its salons (rooms)?
 5. What is the significance of the Hall of Mirrors, both then and later?
- **Click on the picture of the Hall of Mirrors.** *Experiment some with moving the picture around. Click and hold on it, seeing how to control the movement.*
 6. What motivation do you think would a person have to build such a room?
- **Click on the number 3 after "The Chateau" on the bottom left hand corner of the screen.** *(King's Bedchamber and Private Apartments)*
 7. Why do you think Louis XIV's bedchamber was the exact center of the chateau?

- **Click on the picture of the bedchamber.** You'll have another panoramic view of this elaborate room.
 8. Notice the rows of seats around the bed (behind the railing). Why do you think they are there?

- **Click on the number 4 after “The Chateau” on the bottom left hand corner of the screen.** (*Chapel Royal and Opera*)
 9. Who is the Chapel Royal consecrated to?

 10. Who is he?

- **Go back up to the top of the page where it says “The Palace, the Museum.” Click on “People” in the drop down menu.** *You should be at the page, "Louis XIV, the Sun King."*
 11. How old was Louis when he became king?

 12. How old was he when he began ruling alone?

 13. What were his first actions, which helped consolidate his power?

 14. Why did he exclude the grand nobles?

 15. What were three of his accomplishments in the "Century of Louis XIV?"

 16. Why did Louis XIV choose the sun as his emblem? What are some of the comparisons he wanted to make between himself and Apollo, the Sun God?

- **Click on “The Absolute Monarch” on the lower left hand corner of the screen.** (*Louis XIV, An Absolute Monarch*)

- **Click on the portrait of Louis XIV.**
 17. Describe what you see. How does this fit with the title “Sun King”?

18. What were three ways Louis controlled the nobility at Versailles?

19. What does the phrase “L’Etat, c’est moi” mean?

20. How do you think this statement relates to what you know about “Divine Right”? Are they the same thing? Why or why not?

21. Describe Louis’ religious leadership. What did he do about the Edict of Nantes?

- **Go back up to the top of the page where it says “The Palace, the Museum.” Click on “From 1623 to the present” in the drop down menu. You should be at the page, “A Day with the Sun King.”**

22. How many people attended the "full levee?"

23. It became more and more a special privilege to assist the Sun King with his daily rituals, including getting up in the morning, washing and combing him. Why would a French noble compete for this "honor?"

24. How did this help Louis maintain control over his nobles?

25. Reading through this page, you can see that Louis XIV had no privacy. How is this connected with his statement, "I am the State."?

- **Click on number 2 after “Life at the Court” on the bottom left corner of the screen. (Versailles, Power, and Authority)**

- **Study the picture next to the bolded heading “Depicting Authority.”**

26. How does this painting “depict authority”? Or does it not?

27. Why are so many royal emblems and paintings like this one at Versailles, the King's residence?

- **Click on number 3 after “Life at the Court” on the bottom left corner of the screen.**
(Festivities and Ceremonies)

28. Why was it important to have entertainment regularly?

29. Name four things Louis provided as entertainment.

- **Click on number 3 after “Life at the Court” on the bottom left corner of the screen.**
(Courtiers)

30. How many people went to Versailles on a daily basis?

31. Name three ways that status in the court was shown.

32. On the rest of this page, discuss at least three ways that Louis XIV used the palace at Versailles to enhance or strengthen his authority and power as an absolute monarch. Use specific examples to back your statement.

Sample Assignment 7:

**TO BE USED WITH UNIT ON FRENCH
REVOLUTION**

French Revolution 1789-1815: Writing a Letter Home

- **republic** - a government that has elected officials who govern on behalf of the people.
- **democracy** - a government controlled by the people. There are choices of candidates in elections, civil liberties and freedom of speech and press.
- **Louis XVI** - Absolute monarch of France in 1789
- **bourgeoisie** - middle class townspeople; often educated
- **sans-cullottes** - lower class urban workers of the Third Estate
- **Declaration of the Rights of Man** - Revolutionary document stating ideals of equality and justice
- **Reign of Terror** - thousands of French were killed who supported the Monarchy or who disagreed with the revolutionary leaders
- **Robespierre** - central leader during the Revolution
- **Old Regime** - the old Absolute monarchy of Louis XVI
- **Estates General** - the legislature of France in 1789 that was made up of three Estates
- **First Estate** - part of Estates General made up of bishops and privileged clergy
- **Second Estate** - part of Estates General made up of nobles
- **Third Estate** - part of Estates General made up of bourgeoisie, city workers and rural peasantry
- **“Liberty, Equality and Fraternity”** - slogan of the French Revolution
- **National Assembly** - name given to legislative body after the French Revolution started

Answer these questions:

1. What happened at the real meeting of the Estates General? How does the real meeting compare to the role play we did in class?
What was similar?
What was different?
2. Do you think our role play would have resulted in changes to the French government?
Explain.

Write a letter

3. In the voice of your character in the Estates General role play, write a letter home explaining what happened in Paris and how this event will change your life and those of your family and village. A noble will have a different point of view from a bourgeoisie, peasant or worker. Whether or not the role play paralleled the event in history, incorporate at least three pieces of information from history to support what changes you feel will be taking place.

Grade will be based upon the amount of information and vocabulary from the French Revolution period. Some terms are listed above, and more terms are available in your textbook.

- Three to four pieces of information and one or two vocabulary words - 70's
- Five to six pieces of information and three or more vocabulary words - 80's
- Seven or more pieces of information and five or more vocabulary words - 90's

Also, attach as a supplement, any information relative to the inclusion of special education students in the course and how the classroom instruction will support the needs of those students.
