

**Nutley High School**  
Nutley, New Jersey

**COURSE TITLE:** EUROPEAN HISTORY

**LENGTH OF COURSE:** Two

**GRADE LEVEL:** Ten, Eleven and Twelve

**CREDITS:** 5

**PREREQUISITES:** None

**TEXTS AND OTHER RESOURCES:**

Perry, Marvin, et. al. History of the World: The Modern Era. Boston: Houghton Mifflin.1994.

Good, John M. The Shaping of Western Society: An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1968

Becker, Carl L. Modern History: Europe Since 1600 Silver Burdett Co, 1984

## **COURSE DESCRIPTION:**

### **I. COURSE GOAL**

This course discusses the outstanding political economic and cultural history of Europe from the Classical Age through the present century. Emphasis will be placed on the following: The Middle Ages, Renaissance, the conflict between absolutism and constitutionalism, revolutionary movement, nationalism and the rise of twentieth century totalitarianism.

### **II. COURSE OBJECTIVES**

A. Development of the applications and limitations of the academic discipline of history, especially regarding its analytical, evaluative, and non-predictive nature.

B. Distinguishing between historical fact, probability and possibility.

C. Utilization of primary resources as a means to establish the historian's frame of reference.

D. Classification of informational data enabling students to apply, analyze, synthesize and evaluate the following concepts: decision making in political systems, citizenship, roles in society, economic factors of societies, social class mores, and socio-political norms of European peoples.

E. Establishment of the idea that Europe has developed in evolutionary as well as revolutionary ways.

F. Defining history and utilizing the problem solving process of hypothesizing, investigating, revising, and judging in order to come to conclusions as to what occurred during a particular historical era.

G. Implementation of the fundamentals of research for the purposes of examining a historical event, personality, or problem.

H. Incubation of parliamentary procedures in class interactions consistent with democratic standards.

I. Discovery, examination, and judgement of the ways in which European development has influenced the United States.

### **III. TECHNIQUES FOR FACILITATION OF LEARNING:**

(1) Examination of facsimiles of historical documents, data, maps and photographs, and the drawing of inferences therefrom.

(2) Viewing of permanent films and filmstrips in consonance with unit studies.

(3) Student presentation of socio-dramas relative to topics on which comprehensive data is available.

(4) Debate formats.

(5) Simulation games in economic history and international relations of Europe.

(6) Teacher directed class discussions of reading and open ended question assignments.

(7) Introductory lectures to various topics as necessitated by difficulty of content.

(8) Teacher presentations on research fundamentals and requirements.

(9) Student construction of timelines, graphs, charts relative to political, economic, military and theoretical models, and social phenomenon.

(10) Comparisons and contrasts of divergent interpretations of historical fact.

(11) Student oriented interpretive assignments.

(12) Socratic questioning.

### **IV. Home Study**

Homework, consisting of assigned readings and written projects, will be assigned on a regular basis.

**V. PROCESSES OF EVALUATION:**

- A. Recording of student oral participation on a weekly basis.
- B. Essay tests based on class activities and notes by learning objective references.
- C. Objective tests based on class activities and notes by learning objective references.
- D. Analytical and evaluative essay assignments based on specific text or supplemental text readings.
- E. Submission of research papers graded as to substance of content and style of presentation.
- F. Completion of voluntary class reports, bulletin board assembling, and art work based on specific instructions to students electing to fulfill this requirement.

**VI. COURSE OUTLINE:**

- I. Defining History
  - A. Objectives
    - 1. Establishing a frame of reference
    - 2. Applying definitions of history
  - B. Processes: discussion of accounts from the Hungarian revolution
  
- II. Classical Contributions to European Development
  - A. Objectives:
    - 1. Identification of classical contributions to western civilization
    - 2. Application of this inheritance to United States society.
  - B. Processes:
    - 1. Readings on Athens and Sparta
    - 2. "Speeches" presented by an "Athenian" and a "Spartan" class member.
    - 3. Reading and discussion on the Judeo-Christian inheritance.
    - 4. Reading on Roman Law
    - 5. Student construction of a chart showing the correlation between Roman and United States Law.
  
- III. The Middle Ages
  - A. Objectives:
    - 1. Identification of causes of Feudalism
    - 2. Comprehension of Charlemagne's Empire
    - 3. Analyzing the structure of Charlemagne's Empire as influenced by Medieval Church
    - 4. Comparing Charlemagne's Empire to Rome's
    - 5. Analysis if Medieval economics
    - 6. Examination of social rigidity of middle ages.

- B. Processes:
  1. Study of ditto chart on war and economic activity, 100 AD to 900 AD
  2. Viewing of film “Charlemagne”
  3. Assigned readings and class discussion
  4. Role-playing dramatization on Medieval social life
- IV. The Renaissance
  - A. Objectives
    1. Defining “Renaissance”
    2. Discovering Renaissance causes
    3. Comparing Renaissance and Medieval people
    4. Discovering changing leadership roles
    5. Analyzing the Renaissance as representative of evolutionary European changes
    6. Evaluating the impact of the Renaissance
  - B. Processes:
    1. Readings from supplemental texts
    2. Chart and map studies
    3. Viewing of filmstrips “Da Vinci” and “Michelangelo” and post analysis
    4. Reading of excerpts from The Prince
    5. Class discussions
- V. The Reformation
  - A. Objectives:
    1. To know that the Protestant Reformation was an outgrowth of Renaissance changes
    2. Comparing and contrasting Reassume and Luther
    3. Identifying causes of discontent among various social classes.
    4. Analyzing the appeal of Protestantism to different interest groups
    5. Analyzing the reaction of the religious ferment
  - B. Processes:
    1. Overview reading and discussion
    2. Reading and discussion of excerpts from The Praise of Folly and The Ninety-Five Theses
    3. Reading and discussion of excerpts from Address to the German Nobility and The Declaration of Peasants
    4. Economic Chart Study
    5. Lecture on Weber’s Theory from Protestantism and Capitalism
    6. Reading and discussion of Calvin’s Institutes of the Christian Religion
    7. Simulated debate between Martin Luther and followers and Pope Leo X and Cardinals
- VI. Development of English and French Governments
  - A. Objectives:
    1. To discover the need for government
    2. To identify causes of English nobles’ discontent under King John
    3. To evaluate Edward I’s contributions to English parliamentary government

4. To analyze the origins and workings of absolutist government in France
  5. To analyze the Hobbes model of government
  6. To identify absolutist tendencies in England under the Stuarts and Cromwell
  7. To analyze parliamentary reaction to attempted absolutism in England
  8. To apply the English parliamentary system to John Locke's theories
- B. Processes:
1. Island simulation on need for government (from Institute for Political and Legal Education)
  2. Reading, chart study of magna Carta, and discussion
  3. Conducting of mock parliament
  4. Role-play on one day of Louis XIV's life
  5. Reading and discussion of excerpts from Hobbes' Leviathan
  6. Reading and discussion of ditto on English government of the 1600's
  7. Reading of portions of Locke's Civil Government
- VII. The French Revolution
- A. Objectives:
1. Comprehension of definitions of "revolution"
  2. To identify the causes of the French Revolution
  3. To account for the Bourbon monarchy's failings
  4. To judge why resistance to the Revolution began
  5. To know the chronology of the Revolution
  6. To evaluate the successes and failures of the French revolution
  7. To determine what type of revolution occurred in France
  8. To enable students to evaluate the impact of the French Revolution
- B. Processes:
1. Study and discussion of ditto on "Revolution"
  2. Reading and discussion of Rousseau's Social Contract excerpts
  3. Statistical study of socio-economic composition of classes
  4. Chart study on "Wars of Bourbon Monarchy"
  5. Discussion of French Revolutionary ideals based on text readings
  6. Study of handout on "Chronology of "Revolution" and class discussion
  7. Application exercise based on previous study of "Revolution": definitions
  8. Student skits on the Revolution in France
  9. Film "The French Revolution"
- VIII. Napoleonic Europe
- A. Objectives:
1. To analyze napoleon's rise to power
  2. To re-evaluate the success or failure of the French Revolution
  3. To comprehend and apply Toynbee's Great man Theory to Napoleon

- B. Processes:
  1. Lecture and discussion on Napoleon's background
  2. Study and discussion of Napoleonic chronology
  3. Interpretive student writing on "Napoleon's Custody of the Revolutionary Heritage"
- IX. Europe from 1815 to 1871
  - A. Objectives:
    1. To define nationalism
    2. To analyze nationalism as a factor in the unification movements in German and Italy in the early 1800's
    3. To identify the causes of the 1848 Revolutions
    4. To analyze the similarities and differences between the American and European Revolutions
    5. To analyze the unifications of Italy and Germany in the latter 1800's
  - B. Processes:
    1. Lecture on the reaction to Napoleon
    2. Reading and discussion on causes of disunity in Italy and Germany
    3. Study of handouts on Revolutions of 1848
    4. Re-reading of Rousseau and Locke and reading of the United States' Declaration of Independence
    5. Student essays on the achievements of Count Cavour and Chancellor Bismarck
- X. The Industrial revolution in England and Europe
  - A. Objectives:
    1. To define an "economy"
    2. To identify the factors of production
    3. To analyze stages of economic growth
    4. To analyze the writings of Smith, Bentham, Riccardo and Malthus
    5. To identify economic leading sectors
    6. To evaluate governmental economic promotion as a response to pressure groups
    7. To determine if an industrial revolution or evolution occurred.
  - B. Processes:
    1. Socratic teacher – lead class discussions
    2. Going into business simulation by groups
    3. Group re-enactment of Rostow's theory on The Five Stages of Economic Growth
    4. Reading and follow up discussion on English theorists
    5. Chart study on "English Industrial Growth"
    6. Mock parliamentary debate on "Enclosure Laws" for English farms
    7. Discussion of ditto sheet on major events and results of industrialization

- XI. Communism and the Russian Revolution
- A. Objectives
1. To identify “communist” nations
  2. To define “communism” in theory
  3. To comprehend European sources of content of communist ideas
  4. To analyze merits and fallacies of Marxist doctrines
  5. To analyze why Russia was in turmoil from 1825-1917
  6. To evaluate the Bolshevik appeal to Russian revolutionary sentiment
  7. To determine how practical communism in Russia betrayed Marxist teachings
  8. To discover the relationship between the communist party and government in Russia
  9. To judge the impact of communism on the Twentieth Century World
- B. Processes:
1. Map exercises
  2. Reading of excerpts from Communist Manifesto
  3. Lectures on revolutionary, industrial, and philosophical origins of communism and written submission of questions to instructor by students
  4. Group dramatizations of Marxist economic stages and follow-up discussion
  5. Reading and question assignment on reform attempts in 19<sup>th</sup> century Russia and follow-up discussion
  6. Viewing of filmstrip “the Russian Revolution” and interpretive essay assignment
  7. Viewing of film “Nightmare in red” and post viewing discussion
  8. Chart study on the USSR National, State, and Party structure
  9. Summative class discussion regarding reasons for the increase in the number of communist nations in the Twentieth Century
- XII. The First World War
- A. Objectives:
1. To discover the factors which make nations powerful
  2. To define the “balance of power”
  3. To analyze the balance of power
  4. To examine the alliance system
  5. To judge how nationalism, imperialism, and militarism were contributory causes of World War I
  6. To make judgements as to why the major European nations chose war
  7. To comprehend the course of the war
  8. To analyze personal reactions to the war experience
  9. To analyze the major provisions of the Versailles Peace Treaty
  10. To judge why the Versailles Peace Treaty was not universally accepted



B. Processes:

1. Socratic discussion on measurements of a nation's power
2. Lecture on systems in international relations
3. Class discussion regarding the impact of German unification on Europe
4. Group work on describing situation requiring foreign allies
5. Teacher lecture
6. Simulation of five major nations' cabinet meetings – June 28, 1914
7. Viewing of the film "World War One"
8. Reading and discussion of soldiers' letters, excerpts from All Quiet on the Western Front, and the poem Dulce et Decorum Est.
9. Reading and discussion of the fourteen points and the Versailles Treaty
10. Panel presentations on the German-Austrian objections to the settlement, Italian dissatisfaction, and Anglo-French concurrence.

XIII. The Second World War

A. Objectives:

1. To analyze the balance of power 1919 - 1929
2. To judge why democracy failed in Germany, 1929 – 1933
3. To review earlier European eras of absolutist and authoritarian rule
4. To analyze Nazism in theory
5. To examine Nazism in practice
6. To comprehend the course of military events, 1919 – 1939
7. To investigate governmental preparations for war
8. To synthesize war strategy for the defense of Britain
9. To analyze the reasons for the Nazi betrayal of Soviet Russia
10. To comprehend the role of the United States as an ally of Britain and Soviet Union
11. To determine why nazi rule was predatory
12. To comprehend the barbarity of Nazi war crimes
13. To evaluate the revised balance of power in Europe, 1945 – present

B. Processes:

1. Map exercise and discussion of the change European political and economic state
2. Role-playing of seven case studies regarding the German citizenry 1929 –1933
3. Review discussion of authoritarianism of Louis XIV, Napoleon II, Bismarck, and Lenin
4. Reading and discussion of excerpts from Mein Kampf, The Fuehrer Concept, and Race and Nationality
5. Reading and discussion of nazi decrees on politics, law, and race
6. Viewing of the film "Prologue to World War II" and follow-up discussion
7. Examination of primary source facsimiles from Jackdaws The Coming of War

8. Group work on the planning battle strategy from Jackdaws, the Battle of Britain
9. Lecture on the Nazi-Soviet Pact 1939 – 1941
10. Viewing and follow-up discussion of the film “D-Day”
11. Reading of transcript excerpts from the indictments made by the Nuremberg International Military Tribunal
12. Viewing and reaction to the film “Night and Fog”
13. Discussion centering on the consequences of destruction of Axis power and the emergent “Cold War”

## **VII. COURSE PROFICIENCIES**

Upon completion of the course, the student will be able to:

1. define “history” and utilize historiographical methods to analyze primary and secondary sources.
2. identify the Greco-Roman and Judeo-Christian origins of Western culture.
3. develop a hypothesis on the connection between the circumstances of Rome’s decline and the evolution of insular and feudal medieval economic, political, and social systems.
4. explain and evaluate the role of the Church in medieval society.
5. define “humanism” and describe the ideal “Renaissance Man”.
6. identify the contributions of the Renaissance to contemporary Western culture.
7. identify and describe major Renaissance works of art, literature, and scholarship.
8. explain the causes of the Protestant Reformation.
9. explain the significance of the Reformation for Western political culture.
10. trace the evolution of English democracy and the limitations on royal power.
11. describe the rise of the modern nation-state and the international political system.
12. identify the causes of European imperialism
13. explain the ideological foundations of “Absolute Monarchy”.
14. identify the key ideas of the Enlightenment and works of art, literature, and scholarship that represent these ideas.
15. identify and explain the causes of the French Revolution.
16. evaluate the effect of Napoleon on European politics.
17. explain the significance of the Industrial Revolution for the political economy and society of Europe.
18. identify the causes of the upheavals of 1848.
19. apply the concept of nationalism to the unification movements in Italy and Germany.
20. identify the causes of the First World War.
21. evaluate the thesis that World War I was the watershed event of the twentieth century.
22. identify the causes of the Russian revolutions of 1905 and 1917.
23. identify the causes of the Second World War.

24. describe the events of the Holocaust, and explain the causes of state-sponsored genocide.
25. identify the ideological and geopolitical origins of the Cold War.
26. explain the reasons for the collapse of the Soviet Union.
27. evaluate the European Union in terms of national costs and benefits.