



Central York School District
CHS Western Civilization 2
Overview
Grade Level: 11th and 12th Grade

Course Description: This is an introductory course in modern history. The course is suitable for beginning history students or students who wish to complete the course as part of a “general education” requirement for college. Students will likely have completed multiple high school history courses before beginning this course. The purposes of the course are student exposure to content, development of thinking skills, and identification of major themes and concepts related to history.

Course Big Ideas:

- What are the elements of historical significance?
- How have major continuities and changes over time shaped the course of modern history?
- To what extent does modern history represent a departure from premodern history?

Course Essential Questions:

- To what extent were actions by groups consistent with major intellectual movements?
- How did politics, industry, imperialism, and other historical developments lead to the emergence of modern nations?
- How have historical turning points affected the international order in Europe and globally, in the modern world?

Course Competencies:

- Contextualization
- Perspective Analysis
- Interpretation
- Reasoning
- Synthesis

Course Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning



Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade

Unit 1: Reformation and the Reordering of Europe

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization

Know:

- Technological advancements led to European exploration of the Western Hemisphere and the Protestant Reformation.
- Changes in thinking and new experiences that challenged traditional sources of political and religious power.
- The philosophies and practices of England as a Constitutional Monarchy and France as an Absolute Monarchy in the 17th century.
- How the Atlantic System led to fundamental changes in the economies of Europe and the world.
- The reordering of Europe as a result of the French Revolution and Napoleonic Wars

Understanding/Key Learning:

- Powerful dynastic families ruled large portions of the European continent before and after nation-states were established.
- The Wars of Religion resulted from drastic changes in the ways in which people thought about power, authority, and government.
- The Enlightenment challenged traditional structures of power, and eventually fueled revolutions in Europe and across the world.
- Social inequality and economic distress led citizens in France to radically change its government by force. This was a major step toward modern democracy and totalitarianism.

Do:

- Summarize and paraphrase perspectives of individuals and groups related to European exploration and the Protestant Reformation. (*Interpretation*)
- Explain how the Enlightenment influenced the Age of Revolutions. (*Reasoning*)
- Identify the issues associated with maintaining the status quo or implementing change. (*Context*)

- Discuss the advantages and disadvantages of various social, religious, and governmental structures. (*Reasoning*)
- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. (*Synthesis*)

Unit Essential Questions:

- How did European exploration impact Europe and the people with whom Europeans came in contact?
- How did the Protestant Reformation affect European life and society?
- How did wars over religion challenge traditional church power and lead to stronger states?
- How did advances in science challenge religious authority and lead to new ways of thinking about human nature?
- What effects did the Atlantic System have on Europe, European colonies, and Africa?
- What basic ideas united Enlightenment thinkers?
- What factors and events led to the French Revolution?

Lesson Essential Questions:

- How did the printing press and Martin Luther's actions begin the Protestant Reformation?
- How did the Thirty Years' War lead to a shift in Europe's balance of power?
- What limits existed on the power of absolute rulers?
- What events led England to adopt a constitutional government?
- How did the rise of slavery and plantations change European politics and society?
- How did the Enlightenment affect various European governments in the second half of the 18th century?
- How was the French Revolution related to the Enlightenment?
- Why did the French Revolution become more radical after the storming of the Bastille in 1789?
- How was the French Revolution related to the Enlightenment?
- In what ways did Napoleon Bonaparte continue and depart from the French Revolution?
- To what extent did the Congress of Vienna restore Europe to the old order?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

- | | | |
|--------------------------|--|--------------------------|
| • Christopher Columbus | • John Locke | • Maximilien Robespierre |
| • Martin Luther | • Glorious Revolution | • The Terror |
| • Protestant Reformation | • social contract | • Napoleon Bonaparte |
| • Henry VIII | • mercantilism | • Congress of Vienna |
| • Peace of Augsburg | • Atlantic System | |
| • Scientific method | • plantation | |
| • Thirty Years' War | • Peter the Great | |
| • Absolutism | • Enlightenment | |
| • Louis XIV | • philosophes | |
| • constitutionalism | • Seven Years' War | |
| | • French Revolution | |
| | • Declaration of the Rights of Man and Citizen | |

Assessments:

- Thinking Skills-Based Assessments

- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning



Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade

Unit 2: Modernization and Its Impacts

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
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 - Physical and human geography
 - Social organization

Know:

- Industrialization resulted in many benefits for Europe and the world.
- Industrialization resulted in many challenges for Europe and the world.
- Reasons why anarchy and Marxism appealed to many workers in the Industrial Age.
- How modern warfare, including the Crimean War and fights for Italian and German unification, shaped modern Europe.

Understanding/Key Learning:

- Industrialization and capitalism made mass-produced goods widely available in Europe and the rest of the world. Many capitalists created vast wealth for themselves and stockholders.
- Industrialization and capitalism resulted in unfavorable conditions for Europe's working class.
- The nation-states of Italy and Germany formed when smaller regions unified following military success. These young nations hastened to participate in industrialization and imperialism.
- Changes in European conceptions of the mind, family structure, domestic politics, and the international order led to widespread unrest in late 19th-century Europe.

Do:

- Summarize and paraphrase several factors associated with "modern" history. (*Interpretation*)
- Explain how industrialization, imperialism, and politics contributed to the emergence of modern Europe. (*Reasoning*)
- Identify the factors that caused tension in late 19th and early 20th-century Europe. (*Context*)
- Discuss the advantages and disadvantages of industrialization, urbanization, and imperialism for various groups and individuals. (*Reasoning*)

- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. (*Synthesis*)

Unit Essential Questions:

- Why did the Industrial Revolution begin in Great Britain?
- How did various individuals and groups attempt to deal with problems of industrialization and urbanization?
- In what ways did modern nation-states try to impose order on society?
- How did anarchism, Marxism, and communism pose challenges to Europe's social order?
- What were the goals of the new imperialism, and how did Europeans accomplish those goals?
- What major changes occurred in Western industry and business by the end of the 19th century?
- How were culture and politics connected in the late 19th and early 20th centuries?

Lesson Essential Questions:

- Why did the Revolutions of 1848 fail to change Europe in lasting and meaningful ways?
- How did the Crimean War affect Europe?
- How did Realpolitik, nationalism, and warfare combine to create the unified nations of Italy and Germany?
- How did European politics change in the late 19th century?
- How did ideas about the self and about personal life change at the beginning of the 20th century?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

Industrial Revolution	unification
urbanization	Otto von Bismarck
imperialism	Impressionism
nationalism	Alexander II
socialism	Berlin Conference
Karl Marx	Sigmund Freud
Communist Manifesto	Nicholas II
Realpolitik	Triple Alliance
nation-state	Triple Entente
	Franz Ferdinand

Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning



Central York School District

CHS Western Civilization 2 (University of Pittsburgh)

Grade Level: 11th and 12th Grade
Unit 3: Conflict in the 20th Century

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
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- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C: Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
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 - Social organization

Know:

- Features of World War I that made it a total war.
- Aspects of post-WWI Europe that made it fertile ground for radical political ideologies, including fascism and Communism.
- The scope of World War II, technological advancements, and a disregard for the humanity of some people resulted in unprecedented human suffering.
- The major consequences and takeaways from World War II pertaining to physical geography, human geography, and the international order in Europe and throughout the world.

Understanding/Key Learning:

- Militarism, an entangling system of alliances, imperial rivalry, and nationalism, combined to lead Europe into World War I.
- The Russian Revolution marked a turning point in European history, witnessing the end of a centuries-old monarchy and the rise of a Communist government.
- Throughout the 1930s, the National Socialist German Workers Party (Nazi Party) consolidated power in Germany, eyed expansion in Europe, and ultimately initiated the Second World War.
- World War II was a conflict pitting the efforts of authoritarian empires to expand against opponents who sought to limit that expansion.

Do:

- Summarize and paraphrase the M.A.I.N. (militarism, alliances, imperialism, and nationalism) causes of The Great War (World War I). (*Interpretation*)
- Explain how extremist ideologies, like fascism, Communism, and nationalism, gained influence during the Interwar Years. (*Reasoning*)

- Explain how several factors and developments led to the Holocaust. (*Reasoning*)
- Identify the issues with expanding and/or containing empires on the European continent. (*Context*)
- Discuss the advantages and disadvantages inherent in waging multinational warfare across multiple theaters. (*Reasoning*)
- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. (*Synthesis*)

Unit Essential Questions:

- What major factors led to the outbreak of World War I?
- How did the Russian Revolution mark a turning point in European history?
- What were the major outcomes of the postwar peacemaking process following World War I?
- How did the atmosphere in post-World War I Europe encourage the trend toward dictatorship?
- What were the major consequences of World War II?

Lesson Essential Questions:

- In what ways was World War I a total war?
- Why did fascism appeal to many Europeans after World War I?
- How did the Great Depression affect society and politics?
- How, and where, was World War II fought?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

Total war	Weimar Republic	Nazi-Soviet Pact
Central Powers	Fascism	Pearl Harbor
Allied Powers	Adolf Hitler	Stalingrad
Fourteen Points	Benito Mussolini	D-Day
Vladimir Lenin	Josef Stalin	Hiroshima
Bolshevik Revolution	Great Depression	Nagasaki
League of Nations	Spanish Civil War	
Mandate system	Enabling Act	
Peace of Paris	Nuremberg Laws	
Treaty of Versailles	Lebensraum	
War guilt clause	Holocaust	
	Appeasement	

Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning



Central York School District

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Grade Level: 11th and 12th Grade

Unit 4: From the Cold War to the 21st Century

Standards:

PA Social Studies Standards

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying the context of events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
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- 8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
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 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organization

Know:

- Reasons why non-Communist World War II allies funded postwar European recovery.
- Factors that led people to protest against Western governments in the 1960s.
- Developments that led to the intensification and de-escalation of Cold War tensions from the 1940s to the 1980s.
- Several events in the late 1980s and early 1990s resulted in the end of the Cold War and the dissolution of the Soviet Union.
- How the relationship between the Western world and the Middle East developed in the late 20th and early 21st centuries.

Understanding/Key Learning:

- During the Cold War, Communist nations like the Soviet Union and China tried to expand Communism while non-Communist nations like the United States tried to contain Communism.
- The Cold War featured a decades-long arms race between Communist and non-Communist nations, including the proliferation of nuclear weapons.
- Many independent countries emerged in areas previously colonized by industrialized European nations in the second half of the 20th century.
- Several independent countries that were previously part of the Soviet Union emerged after its dissolution.

Do:

- Summarize and paraphrase multiple allegories for the Cold War. (*Interpretation*)
- Explain how several factors combined to create the Cold War. (*Reasoning*)
- Identify multiple events that marked turning points in the Cold War. (*Context*)
- Discuss the advantages and disadvantages of various political and economic systems. (*Reasoning*)

- Participate in class discussions about key concepts through effective listening and verbal and/or written expression. (*Synthesis*)

Unit Essential Questions:

- Which major events marked the beginning of the Cold War?
- How did the political climate after World War II differ from that of the years following World War I?
- What were the technological and scientific advances of the 1960s-1970s, and how did they change human life and society?
- How, and why, did the balance of world power change during the 1980s?
- What were the consequences of Communist rule in Europe between 1917 and 1989?

Lesson Essential Questions:

- What were the results of decolonization?
- What were the main issues for protesters in the 1960s, and how did governments address them?

Materials/Resources:

- *The Making of the West, Volume 2: Since 1500: Peoples and Cultures (5th ed.)* Bedford/St. Martin's, 2015
- Primary/Secondary Sources
- GALE Database

Vocabulary:

Cold War	Ostpolitik	Chernobyl
Marshall Plan	Organization of Petroleum	Slobodan Milosevic
North Atlantic Treaty	Exporting Countries (OPEC)	European Union (EU)
Organization (NATO)	Michael Gorbachev	Vladimir Putin
Warsaw Pact	Glasnost	Osama bin Laden
Nikita Krushchev	Perestroika	Migration
Decolonization	Solidarity	
United Nations	Berlin Wall	
John F. Kennedy	Soviet Bloc	
Cuban Missile Crisis		

Assessments:

- Thinking Skills-Based Assessments
- Writing Prompts/Discussion Forums
- Project/Problem-Based Learning