Period 2 objectives

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| INTERACTION OF EUROPE AND THE WORLD | **POVERTY AND PROSPERITY** | **OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS** |
| 1. Assess the relative influence of economic, religious and political motives in promoting exploration and colonization
2. Analyze how European states established and administered overseas commercial and territorial empires.
3. Evaluate the impact of the Columbian Exchange – the global exchange of goods, plans, animals and microbes – on Europe’s economy, society and culture.
4. Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.
 | 1. Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.
2. Identify changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe.
3. Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation and the price revolution in the early modern period.
4. Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.
 | 1. Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge.
2. Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women.
3. Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity and politics as governed by natural laws.
4. Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.
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| **STATES AND OTHER INSTITUTIONS OF POWER**1. Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states.
2. Analyze how the new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.
3. Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789.
4. Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.
 | INDIVIDUAL AND SOCIETY1. Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.
2. Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.
3. Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards.
4. Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history.
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Key **Concept 2.1 - Different models of political sovereignty affected the relationship among states and between states and individuals**

I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.

II. Challenges to absolutism resulted in alternative political systems.

III. After 1648, dynastic and state interests, along with Europe’s expanding colonial empires, influenced the diplomacy of European states and frequently led to war.

IV. The French Revolution posed a fundamental challenge to Europe’s existing political and social order.

V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction.

**Key Concept 2.2 - The expansion of European commerce accelerated the growth of a worldwide economic network.**

I. Early modern Europe developed a market economy that provided the foundation for its global role.

II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.

III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

**Key Concept 2.3 - The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.**

I. Rational and empirical thought challenged traditional values and ideas.

II. New public venues and print media popularized Enlightenment ideas.

III. New political and economic theories challenged absolutism and mercantilism.

IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.

V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.

VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling.

**Key Concept 2.4 - The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes**.

I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth.

II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.

III. By the 18th century, family and private life reflected new demographic patterns and the effects of the Commercial Revolution.

Period 3: 1815-1914

**Key Concept 3.1 - The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.**

1. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.
2. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.
3. During the Second Industrial Revolution (c. 1870-1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

**Key Concept 3.2 - The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location**.

1. Industrialization promoted the development of new classes in the industrial regions of Europe.
2. Europe experienced rapid population growth and urbanization, leading to social dislocations.
3. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.
4. A heightened consumerism developed as a result of the Second Industrial Revolution.
5. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization, while facing famine, debt, and land shortages.

**Key Concept 3.3 - The problems of industrialization provoked a range of ideological, governmental, and collective responses.**

1. Ideologies developed and took root throughout society as a response to industrial and political revolutions.
2. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.
3. Political movements and social organizations responded to the problems of industrialization.

**Key Concept 3.4 - European states struggled to maintain international stability in an age of nationalism and revolutions.**

1. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.
2. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, as well as liberal reforms elsewhere.
3. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

**Key Concept 3.5 - A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.**

1. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.
2. Industrial and technological developments (i.e., the Second Industrial Revolution) facilitated European control of global empires.
3. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

**Key Concept 3.6 - European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.**

1. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.
2. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.
3. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

Period 3 (1815-1918) objectives

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| INTERACTION OF EUROPE AND THE WORLD | **POVERTY AND PROSPERITY** | **OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS** |
| 1. 1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization
2. Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world.
3. INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies.
4. INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race.
 | 1. PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy.
2. PP-3: Explain how geographic, economic, social and political factors affected the pace, nature and timing of industrialization in western and eastern Europe.
3. PP-8: Analyze socialist, communist and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.
4. PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.
5. PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health.
6. PP-15: Analyze efforts of government & nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries.
 | 1. OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.
2. OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs.
3. OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge.
4. OS-12: Analyze how artists used strong emotions to express individuality and political theorists’ encouraged emotional identification with the nation.
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| **STATES AND OTHER INSTITUTIONS OF POWER**1. SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government’s relationship to the economy, both in overseeing economic activity and in addressing its social impact.
2. SP 1 & 7- Explain the resistance to and the emergence of representative government as an alternative to absolutism.
3. SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants’ rights – pressured governments and redefined citizenship.
4. SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion.
5. SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action.
6. SP-16: Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework.
7. SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability
 | INDIVIDUAL AND SOCIETYIS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates.IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society.IS-4: Analyze how and why the nature and role of the family has changed over time.IS-5: Explain why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries.IS-6: Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere.IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. |