



## **Greenwich Public Schools Curriculum Overview**

### **Modern European History**

Personalized learning is achieved through a standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

*Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.*

### **Course Description**

After a brief introductory unit on the origins of modernity, this course will focus on European history from 1870 to the present. Particular attention will be paid to political, diplomatic, economic, technological and cultural innovations as students pursue the essential question: How does 20th century carnage and oppression relate to freedom and opportunity in Europe?

### **Unit Pacing Guide**

- Unit One: Europe Dominates the World (1884-1914) (5-6 days)
- Unit Two: Collapse into War (1900-1922) (9-10 days)
- Unit Three: Russian Revolution & Totalitarianism (1917-1939) (9-10 days)
- Unit Four: WWII (1935-1945) (9-10 days)
- Unit Five: Cold War Europe (1945-1991) (11-12 days)
- Unit Six: Post Cold War Europe (1991-present) (9-10 days)

### **Enduring Understanding for the course:**

Despite horrific carnage and oppression in the 20<sup>th</sup> century, today Europe enjoys much freedom and opportunity. How do 20th-century carnage and oppression relate to freedom and opportunity in Europe?

#### **Unit One Enduring Understanding**

- The rise of industrialism fueled the rise of imperialism
- The growth of industrialism and imperialism led to the rise of the bourgeoisie class
- Karl Marx criticized both industrialism and imperialism as exploitative systems and his theory of communism offered an alternative to the status quo in the 20<sup>th</sup> century.
- The Impressionist art of the era reflects the technological trends of the era and the

dominance of the bourgeoisie class.

#### Unit Two Enduring Understanding

- Though the proximate cause of the war was the assassination of Franz Ferdinand, tension in Europe had reached its breaking point due to militarism, alliances, imperialism, industrialism and nationalism.
- The mechanization and total war of WWI made it the most horrific war to date.
- World War One spawned other tragedies such as the Armenian Genocide.
- The Treaty of Versailles was not a “peace without victory.”

#### Unit Three Enduring Understanding

- World War One spawned other tragedies such as the Russian Revolution and Civil War.
- Though claiming to fulfill Marx’s communist revolution, Lenin’s and Stalin’s policies were totalitarian in nature.
- Though theoretically ideologically opposites, fascism and Soviet totalitarianism were similar in tactics and brutality.
- The art of the era reflected the tension of the world.

#### Unit Four Enduring Understanding

- The failures of the League of Nations and Treaty of Versailles led to WWII.
  - Causes of WWII
    - a. German Defiance of Treaty of Versailles
    - b. Munich Conference/ appeasement
    - c. Non-Aggression Pact
- The mechanization and total war of WWII made it the most horrific war to date.
  - WWII
    - a. Mechanization of warfare (ex: blitzkrieg, A-bomb)
    - b. Total war (ex: Battle of Britain)
    - c. Holocaust (anti-Semitism, Nuremberg Laws, Final Solution)
    - d. Propaganda and political cartoons
- The peace settlement with Germany after WWII was very different from the Treaty of Versailles
  - Allied Victory
    - a. D-Day
    - b. Nuremberg Trials

#### Unit Five Enduring Understanding

- The origins of the Cold War lie in WWII.
- The intense period of competition between the US and USSR for ideological dominance was known as the “Cold War” because the two nations never went to war directly.
- Though the US and USSR never went to war directly, they fought a series of “proxy wars” across the globe that did claim [millions] of lives.
- The Cold War eventually ended due to the unsustainable policies of the USSR.
- During the Cold War nations experienced domestic challenges related to social and economic factors.

## **Alignment with C3 Standards:**

### **Dimension 1: Developing Questions and Planning Inquiry**

- D1.19-12. Explain how a question reflects an enduring issue in the field.
- D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling questions.
- D1.5.9-12. Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

### **Dimension 2: Applying Disciplinary Concepts and Tools**

- D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.
- D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.
- D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
- D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
- D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
- D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.2.9-12. Analyze change and continuity in historical eras.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

### **Dimension 3: Evaluating Sources and Using Evidence**

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.
- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

### **Dimension 4: Communicating Conclusions and Taking Informed Action**

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

### **Suggested Assessments**

- Course Essential Questions assessed in summative and formative assessments:
  - To what extent did industrialism and/or imperialism lead to freedom in Europe? To what extent did they lead to oppression?
  - Explain and evaluate Marx's criticisms of industrialism.
  - Given two paintings (ex: *Afternoon on the Isle of La Grande Jatte* and *La Gare Saint Lazare*), evaluate to what extent these paintings reflect the social and technological trends of the era.
  - Why was WWI a "total war?"
  - Analyze the tension between freedom and oppression during WWI.
  - Evaluate the terms and effects of the Treaty of Versailles.
  - Given two works of art (ex: *Gassed* by Sargent and poem by Owen/ Sassoon), evaluate to what extent these works reflect the realities of WWI.

- After the revolution in November 1917, to what extent does Lenin/ Stalin bring into effect the Marxist ideas he expressed before the revolution?
- Explain how, though theoretically ideologically opposites, fascism and Soviet totalitarianism are similar in tactics and brutality.
- Analyze the tension between the rhetoric of freedom and the reality of oppression in totalitarian states.
- Evaluate the causes of WWII and identify the most significant failure of the Allied nations.
- Why was WWII a “total war?”
- Analyze the tension between freedom and oppression during WWII.
- Evaluate which nation is most to blame for starting/ perpetuating the Cold War.
- Compare/ contrast freedom and oppression in Western Europe and Eastern Europe in the decades after WWII.
- Analyze the extent to which external and internal factors contributed to the collapse of communism in Eastern Europe and/ or the USSR.
- Identify and evaluate the freedoms of Europeans in the modern era.
- Is nationalism on the decline in Europe?
- Explain the causes of the crisis in Yugoslavia in the 1990s and evaluate to what extent they reflect the key tensions in Europe as a whole.

### **Sources**

- Excerpt from *Communist Manifesto* by Karl Marx [Unit 1] - REQUIRED
- Excerpt from *Treaty of Versailles* [Unit 2] - REQUIRED
- *Hitler vs. Stalin: Who Was Worse?*, Timothy Snyder, The New York Review of Books, January 27, 2011, [Unit 3]--REQUIRED
- Responses to Appeasement: Excerpts from Churchill’s speech on October 5, 1938 and Chamberlain’s speech on October 6, 1938 [Unit 4] - REQUIRED
- Excerpt from *Iron Curtain Speech* by Churchill, March 5, 1946 [Unit 5] - REQUIRED
- Text of the IRA Cease-Fire Statement, 1998 [Unit 6] - REQUIRED

### **Greenwich Public Schools Vision of the Graduate**

- Pose and pursue substantive questions
  - Students will develop and explore their own research questions during a variety of research assignments
- Critically interpret, evaluate, and synthesize information
  - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting research. This source evaluation and research will allow students to gain a variety of perspectives.
- Explore, define, and solve complex problems

- Students will apply historical knowledge to critically analyze current problems and issues.
- Communicate effectively for a given purpose
  - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
  - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action.
- Generate innovative, creative ideas and products
  - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
  - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership
  - Through the study of community outreach, students gain the skills they need to become active citizens. The community service project will give students the opportunity to contribute to the community.
- Conduct themselves in an ethical and responsible manner
  - Current and historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
  - Through teaching about others' political ideologies, students will recognize and respect other cultural contexts and points of view. By developing an understanding of and empathy for others, students will appreciate differences and similarities between themselves and others.
- Pursue their unique interests, passions and curiosities
  - Students will have choice in many assignments and will be able to pursue their interests, specifically through the Capstone Community Service Project.
- Respond to failures and successes with reflection and resilience
  - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
  - Social studies classes will help students develop study skills, and reduce stress through organization and planning.