TOPIC 1.1
Contextualizing Renaissance and Discovery

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Content

**LEARNING OBJECTIVE**

*Unit 1: Learning Objective A*

Explain the context in which the Renaissance and Age of Discovery developed.

**PREVIEW: UNIT 1 KEY CONCEPTS**

**KC-1.1**
The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.

- **KC-1.1.I**
  A revival of classical texts led to new methods of scholarship and new values in both society and religion.

- **KC-1.1.III**
  The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.

**KC-1.3**
Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

- **KC-1.3.I**
  European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.

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LEARNING OBJECTIVE

Unit 1: Learning Objective A
Explain the context in which the Renaissance and Age of Discovery developed.

PREVIEW: UNIT 1 KEY CONCEPTS

KC-1.4
European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

KC-1.4.I
Economic change produced new social patterns, while traditions of hierarchy and status continued.

KC-1.4.II
Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.

KC-1.5
The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

KC-1.5.I
The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
TOPIC 2.1
Contextualizing 16th- and 17th-Century Challenges and Developments

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:
- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective A
Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-1.2
Religious pluralism challenged the concept of a unified Europe.

KC-1.2.I
The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity.

KC-1.2.II
Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.

KC-1.2.III
Conflicts among religious groups overlapped with political and economic competition within and among states.

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LEARNING OBJECTIVE
Unit 2: Learning Objective A
Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-1.4
European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.

KC-1.4.III
Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures.

KC-1.4.IV
The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.

KC-1.4.V
Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.

KC-1.5
The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

KC-1.5.I
The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
UNIT 3

Absolutism and Constitutionalism

TOPIC 3.1
Contextualizing State Building

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:
- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective A
Explain the context in which different forms of political power developed from 1648 to 1815.

PREVIEW: UNIT 3 KEY CONCEPTS

KC-1.5
The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

KC-1.5.I
The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.

KC-1.5.III
The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states.

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LEARNING OBJECTIVE

Unit 3: Learning Objective A
Explain the context in which different forms of political power developed from 1648 to 1815.

PREVIEW: UNIT 3 KEY CONCEPTS

**KC-1.5.III.B**
Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy.

**KC-1.5.III.C**
Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group.

**KC-2.1**
Different models of political sovereignty affected the relationship among states and between states and individuals.

**KC-2.1.I**
In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.

**KC-2.1.II**
Challenges to absolutism resulted in alternative political systems.
TOPIC 4.1
Contextualizing the Scientific Revolution and the Enlightenment

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:
- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

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<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>PREVIEW: UNIT 4 KEY CONCEPTS</th>
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<tbody>
<tr>
<td>Unit 4: Learning Objective A</td>
<td>KC-1.1</td>
</tr>
<tr>
<td>Explain the context in which the Scientific Revolution and Enlightenment developed in Europe.</td>
<td>The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world.</td>
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<td></td>
<td>KC-1.1.IV</td>
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<tr>
<td></td>
<td>New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.</td>
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LEARNING OBJECTIVE

Unit 4: Learning Objective A
Explain the context in which the Scientific Revolution and Enlightenment developed in Europe.

PREVIEW: UNIT 4 KEY CONCEPTS

KC-2.3
The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

KC-2.3.I
Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith.

KC-2.3.II
New public venues and print media popularized Enlightenment ideas.

KC-2.3.III
New political and economic theories challenged absolutism and mercantilism.

KC-2.3.IV
During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.

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

KC-2.4.III
By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.
TOPIC 5.1

Contextualizing 18th-Century States

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

**LEARNING OBJECTIVE**

**Unit 5: Learning Objective A**

Explain the context in which the European states experienced crisis and conflict from 1648 to 1815.

**PREVIEW: UNIT 5 KEY CONCEPTS**

**KC-2.1**

Different models of political sovereignty affected the relationship among states and between states and individuals.

**KC-2.1.IV**

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

**KC-2.1.V**

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

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LEARNING OBJECTIVE

Unit 5: Learning Objective A
Explain the context in which the European states experienced crisis and conflict from 1648 to 1815.

PREVIEW: UNIT 5 KEY CONCEPTS

KC-2.2
The expansion of European commerce accelerated the growth of a worldwide economic network.

KC-2.2.III
Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

KC-2.3
The spread of Scientific Revolution concepts and practices and the Enlightenment’s application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.

KC-2.3.VI
While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling.

KC-2.3.VI.D
Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.
TOPIC 6.1

Contextualizing Industrialization and Its Origins and Effects

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

PREVIEW: UNIT 6 KEY CONCEPTS

LEARNING OBJECTIVE

Unit 6: Learning Objective A

Explain the context in which industrialization originated, developed, and spread in Europe.

KC-3.1

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

KC-3.1.I

Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.

KC-3.1.II

Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.

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LEARNING OBJECTIVE

Unit 6: Learning Objective A
Explain the context in which industrialization originated, developed, and spread in Europe.

PREVIEW: UNIT 6 KEY CONCEPTS

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

KC-3.2.I
Industrialization promoted the development of new classes in the industrial regions of Europe.

KC-3.2.II
Europe experienced rapid population growth and urbanization, leading to social dislocations.

KC-3.2.III
Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.

KC-3.3
Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

KC-3.3.I
Ideologies developed and took root throughout society as a response to industrial and political revolutions.

KC-3.3.II
Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.
**TOPIC 7.1**

**Contextualizing 19th-Century Perspectives and Political Developments**

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

### Required Course Content

#### LEARNING OBJECTIVE

**Unit 7: Learning Objective A**

Explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914.

#### PREVIEW: UNIT 7 KEY CONCEPTS

**KC-3.4**

European states struggled to maintain international stability in an age of nationalism and revolutions.

**KC-3.4.11**

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.

**KC-3.4.111**

The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

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### LEARNING OBJECTIVE

**Unit 7: Learning Objective A**
Explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914.

### PREVIEW: UNIT 7 KEY CONCEPTS

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

- **KC-3.5.II**
  Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires.

**KC-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.

- **KC-3.6.II**
  Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.