

**Social Studies**  
**European History**  
**Unit 11: Age of Progress**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Beginning with Darwin’s Theory of Evolution students will investigate the impact of scientific studies on the ideas and policies of Europeans at mid-century. Students will investigate the impact of industrialization on various countries and will investigate their reaction to such dynamic forces. Students will consider the facts concerning the emergence of religious revival and will attempt to project how the idea of progress began to formulate. Students will also consider progress as a middle class ideology which carries with it both positive and negative results. Students will seek to outline the origin of communist thought as a reaction to the plight of the human condition and seek to understand socialism and increased government accountability as a compromise to the radicalization of politics within an ever-widening franchise.</li> </ul>
<b>Essential Questions</b>	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> <li>▪ How did the new laws of thermodynamics challenge the old Newtonian view of the universe?</li> <li>▪ Identify some of the new developments in chemistry and biology in the mid- to late- 19 century? What were the practical outcomes of some of these discoveries?</li> <li>▪ What were some of the philosophical ideas of Auguste Comte? How were they characteristic of much of 19<sup>th</sup> century thought?</li> <li>▪ What was Karl Marx’s theory of history? Where did he agree with Hegel? Where did he disagree with Hegel?</li> <li>▪ According to Marx, what was the purpose of the state?</li> <li>▪ How does a capitalist determine the value of a product? How did Marx?</li> <li>▪ Why did Marx feel that the foundations for the collapse of capitalism could be found I the capital system itself?</li> <li>▪ How were Marx’s theories wrong?</li> <li>▪ Why did Marxism have such an appeal for so many people, despite the weaknesses in his thinking?</li> <li>▪ What were the basic scientific principles of Charles Darwin’s theories? How did they challenge established assumptions in science and theology?</li> <li>▪ How did social Darwinists attempt to apply Darwin’s scientific theories to society? What was the argument made by T.G. Huxley regarding Social Darwinism?</li> <li>▪ What was Herbert Spencer’s view of progress?</li> <li>▪ What new social sciences were established in the mid- to late- 19<sup>th</sup> century? How did they reflect the sense that Europe’s was a distinctive civilization, superior to any other?</li> <li>▪ Why did Marx despise the Blanquists?</li> </ul>

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**Essential Questions**

- What were some of the major views of Mikhail Bakunin? Why did Marx disagree with him so much?
- Even though the First International died out by 1872, what lessons were learned there by the future Marxist revolutionaries?
- What is anarchism? Who were their greatest supporters? How were anarchists different in philosophy and practice from the Marxists and other socialists of the late 19<sup>th</sup> century?
- How did the Catholic Church respond to the scientific, technological, political, and social changes that abounded in the last half of the 19<sup>th</sup> century?
- What put the various churches on the defensive and heightened the tensions between church and state?
- What were the main points of Nietzsche’s philosophy? Why was he critical of Christianity?
- What were some of the late 19<sup>th</sup> century arguments in support of anti-Semitism?
- Why did anti-Semitism increase at the end of the 19<sup>th</sup> century in Europe? What was Theodor Herzl’s response to this phenomenon?
- Why is the late 19<sup>th</sup> century –early 20<sup>th</sup> century called “*La Belle Epoque*”?
- What were some of the characteristics of European life during *La Belle Epoque*?
- How did sports reflect the different social classes in the late 19<sup>th</sup> century Western Europe?
- Why did Western Europeans have more leisure time by the end of the 19<sup>th</sup> century? How did they spend that additional leisure time?
- What jobs would most women hold outside the home in the late 19<sup>th</sup> century? How did they fare in the workplace compared to men?
- What were some of the significant changes made in women’s employment by the 1880’s? Why were these changes helpful to the women’s movement?
- What were the prevailing views regarding women’s roles, status, etc., in the 19<sup>th</sup> century society? How were these views beginning to change?
- Why was there so much variety in artistic style by the middle of the 19<sup>th</sup> century?
- How did the various art movements of the mid- to late- 19<sup>th</sup> century reflect the social/political tensions between the individual and society? How were they an expression of the new political/scientific idea of the times?
- How did Realism differ from Romanticism? How did it reflect the economic and social realities of Europe in the mid- 19<sup>th</sup> century?

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	<ul style="list-style-type: none"><li>▪ How did Impressionism/Post-Impressionism represent an artistic revolution?</li></ul>
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<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"><li>▪ The Theory of Evolution had an impact upon late 19<sup>th</sup> century thought equal to or greater than the Protestant Reformation.</li><li>▪ Industrial changes resulted in socialism and communism – Marxist Theory – as a means by which to compensate that which had been denied the general populace.</li><li>▪ Trade, tariffs and imperialism are all a reflection of the inadequacy of governments to handle the new paradigm.</li><li>▪ 19<sup>th</sup> century religion and the evolutionary debates forced people towards a neutral or apathetic view of spirituality and more towards a rationalistic approach.</li><li>▪ 19<sup>th</sup> century diplomatic relations amongst the Great Powers prior to 1870 had been concerned with a balance of power.</li></ul>
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ thermodynamics, Michael Faraday, Dmitri Mendeleev, Louis Pasteur, Joseph Lister, Robert Koch, August Comte, positivism, Karl Marx, Freidrich Engels, <i>The Communist Manifesto</i>, Das Kapital, dialectical materialism, bourgeoisie, proletariat, Charles Darwin, <i>On the Origin of Species</i>, natural selection, survival of the fittest, Social Darwinism, eugenics, Herbert Spencer, Thomas Huxley, <i>Synthetic Philosophy</i>, <i>La Belle Epoque</i>, “English Week”, Marie Montessori, Emile Zola, Henrik Ibsen, Gustave Flaubert, Charles Dickens, August Strindberg, Anton Checkhov, naturalism, determinism, “Victorian” Age, Pre-Rephaelites, Impressionists, Edouard Manet, Edgar Degas, Auguste Renoir, Charles Monet, Camille Pissaro, Paul Cezanne, Henri de Toulouse-Lautrec, Vincent Van Gogh, Paul Gauguin, Georges Seurat, pointillism, symbolism, expressionism, Edvard Munch, <i>Art Nouveau</i>, Claude Debussy, Nikolai Rimsky-Korsakov, Sergei Diaghilev, Igor Stravinsky, Vaslav Nijinsky, First International, Louis-Auguste Blanqui, Pierre Joseph Proudhon, Mikhail Bakunin, anarchism, Prince Peter Kropotkin, Pope Pius IX, <i>Quatra Cura</i>, First Vatican Council, ex cathedra, Pope Leo XIII, Refrum Novarum, Georges Sorel, <i>Reflections of Violence</i>, irrationalism, syndicalism, Henri Bergson, Friedrich Nietzsche, Ubermensch, nihilism, Theodor Herzl, Zionism, <i>Der Judenstaat</i>, Adolph Thiers, Paris Commune, Communards, Third French Republic, General Georges Boulanger, Dreyfus Affair, <i>J’Accuse!</i>, Kaiser Wilhelm II, Eduard Bernstein, Tsar Alexander III, Tsar Nicholas II, Russo-Japanese War (1904-1905), Treaty of Portsmouth, 1905 Revolution, Father Georgi Gapon, “Bloody Sunday”, October Manifesto, Cadets, Sergi Witte Duma, Fundamental Laws, Queen Victoria, William Gladstone, Benjamin Disraeli, David Lloyd George, “People’s Budget”, suffragettes, Emmeline Pankhurst, Millicent Fawcett, Joseph Chamberlain</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Develop greater Reading Comprehension</li> <li>▪ Develop competent Note Taking skills</li> <li>▪ Develop Source Analysis for both Primary and Secondary</li> <li>▪ Create and Deliver Oral Presentations</li> <li>▪ Develop Narrative/Argumentative Essay Writing</li> <li>▪ Demonstrate geographical awareness.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none"><li>a. Develop research questions related to a current social studies issue.</li><li>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</li><li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li><li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</li></ul> <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"><li>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</li><li>b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.</li></ul> <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p><b>Related Maine Learning Results</b></p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none"><li>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</li><li>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</li><li>d. Describe the purpose, structures, and processes of the American political system.</li><li>e. Compare the American political system with examples of political systems from other parts of the world.</li></ul> <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none"><li>a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.</li><li>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</li><li>c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.</li><li>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</li><li>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</li></ul>
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**Related  
Maine Learning  
Results**

- B3. Individual, Cultural, International, and Global Connections in Civics and Government  
Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.
- a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.
  - b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.
- C. Economics
- C1. Economic Knowledge, Concept, Themes, and Patterns  
Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.
- b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.
  - d. Identify and explain various economic indicators and how they represent and influence economic activity.
  - e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.
  - f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.
- C2. Individual, Cultural, International, and Global Connections in Economics  
Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.
- a. Analyze the role of regional, international, and global organizations that are engaged in economic development.
  - b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.
  - c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent

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	immigrant groups in Maine and the United States, and various world cultures.
<b>Related Maine Learning Results</b>	<p>D. Geography</p> <p>D1. Geographic Knowledge, Concepts, Themes, and Patterns  Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> <li>a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.</li> <li>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</li> <li>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</li> <li>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</li> </ol> <p>D2. Individual, Cultural, International, and Global Connections in Geography  Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> <li>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</li> <li>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will read selected excerpts from Mazzini, Garibaldi and Cavour. During class discussion students will forward their views upon the meaning of Risorgimento. Once the group has agreed on the most complete definition of the above they will work on a list of traits comparing Nationalism in France and the United States to that of Italy during the mid-19<sup>th</sup> century.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Students will conduct research on Otto von Bismarck. Students will have made a well substantiated outline for an essay concerning German Unification. The outline will be used as a guide for students to write an in class essay. Students will have 70 minutes to write this essay. Bibliographical information will be handed in with the outline at the end of class.</li> </ul>

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<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University</li><li>○ “A Comparison of the Middle Ages &amp; the Renaissance in Italy” (chart)</li><li>○ “Comparing the Middle Ages, the Renaissance &amp; the Modern World” (chart)</li><li>○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College (lecture outline)</li><li>○ “Revolutions of 1848” (powerpoint)</li></ul></li></ul>
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