



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Western Civilization 1 and 2

Course Description:

The curriculum for this unweighted, required, and introductory course is developed from the [Wisconsin Standards for Social Studies](#). During the first part of this class (Western Civilization 1) students will learn about the origins of human civilization, such as Mesopotamia and Egypt, as well as other later civilizations, including Ancient Greece and Rome, that had a lasting impact on Western Civilization. Western Civilization 1 will end with the Fall of Rome and the stagnation that resulted in Europe known as the Middle Ages. In Western Civilization 2, students will learn about the many changes that occurred in Europe beginning around the 1300's, including the Renaissance, the Reformation, the Age of Exploration, the Scientific Revolution, and the Enlightenment. Western Civilization 2 will culminate with students learning about the Industrial Revolution and the impact that has had on the world. Relationships between the past and present will be explored throughout the class.

Units:

Western Civilization I	Western Civilization II
The Origins of Civilization and Early Civilizations	The Renaissance and The Reformation
Ancient Greece	The Age of Exploration and The Scientific Revolution
The Roman Republic and Empire	The Enlightenment and The Age of Revolutions
The Middle Ages	The Industrial Revolution and New Imperialism

Mastery Standards:

WI Social Studies Standards addressed in this course:

Wisconsin students will examine the impacts of global interconnections and relationships. (SS.Geog3)

Wisconsin students will use historical evidence for determining cause and effect. (SS.Hist1)

Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. (SS.Hist2)

Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. (SS.Hist3)

Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). (SS.Hist4)

Unit	Description of Unit and Learning Targets
Unit Title: The Origins of Early Civilizations <u>Essential Questions:</u> <ul style="list-style-type: none"> What are the characteristics of civilizations? 	Students will... <u>Learning Targets:</u> <ul style="list-style-type: none"> Distinguish the Social Studies disciplines. Explain how geography influenced the development of early civilizations

<ul style="list-style-type: none"> • How do early civilizations compare with one another in regards to geography, religion, achievements, politics, economics, and social systems? (GRAPES) 	<ul style="list-style-type: none"> • Identify and analyze the characteristics of civilizations. (GRAPES) • Evaluate how civilizations still impact the modern world. • Recognize cause-and-effect relationships and multiple causes of events in early world history. • Identify and analyze various types of historical sources appropriate to the study of Early Western Civilization.
<p>Unit Title: Ancient Greece</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How is Ancient Greece the foundation of Western civilization? • How do early civilizations compare with one another in regards to geography, religion, achievements, politics, economics, and social systems? (GRAPES) 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explain how geography shaped the Ancient Greek civilization. • Understand how elements of culture (e.g., values, language, the arts, customs, beliefs, literature) influenced the development of early civilizations. • Compare purposes and sources of power in the most common forms of government (monarchy, oligarchy, democracy, republic, dictatorship) in civilizations. • Describe how democracy developed and functioned in Ancient Greece and how it compares to modern society in regards to democratic principles (e.g., justice, equality, responsibility, freedom). • Explain how Alexander’s conquests led to cultural diffusion taking place in his empire. • Recognize cause-and-effect relationships and multiple causes of events in early world history.
<p>Unit Title: The Roman Republic and Empire</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Can a civilization last forever? • How do early civilizations compare with one another in regards to geography, religion, achievements, politics, economics, and social systems? (GRAPES) 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explain how geography shaped the Ancient Roman civilization. • Explain how a republican form of government developed and functioned within Roman society and how it compares to modern society. • Describe how Rome had an enduring impact on later civilizations. • Identify key factors that led to the rise and fall of the Roman Empire. • Distinguish patterns of development in regards to how things stay the same and how things change over time.
<p>Unit Title: The Middle Ages</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did European medieval society develop with regard to politics, economics, and society/culture? • How do early civilizations compare with one another in regards to geography, religion, achievements, politics, economics, and social 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Describe the political (feudalism), economic (manorialism), and social systems of Europe after the fall of the Roman Empire • Understand the importance of religious influence on society, culture, politics, and education during the Middle Ages. • Describe how the bubonic plague affected the medieval population of Europe. • Describe why the “Middle Ages” is often referred to as the “Dark Ages.”

<p>systems? (GRAPES)</p>	<ul style="list-style-type: none"> Distinguish patterns of development in regards to how things stay the same and how things change over time.
<p>Unit Title: The Renaissance and Reformation</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What caused the Renaissance and Reformation to develop? How did revolutionary ideas lead to political, religious, economic, cultural, scientific and social changes? How did the Renaissance change humans' view of the world? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Describe what events led to the Renaissance and Reformation. Examine the lasting impacts of the Renaissance and Reformation (religion, politics, economics, technology) Use a variety of tools (e.g., primary and secondary sources) to describe and explain the historical context (historical events and conditions) in which a historical source was created.
<p>Unit Title: The Age of Exploration and the Scientific Revolution</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How did explorations of the earth and science change the way people viewed the world? How did revolutionary ideas lead to political, religious, economic, cultural, scientific and social changes? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify how new scientific discoveries challenged traditional views of the earth and nature. Describe the motivations for and results of European exploration. Explain how the advancements of the Scientific Revolution reflect the changes introduced by the Renaissance and Reformation. Evaluate a variety of primary and secondary sources (e.g., primary and secondary sources, data, artifacts) to identify the intended audience.
<p>Unit Title: The Enlightenment/Age of Revolutions</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How did Reason lead to Revolution? How did revolutionary ideas lead to political, religious, economic, cultural, scientific and social changes? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Explain how the spirit of the Enlightenment challenged the status quo in early modern Europe Analyze how political systems were influenced by the ideas of Enlightenment thinkers Evaluate a variety of primary and secondary sources (e.g., primary and secondary sources, data, artifacts) to identify and describe the point of view/perspectives of different individuals and groups.
<p>Unit Title: The Industrial Revolution and the Age of New Imperialism (Colonialism)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What is the connection between the industrial revolution and the age of imperialism? How did revolutionary ideas lead to political, religious, economic, cultural, scientific and social changes? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Compare and contrast traditional ideals with new ideals that emerged during the Industrial Revolution. Analyze how industrialization led to imperialism Identify the economic and political advantages of European nations that lead to their dominance in the world. (e.g. guns, germs, steel) Use a variety of tools (e.g., primary and secondary sources, data, artifacts) to evaluate a variety of primary and secondary sources to interpret the author's purpose.