

DOCUMENT RESUME

ED 083 095

SO 006 323

TITLE Western Europe: History of Western Europe. Grade Eleven. [Resource Unit I, Sub Unit 2.] Project Social Studies.

INSTITUTION Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

BUREAU NO HS-045

PUB DATE 67

NOTE 247p.

EDRS PRICE MF-\$0.65 HC-\$9.87

DESCRIPTORS *Area Studies; Comparative Analysis; Course Content; *Cross Cultural Studies; Cultural Awareness; Educational Objectives; *European History; Grade 11; History; Inquiry Training; Instructional Materials; Resource Units; *Social Studies Units; Teaching Methods; Units of Study (Subject Fields); *Western Civilization

IDENTIFIERS France; Germany; Great Britain; Project Social Studies

ABSTRACT

This subunit on the history of Western Europe is part of one of four resource units for an eleventh grade area studies course. The subunit contains an introduction followed by a list of objectives dealing with generalizations, skills, and attitudes. A double-page format relates objectives, content, teaching procedures, and instructional materials. This subunit emphasizes cultural change and continuity and factors making for change and for persistence of cultural traits. The sub-unit is also built to help pupils analyze similarities and differences in culture among Britain, France, and Germany. It should be helpful in student understanding of differences in the present day political, social, and economic systems of the three countries. The analysis of similarities should help students distinguish the culture area of Western Europe from other culture areas which they will study during the year. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 322. (Author/KSM)

ED 083095

Grade 11
Unit: Western Europe
Sub Unit: History of Western
Europe

U S DEPARTMENT OF
EDUCATION & WEL
NATIONAL INSTITU
EDUCATION
THIS DOCUMENT HAS B
DUCED EXACTLY AS RE
THE PERSON OR ORGANIZ
ATING IT POINTS OF VIE
STATED DO NOT NECESS
SENT OF FICIAL NATIONAL
EDUCATION POSI ION OF

RESOURCE UNIT

54006323

These materials were developed by the Project Social
Studies Center of the University of Minnesota under a
special grant from the U.S. Office of Education.
(Project No. HS-045)

1967

1722
C2

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Europe
: History of Western
Europe

RESOURCE UNIT

These materials were developed by the Project Social
Studies Center of the University of Minnesota under a
special grant from the U.S. Office of Education.
(Project No. HS-045)

1967



FILMED FROM BEST AVAILABLE COPY

INTRODUCTION TO SUB-UNIT ON THE HISTORY OF WESTERN EUROPE

This resource unit includes far more than any teacher can use with one class. Teachers will have to select from it in terms of the general criteria suggested for the course in the eleventh grade guide. Several additional recommendations are made here. First, the Center's staff recommends that, after pupils have studied introductory section (Part A) they turn to the Middle Ages, thus skipping the section on earlier times. The Middle Ages will provide pupils with a chance to study life in a period prior to the many great changes which have altered life so drastically in modern times. Moreover, historians today tend to emphasize far more than in earlier years the medieval sources for many important characteristics of the Western World. The contributions of Greece and Rome to Western Europe are seen more as a consequence of diffusion than as the direct antecedents of modern Western Europe. Therefore, it would be possible to treat the ancient period with an informal lecture, emphasizing the importance of some of the contributions which diffused to the Germanic tribes of Western Europe and were combined by them with their own traditions to produce a new culture. The major goals of this unit can be taught as easily by beginning with a depth study of the Middle Ages as with the study of the earlier period. To do so would also make it easier to reduce drastically the amount of material covered within this sub-unit. However, the Center has included suggestions for teaching the earlier period for those teachers and school systems in which there are strong feelings that such material must be taught. This sub-unit attempts to show how the material can be fitted into the format of the unit and course and used to teach the major objectives of the sub-unit.

Second, it should be remembered that pupils who have come through the Center's tenth grade course will have studied American history and ways in which some of the topics treated in Part F affected the United States. They will have looked at influences of the Enlightenment, at mercantilism, and at the industrial revolution and its effects upon the United States. Therefore, this section of the unit can be cut more drastically than some of the others if pupils have studied the earlier course. It also makes it easier to teach the political theme (Part E) prior to the social-economic theme (Part F), rather than reversing the two themes as would be possible.

It should be noted that this unit emphasizes cultural change and cont factors making for change and for persistence of cultural traits. The uni built to help pupils analyze similarities and differences in culture among France, and Germany. Such an analysis should help explain why Germany bec tatorship in the 1930's when the other two countries did not. It should a students understand differences in the present-day political, social, and systems of the three countries.

The analysis of similarities, on the other hand, should help students the culture area of Western Europe from other culture areas which they will ing the year.

The number of objectives for this sub-unit seems very large. However er should remember that almost all of the generalizations and skills have in earlier grades through different content. Earlier courses have also be to teach most of the attitudes. Therefore, it should not be difficult to generalizations in terms of the content of this unit or to review skills s objectives.

should be noted that this unit emphasizes cultural change and continuity and making for change and for persistence of cultural traits. The unit is also help pupils analyze similarities and differences in culture among Britain, and Germany. Such an analysis should help explain why Germany became a dictator in the 1930's when the other two countries did not. It should also help understand differences in the present-day political, social, and economic of the three countries.

analysis of similarities, on the other hand, should help students distinguish the area of Western Europe from other culture areas which they will study during the year.

The number of objectives for this sub-unit seems very large. However, the teacher should remember that almost all of the generalizations and skills have been taught in earlier grades through different content. Earlier courses have also been developed for most of the attitudes. Therefore, it should not be difficult to test these generalizations in terms of the content of this unit or to review skills suggested as objectives.

OBJECTIVES

The sub-unit on history should make progress toward developing the following:

Generalizations

1. Although culture is always changing, many elements persist for long periods of time.
 - a. Culture traits may change through a process of diffusion.
 - 1.) People who are in contact with each other are likely to borrow cultural traits from each other.
 - 2.) Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.
 - b. Culture traits may change through a process of innovation from within.
 - c. Persistence of cultural traits may be the result of ...the lack of exposure to conditions which further change.
 - d. Some values are conducive to change; some make planned change difficult.
- 1) When people have adopted a fatalistic attitude, change is much less likely than in societies where people believe that "a high degree of mastery over nature and social conditions is possible."
- 2) Traditional societies, which rely on tradition for guidance and do not accept technological change, have slow rates of economic growth.
- e. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of culture (e.g. tools, tactics, etc.) than in such things as basic values.
 - 1) Supernatural beliefs involve aspects of behavior which are usually resistant to change.
- f. Certain aspects of the social structure may inhibit marked social change or innovation.
- g. Changes in one aspect of a society have effects on other aspects; change will ramify whether they are technical in social organization, in ideology, or whatever else is a part of the cultural system.

OBJECTIVES

tory should make progress toward developing the following:

e is always changing,
ersist for long peri-

ts may change through
diffusion.

no are in contact with
er are likely to bor-
ural traits from each

n of people from one
the world to another
the movement of cul-
material objects,
ulting in changes in
to which people mi-

ts may change through
innovation from with-

of cultural traits may
of ...the lack of
conditions which fur-

are conducive to
make planned change

1) When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

2) Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.

e. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of culture (e.g. tools, tactics, etc.) than in such things as basic values.

i) Supernatural beliefs involve complexes of behavior which are usually very resistant to change.

f. Certain aspects of the social structure may inhibit marked social change and innovation.

g. Changes in one aspect of a society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

- 1) All institutions in a society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.
- h. People usually do not discard a cultural trait completely; they are more likely to modify it to fit into new situations.
- i. Even when a major reorganization of a society and its culture takes place, not all of the culture is completely modified.
2. Each culture is unique.
3. A given culture is an integrated whole, based on fundamental postulates or values.
4. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.
 - a. Members of a group influence the behavior of other members by setting up and enforcing norms for proper behavior; they even influence the perceptions of other members.
 - b. Discrimination against a minority group tends to isolate members of the group and promotes of their cultural values.
5. The existence of culture is a man's ability to use symbols and communication. Language enables man to have experiences continuous and to draw previous experience with problems beyond actual physical experience. It makes the cumulateness of culture possible.
 - a. Language facilitates communication and the development of an organized mind and reasoning.
 - b. Writing facilitates communication and the cumulateness of culture.
6. Man uses his physical environment in accordance with his cultural values, perceptions, and level of technology.
 - a. The significance of location is dependent upon cultural development in and outside of a country.
 - b. The topography of a region imposes limitations given a specific technology; however, men are able to overcome many of the limitations.
7. Every economic system faces a lack of enough productive resources to satisfy all human wants. (Resources are used to satisfy one want

All institutions in a society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.

People usually do not discard a cultural trait completely; they are likely to modify it to fit new situations.

When a major reorganization of society and its culture takes place, not all of the culture is completely modified.

Culture is unique.

Culture is an integrated whole, and fundamental postulates or

values in certain societies are expected in certain ways and are good in certain things and bad in other things.

Norms of a group influence the behavior of other members by setting up and enforcing norms for behavior; they even influence the perceptions of other members.

Discrimination against a minority tends to isolate members of

the group and promotes retention of their cultural values and norms.

5. The existence of culture is dependent upon man's ability to use symbols in communication. Language enables man to make his experiences continuous and to apply previous experience with problems to new problems beyond actual physical experience; it makes the cumulativeness of culture possible.
 - a. Language facilitates communication, the development of an on-going culture, and reasoning.
 - b. Writing facilitates communication and the cumulativeness of culture.
6. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
 - a. The significance of location depends upon cultural developments both within and outside of a country.
 - b. The topography of a region may present limitations given a specific level of technology; however, men have learned to overcome many of the earlier limitations.
7. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants. (If resources are used to satisfy one want, they cannot

be used to satisfy another. Only when resources are unemployed, will more expenditures on one thing, lead to the production of more of something else.)

8. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor and capital goods), by the level of technology, and by the efficiency of the organizational structure.
 - a. Output is affected by the quality as well as the quantity of natural resources.
 - b. Output can be increased by the development of tools and power to replace manpower.
 - c. The technology of a society may be made more efficient both by the introduction of new machines and tools and by the way in which production is organized.
 - 1) New technological developments bring improved efficiency to tools and machines and increased labor productivity.
 - 2) Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

- a) Division of labor and organization make possible production.

- d. The use of large amounts of capital outlay for machines and buildings make possible the reduction of cost per unit if they are fully employed; however, they make adjustment to a decline in demand more difficult.

9. Regardless of the kind of economic societies usually go through roughly the same stages of economic growth, and these stages may not be clearly separated from each other.

The transitional stage prior to industrialization sees the growth of factors which upset traditional attitudes and practices, give rise to more liberal attitudes toward technology, change and businessmen, create new markets, lead to more accumulated savings, lead to increased production in agriculture and mining, lead to improved transportation systems, give rise to the establishment of banks and other financial institutions. Though not all of these factors are needed to bring about rapid industrialization.

- b. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development.

atisfy another. Only when unemployed, will more on one thing, lead to the more of something else.)

ic time, the total eco. is affected by the quantity of productive resources (natural resources, labor goods), by the level of and by the efficiency of tional structure.

affected by the quality the quantity of natural

be increased by the de- of tools and power to re- power.

ology of a society may be efficient both by the on of new machines and by the way in which pro- organized.

chnological developments improved efficiency to and machines and increased productivity.

can be increased by a efficient combination of tive resources (by the which production is or- d.)

a) Division of labor and special- ization make possible increased production.

d. The use of large amounts of capital outlay for machines and building (etc.) make possible the reduction of costs per unit if they are fully employed; however, they make adjustment to a decline in demand more difficult.

9. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though these stages may not be clearly separated from each other.

The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

b. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development, in-

vestment in capital goods, and the development of new industries.

10. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.
 11. In a number of societies neither the government nor a market system is important in affecting how resources should be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In all systems reciprocal relationships are combined with a market system or a command system.
 12. In a private enterprise system, it is the market which permits buyers and sellers to deal with one another, which translates demand and supply into a price system, and which is chiefly responsible for the way in which basic economic questions are worked out. The market serves to determine largely what shall be produced, how it shall be produced, and who shall get what part of the production (or national income.) In other words, the market is the main allocating device. However, government policies and factors which interfere with perfect competition also affect the allocation of resources.
- a. Prices are affected by supply and demand. (If the money supply is the same, the demand for goods rises.)
 - 1) Other things being equal, the price of a good rises when there is a short supply as compared to the demand for the good and the supply of the good is less than the demand at the current price.
 - a) Wage rates are affected by supply and demand.
 - 2) Other things being equal, the price for a good (labor, capital), rises when the quantity which will be available for sale is less than the demand.
 - b. Adjustment of a supply to demand is hampered by factors which reduce the mobility of productive resources.
 - c. In a competitive system, neither producers and consumers do not have perfect knowledge of prices and quantity of goods and methods used to reduce costs; consequently, a market system does not always practice as described in theory.

ment in capital goods, and the development of new industries.

amental difference between economic systems is in how and by whom the economic decisions over allocation of resources are made rather than who owns the resources.

ber of societies neither the market nor a command system is important in affecting how resources should be allocated. Such economic systems are determined largely upon tradition and reciprocal relationships which have grown over the past. In all systems reciprocal relationships are combined with a market system or a command system.

private enterprise system, it is a system which permits buyers and sellers to deal with one another, which divides demand and supply into a market system, and which is chiefly responsible for the way in which basic economic questions are worked out. The market system serves to determine largely what shall be produced, how it shall be produced, and who shall get what from the production (or national income). In other words, the market is the primary allocating device. However, government policies and factors which depart from perfect competition also affect the allocation of resources.

- a. Prices are affected by supply and demand. (If the money supply increases while the supply of goods remains the same, the demand for goods usually rises.)
 - 1) Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.
 - a) Wage rates are affected by the supply and demand for labor.
 - 2) Other things being equal, the higher the price for a good (a product, labor, capital), the larger the quantity which will become available for sale.
- b. Adjustment of a supply to demand is hampered by factors which decrease the mobility of productive resources.
- c. In a competitive system, many of the producers and consumers do not have a perfect knowledge of prices and quality of goods and methods used by others to reduce costs; consequently, the market system does not always work out in practice as described in theory.

- d. Collective bargaining enables workers to agglomerate their bargaining power in dealing with employers.
- e. Government policies affect the operation of the market.
 - 1) Government policies toward monopolies and restrictive practices affect business activity both directly by affecting prices and output and indirectly by affecting income distribution.
 - 2) Government labor policies affect business activity directly by affecting hours of work or by restricting child and woman labor.
 - 3) Government taxation policies affect who gets what share of the national income.
 - 4) Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector and bring a rise in business activity.
- 13. In general, people wish to sell their labor, land, or capital for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.
- 14. Levels of living are affected by amount of goods and services money incomes can buy, not just by changing money incomes which may be offset by changes in prices.
 - a. Living levels do not rise unless output of production grows at a rate faster than population.
 - b. In the long run a rise in real income will be achieved only by a rise in labor productivity.
 - c. It is difficult to compare real income over time because of changes in the quality of goods and the substitution of some goods for others.
- 15. People's ideas of what constitute an adequate level of living on one side and poverty on the other change as living levels change.
- 16. A place needs cheap and rapid transportation in order to carry on much business with other places.
 - a. Improved transportation facilities make possible wider and bigger markets for goods as well as give less costly access to resources.
- 17. The development of cities is dependent upon the development of agriculture, specialization, and trade.

bargaining enables workers
rate their bargaining power
with employers.

policies affect the opera-
e market.

ment policies toward monop-
and restrictive practices
business activity both
ly by affecting prices and
and indirectly by affect-
come distribution.

ment labor policies affect
ess activity directly by
ing hours of work or by
cting child and woman labor.

ment taxation policies af-
who gets what share of the
nal income.

ment spending on goods and
ces and for transfer pay-
(pensions, social security,
e) may make up for a lack
mand by the private sector
ing a rise in business
ty.

people wish to sell their
or capital for the highest
ble in order to obtain the
nt of desired goods and ser-
e.

14. Levels of living are affected by the amount of goods and services money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.

a. Living levels do not rise unless output of production grows at a faster rate than population.

b. In the long run a rise in real wages will be achieved only by a rise in labor productivity.

c. It is difficult to compare real wages over time because of changes in the quality of goods and the substitution of some goods for others.

15. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.

16. A place needs cheap and rapid transportation in order to carry on much trade with other places.

a. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

17. The development of cities is dependent upon the development of agricultural surpluses, specialization, and trade.

18. An increase in population occurs when the birth rate plus immigration is greater than the death rate plus emigration.
19. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
- a. Class membership has certain effects on life and behavior; that is, it carries with it certain class correlation.
 - b. Members of a class can move out of the class by various means, and this mobility may be up or down.
20. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.
- a. Groups may engage in power conflict; one group may try to dominate another in order to take something from it, such as labor or wealth.
 - b. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations may result from conflicts where primarily pragmatic interests of the participants are involved.
 - c. Conflict serves to establish and maintain the identity lines of societies and one-party countries (to identify the party to try or invent an "enemy party together.")
- d. Continued engagement is to bring about the accords of common rule and conduct of conflict.
 - e. Conflicts in which people they are fighting for are likely to be fiercer than those which involve only personal relations; serious conflict is likely to aim at the complete annihilation or conversion of the other party.
21. Decision-making is affected by several factors.
- a. Any decision is in part determined by the internalized values and the experience of the person making the decision.
 - b. The institutions of government determine the arena or the conditions in which authoritative decisions are made; these institutions thus affect those decisions.
22. Decision-making in a democracy is by several groups and is affected by varying influences.

increase in population occurs when birth rate plus immigration is greater than the death rate plus emigration.

Things valued by a society are there will be differentiated according to control of these valued and things by sub-groups within the

membership has certain effects on life and behavior; that it, it goes with it certain class correlation.

Members of a class can move out of class by various means, and this mobility may be up or down.

In political conflict there is a struggle for scarce values or goals; each tries to use the political system in its goals.

Groups may engage in power conflict; a group may try to dominate another in order to take something from it, such as labor or wealth.

Conflict may bring together other-unrelated persons and groups. Alliances and temporary associations result from conflicts where primarily pragmatic interests of the participants are involved.

Conflict serves to establish and

maintain the identity and boundary lines of societies and groups. (In one-party countries it is necessary to identify the party with the country or invent an "enemy" to hold the party together.)

- d. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.
 - e. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.
21. Decision-making is affected by a number of factors.
- a. Any decision is in part a product of the internalized values, the perceptions and the experiences of the person making the decision.
 - b. The institutions of government constitute the arena or the structure within which authoritative decisions of the political process are made; they thus affect those decisions.
22. Decision-making in a democracy is shared by several groups and is subject to varying influences.

23. Decision-making in an oligarchy rests with a small group.
- a. In a totalitarian country there is no separation of powers between those who make and those who carry out policy.
24. Political power may rest in formal governmental positions, but it need not.
- a. Every decision-maker is dependent on advice, knowledge, information, political intelligence; as a result, those advisors who can provide him with them have an important base for exerting power and influence on the official.
25. The individual citizen or participant in the political system approaches the political process with a complex of political attitudes, outlooks, values, and goals.
- a. Agencies of political socialization include those within the political system as well as those without; in fact, totalitarian political systems are marked by governmental dominance of this process.
 - b. Freedom is culturally determined; an individual has to be taught what options are, how one goes about exercising them, why he should exercise them.
26. Political activity by which the individual seeks his goals and interests through the political system, takes any of a number of forms, depending on the nature of the political system, and varies greatly in intensity.
27. The contrast between democratic and authoritarian political systems may be looked at as a conflict in basic underlying values.
- a. There is a difference in valuation about the individual, his abilities, and competence; democracy accords the individual a greater role in the direct determination of his destiny.
 - 1) The history of democracy over the last several centuries has been one of the gradual expansion of the electorates by the elimination of voting qualifications.
 - b. The democratic system includes the following values: respect for individual personality and individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.

in an oligarchy rests
group.

in a totalitarian country there is
a concentration of powers between those
and those who carry out

may rest in formal gov-
ernments, but it need not.

Decision-maker is dependent on
knowledge, information, politi-
cal influence; as a result, those
who can provide him with
an important base for ex-
ercise and influence on the

When a citizen or participant
in a political system approaches the
issue with a complex of po-
ssibilities, outlooks, values,

political socialization
within the political
system is all as those without; in
totalitarian political systems
by governmental dominance
is essential.

b. Freedom is culturally determined; the
individual has to be taught what the
options are, how one goes about exer-
cising them, why he should exercise
them.

26. Political activity by which the individual
seeks his goals and interests through
the political system, takes any number
of forms, depending on the nature of the
system, and varies greatly in incidence.

27. The contrast between democratic and non-
democratic political systems may be
looked at as a conflict in basic under-
lying values.

a. There is a difference in value assump-
tion about the individual, his worth
and competence; democracy accords the
individual a greater role in the di-
rect determination of his destiny.

1) The history of democracy over the
last several centuries has been
one of the gradual expansion of
electorates by the elimination of
voting qualifications.

b. The democratic system includes the
following values: respect for the in-
dividual personality and individual
freedom, belief in rationality,
equality, justice, rule by law, and
constitutionalism.

- c. In totalitarian countries the individual's rights are sacrificed for the good of the state.
28. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.
29. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.
30. Representative democracies have almost entirely replaced direct democracy, largely for the practical reasons of great numbers and geographical area and the increased need for expertise in policy-making.
31. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.
32. Political revolutions are usually the result of multiple causes.
33. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are likely really oligarchies. (The scope of government and the various demands demand a variety of which one man does not possess.
34. Totalitarianisms extend to politics far beyond the usual almost all aspects of life.
- a. The unity and homogeneity which totalitarianism is contrary to the pluralism of democracy. (Totalitarianism tolerates the existence of institutions which may diminish those to the detriment of the state.)
- b. Totalitarianism finds it difficult to coerce a large population; instead it controls by controlling wills, through the use of symbols and mass media.
- 1) Totalitarianisms manipulate the content of the mass media for the propagation of symbolic purposes and totalitarian political systems.
- c. Industrial conflict does not exist in all societies; it does not require dictatorship which uses to suppress internal conflict.
35. Since democracy is the chief expectation of the times,

totalitarian countries the individual rights are sacrificed for the good of the state.

Its relationship to democracy is a clear and obvious one; the organization of activities, the competition in goals, the ability to oppose which democracy allows, all depend on a high degree of personal freedom.

Values are important for the structure they give to the political system, answers they give to ambiguous situations, and the cues for responses they suggest.

Representative democracies have almost always replaced direct democracy, not for the practical reasons of numbers and geographical area but for an increased need for expert decision-making.

Democracy does not bear up well in societies in which basic dissatisfactions are social and economic institutions revail and become the focus of social competition.

Political revolutions are usually the result of multiple causes.

It is unlikely that one could find genuine autocracies (rule by one) in a modern government; they are really oligarchies. (The scope

of government and the variety of clientele demand a variety of skills which one man does not possess.)

34. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

a. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)

b. Totalitarianism finds it impossible to coerce a large population constantly; instead it coerces indirectly by controlling wills, fears, etc. through the use of symbols and mass media.

1) Totalitarianisms may seek to alter the content of the arts to use them for the propagandistic and symbolic purposes of the totalitarian political system.

c. Industrial conflict does not occur in all societies; it does not occur in a dictatorship which uses force to suppress internal conflict.

35. Since democracy is the chief political expectation of the times, oligarchies

- have had to accept the symbols and forms of democracy if not its substance.
- a. Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention and experience.
36. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of many.
 37. Recent totalitarianisms have often been symbolized and epitomized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.
 38. Individuals know the political system as a series of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
 - a. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.
 - b. Control of political communication is effective control of political behavior.
39. Countries are more intolerant of them if they consider subversive in times of crisis and threats from abroad during times when they face no threats.
 40. Constitutions may be written down but in some cases they exist without in large part as custom and tradition.
 - a. Constitutions change by formal amendment and by changes in custom and interpretation.
 41. The separation of powers is intended and does produce institutional delay and does delay more often than parliamentary systems do. (Deadlock is ruled out by the dependence of the cabinet on the on-going support of a majority of legislators.)
 42. Every legislature is directly dependent on the electoral and constituent body which produces it; the composite loyalties of the members affect the operation of the legislative body.
 43. The political importance of the legislature depends largely on whether or not it has the responsibility for declaring war and other two branches unconstitutional.
 44. The relative centralization or decentralization of power within political systems is related to the centralization of power.

accept the symbols and
ocracy if not its substance.

es maintain themselves with-
rms of democracy by control
ces, information, attention
ence.

ary oligarchies the polit-
ecomes the instrument by
w govern in the name of

tarianisms have often been
nd epitomized by the po it-
Instead of demanding the
al loyalty to the abstrac
state, the totalitarian re-
izes that loyalty in the

know the political system as
ges and pictures created for
unicators; they react to
rather than to the real
al people.

rical communication depends
e of symbols, negative and
stereotypes, and other co.
n shortcuts; effective com-
b depends on the effective
on of those symbolic tools.

political communication
ve control of political

39. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.
40. Constitutions may be written documents, but in some cases they exist wholly or in large part as custom and traditions.
 - a. Constitutions change by formal amendment and by changes in custom and interpretation.
41. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do. (Deadlock is ruled out of the operation of parliamentary systems by the dependence of the cabinet on the on-going support of a majority of the legislators.)
42. Every legislature is directly a product of the electoral and constituency system which produces it; the composition and loyalties of the members affect access of different groups in society to the legislative body.
43. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.
44. The relative centralization or decentralization of power within political parties is related to the centralization or de-

centralization of authority within the political system as a whole.

45. Frustration may result in aggression or scapegoating.

a. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people, or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

46. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits which they consider undesirable onto other people; many prejudiced people are authoritarian personalities.

47. People try to work out rationalizations for behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

48. The behavior of people in crowds differs from their behavior in institutions.

49. The world is a community of independent countries.

a. People in most societies depend upon people who live in other communities, regions, or nations for goods and services which they need for their goods.

b. War seems to be the result of interrelated causes.

c. War has serious psychological effects upon people in war-torn areas.

50. The international system is organized as a series of power relations.

a. There are many sources of international power in dealing with international relations.

1) Military capacity is an important factor in the development of international power but not necessarily or even the dominant factor.

2) Differences in population and industrial capacity are reflected in differences in international power; that is, population and industrial capacity are important bases of international power.

b. Nations may pool their power.

ization of authority within the
l system as a whole.

ion may result in aggression
goating.

ration may result in aggression;
cultural norms are strongly op-
i to aggression toward certain
le, or people are frustrated by
ts beyond their control or the
rol of people whom they know,
aggression may be turned against
rs who become scapegoats.

arian personalities tend to be
ist, to use stereotyped thinking,
project their own traits which
nsider undesirable onto other
many prejudiced people are au-
rian personalities.

try to work out rationalizations
avior which is inconsistent with
asic values; racism is a relative-
nt development which has served
tionalization for discrimination
other races.

al beliefs involve strongly-
attitudes which affect behavior
at the conscious and uncon-
us level.

avior of people in crowds differs
eir behavior in institutions.

49. The world is a community of interdepend-
ent countries.

- a. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.
- b. War seems to be the result of multiple, interrelated causes.
- c. War has serious physical and psychological effects upon people in war-torn areas.

50. The international system may be looked at as a series of power relationships.

- a. There are many sources or bases of national power in dealing with other nations.
 - 1) Military capacity is an important factor in the development of national power but not the only one or even the dominant one.
 - 2) Differences in population, resources and industrial capacity are reflected in differences in national power; that is to say, they are important bases or components of national power.

b. Nations may pool their power behind

common goals in varying systems of alliances and combinations.

- c. In the international system, inequalities of power only invite the use of some form of coercion; the balance of power strategy is based on this premise.

51. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.

- a. Nationalism leads to a high degree of intense support within the country for the goals and instruments a nation chooses to use in international affairs.

52. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.

53. Social scientists develop hypotheses to guide their investigations.

54. A person's frame of reference affects his perceptions and interpretations.

- a. A person's frame of reference is affected by his total life experiences

and affects his perceptions and interpretations.

- b. It is impossible to understand the meaning of a piece of writing without understanding the author of reference and use of vocabulary.

55. The use of different criteria requires different classifications.

Skills

The broad skill toward which teaching is ultimately directed is underlined. An aspect of a skill or an understanding to learn a skill is in plain type.

1. Attacks problems in a rational manner.

- a. Sets up hypotheses.
- b. Sets up ways of testing hypotheses.
- c. Identifies value conflicts.
- d. Considers the relevance of each social science discipline, and the type of questions asked and analytical concepts used in the relevant disciplines to help him attack the problem.

2. Gathers information effectively.

- a. Listens or reads for main ideas.
- b. Reads for details.

als in varying systems of
and combinations.

ernational system, in-
of power only invite the
e form of coercion; the
power strategy is based
emise.

usually makes people pre-
ert resources and effort
in which they will make
tribution to national

m leads to a high degree
e support within the coun-
e goals and instruments a
poses to use in internation-

y considerations are af-
ology, considerations of
-interest, perceptions of
nships, expectations about
ions will act, and domes-
at home.

ists develop hypotheses
r investigations.

ame of reference affects
ons and interpretations.

s frame of reference is af-
his total life experiences

and affects his perceptions and inter-
pretations.

- b. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

55. The use of different criteria results in different classifications.

Skills

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Attacks problems in a rational manner.

- a. Sets up hypotheses.
- b. Sets up ways of testing hypotheses.
- c. Identifies value conflicts.
- d. Considers the relevance of each of the social science disciplines, and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

2. Gathers information effectively.

- a. Listens or reads for main ideas.
- b. Reads for details.

- c. Draws inferences from tables and charts.
3. Evaluates information.
- a. Checks on the accuracy of information.
 - 1) Checks on the bias and competency of authors.
 - a Differentiates between primary and secondary sources.
 - 2) Looks for points of agreement and disagreement among witnesses and authors and other sources of information.
 - 3) Listens for persuasion techniques.
 - 4) Differentiates between facts, inferences and value judgments.
 - 5) Differentiates between facts and estimates.
 - 6) Identifies and examines assumptions to decide whether or not he can accept them.
 - a) Identifies cultural assumptions.
 - b. Detects inconsistencies.

- c. Checks on the completeness and is wary of generalization on insufficient evidence.
 - 1) Examines sample used to see if it is representative of population for which conclusions are being made.
 - 2) Identifies card stacking.
 - 3) Looks for causative information other than those mentioned.
 - a) Rejects post-hoc fallacy; looks for another cause that may have caused the effect.

Attitudes

1. IS CURIOUS ABOUT SOCIAL DATA.
2. IS SCEPTICAL OF THE FINALITY OF CONCLUSIONS; CONSIDERS GENERALIZATIONS TENTATIVE, ALWAYS SUBJECT TO REVISION IN LIGHT OF NEW EVIDENCE.
3. IS SCEPTICAL OF CONVENTIONAL WISDOM; DEMANDS THAT WIDELY-HELD ASSUMPTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.
4. VALUES OBJECTIVITY AND DEPENDS ON EVIDENCE.

s inferences from tables and
ts.

es information.

ks on the accuracy of infor-
on.

Checks on the bias and compe-
tency of authors.

a) Differentiates between pri-
mary and secondary sources.

Looks for points of agreement
and disagreement among witnesses
and authors and other sources of
information.

Listens for persuasion techniques.

Differentiates between facts, in-
ferences and value judgments.

Differentiates between facts and
estimates.

Identifies and examines assump-
tions to decide whether or not he
can accept them.

a) Identifies cultural assump-
tions.

ects inconsistencies.

c. Checks on the completeness of data
and is wary of generalizations based
on insufficient evidence.

1) Examines sample used in study to
see if it is representative of the
population for which generaliza-
tions are being made.

2) Identifies card stacking.

3) Looks for causative factors other
than those mentioned in source of
information.

a) Rejects post-hoc arguments;
looks for another factor which
may have caused the later event.

Attitudes

1. IS CURIOUS ABOUT SOCIAL DATA.

2. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE,
CONSIDERS GENERALIZATIONS AND THEORIES AS
TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE
LIGHT OF NEW EVIDENCE.

3. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND
DEMANDS THAT WIDELY-HELD AND POPULAR NO-
TIONS BE JUDGED IN ACCORDANCE WITH STAND-
ARDS OF EMPIRICAL VALIDATION.

4. VALUES OBJECTIVITY AND DESIRES TO KEEP

HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

- a. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
5. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
6. EVALUATES SOURCES OF INFORMATION.
7. VALUES THE SCIENTIFIC METHOD.
 - a. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.
8. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.
9. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.
10. IS PATIENT WITH ATTEMPTED REFORMS; LOOKS AT CURRENT SITUATIONS FROM THE PERSPECTIVE OF THE TIME NEEDED FOR CHANGES IN THE PAST.
11. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.
12. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.
13. APPRECIATES AND RESPECTS THE CONTRIBUTIONS OF OTHER COUNTRIES, RELIGIONS.
14. VALUES HUMAN DIGNITY.
15. SUPPORTS FREEDOM OF THOUGHT AND OPINION.
16. VALUES PROCEDURAL SAFEGUARDS FOCUSED OF CRIMES.
17. HAS A REASONED LOYALTY TO THE UNITED STATES AND DESIRES TO MAKE IT AN EVER-BETTER WHICH TO LIVE.
18. DESIRES TO PROTECT THE RIGHTS OF

FROM AFFECTING HIS INTER-
OF EVIDENCE.

EVIDENCE EVEN WHEN IT CON-
PREJUDICES AND PRECONCEP-

D TO THE FREE EXAMINATION
TTITUDES AND DATA.

SOURCES OF INFORMATION.

SCIENTIFIC METHOD.

HE SCIENTIFIC METHOD AND
THOUGHT AS APPLIED TO
S WELL AS TO NATURAL DATA.

L OF SINGLE-FACTOR THEORIES
N.

GE AS A MEANS OF ACHIEVING
DES NOT EQUATE CHANGE WITH

WITH ATTEMPTED REFORMS;
RENT SITUATIONS FROM THE
OF THE TIME NEEDED FOR
THE PAST.

THE POSSIBILITIES OF IM-
AL CONDITIONS.

TUTIONS AS A MEANS OF PRO-
WELFARE, NOT BECAUSE OF
S WILLING TO CHANGE IN-
S TIMES CREATE NEW PROBLEMS.

13. APPRECIATES AND RESPECTS THE CULTURAL CON-
TRIBUTIONS OF OTHER COUNTRIES, RACES AND
RELIGIONS.

14. VALUES HUMAN DIGNITY.

15. SUPPORTS FREEDOM OF THOUGHT AND EXPRES-
SION.

16. VALUES PROCEDURAL SAFEGUARDS FOR THOSE AC-
CUSED OF CRIMES.

17. HAS A REASONED LOYALTY TO THE U.S. AND DE-
SIRE TO MAKE IT AN EVER-BETTER PLACE IN
WHICH TO LIVE.

18. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

SUB-UNIT ON HISTORY OF WESTERN EUROPE

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA.

OUTLINE OF CONTENT

III. The culture of Western Europe is a result of the diffusion of cultural traits from the East and upon innovation from within. It is characterized by both cultural continuity and change.

A. Historians try to recreate the past to the best of their ability by using facts and written records which they obtain.

1. They believe that an event is explained merely by certain generalizations or laws based on the total situation leading up to it. However, they are not sure about the value of historical action.

SUB-UNIT ON HISTORY OF WESTERN EUROPE

OUTLINE OF CONTENT

IOUS ABOUT SOCIAL DATA.

- III. The culture of Western Europe is based upon both diffusion of cultural traits from other peoples and upon innovation from within. It illustrates both cultural continuity and cultural change.
 - A. Historians try to recreate events of the past to the best of their ability given the artifacts and written records which they can obtain.
 1. They believe that an event cannot be explained merely by certain social science generalizations or laws but must be explained in terms of the total context of events leading up to it. However, they differ about the value of history as a guide to action.

TEACHING PROCEDURES

MATERIALS

1. Tell the class that they are now going to study something about how Western Europe came to be what it is today. Point out that both historians and non-historians differ about the values of history. Some argue that we can generalize from past events and learn to avoid mistakes of peoples in past eras. Others argue that history never repeats itself and so we cannot expect generalizations about the past to hold true in the present or future -- the conditions necessary for the generalization to be true are not the same. Still others argue that history cannot enable us to predict exact consequences but can help us predict possible consequences of certain courses of action with greater accuracy than we could just by sheer guess-work.

Ask: Which of these positions do you think you would take at the present time? Why? Then point out that as they study the course of European history they should keep these points of view in mind and see if they change their present opinion.

Also point out that historians generally believe that past events are necessary to explain events which follow and things which are happening today. They would accept this idea whether or not they agree that one can generalize from history or use history to predict or help one choose a course of action. As pupils study this section of the Unit on Western Europe and other units during the year, they should try to decide whether or not they agree.

2. Now give pupils a quick overview of the sub-unit on the history of Western Europe. Also give them a list of suggested individual and small group activities on which they might work during the sub-unit on the history of

A. IS CURICUS ABOUT SOCIAL DATA.

S. Checks on the completeness of data.

2. Historians and other scientists try to recreate the historical past but they try to come as close as possible.

a. Historians and other social scientists who try to recreate the past are limited (or capped by incomplete records and written accounts).

REGUS ABOUT SOCIAL DATA.

s on the completeness of data.

2. Historians and other scientists cannot hope to recreate the historical past completely, but they try to come as close to doing so as possible.
 - a. Historians and other social scientists who try to recreate the past are handicapped by incomplete records (artifacts and written accounts).

Western Europe. Let them suggest others and then write down their first three choices on slips of paper to be turned in at the end of the hour. Give them their assignments the next day,

3. Give pupils a word association test. They should write down the first three words they think of as you say the following words: Greece, Rome, Middle Ages. Have a committee classify the words in groups and report on the kinds of things with which pupils associate each word.

4. Say: We are going to spend a few days now investigating prehistoric man and the men of ancient civilizations. Suppose you were a scientist and wanted to find out what men were like and how they lived before men developed writing. How would you approach your task? What sources might you be able to use? Why would artifacts present only an incomplete picture of how early men lived?

Stavrinos, Reading World History, pp. White, Lost Worlds. Ceram, March of Archaeology, esp. pp. 32-51 and Deetz, Invitation to Archaeology.

Have all members of the class read some article or book or sections of a book on the work of physical anthropologists and archaeologists who are trying to find out what early man was like and how he lived in prehistoric times.

Afterwards discuss: Why is it difficult to be sure about the conclusions which these scientists draw? Would you expect a textbook published in the 1930's and a text published in the last few years to have a similar interpretation on the prehistoric period and early men? Why or why not?

5. Have some pupil compare the treatment of prehistoric men, especially those living in Mesopotamia and Egypt, in a text of the 1930's and one published in very recent times. Be sure to select a recent one which includes an up-to-date interpretation based upon recent findings. The pupil

ope. Let them suggest others and then write first three choices on slips of paper to be at the end of the hour. Give them their as- the next day.

a word association test. They should write first three words they think of as you say the words: Greece, Rome, Middle Ages. Have a classify the words in groups and report on the things with which pupils associate each word.

be going to spend a few days now investigating man and the men of ancient civilizations. were a scientist and wanted to find out what like and how they lived before men developed how would you approach your task? What sources be able to use? Why would artifacts present complete picture of how early men lived?

members of the class read some article or book of a book on the work of physical anthropologists who are trying to find out what as like and how he lived in prehistoric times.

discuss: Why is it difficult to be sure about ions which these scientists draw? Would you textbook published in the 1930's and a text published the last few years to have a similar interpretation of the prehistoric period and early men? Why or

pupil compare the treatment of prehistoric men, those living in Mesopotamia and Egypt, in a 1930's and one published in very recent times. select a recent one which includes an up-to-date interpretation based upon recent findings. The pupil

Stavrianos, Readings in World History, pp. 35-40.
White, Lost Worlds.
Ceram, March of Archaeology, esp. pp. 32-51 and book 4.
Deetz, Invitation to Archaeology.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

b. Historians must apply various techniques of historical criticism to decide whether or not a document is what it purports to be, how much faith to put in what it has written about events.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Checks on the bias and competency of authors.

S. Distinguishes between facts, inferences and value judgments.

PTICAL OF THE FINALITY OF
DGE, CONSIDERS GENERALIZATIONS
ORIES AS TENTATIVE, ALWAYS
T TO CHANGE IN THE LIGHT OF
IDENCE.

- b. Historians must apply various techni-
ques of historical criticism to try to
decide whether or not an artifact or
document is what it purports to be and
how much faith to put in what an author
has written about events.

on the completeness of data
wary of generalizations
on insufficient evidence.

on the bias and competency
hors.

distinguishes between facts, infer-
and value judgments.

should prepare a dittoed sheet for the class on any differences he finds.

6. Another pupil might investigate the hoax of the Piltdown Man and report his findings to the class.

7. Tell the class about Beard's 4-fold classification of history: history as actuality, history as remains, history as authenticated facts, and history as interpretation.

Now ask: Do you think that historians are able to recreate history as actuality for periods after men learned to write? What problem would the historian face in trying to recreate history from written records? Use further questions as needed to help pupils understand the problems raised by incomplete records (e.g. the lack of a number of witnesses to an event, the sample bias created by the selectivity of those who wrote), the biases which they might present, and the possibilities of fraud in written accounts.

8. Perhaps have a pupil report on historical forgeries. Or tell the class about a few examples to help them understand why the historian must investigate the question "Is this document what it purports or pretends to be?" as well as the question "How much faith can we put in this document as a presentation of what actually happened?"

See any book on
ical method.

If pupils have come through earlier courses in the Centers curriculum, they should have a fairly good idea already about the kinds of questions which need to be asked about the bias and competency of witnesses and authors. If not,

The Shaping of V
ciety, Unit 1 (Lesson plans).

Give a dittoed sheet for the class on any difficulties.

Students might investigate the hoax of the Piltdown and report his findings to the class.

Discuss about Beard's 4-fold classification of history as actuality, history as remains, history as stated facts, and history as interpretation.

Ask students if they think that historians are able to recreate actuality for periods after men learned to write? How would the historian face in trying to recreate written records? Use further questions as follows to help pupils understand the problems raised by historians (e.g. the lack of a number of witnesses to check a sample bias created by the selectivity of sources), the biases which they might present, and the possibilities of fraud in written accounts.

Assign a pupil report on historical forgeries. Or discuss about a few examples to help them understand the question a historian must investigate the question "Is this what it purports or pretends to be?" as well as the question "How much faith can we put in this documentation of what actually happened?"

Students who have come through earlier courses in the Center should have a fairly good idea already of questions which need to be asked about the competency of witnesses and authors. If not,

See any book on the historical method.

The Shaping of Western Society, Unit I (reading and lesson plans).

- G. The use of different criteria result in different classifications.
 - G. A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.
 - S. Identifies and examines assumptions to decide whether or not he can accept them.
 - S. Distinguishes between facts, inferences and value judgments.
 - S. Checks on the bias and competency of authors.
 - S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
 - S. Sets up hypotheses.
 - S. Looks for points of agreement and disagreement among witness and authors and other sources of information.
 - G. Social scientists develop hypotheses to guide their investigations.
- c. Both original authors of documents and historians in terms of their frame

of different criteria re-
different classifications.

- c. Both original authors of historical documents and historians interpret events in terms of their frame of reference.

on's frame of reference is
ed by his total life exper-
and affects his perceptions
interpretations.

Files and examines assumptions
de whether or not he can ac-
hem.

quishes between facts, infer-
and value judgments.

on the bias and competency
hors.

on the completeness of data
wary of generalizations
on insufficient evidence.

o hypotheses,

For points of agreement and
reement among witness and
s and other sources of in-
ion.

scientists develop hypotheses
de their investigations.

you may wish to use several of the lessons developed by the Carnegie Institute of Technology to help pupils understand what history is and how a person's frame of reference affects what he writes and how he interprets events.

9. Even if pupils have come through the earlier courses, you might use several of the Carnegie lessons such as the transcript of the recording by Bikel on "Digging the Weams" or the recording itself; the ink blot transparency to illustrate how a person's frame of reference can affect interpretations, and the story of the miracle during the early days of feudalism. Use the Carnegie Guide's suggestions for questions to help pupils understand the problems of reconstructing history from incomplete remains, the influence of a person's frame of reference, and the problem of deciding how much faith to put in a document.

The Shaping of West
ciety,
Recording: Bravo,
Electra #175.

to use several of the lessons developed by the Institute of Technology to help pupils understand history is and how a person's frame of reference affects what he writes and how he interprets

Students have come through the earlier courses, use several of the Carnegie lessons such as the concept of the recording by Bikel on "Digging" or the recording itself; the ink blot transcription. Illustrate how a person's frame of reference affects interpretations, and the story of the miracle of the early days of feudalism. Use the Carnegie suggestions for questions to help pupils understand the problems of reconstructing history from fragments, the influence of a person's frame of reference, and the problem of deciding how much faith to place in a document.

The Shaping of Western Society.

Recording: Bravo, Bikel,
Electra #175.

5. Considers the relevance of each of the social science disciplines, and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
- G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.
- G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.
- G. Culture traits may change through a process of diffusion.
- B. The roots of Western European culture can be found in the merging of cultures from the Middle East by the classical culture of ancient Greece, ideas of the Judo-Christian culture of the tribes who swept across Europe and later brought about the Roman Empire.

ers the relevance of each of
cial science disciplines,
es the type of questions
and the analytical concepts
n the relevant disciplines
o him analyze the problem.

impossible to understand the
g of a piece of writing with-
derstanding the author's frame
erence and use of vocabulary.

impossible to understand the
g of a piece of writing with-
derstanding the author's frame
erence and use of vocabulary.

e traits may change through
ess of diffusion.

- B. The roots of Western European civilization can be found in the merging of culture borrowed from the Middle East by the Greeks, the classical culture of ancient Greece and Rome, the ideas of the Judo-Christian religions, and the culture of the tribes who swept into Western Europe and later brought about the downfall of the Roman Empire.

10. Point out that the class will be paying some attention to the ancient Greek civilization because many historians believe that Western European culture is based in part upon cultural traits developed in ancient Greece.

Guthrie, The Greek
Myths, ch. 1.

Now have a good student illustrate on the chalkboard some of the difficulties which historians face in studying Greek records because of the changing meaning of words. He might write certain key words on the chalkboard and define them as the ancient Greeks did -- or even show changing meanings of these words for the Greeks as well as our typical English translations.

11. Tell the class that although most historians would identify Ancient Greece as the first of the Western European cultures, most also feel that one must know something about earlier life in Asia Minor because of the fact that important elements of Greek culture were borrowed or adapted from the great river valley civilization of the Tigris-Euphrates Valley. Moreover, to understand the accomplishments of this earliest of civilizations in the world, one must know something about how early men lived prior to the development of such a civilization.

the class will be paying some attention to Greek civilization because many historians think that Western European culture is based in part on cultural traits developed in ancient Greece.

Guthrie, The Greek Philosophers, ch. 1.

Each student illustrate on the chalkboard the difficulties which historians face in studying the records because of the changing meaning of words. They might write certain key words on the chalkboard and use them as the ancient Greeks did -- or compare the changing meanings of these words for the words as our typical English translations.

It is noted that although most historians would identify ancient Greece as the first of the Western European civilizations, most also feel that one must know something about the earlier life in Asia Minor because of the important elements of Greek culture were borrowed from the great river valley civilization of the Tigris-Euphrates Valley. Moreover, to understand the developments of this earliest of civilizations in the West, one must know something about how early men went about the development of such a civilization.

- G. Culture traits may change through a process of innovation from within.
 - G. Output can be increased by the development of tools and power to replace manpower.
 - G. Changes in one aspect of a society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
 - G. Language facilitates communication, the development of an on-going culture, and reasoning.
 - A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.
 - G. Culture traits may change through a process of innovation from within.
 - G. Output is affected by the quality as well as the quantity of natural resources.
- 1. The first civilization in Ancient Crete and Greece grew heavily from the traditions which developed in the East.
 - a. Prior to the development of civilizations in the river valleys, early men had developed several extremely important inventions.
 - 1) Men developed a spoken language which facilitated communication and the development of culture.
 - 2) Men began to make tools from stone.
 - 3) Men finally learned to domesticate animals for food rather than rely on hunting and food gathering. This meant that they could produce a large number of articles and goods, which was a pre-requisite for nomadic life.
 - 4) Man learned to use fire.
 - b. The earliest civilizations grew in the river valleys.
 - 1) Perhaps only on land that was irrigated or fertilized by floods. The first crops to be grown were those that could grow enough food to

1. The first civilization in Europe developed in Ancient Crete and Greece, but both borrowed heavily from the earlier civilizations which developed in the ancient Middle East.

a. Prior to the development of the great civilizations in the river valleys, early men had developed a number of extremely important inventions.

- 1) Men developed a spoken language which facilitated communication and the development of culture.
- 2) Men began to make tools of wood and stone.
- 3) Men finally learned to grow grain and domesticate animals; they settled down to raise food rather than relying upon roving hunting and food gathering. This also meant that they could make and use a number of articles which were too cumbersome for nomad groups to use.
- 4) Man learned to use and then make fire.

b. The earliest civilizations developed in river valleys.

- 1) Perhaps only on land irrigated and fertilized by floods could man prior to certain technological developments grow enough food to support large pop-

traits may change through
ess of innovation from with-

can be increased by the de-
ent of tools and power to re-
manpower.

s in one aspect of a society
ave effects on other aspects;
s will ramify whether they
chnological, in social organ-
n, in ideology, or whatever
s a part of the cultural sys-

ge facilitates communication,
velopment of an on-going cul-
and reasoning.

ATES AND RESPECTS THE CUL-
CONTRIBUTIONS OF OTHER COUN-
RACES, AND RELIGIONS.

traits may change through
ess of innovation from with-

is affected by the quality
l as the quantity of natural

ce

12. Say: Suppose you were in an airplane which is forced down in a wilderness area in the Canadian wilds. You get out of the plane before it burns but lose all equipment on the plane. Why would you be better off than earliest men even if you discount the clothing you have on your back? (Try to help pupils understand how ideas about tools, planting crops, making fire, etc. would give them an advantage.)

Now have the class read brief accounts of how men lived prior to the development of civilization in Sumer. Or show the filmstrips from the Life Epic of Man series on the period prior to Sumer. Discuss the influence of each of the major discoveries mentioned in the filmstrips or in the reading.

Review what pupils learned about the importance of language when they studied the seventh grade course on Sociology. If pupils have not come through this course, you may wish to use several of the activities in the unit on "Socialization" in that course in order to teach the importance of the development of language.

13. Use a world map or a map of Europe and the Middle East to point out the Tigris-Euphrates valley. Then have pupils read brief accounts of how civilization grew up in this valley and of the achievements of the ancient people's in this area. Most members of the class might

Texts on World History: Creators of Life, The
Man, chs. 1-3.
Filmstrips: Man
the Earth; The Dawn
of Civilization; The Growth
of Society; Discovery
of Language. Life Films

Stavrianos, ed.,
in World History,
47; Stavrianos, G
rowth of Man, pp.

se you were in an airplane which is forced
wilderness area in the Canadian wilds. You
the plane before it burns but lose all equip-
plane. Why would you be better off than
n even if you discount the clothing you have
k? (Try to help pupils understand how ideas
planting crops, making fire, etc. would
an advantage.)

e class read brief accounts of how men lived
e development of civilization in Sumer. Or
lmstrips from the Life Epic of Man series on
rior to Sumer. Discuss the influence of each
r discoveries mentioned in the filmstrips or
ing.

pupils learned about the importance of lan-
they studied the seventh grade course on So-
pupils have not come through this course,
n to use several of the activities in the unit
ation" in that course in order to teach the
of the development of language.

map or a map of Europe and the Middle East
the Tigris-Euphrates valley. Then have pu-
rief accounts of how civilization grew up in
and of the achievements of the ancient peo-
s area. Most members of the class might

Texts on World History. Ed-
itors of Life, The Epic of
Man, chs. 1-3.

Filmstrips: Man Inherits
the Earth; The Dawn of Re-
ligion; The Growth of So-
ciety; Discovery of Agricul-
ture. Life Filmstrips.

Stavrianos, ed., Readings
in World History, pp. 42-
47; Stavrianos, Global His-
tory of Man, pp. 77-80.

- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
 - G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
 - G. The development of cities is dependent upon the development of agricultural surpluses, specialization, and trade.
 - G. Writing facilitates communication and the cumulativeness of culture.
 - G. Output can be increased by the development of tools and power to replace manpower.
 - G. Division of labor and specialization make possible increased production.
 - S. Can use the conventional system of chronology.
 - S. Notes durations of periods or events.
 - S. Makes and interprets timelines.
- ulations and cities
a chance for time to
than raise their own
- 2) Irrigation in flood
quired men to cooper
large numbers in ord
keep in repair the r
and dikes.
- c. The earliest river vall
arose between the Tigr
rivers about 4000 B.C.
ventions and ideas deve
ple in this valley then
Yellow River Valley in
Valley, and the Indus R
Together, the different
Middle East developed n
were borrowed by other
- 1) The people developed
made pottery, the whe
a plow, etc.
 - 2) They developed a ca
farmer.
 - 3) The people in Mesop
a form of writing,
alphabet. Later the
veloped an alphabet
 - 4) About 1200 B.C. iron
and replaced bronze
al. It was much ch
and could be made b

economic system faces scarcity
a lack of enough productive
resources to satisfy all human
wants.

Other things valued by a society
scarce, there will be differences
in access to and control of
valued and scarce things by
groups within the society.

Development of cities is dependent
upon the development of
cultural surpluses, specialization,
and trade.

Writing facilitates communication
and the cumulativeness of culture.

Productivity can be increased by the development
of tools and power to replace
manpower.

Division of labor and specialization
make possible increased production.

Describe the conventional system
of chronology.

Durations of periods or eras.

Read and interprets timelines.

...ulations and cities and give some men
a chance for time to do other things
than raise their own food.

- 2) Irrigation in flood valleys also required men to cooperate together in large numbers in order to dig and keep in repair the necessary ditches and dikes.

c. The earliest river valley civilization arose between the Tigris and Euphrates rivers about 4000 B.C. Many of the inventions and ideas developed by the people in this valley then spread to Greece, the Yellow River Valley in China, the Nile Valley, and the Indus River in India. Together, the different peoples of the Middle East developed many ideas which were borrowed by other peoples.

- 1) The people developed bronze, wheel-made pottery, the wheel for vehicles, a plow, etc.
- 2) They developed a calendar to help the farmer.
- 3) The people in Mesopotamia developed a form of writing, although not an alphabet. Later the Phoenicians developed an alphabet.
- 4) About 1200 B.C. iron was developed and replaced bronze as the major metal. It was much cheaper than bronze and could be made by many men who were

read Kramer's short article in Stavrianos' Readings. Others might read a brief text account, the easy Epic of Man account, or the more difficult and more comprehensive treatment in one of the books by McNeill.

Afterwards, discuss: What advantages did such a river valley have over hills or other types of plains for the development of cities and civilization? Why do you think the people in the valley developed a series of autocratic governments? Which of the inventions of the different peoples of ancient Asia Minor do you consider the most important? Why? (Include those of the alphabet by the Phoenicians and monotheism by the Jews.)

Or instead, you might select volunteers to argue for the importance of different inventions in an informal round-table discussion.

Instead of the reading and discussion, you might show the filmstrip on Sumer and follow it with a discussion of some of the important inventions.

Be sure to take time to diagram our system of dating events before the Birth of Christ. Have pupils do an exercise in which they must arrange the following dates in chronological order: 967 B.C., 354 B.C., 55 B.C., 250 A.D., and 2000 A.D.

Have a committee begin a timeline to start with the development of the river valley civilization of Sumer and to continue through the course of the sub-unit. Review with the class the way in which a timeline is built and must be interpreted. Then have the class note the length of duration of the civilization at Sumer.

Editors of Life, T
of Man, ch. 4.
McNeill, A World H
pp. 11-18, 49-52,
McNeill, Rise of t
pp. 11-58.
Chiera, They Wrote
Filmstrip: Sumer:
Great Civilization
Filmstrip.
Chenery, et. al.,
pp. 51-73.

s short article in Stavrianos' Readings.
read a brief text account, the easy Epic
ent, or the more difficult and more compre-
tment in one of the books by McNeill.

discuss: What advantages did such a river
over hills or other types of plains for the
of cities and civilization? Why do you
people in the valley developed a series of
governments? Which of the inventions of the
peoples of ancient Asia Minor do you consider
portant? Why? (Include those of the alpha-
Phoenicians and monotheism by the Jews.)

you might select volunteers to argue for the
of different inventions in an informal round-
sion.

the reading and discussion, you might show
ip on Sumer and follow it with a discussion
the important inventions.

take time to diagram our system of dating
re the Birth of Christ. Have pupils do an ex-
nich they must arrange the following dates in
al order: 967 B.C., 354 B.C., 55 B.C., 250AD.,
).

ittee begin a timeline to start with the devel-
he river valley civilization of Sumer and to
rough the course of the sub-unit. Review with
he way in which a timeline is built and must
ted. Then have the class note the length of
the civilization at Sumer.

Editors of Life, The Epic
of Man, ch. 4.

McNeill, A World History,
pp. 11-18, 49-52, 56-69.

McNeill, Rise of the West,
pp. 11-58.

Chiera, They Wrote on Clay.

Filmstrip: Sumer: First
Great Civilization, Life
Filmstrip.

Chenery, et. al., Lost Worlds,
pp. 51-73.

not rich. It revolutionized as well as other tools

5) They developed bureaucracies for holding an empire

6) The Hebrews developed monotheism.

d. The earliest civilizations were governments in which the few rulers were supported by the materials produced by the

G. Output can be increased by the development of tools and power to replace manpower.

G. The development of cities is dependent upon the development of agricultural surpluses, specialization, and trade.

e. The invention of the plow allowed for men to farm other arable river valleys because they could work more land than without a plow, producing enough food to support a population even without the annual soil fertilization.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

2. Crete and other Aegean islands were a stepping stone for culture from the East to Greece; however, Crete selectively and developed its own. The great civilization of Crete was finally destroyed.

not rich. It revolutionized warfare as well as other tools.

5) They developed administrative techniques for holding an empire together.

6) The Hebrews developed the idea of monotheism.

d. The earliest civilizations developed governments in which the few rulers and aristocrats were supported by the food and other materials produced by the many.

e. The invention of the plow made it possible for men to farm other areas than fertile river valleys because they could farm more land than without a plow and so could grow enough food to support large populations even without the annual flooding and fertilization.

can be increased by the development of tools and power to replace manpower.

development of cities is dependent upon the development of agricultural surpluses, specialization, trade.

APPROPRIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

2. Crete and other Aegean islands served as a stepping stone for culture from the Middle East to Greece; however, Crete borrowed only selectively and developed a rich culture of its own. The great civilization of ancient Crete was finally destroyed.

14. Read aloud a quotation from McNeill on the importance of the plow to areas outside of river valleys. ("Plowing ... allowed men to cultivate far more land than they could hope to do with hoes and digging sticks, so that by gathering a less abundant crop from more land the farmer could maintain or even increase his food supply ... farmers often found themselves able to raise a considerable surplus of food even on land not refreshed by river silt or watered by irrigation channels?") McNeill claimed the plow made possible the development of cities outside of river valleys.

McNeill, World III
pp. 22-23.

Now point out that the class will turn to the development of civilization first in Crete and then in Greece.

15. Show the filmstrip on Crete: The Minoan Age or have a pupil give an illustrated report on Crete.

Filmstrip: Crete: Age, Life Filmstr
Editors of Life,
Chenery, et. al.,
pp. 97-109.

...ation from McNeill on the importance of
... outside of river valleys. ("Plowing
... to cultivate far more land than they
... do with hoes and digging sticks, so that
... a less abundant crop from more land they
... maintain or even increase his food supply
... often found themselves able to raise a con-
... plus of food even on land not refreshed
... or watered by irrigation channels?") McNeill
... possible the development of cities out-
... valleys.

... that the class will turn to the develop-
... lization first in Crete and then in Greece.

... strip on Crete: The Minoan Age or have a
... illustrated report on Crete.

... McNeill, World History,
pp. 22-23.

Filmstrip: Crete: The Minoan
Age, Life Filmstrip.
Editors of Life, Epic of Man.
Chenery, et. al., Lost Worlds,
pp. 97-109.

- G. People who are in contact with each other are likely to borrow cultural traits from each other.
- G. The significance of location depends upon cultural contributions both within and outside of a country.

S. Sets up hypotheses.

- G. The topography of a region may present limitations given a specific level of technology; however, men have learned to overcome many of the earlier limitations.

- G. Culture traits may change through a process of diffusion.
- G. People who are in contact with each other are likely to borrow cultural traits from each other.
- G. Culture traits may change as a result of innovation from within.

- G. A given culture is an integrated whole, based on fundamental postulates or values.

3. The ancient Greeks developed basic ideas which have become important strands in western civilization. We shall follow the Greeks in the Age of the Enlightenment but will examine some other aspects of Greek history as well.

a. The Greeks borrowed selected ideas from the Middle East and adapted them to their own particular needs. They were also great innovators.

b. All of Greek society in the 5th century B.C. was affected by Greek ideas.

who are in contact with each other are likely to borrow cultural traits from each other.

The significance of location depends on the cultural contributions both inside and outside of a country.

Up hypotheses.

The topography of a region may present limitations given a specific level of technology; however, men have learned to overcome many of these earlier limitations.

Cultural traits may change through a process of diffusion.

Who are in contact with each other are likely to borrow cultural traits from each other.

Cultural traits may change as a result of innovation from within.

Each culture is an integrated whole, based on fundamental postulates or values.

3. The ancient Greeks developed many of the basic ideas which have come down to us as important strands in western thought and civilization. We shall focus upon the Greeks in the Age of the fifth century B.C. but will examine some other aspects of Greek history as well.
 - a. The Greeks borrowed selectively from the Middle East and adapted what they did borrow to their own particular situation. They were also great innovators.
 - b. All of Greek society in the fifth century B.C. was affected by Greek cultural values.

16. Have pupils look at a map showing Crete in relationship to Greece and to the Middle East. Then ask: How do you think Crete may have influenced ancient Greece? Was it important only because it helped pass on ideas from the Middle East ?
- Map of the Eastern
Mediterranean.
17. Show pupils a map of Greece and have them identify some of the chief physical features.
- Map of Greece.
- Ask: How easy do you think it would have been, given the technology of the period, to unite Greece under one government? Why? Have the class set up hypotheses to test later.
18. Perhaps show the filmstrip on Homeric Greece to illustrate life in an earlier period than the one used as a focus in this unit. Have pupils pick out cultural traits which resembled in some way and those which differed from: a) the culture of the ancient Middle East, and b) the culture of Minoan Crete.
- Filmstrip: Homeric Greece
Life Filmstrip.
19. A pupil might prepare a bulletin board display on "Cultural Diffusion from the Middle East to Greece."
20. When the materials have been made available by a publisher, you may wish to use the Carnegie Institute of Technology lessons on Greece in the Golden Age. Until they become available, you might modify the lessons as follows:

Look at a map showing Crete in relationship to the Middle East. Then ask: How do you think Crete may have influenced ancient Greece? Was it only because it helped pass on ideas from the East?

Map of the Eastern Mediterranean.

Show a map of Greece and have them identify some physical features.

Map of Greece.

Do you think it would have been, given the circumstances of the period, to unite Greece under one government? Have the class set up hypotheses to test.

Use the filmstrip on Homeric Greece to illustrate an earlier period than the one used as a unit. Have pupils pick out cultural features which resembled in some way and those which differed from: a) the culture of the ancient Middle East, b) the culture of Minoan Crete.

Filmstrip: Homeric Greece, Life Filmstrip.

Prepare a bulletin board display on "Cultural Exchange from the Middle East to Greece."

Materials have been made available by a publisher. I wish to use the Carnegie Institute of Technology's film on Greece in the Golden Age. Until they are available, you might modify the lessons as follows:

- G. Cultural trait may change as a result of diffusion.
 - G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
 - G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
 - G. Class membership has certain effects on life and behavior; that is, it carries with it certain class correlates.
 - S. Sets up hypotheses.
 - G. A given culture is an integrated whole, based upon fundamental postulates or values.
 - G. Many people believe that their culture is superior to all others.
 - S. Differentiates between primary and secondary sources.
 - S. Tests hypotheses against data.
 - S. Looks for points of agreement and disagreement among witnesses and authors and other sources of information.
- 1) The leisurely life of Athens made possible by a surplus of Greek citizens did not differ as the same as human nature looked down upon the Greeks.
 - 2) Athenians valued the full use of the potential of physical and intellectual life, valued by the Greeks in moderation and leisure.

ultural trait may change as a result of diffusion.

y economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

ever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by subgroups within the society.

s membership has certain effects on life and behavior; that is, it varies with it certain class correlations.

up hypotheses.

ven culture is an integrated system, based upon fundamental postulates or values.

people believe that their culture is superior to all others.

erentiates between primary and secondary sources.

s hypotheses against data.

s for points of agreement and disagreement among witnesses and sources and other sources of information.

- 1) The leisurely life of citizens was made possible by a system of slavery; Greek citizens did not think of slaves as the same as human beings. They looked down upon the culture of non-Greeks.
- 2) Athenians valued the full development of the potential of human beings, both physical and intellectual; they enjoyed life, valued beauty, and believed in moderation and loyalty to the "Polis."

- a. Have pupils read the introduction to the section in Unit II in the course on "Shaping of Western Society." See "Selected Readings in European History."
- b. Have a pupil or group of pupils use a copy of Davis, A Day in Old Athens and report to the class their findings as related to the questions raised in lesson two of the Carnegie Institute unit. Davis, A Day in Old Athens, pp. 16-25.
- c. Have several pupils use the translation of Antigone from Sophocles to prepare a tape recording of the chorus beginning "Wonders are many, and none is more wonderful than man...." Play it to the class after the class has read the introduction to reading 8 in the Carnegie unit. Then have the class analyze the question raised in the lesson and test their hypotheses developed after hearing the report on the Davis selection. Use the pictures as suggested in the lesson plan and have the class try to identify the values each rep- Oates and O'Neil 7 Famous Greek Plays, 199. "Teacher's Supplement on Western Europe"

pupils read the introduction to the section in the course on "Shaping of Western Society."

See "Selected Readings on European History."

pupil or group of pupils use a copy of Davis, Old Athens and report to the class their observations as related to the questions raised in lesson of the Carnegie Institute unit.

Davis, A Day in Old Athens, pp. 16-25.

Several pupils use the translation of Antigone to prepare a tape recording of the beginning "Wonders are many, and none is more wonderful than man...." Play it to the class after the teacher has read the introduction to reading 8 in the Carnegie unit. Then have the class analyze the questions posed in the lesson and test their hypotheses after hearing the report on the Davis selection. Have the pupils draw the pictures as suggested in the lesson plan and have the class try to identify the values each rep-

Oates and O'Neill, Jr., eds., 7 Famous Greek Plays, pp. 198-199.

"Teacher's Supplement to Unit on Western Europe."

G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (There is a difference in value assumption about the individual, his worth and competence; democracy accords the individual a greater role in the direct determination of his destiny.)

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presents.

3. The Greeks developed a democracy; they believed that a citizen capable of governing himself was a representative democracy.

societies people are ex-
to behave in certain ways
taught that certain things
and certain things are

contrast between democratic
democratic political sys-
be looked at as a con-
basic underlying values.
is a difference in value
on about the individual,
th and competence; democ-
ords the individual a
role in the direct deter-
of his destiny.)

is relationship to democra-
close and obvious one; the
tion of majorities, the
tion in goals, and the abil-
oppose which democracy pre-

3. The Greeks developed a democracy for citi-
zens; they believed that citizens were
capable of governing themselves. Greek
democracy was direct democracy rather than
representative democracy.

- d. Have two students tape-record their dramatization of the selections suggested from Homer. Play the tape and have the class analyze the questions raised in the Carnegie lesson.
- e. Using a copy of Agard, The Greek Mind, project the Hesiod quotation and have the class discuss the questions raised in the lesson.
- f. Have a pupil prepare a series of transparencies of some of the Greek aphorisms in large print. He should project them one by one as the class discusses the values expressed. Then discuss question 2 in the Carnegie lesson.
- g. Read aloud Aristotle's discussion of the "mean." Then have the class discuss the two questions suggested in the Carnegie lesson.
- h. Have pupils read Pericles' Funeral Oration and answer the questions raised in the Carnegie lesson. Then have a pupil report, using several quotations, on the criticisms made by Pseudo-Xenophon. Then have pupils compare Athenian democracy with our own. Also ask: Could we use the direct type of democracy found in Athens? Why or why not?
- Agard, The Greek Mind, 97.
"Teacher's Supplement on Western Europe."
- Agard, The Greek Mind, 107.
"Teacher's Supplement on Western Europe."
- Agard, The Greek Mind, 107.
"Teacher's Supplement on Western Europe."
- Agard, The Greek Mind, 107.
- See "Selected Readings in European History," ed., The Greek History, pp. 633-43.

o students tape-record their dramatization of actions suggested from Homer. Play the tape and the class analyze the questions raised in the lesson.

copy of Agard, The Greek Mind, project the quotation and have the class discuss the questions raised in the lesson.

pupil prepare a series of transparencies of the Greek aphorisms in large print. He should show them one by one as the class discusses the aphorisms expressed. Then discuss question 2 in the Carnegie lesson.

oud Aristotle's discussion of the "mean." Have the class discuss the two questions suggested in the Carnegie lesson.

pils read Pericles' Funeral Oration and answer the questions raised in the Carnegie lesson. Then have a pupil report, using several quotations, on the criticisms made by Pseudo-Xenophon. Then have pupils compare Athenian democracy with our own. Also ask: How do you use the direct type of democracy found in Athens? Why or why not?

Agard, The Greek Mind, pp. 96-97.

"Teacher's Supplement to Unit on Western Europe."

Agard, The Greek Mind, p. 102.
"Teacher's Supplement to Unit on Western Europe."

Agard, The Greek Mind, pp. 106-107.
"Teacher's Supplement to Unit on Western Europe."

Agard, The Greek Mind, pp. 106-107.

See "Selected Readings on European History," Godolphin, ed., The Greek Historians, II, pp. 633-43.

supposes, all depend on a high degree of personal freedom.

- G. Representative democracies have almost entirely replaced direct democracy, largely for the practical reasons of great numbers and geographical area and the increased need for expertise in policy-making.
- A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.
- S. Checks on the bias and competency of authors.
- S. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.
- S. Tests hypotheses against data.
- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

- i. Have pupils read Thucydides' comments about the difficulties of reporting what was said in speeches. See "Selected Reading in European History."
- j. Finally, have the class read the selection from the Carnegie Institute unit on "The Heritage of Greece." See "Selected Reading in European History."
21. Have a pupil present a very brief report on the Greek Polis and the failure of the Greeks to unite under a lasting form of government. Then have the class check the hypotheses which they formed earlier about the possible effects of Greek physical features upon attempts to unite. Ask: Was the failure due to physical features, to other factors, or to both? World History texts (McNeill), World History pp. 87, 90-93, 96-97, 141-143.
22. Have a pupil tell the class a little about Socrates and his beliefs. Then have the class read an excerpt from Plato's Dialogues in which he describes Socrates' technique. Discuss: How did Socrates try to teach the young men of Athens? (Perhaps quote Guthrie on the essence of the Socratic technique.) Edman, ed., The World of Socrates, pp. 9-11. Guthrie, The Greek Philosophers, pp. 74-75, 77-78.

Have the class read Thucydides' comments about the difficulty of reporting what was said in speeches.

See "Selected Readings on European History."

Have the class read the selection from the institute unit on "The Heritage of Greece."

See "Selected Readings on European History."

Have the class present a very brief report on the Greek failure of the Greeks to unite under a central government. Then have the class check their reports which they formed earlier about the position of Greek physical features upon attempts at unification. Ask: Was the failure due to physical features or other factors, or to both?

World History texts.
McNeill, World Hist., pp. 86-87, 90-93, 96-97, 127-131, 141-143.

Tell the class a little about Socrates and his method. Then have the class read an excerpt from the dialogues in which he describes Socrates' technique. Discuss: How did Socrates try to teach the young? (Perhaps quote Guthrie on the essence of the Socratic technique.)

Edman, ed., The Works of Plato, pp. 9-11.
Guthrie, The Greek Philosophers, pp. 74-75, 77-78.

A. SUPPORTS FREEDOM OF THOUGHT AND EX-
PRESSION.

S. Checks on the bias and competency
of authors.

A. APPRECIATES AND RESPECTS THE CULTUR-
AL CONTRIBUTIONS OF OTHER COUNTRIES,
RACES AND RELIGIONS.

S. Generalizes from data.

23. Now show the film The Death of Socrates. Discuss: Why do you think Socrates has made such a great impression on men down through the ages?

Film: The Death of (You Are There T.V. McGraw-Hill.

Also have pupils read brief excerpts of Socrates' statement to the jury. Several pupils may wish to read the entire "Apology" and the "Crito" and tell the class more about Socrates' ideas.

"Selected Readings History."
Edman, ed., The Phi of Plato.

Make sure that pupils realize that Plato is reporting all of the dialogues from memory and even hearsay. Ask: Why is it important to recognize this fact?

24. A good student might tell the class about the contributions made by Aristotle and the other Greeks to science and math.

A beginning discuss found in Nat'l. Geo. Everyday Life in An

25. Use several of the Life articles on Greece to present further illustrations of some of the ideas developed earlier about Greece, to add other characteristics, and to illustrate changes which took place. Use an opaque projector to show the pictures.

The first of a series of articles appeared in L 4, 1960. They have brought together in by Bowra on Classic Filmstrip: Athens, strips.

Perhaps show the filmstrip Athens to illustrate further the translation of Greek ideals into art and architecture.

26. A good student might like to write a report summarizing the ideas in Plato's Republic. He should compare these ideas with the more prevalent Greek ideas of the 5th century.

27. Have a committee begin a booklet on "Medicine Down Through the Ages in Western Europe." They should prepare the section on Medicine in Greece at this time. They should sum-

Atkinson, Magic, My Medicine, ch. 3; Ga Story of Medicine,

film The Death of Socrates. Discuss: Why Socrates has made such a great impression through the ages?

Pupils read brief excerpts of Socrates' state-
ment. Several pupils may wish to read the
"Apology" and the "Crito" and tell the class more
of Socrates' ideas.

Let pupils realize that Plato is reporting all
these things from memory and even hearsay. Ask: Why
is it important to recognize this fact?

Let pupils tell the class about the contribu-
tion of Aristotle and the other Greeks to science

Use the Life articles on Greece to present
illustrations of some of the ideas developed
in Greece, to add other characteristics, and
to show changes which took place. Use an opaque
to show the pictures.

Use the filmstrip Athens to illustrate further
the influence of Greek ideals into art and architecture.

Let pupils like to write a report summarizing
Plato's Republic. He should compare these
with the more prevalent Greek ideas of the 5th cen-

Let pupils begin a booklet on "Medicine Down Through
Western Europe." They should prepare the sec-
tion on Greece at this time. They should sum-

Film: The Death of Socrates,
(You Are There T.V. Series),
McGraw-Hill.

"Selected Readings in European
History."
Edman, ed., The Philosophy
of Plato.

A beginning discussion can be
found in Nat'l. Geog. Soc.,
Everyday Life in Ancient Times.

The first of a series of art-
icles appeared in Life on Jan.
4, 1960. They have been
brought together in a book
by Bowra on Classical Greece.
Filmstrip: Athens, Life film-
strips.

Atkinson, Magic, Myth and
Medicine, ch. 3; Garland,
Story of Medicine, chs. 3-4;

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Culture traits may change through a process of diffusion.

G. Culture traits may change through innovation from within.

G. Culture traits may change through a process of diffusion.

G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

4. Ancient Rome borrowed and both from the Middle East Greece, added many of its ularly of a practical bent of its culture to other pe conquered.

n culture is an integrated
based on fundamental post-
or values.

e traits may change through
ess of diffusion.

e traits may change through
ation from within.

e traits may change through
ess of diffusion.

tion of people from one part
e world to another involves the
ent of culture and material ob-
thus resulting in changes in
rea to which people migrate.

4. Ancient Rome borrowed and adapted ideas both from the Middle East and from Ancient Greece, added many of its own ideas, particularly of a practical bent, and spread much of its culture to other peoples whom it conquered.

marize their findings for the class. Then discuss: What differences do you notice between these ideas and ours about disease?

Walker, Story of M
chs. 2.

28. A pupil might like to read one or more of the introductory chapters in Hamilton's The Greek Way. He should write a paper describing the chief characteristics of Greek culture as identified by Hamilton.

Hamilton, The Gree
(A version of one
appears in Nat'l). Ge
Everyday Life in A

29. Go back to the reactions of the class on the word association test to the word 'Greece.' Perhaps repeat just this part of the association test and see if pupils still react in the same way or if their associations have changed. If they have changed, discuss the reasons for the changes.

30. Now quote Hamilton and perhaps several other authors on the importance of Ancient Greece to Western Civilization.

e.g. McNeill, A Wo
p. 95.
Hamilton, The Gree
10.

31. Have a pupil give an illustrated report on the rise of Rome and Rome under the Republic. He should use the filmstrip Kings and Consuls but should add to the data in the lecture note booklet with data acquired from other sources. Discuss: What aspects of the culture seem different than those of Greece? Which seem the same? How might you account for some of the similarities?

Filmstrip: Kings a
(from series on Ro
Eternal City), LIF

er findings for the class. Then discuss:
ferences do you notice between these ideas
out disease?

ght like to read one or more of the intro-
apters in Hamilton's The Greek Way. He should
per describing the chief characteristics of
ire as identified by Hamilton.

the reactions of the class on the word as-
est to the word "Greece." Perhaps repeat just
of the association test and see if pupils
in the same way or if their associations have
if they have changed, discuss the reasons for

Hamilton and perhaps several other authors on
ance of Ancient Greece to Western Civilization.

I give an illustrated report on the rise of
me under the Republic. He should use the
Kings and Consuls but should add to the data
ure note booklet with data acquired from other
iscuss: What aspects of the culture seem dif-
those of Greece? Which seem the same? How
ccount for some of the similarities?

Walker, Story of Medicine,
chs. 2.

Hamilton, The Greek Way.
(A version of one chapter ap-
pears in Nat'l. Geog. Soc.,
Everyday Life in Ancient Times.)

e.g. McNeill, A World History,
p. 95.
Hamilton, The Greek Way, pp. 7,
10.

Filmstrip: Kings and Consuls
(from series on Rome: The
Eternal City), Life Filmstrip.

A. IS SCPEITICAL OF THEORIES OF SINGLE CAUSATION.

G. Culture traits may change through a process of diffusion.

G. Culture triats may change through innovation from within.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

S. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.

G. The individual citizen or participant in the political system approaches the political process with a complex of political attitudes, outlooks, values, and goals.

G. Output can be increased by the development of tools and power to replace manpower.

a. The people of the city and united first all of conquered most of the the Mediterranean Sea Europe; the early Roman Republic dominated by t

b. A number of factors bro overthrow of the Republ lishment of the Empire.

c. Rome borrowed and adapt traits from ancient Gre cient Middle East.

d. Roman contributions to largely in the practical than in the intellectual realm so evident among

1) The Romans borrowed instration and contr from the ancient Mid also elaborated upon developed new ways of holding together an

2) The Roma is developed tant ideas about law

- a. The people of the city of Rome conquered and united first all of Italy and then conquered most of the land bordering on the Mediterranean Sea and much of Western Europe; the early Roman government was a Republic dominated by the aristocrats.
- b. A number of factors brought about the overthrow of the Republic and the establishment of the Empire.
- c. Rome borrowed and adapted many culture traits from ancient Greece and the ancient Middle East.
- d. Roman contributions to civilization were largely in the practical realm rather than in the intellectual and artistic realm so evident among the Greeks.
 - 1) The Romans borrowed ideas about administration and control of an empire from the ancient Middle East, but they also elaborated upon these ideas and developed new ways of building and holding together an empire.
 - 2) The Romans developed and spread important ideas about law.

CRITICAL OF THEORIES OF SINGLE ATION.

ure traits may change through
ocess of diffusion.

ure triats may change through
vation from within.

ECIATES AND RESPECTS THE CUL-
L CONTRIBUTIONS OF OTHER COUN-
S, RACES AND RELIGIONS.

meaningful differences between
; notes relationships within any
between institutions and cultur-
ssumptions.

individual citizen or partici-
in the political system app
ches the political process with
mplex of political attitudes,
ooks, values, and goals.

ut can be increased by the de-
pment of tools and power to re-
e manpower.

32. A pupil might write an imaginary diary of a Greek boy who goes to visit Rome during the days of the Republic.

Crowell, Everyday Ancient Rome.

33. Now have the class focus upon Rome under the Empire. They should read from one of a number of possible sources both on this period and on the contributions of Ancient Rome to Western Civilization.

Stavrianos, Read History, pp. 76- second century A "Selected Reading History"; Hadas, Rome, pp. 57-59, 155; McNeill, Wo pp. 153-156; Ewi ing World, pp. 4 World history te

You may wish to show the class the filmstrip The Emperors which deals with this period of Rome.

Filmstrip: The E (from series on Eternal City), L

Discuss: How did the Roman Empire differ from ancient Athens in terms of the values of the people, the form of government, and the type of innovations for which they were important? How did the Empire differ from the Republic? Also discuss: In what ways did ancient Rome borrow from the civilization of the ancient Middle East? from the civilization of ancient Greece? In what ways did the laws of the Romans resemble our own laws?

-30-

write an imaginary diary of a Greek boy
visit Rome during the days of the Republic.

Crowell, Everyday Life in
Ancient Rome.

class focus upon Rome under the Empire.
read from one of a number of possible
on this period and on the contributions
ome to Western Civilization.

Stavrianos, Readings in World
History, pp. 76-78. (Rome in
second century A.D.)
"Selected Readings in European
History"; Hadas, Imperial
Rome, pp. 57-59, 69-88, 147-
155; McNeill, World Hist.,
pp. 153-156; Ewing, Our Widen-
ing World, pp. 417-423. Other
World history textbooks.

to show the class the filmstrip The Emper-
ls with this period of Rome.

Filmstrip: The Emperors
(from series on Rome: The
Eternal City), Life filmstrips.

y did the Roman Empire differ from ancient
ms of the values of the people, the form
, and the type of innovations for which they
t? How did the Empire differ from the Re-
o discuss: In what ways did ancient Rome
he civilization of the ancient Middle East?
lization of ancient Greece? In what ways
of the Romans resemble our own laws?

S. Generalizes from data.

**A. VALUES PROCEDURAL SAFE-GUARDS FOR
THOSE ACCUSED OF CRIMES.**

d. Early Christians were s
although typically they
use of legal safeguards
Romans did.

e. Christianity spread and
official religion of th
ligion came to incorpor
ideas of the ancient G
it originated in the cu
the Middle East.

**G. Cultural traits may change through
a process of diffusion.**

f. The Romans spread some
traits to areas which

izes from data.

**5 PROCEDURAL SAFE-GUARDS FOR
ACCUSED OF CRIMES.**

d. Early Christians were sometimes persecuted although typically they were able to make use of legal safeguards, just as other Romans did.

e. Christianity spread and finally became the official religion of the empire. The religion came to incorporate a number of ideas of the ancient Greeks, even though it originated in the cultural climate of the Middle East.

al traits may change through
cess of diffusion.

f. The Romans spread some of their culture traits to areas which they conquered.

34. Several pupils might prepare a bulletin board display on the topic: "What We Owe the Ancient Romans."

35. A pupil might write an imaginary dream of a girl who is studying for a test on Roman history, falls asleep, and dreams that some great Roman is showing her around Rome during the time of Augustus.

Crowell, Everyday Ancient Rome.

36. Have the committee which is developing the booklet on "Medicine Down through the Ages in Western Europe," add a section on Ancient Rome. They should present a brief presentation to the class comparing medicine in Rome and Greece.

Atkinson, Magic, Medicine, ch. 4; G Story of Medicine, Walker, Story of M ch. 3.

37. Have pupils read the introduction and the readings on "Roman Law and Christian Citizens" from Fenton's 32 Problems in World History. Afterwards, discuss the questions which Fenton raises in the introduction.

Fenton, 32 Problem History, pp. 40-45

38. Have all pupils read brief accounts of the rise of Christianity in ancient Rome.

World history tex
McNeill, Rise of
or A World Histor

Have a good student report on ways in which the Romans and Greeks gradually incorporated some Greek ideas as they elaborated upon Christian doctrines. Or, if no pupil wishes to make such a report, the teacher might give an informal lecture on this development.

39. Project a map showing the areas of Western Europe which were conquered by the Romans. On the chalkboard, indicate the number of years which some of the areas remained under Roman control. Ask: What effect do you think this long control would have upon the peoples living in these areas?

Hadas, Imperial Ro
(map).

pils might prepare a bulletin board display on "What We Owe the Ancient Romans."

ght write an imaginary dream of a girl who is or a test on Roman history, falls asleep, and t some great Roman is showing her around Rome time of Augustus.

ommittee which is developing the booklet on "Down through the Ages in Western Europe," add on Ancient Rome. They should present a brief on to the class comparing medicine in Rome

read the introduction and the readings on "and Christian Citizens" from Fenton's 32 Problems in World History. Afterwards, discuss the questions on raises in the introduction.

pils read brief accounts of the rise of Christian ancient Rome.

d student report on ways in which the Romans gradually incorporated some Greek ideas as related upon Christian doctrines. Or, if no pupils to make such a report, the teacher might give a lecture on this development.

map showing the areas of Western Europe which were ruled by the Romans. On the chalkboard, indicate the number of years which some of the areas remained under Roman control. Ask: What effect do you think this would have upon the peoples living in these

Crowell, Everyday Life in Ancient Rome.

Atkinson, Magic, Myth and Medicine, ch. 4; Garland, Story of Medicine, ch. 5; Walker, Story of Medicine, ch. 3.

Fenton, 32 Problems in World History, pp. 40-45.

World history textbooks.
McNeill, Rise of the West
or A World History.

Hadas, Imperial Rome, p. 158 (map).

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

g. A number of factors come about the downfall of the empire declined because weaknesses more than because strength of barbarian invasions.

S. Compares lengths of periods.

SCEPTICAL OF THEORIES OF SINGLE
USATION.

- g. A number of factors combined to bring about the downfall of the Roman Empire; the empire declined because of internal weaknesses more than because of the strength of barbarian invaders.

mpares lengths of periods.

Now have a pupil give a report on the ways in which this influence was felt,

Hadas, Imperial Rome
33, ch. 8.

40. Now have all pupils read a brief selection on the causes of the downfall of the Roman Empire. Afterwards have a pupil add to the causes mentioned on the basis of his reading of Hoyt's analysis.

"Selected Readings
History."
Hoyt, Europe in the
Ages, chs. 1-2 (es

41. Have pupils examine the updated timeline and compare the length of the Roman Empire with earlier periods studied.

42. Now repeat the word association test with the word Rome. Compare the class results with those at the beginning of the sub-unit and discuss reasons for differences.

pupil give a report on the ways in which this was felt.

Hadas, Imperial Rome, pp. 30-33, ch. 8.

1 pupils read a brief selection on the causes of fall of the Roman Empire. Afterwards have a discussion to the causes mentioned on the basis of his Hoyt's analysis.

"Selected Readings on European History."
Hoyt, Europe in the Middle Ages, chs. 1-2 (esp. ch. 1).

2 pupils examine the updated timeline and compare the the Roman Empire with earlier periods studied.

3 pupils take the word association test with the word Rome. Compare the class results with those at the beginning of the year and discuss reasons for differences.

S. Checks on the bias and competency of authors.

5. The Germanic tribes mixed settlers; the culture which Western Europe was a fusion of Roman (with what borrowed from Greece and the with the culture of the Ge

a. Germanic tribes had a different of political system than in the Roman Empire; it changed under the influence of Romans but kept some of its elements.

1) The Germanic tribes had elective kings with little respect for religious institutions. The real leaders were the chiefs chosen for their ability and valour.

a) Assemblies of free men approved or disapproved important decisions of their chiefs.

b) There was a reciprocal of loyalty between the king and his fighting men; both had been dishonored if either deserted the other.

2) Gradually, under the influence of the Romans, the kings gained political power over

cks on the bias and competency
authors.

5. The Germanic tribes mixed with the Roman settlers; the culture which emerged in Western Europe was a fusion of the culture of Roman (with what had been borrowed from Greece and the Middle East) with the culture of the Germanic tribes.
 - a. Germanic tribes had a different form of political system than that found in the Roman Empire; it gradually changed under the influence of the Romans but kept some of the old elements.
 - 1) The Germanic tribes had hereditary kings with little power except for religious influence. The real leaders were military chiefs chosen for their military ability and valour.
 - a) Assemblies of free military men approved or disapproved of important decisions made by their chiefs.
 - b) There was a reciprocal sense of loyalty between chiefs and fighting men; both would have been dishonored if they had deserted the other in battle.
 - 2) Gradually, under influence from the Romans, the king gained more political power over military

36. Have pupils read excerpts from Tacitus' description of the early Germans. They should identify the attitudes he expresses toward them as well as his sources of information. Afterwards discuss: How did Tacitus view the Germans? Tell the class about Tacitus' reactions to his own civilization and ask: Why do you think some historians discount his favorable comments about Germanic life? What parts of the account you read do you think might be suspect? What were Tacitus' sources for his account?

Fenton, ed., 32 P
in World History,
39.

read excerpts from Tacitus' description of the
s. They should identify the attitudes he ex-
d them as well as his sources of information.
discuss: How did Tacitus view the Germans?
ss about Tacitus' reactions to his own civili-
sk: Why do you think some historians discount
e comments about Germanic life? What parts of
you read do you think might be suspect? What
sources for his account?

Fenton, ed., 32 Problems
in World History, pp. 34-
39.

chiefs; however, the
tained much power.

b. The Germanic peoples had
religious beliefs; when
Christianity from the Ro
did not give up all of t
ligious ideas..

S. Checks on the bias and com-
petency of authors.

S. Looks for points of agree-
ment and disagreement among
witnesses and authors.

c. A number of the Germanic
developed a combination
fishing, and settled agr
they held land in common
for common grazing groun
divide into strips for u
ent members of the tribe
men and chiefs left most
cultural work to women a
whom they conquered in
Germanic ideas about law
were combined with some
forms of coloni to deve
ieval economic system.

S. Checks on the bias and com-
petency of authors.

S. Looks for points of agreement
and disagreement among witnesses
and authors.

A. IS SCEPTICAL OF THE FINALITY OF
KNOWLEDGE.

chiefs; however, the chiefs retained much power.

- b. The Germanic peoples had their own religious beliefs; when they adopted Christianity from the Romans, they did not give up all of their own religious ideas..
- c. A number of the Germanic tribes had developed a combination of hunting, fishing, and settled agriculture; they held land in common, using part for common grazing ground and part to divide into strips for use by different members of the tribe. The free-men and chiefs left most of the agricultural work to women and slaves whom they conquered in battle. These Germanic ideas about landholding were combined with some of the Roman forms of coloni to develop the medieval economic system.

cks on the bias and com-
ency of authors.

s for points of agree-
and disagreement among
esses and authors.

cks on the bias and com-
ency of authors.

cks for points of agreement
disagreement among witnesses
authors.

SCEPTICAL OF THE FINALITY OF
WLEDGE.

37. Have a pupil read and report on the differences which he has found between Tacitus' description and the description found in Boissonnade's book on Life and Work in Medieval Europe. He should be sure to emphasize Boissonnade's attitudes toward the Germans and his description of the way in which they earned.

Boissonnade, Life and Work in Medieval Europe, pp. 8-13, 20-21.

Now tell the class that Boissonnade was a Frenchman and was writing this book during World War I. How might this have affected his description of the early Germans?

38. Have still another pupil explain the differences which he finds in Hoyt's account of the early Germans and that by Tacitus. Have him tell the class something about Hoyt's background. Discuss: Which of the authors we have looked at so far probably has the least bias? Which of them has had access to more research work done on the early Germans?

Hoyt, Europe in the Middle Ages, pp. 48-52.

1
11A Left

read and report on the differences which he
between Tacitus' description and the description
in Boissonnade's book on Life and Work in
Europe. He should be sure to emphasize Boisson-
nade's attitudes toward the Germans and his descrip-
tion of the way in which they farmed.

Boissonnade, Life and
Work in Medieval Europe,
pp. 8-13, 20-21.

class that Boissonnade was a Frenchman and
wrote this book during World War I. How might this
affect his description of the early Germans?

another pupil explain the differences which
exist between Hoyt's account of the early Germans and
Tacitus'. Have him tell the class something
of his own background. Discuss: Which of the au-
thors looked at so far probably has the least
of them has had access to more research
on the early Germans?

Hoyt, Europe in the Middle
Ages, pp. 48-52.

S. Generalizes from data.

S. Sets up hypotheses.

G. Culture may change through a process of diffusion.

d. Germanic law was based on
of custom and tribal law
plied to members of the
while Roman law applied
ple of a territory and
law. The Germanic group
Roman law to the Roman
they conquered. Gradual
types of law were fused
with elements from each.

realizes from data.

s up hypotheses.

ture may change through a
cess of diffusion.

- d. Germanic law was based upon the idea of custom and tribal law which applied to members of the tribe only while Roman law applied to the people of a territory and was written law. The Germanic groups applied Roman law to the Roman settlers whom they conquered. Gradually, the two types of law were fused into one, with elements from each.

39. Have pupils identify the characteristics of early Germanic life so that they can compare them later with developments in the Middle Ages. Pay particular attention to the political system, ideas about law, and religious beliefs. (Although the outline of content indicates some of the ways in which this culture was fused with Roman culture do not discuss the fusion at this time. Rather, compare the culture with that which they have found in ancient Rome. What differences do they note in terms of the political system? law? ideas about religion? agriculture?)

40. Quote Hoyt on the desire of the barbarian invaders to take advantage of the Roman culture, not to ruin it. Ask: Do you think they would have been able to preserve such a culture? Why? Now quote Hoyt on the factors which worked against such an aim.

Hoyt, Europe in the Middle Ages, p. 72.

41. Have a pupil read and report on Hoyt's analysis of the differences between Germanic and Roman law and the process by which they finally fused.

Hoyt, Europe in the Middle Ages, pp. 72-

ils identify the characteristics of early Ger-
fe so that they can compare them later with de-
ts in the Middle Ages. Pay particular atten-
the political system, ideas about law, and re-
beliefs. (Although the outline of content indi-
me of the ways in which this culture was fused
an culture do not discuss the fusion at this
ather, compare the culture with that which they
nd in ancient Rome. What differences do they
terms of the political system? law? ideas about
? agriculture?)

oyt on the desire of the barbarian invaders to
antage of the Roman culture, not to ruin it.
you think they would have been able to preserve
culture? Why? Now quote Hoyt on the factors
arked against such an aim.

upil read and report on Hoyt's analysis of the
ces between Germanic and Roman law and the
oy which they finally fused.

Hoyt, Europe in the Mid-
dle Ages, p. 72.

Hoyt, Europe in the Mid-
dle Ages, pp. 72-73.

- S. Listens or reads for main Ideas.
 - S. Compares lengths of periods.
 - G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- C. Medieval society was characterized by provincialism, the idea of national unity, and religious beliefs; elements of culture gathered strength in the 12th century with agricultural innovations, the growth of trade and towns, and the rise of learning.
 - 1. Feudal institutions, which included only about ten per cent of the population, included vassalage, the system of land and private jurisdiction or lordship.
 - a. Feudal institutions grew up to provide some kind of order. As kingdoms became weak through internal fighting and Viking

ns or reads for main

res lengths of periods.

es in one aspect of soci-
ill have effects on other
ts; changes will ramify,
er they are technological,
cial organization, in ide-
, or whatever else is a
of the cultural system.

- C. Medieval society was characterized by tradi-
tion, provincialism, the idea of contract,
and religious beliefs; elements of change
gathered strength in the 2th-13th centur-
ies with agricultural innovations, the
growth of trade and towns, and the growth
of learning.
 1. Feudal institutions, which involved
only about ten per cent of the people,
included vasselage, the system of fiefs,
and private jurisdiction or justice.
 - a. Feudal institutions grew up to pro-
vide some kind of order when the
kingdoms became weak through inter-
nal fighting and Viking invasions.

1. Tell the class that they are going to look in some detail at life in Europe during the 11th-13th centuries or later middle ages. To understand this period, you will try to have them get just a quick overview of events between the barbarian invasions and the period to be studied in detail.

Now do one of the following: (Use the Timeline of European History with each.)

- a. Present an informal lecture in which you sketch very briefly the decline in order and unity as a result of the invasions, the development of Charlemagne's Empire, and its downfall in the face of fighting among his heirs and the attacks by Vikings. Be sure to include a brief discussion of the role of the monasteries in preserving much learning from Rome.

Before you begin your lecture, review ways of taking notes on speeches or lectures. Tell the class that they should be listening for main ideas, not for details and that you will check their notes. After the lecture is over, collect the notes. Return them to pupils the next day with written suggestions for improvements. Or perhaps project a good and a poor set of notes (without the names showing) and have the class discuss which is better and why.

- b. Have pupils read rapidly for a brief overview of this period. Then have them identify some of the major effects of the barbarian invasions, the reasons for the breakup of Charlemagne's empire, and the role of the monasteries. Use a world history book to help identify any misconceptions but be sure you use a world history book to help identify any misconceptions but be found in text.

Before they begin, review with pupils the need to adjust their reading rate to the purpose of reading for main ideas. Also review devices which they should use to help them read for the main ideas.

class that they are going to look in some detail in Europe during the 11th-13th centuries or later ages. To understand this period, you will try to get just a quick overview of events between the invasions and the period to be studied in detail.

one of the following: (Use the Timeline of Euro-ory with each.)

at an informal lecture in which you sketch very y the decline in order and unity as a result of vvasions, the development of Charlemagne's Empire, s downfall in the face of fighting among his and the attacks by Vikings. Be sure to include ef discussion of the role of the monasteries in rving much learning from Rome.

e you begin your lecture, review ways of taking on speeches or lectures. Tell the class that should be listening for main ideas, not for de- and that you will check their notes. After the e is over, collect the notes. Return them to the next day with written suggestions for im- ments. Or perhaps project a good and a poor set es (without the names showing) and have the class s which is better and why.

pupils read rapidly for a brief overview of this l. Then have them identify some of the major s of the barbarian invasions, the reasons for the p of Charlemagne's empire, and the role of the eries.

Use a world history text, but be sure you use a special- ized book to help you correct any misconceptions which may be found in text.

e they begin, review with pupils the need to ad- their reading rate to the purpose of reading for deas. Also review devices which they should use p them read for the main ideas.

G. The significance of location depends upon the culture both within and outside of a country.

S. Generalizes from data.

1) Weaker nobles and fi commended themselves nobles, agreeing to them in return for p

2) Gradually the instit into the system know

b. The institution of the slowly. At first the began to reward their supporters with grants gradually, nobles deman grants in return for a support the higher nobl grants of land gradual editary.

1) The noble held his so long as he support lord; he held it eve with his lord and co him in battle.

2) Because of the way grants of land were cause of the way in nobles turned to hi protection, the fie widely scattered la

significance of location
ends upon the culture both
in and outside of a coun-

realizes from data.

- 1) Weaker nobles and fighting men commended themselves to stronger nobles, agreeing to fight for them in return for protection.
 - 2) Gradually the institution evolved into the system known as vasselage.
- b. The institution of the fief developed slowly. At first the larger nobles began to reward their more faithful supporters with grants of land; gradually, nobles demanded such grants in return for a promise to support the higher noble. These grants of land gradually became hereditary.
- 1) The noble held his grant or fief so long as he supported his higher lord; he held it even if he broke with his lord and could defeat him in battle.
 - 2) Because of the way in which the grants of land were made and because of the way in which lesser nobles turned to higher nobles for protection, the fief might include widely scattered lands.

c. whether a or b was used, have pupils compare the length of this period of the Middle Ages with other periods which they have studied.

2. Ask: From what you have heard or read in the past, how do you think nobles lived during the Middle Ages? What do you think you know about the life of nobles?

Have a pupil give a report on Davis' imaginative description of a medieval castle. He should be prepared to answer the questions which accompany this reading. Or have a poor reader give a report on the castle as described by Buehr.

Davis, Life on a M
Barony, p. 4 and c
Buehr, Knights and
and Feudal Life, c
"Questions on Read

a or b was used, have pupils compare the length period of the Middle Ages with other periods they have studied.

What have you heard or read in the past, how did nobles live during the Middle Ages? What do you know about the life of nobles?

Students will give a report on Davis' imaginative description of a medieval castle. He should be prepared to answer questions which accompany this reading. Or the teacher may have a reader give a report on the castle as described by Buehr.

Davis, Life on a Medieval Barony, p. 4 and ch. 2.
Buehr, Knights and Castles and Feudal Life, chs. 3, 7.
"Questions on Readings."

- a) The noble was like a castle, however the main dwelling, and castles which were
- b) The fief also included fiefs of lesser lords who were the vassals of
- c) The fiefs included the people working

- G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.

- a) The noble was likely to maintain a castle, however crude, for his main dwelling, and have other castles which were run by stewards.

- b) The fief also included subordinate fiefs of lesser nobles who were the vassals of the lord.

- c) The fiefs included the land and the people working on them.

changes in one aspect of society have effects on other aspects; changes will ramify, whether they are technological, social organization, in ideology, or whatever else is a part of the cultural system.

In all societies people are expected to behave in certain ways and are taught that certain ways are good and certain ways are bad.

3. Have pupils read Davis' imaginative description of a fief, the lord of the fief, and vassalage. Discuss the questions which accompany the reading.

Davis, Life on a Medieval Barony.

Perhaps assign feudal roles to the boys or girls in the class. Then have several of these boys try to work out arrangements (without fighting) to increase their power.

Read Davis' imaginative description of a fief, of the fief, and vassalage. Discuss the questions that accompany the reading.

Davis, Life on a Medieval Barony.

Assign feudal roles to the boys or girls in the class. Have several of these boys try to work out a plan (without fighting) to increase their power.

- S. Looks for points of agreement and disagreement among witnesses and authors.

- S. Generalizes from data.
- G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.
- G. Cultural traits may change through a process of diffusion.
- S. Identifies cultural assumptions.

- S. Reads for details.

- S. Looks for points of agreement and disagreement among witnesses and authors.

4. Have a pupil read Hoyt's description of the typical castle and life of the nobles of the period 950 to 1150. He should give a report in which he compares it with that described in the Davis selection.

Hoyt, Europe in the Ages, pp. 301-307.

Also ask: Which of the two accounts, that by Davis or that by Hoyt describes the more typical castle and noble? Which of the two comes closer to the ideas about nobles and castles which you had before we began studying the life of nobles?

5. Two pupils might prepare reports on medieval warfare. One might report on local fighting between nobles and the other on pitched battles. Perhaps a good student might report on the effects of the invention of the stirrup upon warfare.

Davis, Life on a Medieval Barony, chs, 14-15.
Buehr, Knights and Feudal Life, ch
White, Medieval Technology and Social Change,

Discuss: What do these reports indicate about people's loyalties in this period?

6. Have pupils read the form of commendation presented in an early forumulary. Discuss: What did each party to the contract receive?

"Selected Readings European History."

7. Have a pupil read Hoyt's description of the three elements of feudalism and report on them. He should compare what he has learned from Hoyt with the conclusions which pupils have derived from their readings.

Hoyt, Europe in the Ages, pp. 185-190.

Read Hoyt's description of the typical castle of the nobles of the period 950 to 1150. Give a report in which he compares it with that in the Davis selection.

Hoyt, Europe in the Middle Ages, pp. 301-307.

Which of the two accounts, that by Davis or that which describes the more typical castle and noble? Which two comes closer to the ideas about nobles which you had before we began studying the Middle Ages?

Students might prepare reports on medieval warfare. One report on local fighting between nobles and knights in pitched battles. Perhaps a good student might report on the effects of the invention of the crossbow on warfare.

Davis, Life on a Medieval Barony, chs. 14-15;
Buehr, Knights and Castles and Feudal Life, chs. 4-6.
White, Medieval Technology and Social Change, ch. 1.

What do these reports indicate about the conditions of nobles in this period?

Read the form of commendation presented in the summary. Discuss: What did each party to the commendation receive?

"Selected Readings in European History."

Read Hoyt's description of the three elements of feudalism and report on them. He should compare what has been learned from Hoyt with the conclusions which have been derived from their readings.

Hoyt, Europe in the Middle Ages, pp. 185-190.

S. Differentiates between primary and secondary sources.

S. Generalizes from data.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. A given culture is an integrated whole, based on fundamental postulates or values.

c. The lord finally won to have his lands exempt from the administration of the king's law. The lord administered justice for himself or through his own officials.

1) The lord had almost total control over those who held his lands; however, he required them to stay within limits set by his rules when he administered justice.

2) Neither the use of torture nor to obtain confessions from various kinds of or from the person accused.

d. Feudal institutions were established strongly by custom or tradition. The idea of and respect for the lord and the Christian religion.

differentiates between primary
secondary sources.

realizes from data.

contrast between democratic
non-democratic political sys-
may be looked at as a con-
in basic underlying values.

PROCEDURAL SAFEGUARDS FOR
ACCUSED OF CRIMES.

en culture is an integrated
, based on fundamental pos-
es or values.

- c. The lord finally won the right to have his lands exempt from the administration of the king's officials. The lord administered justice himself or through his own officials.
 - 1) The lord had almost complete control over those who lived on his lands; however, he was bound to stay within limits of customary rules when he administered justice.
 - 2) Neither the use of torture to obtain confessions nor the use of various kinds of ordeals protected the person accused of wrongdoing.
- d. Feudal institutions were affected strongly by custom or tradition, the idea of and respect for contract, and the Christian religion.

8. Have pupils read an example of a "Truce of God". Then have them discuss the questions which follow this reading. Also discuss the difference between this source and sources such as Davis, Bennett, or Hoyt. Is a primary source always better than a secondary source? Why? Why not?
9. Have a pupils report on justice and punishment in the Middle Ages. He should be prepared to answer the questions on the reading. Discuss: What was the role of the lord in this system? How did the methods of trying people differ from those in our own country today? How effective do you think such techniques were for arriving at the truth?
10. Have pupils read the church rules for trial by ordeal by hot iron. Discuss the questions which follow the reading.
11. Hoyt declares that the three most important influences upon feudal institutions were custom, contract, and Christianity. Have a pupil read his discussion of these forces and then analyze them for the class. Discuss: What examples have you found in your previous readings which would support or contradict the importance of these forces?

"Selected Reading
European History"

Davis, Life on a
Barony, ch. 10.
"Questions on Rea

"Selected Reading
European History"

Hoyt, Europe in
Middle Ages, pp.
301.

read an example of a "Truce of God". Then discuss the questions which follow this reading. Discuss the difference between this source such as Davis, Bennett, or Hoyt. Is a primary source always better than a secondary source? Why?

Is report on justice and punishment in the . . . He should be prepared to answer the questions following the reading. Discuss: What was the role of this system? How did the methods of trying differ from those in our own country today? How do you think such techniques were for arriving at a verdict?

read the church rules for trial by ordeal . . . Discuss the questions which follow the reading.

es that the three most important influences on medieval institutions were custom, contract, and the church. Have a pupil read his discussion of these influences and then analyze them for the class. Discuss: What examples have you found in your previous readings which would support or contradict the importance of these forces?

"Selected Readings on European History".

Davis, Life on a Medieval Barony, ch. 10.
"Questions on Readings".

"Selected Readings in European History."

Hoyt, Europe in the Middle Ages, pp. 295-301.

e. A Feudal society develops the institutions of feudalism which are widespread; however, they develop at different rates and in different forms in different parts of the world. Feudal institutions should not be confused with the economic system of the Middle Ages which was characterized by manors and later by guilds.

S. Identifies basic assumptions.

- G. In some societies neither the government nor a market system is important in affecting how resources should be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.
- G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.
- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

2. The vast majority of the people of the Middle Ages lived in rural manors.

- a. The manorial system involved an exchange of labor for the use of land by peasants. Little land changed hands.
- b. Tradition played an extremely important role in the lives of peasants and in determining their rights and duties.

- e. A Feudal society developed in which the institutions of feudalism were widespread; however, they developed at different rates and were not uniform in different parts of Europe. Feudal institutions should not be confused with the economic system which was characterized by manors and later by guilds.

ifies basic assumptions.

Some societies neither the government nor a market system are important in affecting how resources should be allocated. Some economic systems are based solely upon tradition and reciprocal relationships which have grown up in the past. In other systems reciprocal relationships are combined with a market system.

In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.

Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

- 2. The vast majority of the people in the Middle Ages lived in rural areas on manors.
 - a. The manorial system involved the exchange of labor for the use of land by peasants. Little money changed hands.
 - b. Tradition played an extremely important role in the lives of the peasants and in determining their rights and duties.

12. Point out that basically, the class has now studied only feudal institutions or institutions affecting the lives of a very small minority of the people in the Middle Ages. (Although, of course, the system of justice affected all of the people). Distinguish between feudal institutions and feudal society and between feudal institutions and economic institutions. Then point out that the class will turn to economic institutions and the life of peasants. Pupils should try to decide if the same values which were held by nobles were also held by peasants.

13. Have pupils read the selection on Bobo, the description of an imaginative peasant in the time of Charlemagne. Then discuss the questions on the selection.

Powers, Medieval
People, part of
chapter one.

- S. Generalizes from data.
- G. Although culture is always changing, many elements persist for long periods of time.
- G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.
- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
- G. In some societies neither the government nor a market system is important in affecting how resources should be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

14. Now have several pupils give an oral presentation in which they compare Bennett's description of the life of a peasant in England in 1320 with that of the peasant in the time of Charlemagne. They should use the study questions on the selection to guide their reading and their report. Then discuss: To what degree had peasant life changed since the time of Charlemagne? To what degree had it stayed a good deal the same? What cultural values did these peasants seem to have? How did these values affect many aspects of their lives? Did the peasants and nobles share any cultural values? If so, which ones?

Bennett, Life on a
lish Manor, pp. 4-

veral pupils give an oral presentation in compare Bennett's description of the life of England in 1320 with that of the peasant in Charlemagne. They should use the study questions selection to guide their reading and their an discuss: To what degree had peasant life the time of Charlemagne? To what degree had a good deal the same? What cultural values peasants seem to have? How did these values affect aspects of their lives? Did the peasants and any cultural values? If so, which ones?

Bennett, Life on an English Manor, pp. 4-25.

- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

- G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor and capital goods), by the level of technology, and by the efficiency of the organizational structure.

- A. EVALUATES SOURCES OF INFORMATION.
 - S. Checks on the completeness of data
 - S. Checks on the competency of authors.
 - G. Some values are conducive to change some make planned change difficult.
 - G. In some societies neither the government nor a market system is important in affecting how resources shall be allocated. Such

15. Have several pupils role-play a discussion among peasants about the hunting privileges of their lord.

Davis, Life on a Barony, p. 272.

16. Have pupils read Davis' imaginative account of peasant's houses. Discuss: What does this reading illustrate about living levels of peasants in this period? Why weren't they higher?

Davis, Life on a Barony, pp. 262-2

17. A pupil might prepare large charts to use in reporting to the class on the administration of the manor. He should tell the class about the difficulties in using sources about this period and he should present data which will answer the questions raised in the study questions on the selection. Afterwards, have the class analyze in more detail the role of tradition and force in manorial life and the way in which goods and services were exchanged. Perhaps tell the class that the amount of money had declined greatly during the Middle Ages and explain why. Discuss: Which of the values of this period would make change difficult?

Bennett, Life on a Manor, pp. 154-19
"Questions on Rea

1 pupils role-play a discussion among
out the hunting privileges of their lord.

Davis, Life on a Medieval
Barony, p. 272.

read Davis' imaginative account of pea-
es. Discuss: What does this reading illus-
living levels of peasants in this period?
they higher?

Davis, Life on a Medieval
Barony, pp. 262-265.

ht prepare large charts to use in reporting
s on the administration of the manor. He
the class about the difficulties in using
out this period and he should present data
answer the questions raised in the study
on the selection. Afterwards, have the class
more detail the role of tradition and force
life and the way in which goods and ser-
exchanged. Perhaps tell the class that the
money had declined greatly during the Middle
explain why. Discuss: Which of the values of
d would make change difficult?

Bennett, Life on the English
Manor, pp. 154-192.
"Questions on Readings."

economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

- G. Persistence of cultural traits may be the result of...the lack of exposure to conditions which further change.
- S. Sets up hypotheses.
- S. Tests hypotheses against data.
- G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.
- G. Some values are conducive to change; some make planned change difficult.
- G. Culture traits may change through a process of diffusion.
- c. The agricultural land-in-ments and farming techn wasteful and made it d any peasant to act upon tiative to increase his
- d. Important agricultural

conomic systems are based largely in tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

ersistence of cultural traits may be the result of...the lack of exposure to conditions which further change.

Support hypotheses.

Test hypotheses against data.

At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), the level of technology, and by the efficiency of the organizational structure.

Values are conducive to change: they make planned change difficult.

Cultural traits may change through the process of diffusion.

c. The agricultural land-holding arrangements and farming techniques were very wasteful and made it difficult for any peasant to act upon his own initiative to increase his production.

d. Important agricultural innovations

18. Have pupils read Davis' description of the peasants' view of the world. Discuss: Why do you think the peasants held such a view?

Davis, Life on a
feudal Barony.

19. Have a group of pupils read and report on Bennett's discussion of land use and cultivation on the manor. They should use the study questions and try to answer the discussion questions themselves before they make their report. Then they might prepare a report presenting their factual findings in relationship to the first part of the selection, ask pupils to set up the hypotheses called for in the questions following this selection, and then continue with their report, being sure to present the data needed for the class to analyze the rest of the discussion questions. The chairman of the group might then lead the class discussion of these questions.

Bennett, Life on
Manor, pp. 43-60.
Questions on Reading
Davis, Life on a
feudal Barony.

(The other members of the class might read Davis' description of peasant holdings and farming techniques in preparation for this report and discussion.)

20. Have a pupil report on agricultural innovations in the 9th-11th centuries which brought about an increase in agricultural production. Then discuss: What effects

Hoyt, Europe in
the Middle Ages, pp.
For effects, see

Read Davis' description of the peasants' world. Discuss: Why do you think the held such a view?

Davis, Life on a Medieval Barony.

Group of pupils read and report on Bennett's of land use and cultivation on the manor. Use the study questions and try to answer discussion questions themselves before they make report. Then they might prepare a report presenting their factual findings in relationship to the of the selection, ask pupils to set up the called for in the questions following this and then continue with their report, being present the data needed for the class to the rest of the discussion questions. The of the group might then lead the class discuss these questions.

Bennett, Life on the English Manor, pp. 43-60.

"Questions on Readings."

Davis, Life on a Medieval Barony.

Members of the class might read Davis' description of peasant holdings and farming techniques in (on for this report and discussion.)

Will report on agricultural innovations in the centuries which brought about an increase in agricultural production. Then discuss: What effects

Hoyt, Europe in the Middle Ages, pp. 205-206.
For effects, see Hoyt,

G. Changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

brought about an increase in production which made possible a larger population and which in turn spurred to grow more food both by use of more uncultivated land and by using newer technology.

S. Looks for points of agreement and disagreement among witnesses, authors, and sources of information.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Supernatural beliefs involve complexes of behavior which are usually very resistant to change.

G. People usually do not discard a cultural trait completely; they are more likely to modify it to fit into new situations.

e. Religion was an important part of the lives of the peasants as in the lives of the nobles. It was true even though the peasants understood little of Christ.

changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

books for points of agreement and disagreement among witnesses, authors, and sources of information.

Given culture is an integrated whole, based on fundamental postulates or values.

Supernatural beliefs involve complexes of behavior which are usually very resistant to change.

People usually do not discard a cultural trait completely; they are more likely to modify it to fit into new situations.

brought about an increase in production which made possible a larger population and larger towns and which in turn spurred peasants to grow more food both by making use of more uncleared land and by using newer technology.

- c. Religion was an important force in the lives of the peasants as well as in the lives of the nobles; this was true even though peasants understood little of Christian theology.

do you think this increase in output might have upon society?

pp. 253-254.

21. Show the film Medieval Manor and have pupils compare the data with the material which they have studied earlier. Have pupils analyze the film for accuracy in use of terms such as feudal and in depiction of peasants' homes.

Film: The Medieval Manor, E.B.F., 20 min.

22. Have pupils read King Rudolph's decree on children of mixed class marriages. Discuss the questions which follow the reading.

"Selected Readings in European History."

23. Have each pupil read one of the selections on the role of religion in the life of people in the Middle Ages. Afterwards discuss: How important was religion to the different classes in the Middle Ages? Do your readings support or contradict the ideas you obtained from your earlier readings? Why did the earlier superstitions and religious beliefs continue even after the peasants adopted Christianity?

"Selected Readings in European History." Bennett, Life on the English Manor, pp. 37, 321-323. Davis, Life on a Medieval Manor.

this increase in output might have upon

pp. 253-254.

on Medieval Manor and have pupils compare
with the material which they have studied
Have pupils analyze the film for accuracy
in terms such as feudal and in depiction of
manners.

Film: The Medieval Manor,
E.B.F., 20 min.

Read King Rudolph's decree on children of
marriages. Discuss the questions which
arise on reading.

"Selected Readings in
European History."

Pupils read one of the selections on the role
of religion in the life of people in the Middle Ages.
Discuss: How important was religion to the
peasants in the Middle Ages? Do your readings
contradict the ideas you obtained from your
readings? Why did the earlier superstitions
and beliefs continue even after the peasants
accepted Christianity?

"Selected Readings in
European History."
Bennett, Life on an
English Manor, pp. 29-
37, 321-323.
Davis, Life on a Med-
ieval Manor.

- G. A given culture is an integrated whole, based on fundamental postulates or values.

 - G. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.

 - G. Culture traits may change through a process of diffusion.

 - G. People who are in contact with each other are likely to borrow cultural traits from each other.

 - G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.
- 3. Cities, which had declined during the early Middle Ages, grew in size and importance during the 12th and 13th centuries.
 - a. Cities served as places where the products of the area could be sold. The products of the manors which could not be sold locally were brought to the cities by the city workers or brought from other places in the Near East.

... culture is an integrated
... based on fundamental postu-
... or values.

... ts in which people feel that
... e fighting for ideals are
... to be fiercer than those
... nvolve only personal rea-
... Religious conflict is like-
... e fierce and to aim at the
... e annihilation or conver-
... the enemy.

... traits may change through
... ss of diffusion.

... who are in contact with
... her are likely to borrow
... l traits from each other.

... in most societies of the
... epend upon people who live
... r communities, regions,
... ntries for goods and ser-
... nd for markets for their

3. Cities, which had declined drastically during the early Middle Ages, began to grow in size and increase in number during the 12th and 13th centuries.
 - a. Cities served as places where people in the area could obtain products which could not be made on the manors; such products might be made by the city workers or might be brought from other places, including the Near East.

24. Have pupils look at the film Medieval Times: Role of the Church. Discuss it in the light of what they have already learned about the church. Or have a pupil report on the role of the monasteries and churches in the Middle Ages.

Film: Medieval Role of the Church
Tomkeieff, Life in Norman England

25. Have a pupil give a report on the Crusades. Then discuss how the Crusades affected Western Europe.

26. Remind the pupils that so far they have only studied life in rural areas. Ask: Where did peasants and nobles get most of the products they used? What products did they have to get elsewhere (not from the manor or the noble from various parts of his fief)? Point out that the class will now turn to medieval towns.

look at the film Medieval Times: Role of
Discuss it in the light of what they have
heard about the church. Or have a pupil re-
role of the monasteries and churches in the

Film: Medieval Times:
Role of the Church, Coronet.
Tomkeieff, Life in
Norman England, chs. 5-6.

give a report on the Crusades. Then dis-
the Crusades affected Western Europe.

pupils that so far they have only studied
of areas. Ask: Where did peasants and
most of the products they used? What pro-
they have to get elsewhere (not from the
noble from various parts of his fief)?
at the class will now turn to medieval

- G. Changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.
- G. A place needs cheap and rapid transportation in order to carry on much trade with other places.
- G. A place needs cheap and rapid transportation in order to carry on much trade with other places.
- G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.
- G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

27. Have pupils read Davis' imaginative account of a medieval town. Discuss the questions which follow this reading. (Perhaps have poorer readers use the account by Buehr. Or, for the sake of comparison, have an average or good reader use the account by Tomkeieff.)

Davis, Life on
Medieval Barony.
Buehr, Knights and
Titles and Feudal
pp. 21, 24-25.
Tomkeieff, Life
in England, ch.

28. Have pupils read Davis' imaginary account of industry, trade and fairs in the Middle Ages. Discuss the questions which accompany this reading. (Perhaps have poorer readers use Buehr's account.) A pupil might report briefly on Hoyt's analysis of early merchant guilds.

Davis, Life on
Medieval Barony.
Buehr, Knights and
Titles and Feudal
pp. 21-24.
Hoyt, Europe in
the Middle Ages, pp.
259.

Read Davis' imaginative account of a medieval barony. Discuss the questions which follow this reading. Have poorer readers use the account by Buehr. For the sake of comparison, have an average or better reader use the account by Tomkeieff.)

Davis, Life on a Medieval Barony.

Buehr, Knights and Castles and Feudal Life, pp. 21, 24-25.

Tomkeieff, Life in Norman England, ch. 4.

Read Davis' imaginary account of industry, commerce and trade in the Middle Ages. Discuss the questions which accompany this reading. (Perhaps have poorer readers use Buehr's account.) A pupil might profitably refer to Hoyt's analysis of early merchant

Davis, Life on a Medieval Barony.

Buehr, Knights and Castles and Feudal Life, pp. 21-24.

Hoyt, Europe in the Middle Ages, pp. 258-259.

- G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.
- S. Generalizes from data.
- S. Looks for points of agreement and disagreement among witnesses, authors, and sources of information.
- G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.
- G. Changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. The development of cities is dependent upon development of agricultural surpluses, specialization, and trade.
- b. The guilds grew up first of protecting travellers and then to protect their own each specialized type.
- c. Nobles gradually granted to city dwellers and charters of freedom the rights granted to cities encouraged nobles to grant and even freedom to their manors.
- d. A number of factors were in the growth of cities in the 12th and 13th centuries.

ditional societies, which look
tradition for guidance and do
welcome technological change,
very slow rates of economic
th.

ralizes from data.

s for points of agreement and
reement among witnesses,
ors, and sources of informa-

ges in one aspect of society
have effects on other as-
s; changes will ramify,
her they are technological,
ocial organization, in
logy, or whatever else is
rt of the cultural system.

**SCEPTICAL OF SINGLE-FACTOR
ORIES OF CAUSATION.**

ges in one aspect of society
have effects on other as-
s; changes will ramify whether
are technological, in social
nization, in ideology, or what-
else is a part of the cultural
tem.

development of cities is depen-
upon development of agricultural
uses, specialization, and trade.

b. The guilds grew up first as a means
of protecting travelling merchants
and then to protect the members of
each specialized type of work.

c. Nobles gradually granted many rights
to city dwellers and finally issued
charters of freedom to them; these
rights granted to city dwellers en-
couraged nobles to grant more rights
and even freedom to the serfs on
their manors.

d. A number of factors were important
in the growth of cities during the
12th and 13th centuries.

29. Have different members of the class read different sets of craft guild rules. They might all read the example of an apprenticeship agreement. Then compare the guild rules in class and discuss the relationship of the guilds to the town government.

"Selected Readings
European History."

30. Show the film Medieval Guilds and have pupils compare the data found in the film with that which they have already studied.

Film: The Medieval
E.B.F., 20 min.

31. Have several pupils present a report on how towns and serfs gained their freedom and the relationships between the two. Discuss: How did towns serve as a focal point for change in the middle ages?

Bennett, Life on the
Manor, pp. 278-317
"Questions on Reading"

32. Show the set of overhead transparencies on The Growth of Medieval Towns. Use the suggestions provided with the set on how to use them. Be sure to have pupils set up hypotheses to test, as suggested.

Transparencies:
of Medieval Towns
Foresman.

When using transparency G ask how each of the factors shown might have affected towns? (e.g. How would the return of more gold to circulation have affected towns? etc.) Also ask: What other factors might have stimulated the growth of population.

Let members of the class read different sets of rules. They might all read the example of a guild membership agreement. Then compare the guild rules and discuss the relationship of the guild to town government.

Use Medieval Guilds and have pupils compare the film with that which they have read.

Have pupils present a report on how towns and their freedom and the relationships between them changed. Discuss: How did towns serve as a center of change in the middle ages?

Use overhead transparencies on The Growth of Medieval Towns. Use the suggestions provided with the film to use them. Be sure to have pupils make notes to test, as suggested.

Use transparency G. Ask how each of the factors listed have affected towns? (e.g. How would the introduction of gold coinage have affected towns? Ask: What other factors might have stimulated the growth of population.

"Selected Readings in European History."

Film: The Medieval Guilds, E.B.F., 20 min.

Bennett, Life on the English Manor, pp. 278-317.
"Questions on Readings."

Transparencies: The Growth of Medieval Towns, Scott Foresman.

S. Sets up hypotheses.

G. Other things being equal, the price of a good (or of labor) rises when the good is in short supply as compared to the demand for the good.

G. Culture traits may change through a process of diffusion.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

e. Conditions in the towns crowded and lacked modern sanitation. Fires and epidemics frequent. The Black Death a great decrease in worker cities and on manors and changing economic relationships.

4. The earlier Middle Ages heralded by the loss of much that developed by the Greeks and the proclivity to accept particularly authority of the explanations of natural features of the world; the twelfth and thirteenth a great revival of learning.

a. Much of the older Greek as the old medical treatise back to Europe by way of translations from Hebrew translations of Greek manuscripts.

b. The scholars of the twelfth centuries developed a new interest in Greek and Latin manuscripts these had been preserved in monasteries.

up hypotheses.

things being equal, the
of a good (or of labor)
when the good is in short
as compared to the demand
e good.

e traits may change through
ess of diffusion.

who are in contact with
ther are likely to borrow
al traits from each other.

e. Conditions in the towns were very crowded and lacked modern types of sanitation. Fires and epidemics were frequent. The Black Death led to a great decrease in workers both in cities and on manors and led to changing economic relationships.

4. The earlier Middle Ages had been characterized by the loss of much of the knowledge developed by the Greeks and Romans and by the proclivity to accept authority, particularly authority of the church for explanations of natural features of the world; the twelfth and 13th centuries saw a great revival of learning.

a. Much of the older Greek learning, such as the old medical treatises, were brought back to Europe by way of Latin translations from Hebrew translations of Arabic translations of Greek manuscripts.

b. The scholars of the 12th and 13th centuries developed a new interest in the Greek and Latin manuscripts; many of these had been preserved by the monasteries.

33. Have a pupil report on great plagues which swept Europe, such as the Black Death. Discuss: What do you think might have been some of the effects of such plagues? What did people's attitudes toward the plague indicate about their religious beliefs? about the status of science? Hoyt, Europe in the Middle Ages, pp. 591-592
34. Perhaps have pupils read the selection on how the English king tried to reduce labor shortages which arose after the Black Death. Discuss: What might have been some of the long term effects of such a labor shortage? For effects, see Europe in the Middle Ages, pp. 592-594.
35. Now have a pupil prepare another chapter on "Medicine Through the Ages" by preparing a chapter on "Medicine in the Middle Ages." He should include both medical ideas of the earlier period and the way in which medical knowledge from the Greeks finally spread to western Europe and encouraged new developments of more scientific ideas. Hoyt, Europe in the Middle Ages, p. 329; Gardner's Story of Medicine; Story of Medicine; Life in Norman England, pp. 118-123.

11 report on great plagues which swept Europe, the Black Death. Discuss: What do you think have been some of the effects of such plagues? How do people's attitudes toward the plague indicate their religious beliefs? about the status of

Hoyt, Europe in the Middle Ages, pp. 591-592.

12 Have pupils read the selection on how the English tried to reduce labor shortages which arose after the Black Death. Discuss: What might have been some of the economic effects of such a labor shortage?

For effects, see Hoyt, Europe in the Middle Ages, pp. 592-594.

13 Have a pupil prepare another chapter on "Medicine in the Middle Ages" by preparing a chapter on "Medicine in the Middle Ages." He should include both medical ideas of the earlier period and the way in which medical knowledge from the Greeks finally spread to western Europe and the new developments of more scientific ideas.

Hoyt, Europe in the Middle Ages, p. 329; Garland, Story of Medicine; Walker, Story of Medicine; Tonkeieff, Life in Norman England, pp. 118-123.

- c. The 12th and 13th centuries borrowed ideas from the past and were stimulated to develop their own ideas. They developed a renewed interest in science, not just the art of rhetoric, but the activity and logic.

- G. A given culture is an integrated whole, based on fundamental postulates or values.

- S. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.

- G. Persistence of cultural traits may be the result of reluctance to change or the lack of exposure to conditions which further change.

- G. Some values are conducive to change; some make planned change difficult.

- G. Traditional societies, which look to tradition for guidance, and do not welcome technological change, have very slow rates of economic growth.

- G. Cultural traits may change as the result of diffusion.

- c. The 12th and 13th century scholars borrowed ideas from the Greeks and Romans and were stimulated to develop many of their own ideas. There gradually developed a renewed interest in observation, not just the acceptance of authority and logic.

Given culture is an integrated whole, based on fundamental postulates or values.

Notes meaningful differences between eras; notes relationships within eras between institutions and cultural assumptions.

Persistence of cultural traits may be the result of reluctance to change or the lack of exposure to conditions which further change.

Some values are conducive to change; some make planned change difficult.

Traditional societies, which look to tradition for guidance, and do not welcome technological change, exhibit very slow rates of economic growth.

Cultural traits may change as the result of diffusion.

36. Now hold a summarizing discussion. Ask: What do you see as the chief characteristics of the Middle Ages? (Perhaps develop a series of continuums on the chalkboard to show such things as: Values Tradition -- Values Change and Science; Localism(Provincialism)-- National Interests and Close Ties with Europe As a Whole; Secularism -- Religious Faith. Have pupils try to place the period which they have studied on each of these continuums.) Also ask: Why is it difficult to decide where you will place the late Middle Ages? What changes were taking place? What were some of the factors leading to such changes? What factors slowed down change? How did this era differ from the Greek and Roman eras?

- D. Two issues of great importance through a study of political history from the time of the Reform Bill to World War I; these are the issues of individualism vs. broader loyalties and of nationalism and then a world of monarchy vs. democracy.

- G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.

- G. Culture traits may change through a process of innovation from within.

- G. Although culture is always changing, certain elements may persist for long periods of time.

- 1. England developed a strong central government before other European countries and also underwent revolution about an earlier acceptance of democracy by the monarchy.
 - a. Although William the Conqueror had success in demanding loyalty from nobles, nobles broke down in the end and English monarchy finally had a new success in central government after the War of the Roses.
 - b. Parliament had evolved by the Middle Ages and had won a number of rights by the time of the Tudors, including the power over taxation.

-71-

- D. Two issues of great importance can be traced through a study of political developments from the time of the Reformation until World War I; these are the issues of provincialism vs. broader loyalties and outlook (e.g. nationalism and then a world view), and autocracy vs. democracy.

Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.

1. England developed a strong centralized government before other European governments and also underwent revolutions which brought about an earlier acceptance of limited rule by the monarchy.

- a. Although William the Conqueror's early success in demanding homage from all nobles broke down in later strife, the English monarchy finally moved toward new success in centralizing the government after the War of the Roses.

Culture traits may change through the process of innovation from within.

- b. Parliament had evolved gradually during the Middle Ages and had gained a number of rights by the time of James I, including the power over the purse.

Although culture is always changing, certain elements may persist for long periods of time.

37. Say: You have noticed that during the late Middle Ages, people's loyalties were primarily to local lords rather than to the king. Moreover, the political system was anything but democratic, even though there was no strong king. We are now going to look at some of the political changes which took place in Europe from the 17th century on to the First World War. As we do so, look to see what happened to men's loyalties and outlook toward Europe and other parts of the world. Also look to see what changes took place in government. Because we cannot take time to look at all of Europe, we are going to focus upon three countries -- England, France, and Germany. You should compare developments in all three.
38. In a brief informal lecture, tell the pupils the way in which William the Conqueror had developed a strong, centralized government, explain that later kings lost much of their power, describe in one or two sentences the reason for the War of the Roses, tell the class that the Tudor family built a much more centralized government, and on a timeline, point out when James I became king of England.
39. Have a pupil report on the way in which Parliament had gradually evolved and gained certain powers by the time of James I. "Selected Readings History."

have noticed that during the late Middle Ages, loyalties were primarily to local lords rather than to a strong king. Moreover, the political system was not democratic, even though there was no strong king. We are going to look at some of the political changes that took place in Europe from the 17th century on to the present. As we do so, look to see what happened to loyalties and outlook toward Europe and other parts of the world. Also look to see what changes took place in government. Because we cannot take time to look at all of Europe, we are going to focus upon three countries: England, France, and Germany. You should compare these countries in all three.

In an informal lecture, tell the pupils the way in which William the Conqueror had developed a strong, centralized government, explain that later kings lost much of this power, describe in one or two sentences the reason for the Wars of the Roses, tell the class about the Tudor dynasty and its much more centralized government, and on that point out when James I became king of England.

report on the way in which Parliament had developed and gained certain powers by the time

"Selected Readings in European History."

c. James I and Charles I try to
the House of Commons from
power; this struggle ends
tion and the execution of

- A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION.
- G. Political revolutions are usually the result of multiple causes.
- S. Checks on the bias of authors.
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

- c. James I and Charles I tried to prevent the House of Commons from gaining more power; this struggle ended in revolution and the execution of Charles I.

PTICAL OF SINGLE-FACTOR CAUS-

cal revolutions are usually
result of multiple causes.

on the bias of authors.

m's relationship to democracy
close and obvious one; the or-
tion of majorities, the compe-
in goals, and the ability to
which democracy presupposes,
pend on a high degree of per-
freedom.

40. Have pupils read James I's statement on the divine right of kings. Discuss: If the Parliament had been willing to accept this position, what would have happened to the government of England?

"Selected Read
European Histo

41. Have pupils read a selection on Charles' struggle with Parliament and Cromwell's victory. Discuss: What colored words in this account indicate the author's bias? What were the issues between Charles and the House of Commons?

West and West
Modern Progress
205. (Adapted

When pupils identify religious differences, review what they learned in the tenth grade course about the Puritan religion. Ask if anyone knows anything about how the Anglican Church was established and about the differences between the Puritans and the Anglicans. If not, sketch them briefly for the class, making sure that pupils understand that the king was the head of the Anglican Church and had insisted in the past upon his right to control the Church.

When pupils identify the House's demands for certain rights, ask: Had Parliament gained such rights in the past or were these new demands? Who were the leaders in Parliament's struggle with the king? (landed aristocracy, rather than nobles). What power did Parliament have which eventually led to its success in the struggle? What action by Charles forced him to call Parliament after ruling for 11 years without one? Why?

Perhaps have pupils play the game "Revolution" which simulates the Puritan Revolution in England. If so, you will wish to use the game before pupils have read all of the material in the selection for activity 41. They should do this reading after the simulation is completed.

Abt Associates
Concord Lane,
(not yet com
able as of

42. Perhaps have some pupils read and write reports on novels about the English civil war. They should evaluate each in terms of bias and the interpretation of the struggle.

Pupils read James I's statement on the divine right of kings. Discuss: If the Parliament had been willing to accept this position, what would have happened to the government of England?

"Selected Readings in European History."

Pupils read a selection on Charles' struggle with Parliament and Cromwell's victory. Discuss: What colorings in this account indicate the author's bias? What are the issues between Charles and the House of Commons?

West and West, Story of Modern Progress, pp. 190-205. (Adapted).

Pupils identify religious differences, review what was learned in the tenth grade course about the Puritan Revolution. Ask if anyone knows anything about how the Anglican Church was established and about the differences between the Puritans and the Anglicans. If not, sketch briefly for the class, making sure that pupils understand that the king was the head of the Anglican Church and insisted in the past upon his right to control the church.

Pupils identify the House's demands for certain rights. Had Parliament gained such rights in the past or were these new demands? Who were the leaders in Parliament's struggle with the king? (Landed aristocracy, rather than the gentry). What power did Parliament have which eventually led to its success in the struggle? What action by Charles led him to call Parliament after ruling for 11 years without it? Why?

Have pupils play the game "Revolution" which simulates the Puritan Revolution in England. If so, you will need to use the game before pupils have read all of the material in the selection for activity 41. They should do the reading after the simulation is completed.

Abt Associates, Inc., 14 Concord Lane, Cambridge, Mass (not yet commercially available as of spring, 1968).

Have some pupils read and write reports on novels about the English civil war. They should evaluate each in terms of bias and the interpretation of the struggle.

- G. In political conflict there is struggle over scarce values or goals; each side tries to use the political system to attain its goals.
- S. Generalizes from data.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology or whatever else is a part of the cultural system.
- G. A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.
- S. Checks on the bias and competency of authors.
- A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION.
- d. The Cromwell government successful, and Charles to the throne. However renewed the struggle with was deposed in the Glor of 1688. The new king nized the rights of Par idea of limited monarch

political conflict there is struggle over scarce values or goals; each tries to use the political system to attain its goals.

Derives from data.

Changes in one aspect of a culture have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology or whatever. Each is a part of the cultural system.

One's frame of reference is affected by his total life experiences which affects his perceptions and interpretations.

Depends on the bias and competency of the observer.

CRITICAL OF SINGLE-FACTOR CAUS-

- d. The Cromwell government did not prove successful, and Charles II was restored to the throne. However, James II renewed the struggle with Parliament and was deposed in the Glorious Revolution of 1688. The new king and queen recognized the rights of Parliament and the idea of limited monarchy.

43. Have a pupil tell the class about the Levellers and their demands. Pupils should compare these demands with the point of view of James I and then with the type of government set up under Cromwell. Discuss: Why do you think the revolution stopped short of meeting these demands for greater equality and democracy?

Ashley, England in the
teenth Century, pp

44. Read aloud several quotations from Ashley on the modern interpretation of the powers of the King and the House and the reasons for the clash. Discuss: What does Ashley indicate is the reason why so many later historians pictured James as trying to reduce the powers of the House? Was the author whose account you read earlier a liberal or a conservative? How might his beliefs have affected his interpretation of the events? What factor does Ashley believe most important in leading to Houae demands for increased powers?

Ashley, England in the
teenth Century, pp

45. Tell the class about the factors which led to the restoration of Charles II. Or perhaps have a pupil give a report on Cromwell and what happened after Cromwell's death.

Pupil tell the class about the Levellers and Puritans. Pupils should compare these demands with the point of view of James I and then with the government set up under Cromwell. Discuss: Do you think the revolution stopped short of meeting demands for greater equality and democracy?

Read several quotations from Ashley on the modernisation of the powers of the King and the House of Commons for the clash. Discuss: What does Ashley state is the reason why so many later historians blame James as trying to reduce the powers of the King? Was the author whose account you read earlier a radical or a conservative? How might his beliefs have influenced his interpretation of the events? What factors do you believe most important in leading to the restoration of increased powers?

Ashley, England in the Seventeenth Century, pp. 112-113.

Ashley, England in the Seventeenth Century, pp. 42-43, 65.

Discuss with the class about the factors which led to the restoration of Charles II. Or perhaps have a pupil give a summary of Cromwell and what happened after Cromwell's

- G. Political revolutions are usually the result of multiple causes.
- A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION.
- G. Culture traits may change through a process of innovation from within.
- G. Although culture is always changing, certain elements may persist for long periods of time.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Culture traits may change through a process of innovation from within.
- G. Although culture is always changing, certain elements may persist for long periods of time.
- G. Constitutions may be written documents, but in some cases they exist wholly or in large part as custom and traditions.

46. Now have the class read a brief excerpt on the Glorious Revolution, the Petition of Rights, and other bills to strengthen Parliament after the Glorious Revolution. Have at least one good student read Ashley's account of the Glorious Revolution. Discuss the causes of the revolution. Also discuss the implications of the Glorious Revolution and the bills which were passed for the role of the monarchy. Ask: Had England become a democracy? Why or why not? How would you characterize the English government at this time?

West and West, S
Progress, pp.208
Ashley, England
teenth Century, c

47. Have a pupil report to the class on how the cabinet system of government became established in England. Discuss: How did this change affect the power of the monarchy? How does the Parliamentary cabinet system compare with our form of government?
Also discuss: What seems to be the basis of the English Constitution? How does it change?

West and West, S
Progress, pp.211-

The class read a brief excerpt on the Glorious Revolution, the Petition of Rights, and other measures to strengthen Parliament after the Glorious Revolution. At least one good student read Ashley's account of the Glorious Revolution. Discuss the causes of the

Also discuss the implications of the Revolution and the bills which were passed for the monarchy. Ask: Had England become a democracy or why not? How would you characterize the government at this time?

West and West, Story of Modern Progress, pp.208-211 (adapted).
Ashley, England in the Seventeenth Century, ch. 12.

Report to the class on how the cabinet system of government became established in England. Did this change affect the power of the monarch? Does the Parliamentary cabinet system compare with our form of government?

Discuss: What seems to be the basis of the cabinet system? How does it change?

West and West, Story of Modern Progress, pp.211-12 (adapted).

- G. Constitutions change by formal amendment and by changes in custom and interpretation.
- G. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.
- G. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do. (Deadlock is ruled out of the operation of parliamentary systems by the dependence of the Cabinet on the on-going support of a majority of the legislators.)
- G. All the institutions of society are interrelated; because of this interrelationship, a change in one Institution is likely to affect other institutions.
- S. Generalizes from data.
- A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES.
- G. Although culture is always changing, many elements persist for long periods of time.
- f. The Reform bill of 1832 participation in government unfair representation. bills extended the vote to people.
- g. By World War I England democratic through a gradual process, and expanded their loyalties to England.

stitutions change by formal
ment and by changes in cus-
nd interpretation.

hued engagement in conflict
to bring about the acceptance
th parties of common rules re-
ing, the conduct of conflict;

eparation of powers is intend-
and does produce institution-
adlock and delay more often
parliamentary systems do.
lock is ruled out of the op-
on of parliamentary systems
e dependence of the Cabinet
e on-going support of a major-
f the legislators.)

he institutions of society
nterrelated; because of this
relationship, a change in one
tution is likely to affect
institutions.

alizes from data.

CIATES AND RESPECTS THE CUL-
CONTRIBUTIONS OF OTHER COUN-

ugh culture is always chang-
many elements persist for long
ds of time.

f. The Reform bill of 1832 widened parti-
cipation in government and got rid of
unfair representation. Later reform
bills extended the vote to many more
people.

g. By World War I England had become dem-
ocratic through a gradual, evolution-
ary process, and . . . people had ex-
panded their loyalties to the loyalty
to England.

48. Have pupils read a selection on the Reform Bill of 1832. Discuss: Why was there need for reform at that time? Did the reform act bring democracy to England?

West and West, Progress, pp. 36-37
376-79 (adapted)

49. Now have pupils read about other reform acts of the 19th century. Discuss: From what you have studied so far, how would you characterize the way by which democracy was introduced into Great Britain? What had happened to Englishmen's loyalties over this period of time? How do you account for the fact that England's form of democracy differs from that in the U.S.?

West and West, Progress, pp. 38-39

pupils read a selection on the Reform Bill of 1832.
Discuss: Why was there need for reform at that time?
How did the reform act bring democracy to England?

West and West, Story of Modern Progress, pp. 363-65, 368-70, 376-79 (adapted).

pupils read about other reform acts of the 19th century.
Discuss: From what you have studied so far, how did democracy
come to be introduced into Great Britain? What had happened to
the loyalty of the Englishmen over this period of time? How
does the form of democracy in England differ from that in the U.S.?

West and West, Story of Modern Progress, pp. 381-382 (adapted).

G. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Sets up hypotheses.

2. The French Revolution, increase in national loyalty even though the revolution put the strains of both.

a. The revolution led to social violence and the English revolution, the revolution differed from the French revolution and in some ways from each other.

the history of democracy over the
last several centuries has been one
of the gradual expansion of elec-
tions by the elimination of vot-
ing qualifications.

CURIOUS ABOUT SOCIAL DATA.

sets up hypotheses.

2. The French Revolution brought about an increase in national loyalty and democracy, even though the revolution carried within it the strains of both democracy and autocracy.
 - a. The revolution led to far greater physical violence and excesses than did the English revolution. In some ways the revolution differed from the English revolution and in some ways they resemble each other.

50. Have pupils read excerpts from accounts of the Terror during the French Revolution. Most of the pupils should read an eye witness account or a fictionalized eye witness account, with different pupils reading different accounts. One or two poorer readers might read the account in Alderman. In addition to or instead of these accounts, you might show the film cutting on The Tale of Two Cities. Before showing it, give pupils a brief summary of the book so that they can follow the shortened version.

"Selected Readings in History," Pernoud and The French Revolution 280; Alderman, Liberty! Fraternity! pp Film: Tale of Two C (40 min. edited version) T.F.C.

Afterwards, discuss: How did this revolution seem to differ from the revolution in England in either the 1640's or in 1688? What do you think might account for the differences? Point out the need to go back to look at conditions which led to the revolution and to examine some of the early events of the revolution. Ask pupils to try to identify any similarities and differences between the conditions and events in France and those in England. (e.g. Do there seem to be similar causes of the revolutions? Do there seem to be similar classes involved in different stages of the revolutions? Do the revolutions seem to progress through the same stages? Why didn't the English revolution result in the same amount of terror and violence as did the French Revolution? To what extent did the peasants and workers gain by the revolutions in both countries?)

read excerpts from accounts of the Terror of the French Revolution. Most of the pupils should read a witness account or a fictionalized eye witness account, with different pupils reading different accounts. One or two poorer readers might read the account of the executioner. In addition to or instead of these accounts, you might show the film cutting on The Tale of Desguerra. Before showing it, give pupils a brief summary book so that they can follow the shortened

"Selected Readings in European History." Pernoud and Flaissier, The French Revolution, pp. 242-280; Alderman, Liberty! Equality! Fraternity! pp. 153-161. Film: Tale of Two Cities (40 min. edited version), T.F.C.

to discuss: How did this revolution seem to differ from the revolution in England in either the 1640's or the 1790's? What do you think might account for the differences? Do you think it is worth the need to go back to look at conditions before the revolution and to examine some of the causes of the revolution. Ask pupils to try to identify similarities and differences between the conditions of the events in France and those in England; (e.g. were the causes to be similar causes of the revolutions? Were the classes involved in different revolutions? Do the revolutions seem to progress through the same stages? Why didn't the English Revolution result in the same amount of terror and violence as the French Revolution? To what extent did the peasants gain by the revolutions in both countries?)

S. Generalizes from data.

S. Differentiates between facts, inferences and value judgments.

b. In the seventeenth century greatly reduced the power and sectionalism in France an absolute, enlightened monarch, even he was unable to reduce his powers at the expense of giving away all of the privileges.

1) Louis had been much affected by the Fronde wars against his youth; when he came to the throne, he reduced the power of the nobility by appointing bourgeois to offices in government. However, he appeased them by making their life enjoyable and by offering them offices.

2) Louis increased the power of the nobility but also increased the number of wars.

3) By revoking the Edict of Nantes, Louis XIV drove out large numbers of Huguenot workers and middle class.

S. Generalizes from data.

c. Under Louis XV and Louis XVI the nobles regained much of their old offices.

Infers from data.

Differentiates between facts, inferences and value judgments.

- b. In the seventeenth century, Louis XIV greatly reduced the powers of nobles and sectionalism in France and set up an absolute, enlightened monarchy; however, even he was unable to increase his powers at the expense of taking away all of the privileges of the nobles.
- 1) Louis had been much affected by the Fronde wars against the king during his youth; when he came to his majority, he reduced the power of the nobles by appointing bourgeois to the higher offices in government and the army. However, he appeased the nobles by making their life enjoyable at court and by offering them other favors.
 - 2) Louis increased the power of France but also increased the debt by his numerous wars.
 - 3) By revoking the Edict of Nantes, Louis XIV drove out large numbers of skilled workers and middle class members.
- c. Under Louis XV and Louis XVI the nobles regained much of their old power over offices.

Infers from data.

51. Have a group of students present a symposium on Louis XIV's reign. Or have them present a panel discussion on the topic: Did Louis XIV do more good or harm to France during his reign? The group should try to explain the Fronde wars, how Louis reduced the power of the nobles, court life at Versailles, Louis' attitudes toward the power of the king, Louis' wars and debts, Colbert's economic policies and reforms, and the effects of the revocation of the Edict of Nantes.

Afterwards, have students classify some of the statements made in terms of facts, inferences, and value judgments.

Apsler, The Sun
XIV of France;
Splendid Century
Louis XIV and t
of France; "Set
in European His

52. Have several students role-play a discussion among a group of nobles at the time of Louis XVI. They should discuss Louis XVI's qualities as king as compared to those of Louis XIV and Louis XV. They should also discuss their reactions to the role of nobles under Louis XVI as compared to their role under Louis XIV.

World History t
Lefebvre, The C
Fr. Revol.
Gershoy, Era of
Encyclopedias.

group of students present a symposium on Louis XIV. Or have them present a panel discussion on the question: Did Louis XIV do more good or harm to France during his reign? The group should try to explain the wars, how Louis reduced the power of the nobles, the life at Versailles, Louis' attitudes toward the power of the nobles, Louis' wars and debts, Colbert's economic policies and reforms, and the effects of the revocation of the Edict of Nantes.

Finally, have students classify some of the statements made in terms of facts, inferences, and value judgments.

Several students role-play a discussion among a group of nobles at the time of Louis XVI. They discuss Louis XVI's qualities as king as compared to those of Louis XIV and Louis XV. They should also discuss their reactions to the role of nobles under Louis XVI as compared to their role under Louis XIV.

Apsler, The Sun King, Louis XIV of France; Lewis, The Splendid Century; Ashley, Louis XIV and the Greatness of France; "Selected Readings in European History."

World History textbooks.
Lefebvre, The Coming of the Fr. Revol.
Gershoy, Era of the Fr. Revol.,
Encyclopedias.

- G. Certain aspects of the social structure may inhibit marked social change and innovation.
- G. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are at stake.
- G. The use of different criteria result in different classifications.
- d. Prior to the revolution were divided into three estates.
 - 1) The clergy paid almost nothing though the church made free gifts to the top church leaders nobles and rich, while this estate were poor with little power for the peasants.
 - 2) The nobility had many privileges including exemption from taxes and the right to hold the important political and religious offices; however, they included many impoverished as well as rich noble members of the third estate able to purchase land granted them for tax.
- G. A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.
- S. Checks on the bias of authors.
- S. Distinguishes between facts, inferences and value judgments.

certain aspects of the social structure may inhibit marked social change and innovation.

Coalitions and temporary associations often result from conflict where primarily pragmatic interests of the participants are at stake.

The use of different criteria result in different classifications.

A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.

Checks on the bias of authors.

Distinguishes between facts, inferences and value judgments.

d. Prior to the revolution, the French people were divided into three major classes or estates.

1) The clergy paid almost no taxes, although the church leaders voted certain free gifts to the king each year; the top church leaders were primarily nobles and rich, while most members of this estate were poor country clergy with little power and much sympathy for the peasants.

2) The nobility had many privileges, including exemption from most of the taxes and the right to hold most of the important political and even religious offices; however, this estate included many impoverished nobles as well as rich nobles. Moreover, rich members of the third estate had been able to purchase titles or had been granted them for their services.

Afterwards, discuss: What problems arise in hereditary monarchies? How would you expect the upper middle class members to react to the increased power of the nobles after Louis XIV's death?

53. Have pupils read different descriptions of the three estates prior to the French Revolution. They should read something about each of the estates. Then hold a general class discussion on such questions as: If you had been a peasant, how would you have reacted to the privileges of the nobles and the high clergy? If you had been a rich merchant, how would you have reacted to these privileges? To what extent would you expect the members of the first and second estates to show a united front against attempts to change privileges? To what extent did the actual class differences vary from the idealized picture of classes? How did life in this period differ from life in the Middle Ages? Also discuss: How could you classify social classes in France at the time other than by estates? How would your criteria differ from those used in the classification by estates?

Becker, Modern
Hayes and Faiss
Times, pp. 7-13
Liberty! Equal
ch. 3 (the poor
Coming of the F
pp. 7-14, 35-44
124; "Selected
European Histo

Have pupils read Thomas Jefferson's remarks about the peasants of Champagne. Discuss: What does this passage illustrate about the way in which an author's culture may affect his perceptions? Which of the statements are factual? Which represent value judgments? How would you classify Jefferson's reason for the clustering of farmers in villages?

"Selected Read
History."

ards, discuss: What problems arise in hereditary
nities? How would you expect the upper middle class
to react to the increased power of the nobles
Louis XIV's death?

pils read different descriptions of the three es-
prior to the French Revolution. They should read
ing about each of the estates. Then hold a general
discussion on such questions as: If you had been
ant, how would you have reacted to the privileges
nobles and the high clergy? If you had been a
erchant, how would you have reacted to these priv-
? To what extent would you expect the members of
rst and second estates to show a united front a-
attempts to change privileges? To what extent did
tual class differences vary from the idealized pic-
f classes? How did life in this period differ from
n the Middle Ages? Also discuss: How could you
fy social classes in France at the time other than
ates? How would your criteria differ from those
n the classification by estates?

pils read Thomas Jefferson's remarks about the
ts of Champagne. Discuss: What does this passage
rate about the way in which an author's culture
fect his perceptions? Which of the statements are
l? Which represent value judgments? How would you
fy Jefferson's reason for the clustering of farmers
lages?

Becker, Modern History, ch. 6;
Hayes and Faissler, Modern
Times, pp. 7-13; Alderman,
Liberty! Equality! Fraternity!
ch. 3 (the poor); Lefebvre,
Coming of the Fr. Revol.,
pp. 7-14, 35-44, 86-96, 114-
124; "Selected Readings on
European History."

"Selected Readings on European
History."

- S. Generalizes from data.
- S. Differentiates between facts and Inferences.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
- S. Identifies card stacking.
- G. Changes in one aspect of society will have effects upon other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Revolutions are usually the result of multiple factors.

3) The third estate was three major groups: the town workers, the geois or middle class and businessmen.

a) The peasants were off as many Europe in the 18th century by our standards, ic lot was extrem

Their lot h proving until dra crops, and depres their lot worse a peasants dislike from which nobles

They resented dues which they s owner of the mano the peasants owne land in a majorit

b) The city workers poor conditions w during the genera perity during the because wages did nearly so fast as

c) The merchants and went through a pe ing prosperity du century; however, some of their for power under Louis

Generalizes from data.

Differentiates between facts and inferences.

Checks on the completeness of data
is wary of generalizations
based on insufficient evidence.

Identifies card stacking.

Changes in one aspect of society
will have effects upon other as-
pects; changes will ramify whether
they are technological, in social
organization, in ideology, or what-
ever else is a part of the cultural
system.

Revolutions are usually the result
of multiple factors.

3) The third estate was divided into three major groups: the peasants, the town workers, and the bourgeois or middle class merchants and businessmen.

a) The peasants were not so badly off as many European peasants in the 18th century, even though by our standards, their economic lot was extremely poor.

Their lot had been improving until draught, poor crops, and depression made their lot worse again. The peasants disliked paying taxes from which nobles were exempt.

They resented the feudal dues which they still owed the owner of the manor, even though the peasants owned their own land in a majority of cases.

b) The city workers lived in very poor conditions which grew worse during the general rise in prosperity during the 18th century because wages did not rise nearly so fast as prices.

c) The merchants and businessmen went through a period of rising prosperity during the 18th century; however, they had lost some of their former political power under Louis XIV.

54. Have a group of good students present a panel discussion on the question: Was the French Revolution the result of extreme poverty among peasants and workers? They should discuss such questions as: Were the peasants better or worse off than in the seventeenth century? Were they better or worse off than peasants in other parts of continental Europe? What happened to the lot of French peasants just prior to the revolution? What happened to the living levels and conditions of artisans and town workers during the 18th century? To what extent had the bourgeoisie increased its political power or found its political power limited during the 18th century? Why might this discrepancy between economic power and political power cause problems?

Or give pupils quotations from different authors who present different points of view toward poverty as a cause of the revolution and who present data on economic changes during the 18th century. Have pupils read them and then hold a general class discussion on the question suggested for a panel discussion and the other questions suggested for the panel members.

Greenlaw, ed.
Economic Origins
French Revolution
Poverty or Pr
Gershoy, Era
French Revolution
14-17.

a group of good students present a panel discussion on the question: Was the French Revolution the result of extreme poverty among peasants and workers? They should discuss such questions as: Were the peasants better or worse off than in the seventeenth century? Were they better or worse off than peasants in other parts of continental Europe? What happened to the lot of the peasants just prior to the revolution? What happened to the living levels and conditions of artisans and workers during the 18th century? To what extent had the bourgeoisie increased its political power or found its political power limited during the 18th century? Why was there this discrepancy between economic power and political power? What cause problems?

Give pupils quotations from different authors who present different points of view toward poverty as a cause of the revolution and who present data on economic changes during the 18th century. Have pupils read them and hold a general class discussion on the question suggested for a panel discussion and the other questions suggested for the panel members.

Greenlaw, ed. The Economic Origins of the French Revolution -- Poverty or Prosperity? Gershey, Era of the French Revolution, pp. 14-17.

- G. Certain aspects of the social structure may inhibit marked social change and innovation.
 - G. Culture traits may change by a process of diffusion.
 - G. People who are in contact with each other tend to borrow cultural traits from each other.
- e. Although France itself had been more prosperous during the eighteenth century, the monarchy had no funds to pay for its war debt and its army.
 - 1) Although the court spent lavishly, the court expenses were only a minor part of the budget and were not really the cause of the financial crisis in bringing on the financial crisis of the monarchy.
 - 2) The aid given to the Americans in their revolution against England forced the monarchy into debt.
 - 3) The bourgeoisie had for years operated with the crown, but the desires of the nobles for more power; they had provided loans to the kings. The bourgeoisie had developed considerable financial and economic power but had lost some of its political power which it had held under Louis XIV. The bourgeoisie wished to gain political power to equal their economic power and they had the American Revolution and the English Revolution to inspire them. Before the French Revolution they refused to loan money to the king.

spects of the social
may inhibit marked
change and innovation.

traits may change by a
of diffusion.

o are in contact with
r tend to borrow cul-
its from each other.

e. Although France itself had become more prosperous during the eighteenth century, the monarchy lacked funds to pay for its war debts and army.

- 1) Although the court spent money lavishly, the court expenses were only a minor part of the budget and were not really crucial in bringing on the financial crisis of the monarchy.
- 2) The aid given to the Americans in their revolution against England forced the monarchy further into debt.
- 3) The bourgeoisie had for years cooperated with the crown against the desires of the nobles for more power; they had provided loans to the kings. The bourgeoisie had developed considerable financial and economic power but had lost some of their political power which they had held under Louis XIV. They wished to gain political power to equal their economic power and they had the American revolution and the English revolution to inspire them. Shortly before the French Revolution; they refused to loan more money to the king.

55. Have each pupil read one of several accounts on the financial problems facing the king and on the proposed financial reforms. Then do the following:
- a. Have a group of students role-play a discussion among a group of nobles about the financial problems facing the king and the proposed reforms.
 - b. Have another group of students role-play a discussion among a group of bourgeoisie about these financial problems and the proposed reforms.
 - c. Then have a third group of students role-play a discussion among a group of peasants about the king's financial problems and the proposed reforms.
 - d. Have pupils read the account by Weber of the influence of the American Revolution upon the French soldiers who fought in America. Discuss: What attitude does the author have toward the extension of these ideas to France? Why? Was this influence of ideas the major way in which the American Revolution contributed to the overthrow of the French monarchy? Why or why not?

Lefebure, Coming of the French Revolution, 19-25; Alderman, Liberty, Equality, Fraternity, ch. 2; Hayes and Folsom, Modern Times, pp. 214-215; Becker, Modern History, pp. 214-215.

"Selected Readings in European History."

pupil read one of several accounts on the problems facing the king and on the provincial reforms. Then do the following:

group of students role-play a discussion among a group of nobles about the financial problems facing the king and the proposed reforms.

another group of students role-play a discussion among a group of bourgeoisie about these financial problems and the proposed reforms.

have a third group of students role-play a discussion among a group of peasants about the financial problems and the proposed re-

Lefebure, Coming of the French Revolution, pp. 19-25; Alderman, Liberty! Equality! Fraternity!, ch. 2; Hayes and Faissler, Modern Times, pp. 25-27; Becker, Modern History, pp. 214-215.

pupils read the account by Weber of the influence of the American Revolution upon the French soldiers who fought in America. Discuss: What attitude does the author have toward the extension of these ideas to France? Why? Was this influence of these ideas the major way in which the American Revolution contributed to the overthrow of the monarchy? Why or why not?

"Selected Readings in European History."

- G. Certain aspects of the social structure may inhibit marked social change and innovation.
- G. The institutions of government constitute the arena or the structure within which authoritative decisions of the political process are made; they thus affect those decisions.

4) Finally, the king's decided that tax reform was necessary.

f. France had not developed a kind of representative government like the English prior to the Revolution; however, there were traditional bodies which met with the king, and there was a tradition of estates general.

1) Louis XIV had agreed to respect the local laws and privileges of the provinces with a good deal of uniformity within the provinces. The laws of different provinces differed considerably, and all were dominated by the king.

2) The old courts of justice and parliaments in towns exercised considerable power; no law could become law unless registered in these parliaments. The king was supposed to register the laws, but he held a lit de justice and ordered them to register the laws, and to do so when it came to decrees which would deprive the king of his privileges from the parliaments. The king dominated the Parliaments.

4) Finally, the king's advisors decided that tax reforms were necessary.

tain aspects of the social structure may inhibit marked social change and innovation.

institutions of government constitute the arena or the structure within which authoritative decisions of the political process are made; they thus affect those decisions.

f. France had not developed the same kind of representative group as had the English prior to their revolution; however, there were certain traditional bodies which opposed the king, and there was a tradition of an estates general.

1) Louis XIV had agreed to let some of the provinces maintain their local laws and provincial assemblies with a good deal of power within the provinces. The powers of different provincial assemblies differed considerably, but all were dominated by the nobles.

2) The old courts of justice or Parliaments in towns acquired considerable power; no decree could become law unless registered by these Parliaments. Although they were supposed to register laws if the king held a lit of justice and ordered them to, many refused to do so when it came to new tax decrees which would have removed privileges from the nobles who dominated the Parliaments.

56. Use the chalkboard to outline briefly the role of the Parliaments and provincial assemblies, Louis XIV's attitude toward them, the way they had changed since his death, their attitude toward proposed changes in taxes and privileges of nobles, and their demand for the call of a session of the Estates General. Also outline briefly for the class the traditional way in which that body had met (in three different bodies, each with an equal vote).

Perhaps have pupils read brief excerpts from Young on provincial reactions to the Parliaments.

Lefebvre, The Coming of the French Revolution
pp. 17-19.

"Selected Readings
European History."

blackboard to outline briefly the role of the
and provincial assemblies, Louis XIV's atti-
them, the way they had changed since his
r attitude toward proposed changes in taxes
ges of nobles, and their demand for the call
n of the Estates General. Also outline brief-
class the traditional way in which that body
three different bodies, each with an equal

e pupils read brief excerpts from Young on
reactions to the Parliaments.

Lefebvre, The Coming of
the French Revolution,
pp. 17-19.

"Selected Readings on
European History."

- G. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are at stake.
- G. The institutions of government constitute the arena or the structure within which authoritative decisions of the political process are made; they thus affect those decisions.

- 3) In 1789 the Estates General had not met for 100 years; it met in three different assemblies, each representing a different social class or estate, and each with only one vote. It had never exercised the power which the Parliament had by the time of James I.
- g. The Revolution moved through a number of stages and involved the participation of all elements of society.
 - 1) It was possible because the nobles in provincial assemblies refused to grant or register taxes unless the king called an Estates General which they hoped to control.
 - 2) The bourgeois elements joined with the nobles in trying to reform an Estates General; they had held traditional loans from the king needed; however, the Estates General was called and moved into the dominant position and by and large controlled the revolution from then on.

3) In 1789 the Estates General had not met for 100 years; formerly, it met in three different bodies, each representing a different class or estate, and each with one vote. It had never developed the power which the English Parliament had by the time of James I.

g. The Revolution moved through a number of stages and involved the participation of all elements in French life.

1) It was possible because the nobles in provincial assemblies and in the judicial Parliaments refused to grant or register new taxes unless the king agreed to call an Estates General which they hoped to control.

2) The bourgeois elements cooperated with the nobles in trying to get an Estates General; they withheld traditional loans which the king needed; however, once the Estates General was called, they moved into the dominant position and by and large controlled the revolution from then on.

ions and temporary associations will result from conflicts primarily pragmatic interests; participants are at stake.

stitutions of government constitute the arena or the structure within which authoritative actions of the political process take place; they thus affect those actions.

57. Now discuss: Would you expect the bourgeoisie to support the Parliaments in their demands for an Estates General? Why or why not? Would they want any changes in the way in which this body operated and in membership? Why or why not? How would nobles want the body to operate?

Lefebvre, Coming of the French Revolution, pp. 25-34.

Now describe very briefly the demands of the Parliaments for the traditional meeting in three bodies and the demands of the bourgeoisie for more representatives and for one body. Describe the King's compromise before the Estates General met and the way in which the elections were to be held and cahiers prepared.

S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

50. Divide the class into three groups, one to read a cahier from the first estate, one from the second estate, and one from the third estate. Then hold a general class discussion in which pupils are asked to indicate some of the major requests of their estate and the other students are asked to compare these requests with the stand of their estates. Also discuss: What does the cahier from the first estate indicate about who dominated the convention which drew it up? What does the cahier from the third estate indicate about who dominated that convention? Why do you think the bourgeoisie dominated many of the conventions and made up a majority of those elected by the third estate to the Estates General?

Dawson, ed., The French Revolution, pp. 22-27-30; Stewart, ed., A Documentary Survey of the French Revolution, pp. 57-64, 64-75, 84.

50. Have a group of students organize a secret press and prepare a series of one page news releases and news extras on the following events:
- a. The opening of the Estates General.
 - b. The King's meeting with the Estates General following the Tennis Court Oath and his final decision to give in to the Third Estate.
 - c. The Fall of the Bastille, July 14, 1789.
 - d. The March to Versailles to bring back the royal family to Paris (Oct., 1789).
 - e. The confiscation of church property (Nov., 1789) and the decree on the election of clergy (July, 1790).
 - f. The failure of the King's flight to Varennes (June, 1791).
 - g. The July 17, 1791 rally at the Champ de Mars and its effects on the elections to the new legislative assembly (which met in Oct., 1791).
 - h. The Declaration of War against Austria (April, 1792) and early French defeats.

Class into three groups, one to read a
the first estate, one from the second
one from the third estate. Then hold a
discussion in which pupils are asked
some of the major requests of their es-
other students are asked to compare these
with the stand of their estates. Also dis-
cuss does the cahier from the first estate in-
dicate who dominated the convention which drew
up the cahier from the third estate
and who dominated that convention? Why do
the bourgeoisie dominated many of the conven-
tions? How did a majority of those elected by the
Third Estate vote to the Estates General?

Dawson, ed., The French
Revolution, pp. 22-25,
27-30; Stewart, ed.,
A Documentary Survey of
the French Revolution,
pp. 57-64, 64-75, 76-
84.

of students organize a secret press and
series of one page news releases and news
on the following events:

Opening of the Estates General.
Louis XVI's meeting with the Estates General following
his Court Oath and his final decision to give
power to the Third Estate.
Storming of the Bastille, July 14, 1789.
Louis XVI's flight to Versailles to bring back the royal fami-
ly (Oct., 1789).
Confiscation of church property (Nov., 1789) and
election of clergy (July, 1790).
Flight of the King to Varennes (June,
1791).
1791 rally at the Champ de Mars and its
consequence on the elections to the new legislative assem-
bly (which met in Oct., 1791).
Declaration of War against Austria (April, 1792)
and subsequent French defeats.

-97-

S. Generalizes from data.

- i. The capture of the Tuilleries (July, 1792).
- j. The death of Louis XVI (Jan., 1793).
- k. The Vendian and Dumouriez revolts (March, 1793).
- l. The Establishment of the Committee of Public Safety (April, 1793).
- m. The Downfall of the Girondist leaders (June, 1793).
- n. Foreign Danger and Internal Revolts during 1793.
- o. French military successes towards the end of the Terror.
- p. The Death of Danton (April, 1794).
- q. The Death of Robespierre (July, 1794).

The committee should decide ahead of time what general attitude it will take toward the revolution and should then assign writers to prepare the different broadsides. At times the press releases might include brief excerpts from eye witness accounts, done as reports on interviews with certain people. Each broadside should be distributed to students on the date assigned by the committee and the teacher. Students should be given a chance to read and discuss the broadsides. At times, special extras might be prepared and distributed at important points in the class discussion. Students should keep these news releases which will provide them with considerable data about the course of events during the French Revolution. The time at which each of the news releases should be presented is indicated below, so that their relationship to other activities can be seen more clearly.

30. Have the press committee distribute their first news release on the opening of the Estates General. After the pupils have read it, discuss: How do you think each of the three estates would feel after this opening session?

Eds. of Horizon Magazine
The French Revolution
pp. 18-22.

e of the Tuilleries (July, 1792).
of Louis XVI (Jan., 1793).
n and Dumouriez revolts (March, 1793).
ishment of the Committee of Public Safety
(1793).
ll of the Girondist leaders (June, 1793).
nger and Internal Revolts during 1793.
itary successes towards the end of the

of Danton (April, 1794).
of Robespierre (July, 1794).

should decide ahead of time what general
ill take toward the revolution and should
riters to prepare the different broadsides.
press releases might include brief excerpts
ess accounts, done as reports on inter-
ertain people. Each broadside should be
o students on the date assigned by the com-
ne teacher. Students should be given a
nd and discuss the broadsides. At times,
s might be prepared and distributed at im-
s in the class discussion. Students should
ws releases which will provide them with
data about the course of events during the
tion. The time at which each of the news
ld be presented is indicated below, so
relationship to other activities can be seen

s committee distribute their first news re-
opening of the Estates General. After the
ad it, discuss: How do you think each of
ates would feel after this opening session?

Eds. of Horizon Magazine,
The French Revolution,
pp. 18-22.

S. Checks on the bias and competency of authors.

S. Looks for points of agreement and disagreement among witnesses and authors.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. The decision-maker reacts to pressures from other decision-makers and from public opinion.

S. Sets up hypotheses.

S. Tests hypotheses against data.

3) The city workers held the National Assembly king's desire to use crush it; they used various times and to the revolutionary led greater extremes.

on the bias and competency
of authors.

for points of agreement and
disagreement among witnesses and
experts.

Decision is in part a product
of internalized values, the
options, and the experiences
of the person making the decision.

Decision-maker reacts to pres-
sure from other decision-makers
and from public opinion.

to test hypotheses.

to test hypotheses against data.

- 3) The city workers helped protect the National Assembly from the king's desire to use the army to crush it; they used violence at various times and tended to push the revolutionary leaders to greater extremes.

61. Pupils should read Arthur Young's remarks about public opinion at the time of the opening of the Estates General. Discuss: Why did the Third Estate think it essential to sit as one body? Was their desire in line with or opposed to French traditions? "Selected Readings in European History"
62. Have pupils do the exercise adapted from Fling on the Tennis Court Oath. Be sure to discuss the bias and competency of the different witnesses and authors. "Exercise on the Tennis Court Oath."
63. Have the press committee distribute their news release on the King's meeting with the Estates General following the Tennis Court Oath and his final decision to give in to the Third Estate. After pupils have read the release, discuss: Why might Louis later repent his decision? How would many of the nobles and higher clergy feel about this decision? What might the king try to do about it? Eds. of Horizon The French Revolution, pp. 24-25.
64. Have the press committee distribute an extra on the king's order to bring troops to the outskirts of Paris. Discuss: How do you think the people of Paris and the majority of the Assembly might feel about this move? Eds. of Horizon The French Revolution, pp. 31-32. Lefebvre, Comin French Revolution, pp. 80-82.
65. Have the press committee distribute its news release on the Fall of the Bastille. After pupils have read this release, discuss: Why did the fall of the Bastille seem so important in later French history when so few Pernaud and Fla... eds., The French Revolution, pp. 29- Eds. of Horizon

ould read Arthur Young's remarks about public
at the time of the opening of the Estates Gen-
-scuss: Why did the Third Estate think it es-
-to sit as one body? Was their desire in line
-posed to French traditions?

ls do the exercise adapted from Fling on the
ourt Oath. Be sure to discuss the bias and com-
of the different witnesses and authors.

press committee distribute their news release
ing's meeting with the Estates General follow-
Tennis Court Oath and his final decision to
to the Third Estate. After pupils have read
ase, discuss: Why might Louis later repent
sion? How would many of the nobles and higher
eel about this decision? What might the king
o about it?

press committee distribute an extra on the
der to bring troops to the outskirts of Paris.
How do you think the people of Paris and the
of the Assembly might feel about this move?

press committee distribute its news release
all of the Bastille. After pupils have read
ase, discuss: Why did the fall of the Bastille
important in later French history when so few

"Selected Readings on
European History."

"Exercise on the Tennis
Court Oath."

Eds. of Horizon Magazine,
The French Revolution, pp.
24-25.

Eds. of Horizon Magazine,
The French Revolution,
pp. 31-32.
Lefebvre, Coming of the
French Revolution, pp.
80-82.

Pernaud and Flaisser,
eds., The French Revo-
lution, pp. 29-45.
Eds. of Horizon Magazine,

- G. Frustration may result in aggression or scapegoating.
- G. The decision-maker reacts to pressures from other decision-makers and to public opinion.
- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

4) The peasants rose up against feudal domination and won rights by violence which were later accepted by the Assembly dominated by the bourgeoisie.

S. Generalizes from data.

tration may result in aggression or scapegoating.

Decision-maker reacts to pressures from other decision-makers to public opinion.

SCPTICAL OF THEORIES OF SINGLE
ATION.

eralizes from data.

- 4) The peasants rose up against feudal domination and obtained rights by violence which were later accepted by the National Assembly dominated by the bourgeoisie.

prisoners were found? Why do you think it ended in such bloody treatment of the commander of the Bastille and some of his men? Does the data support or contradict your hypotheses about the reactions of Parisians to the movement of troops to Paris?

The French Revolution
pp. 29-40.
Alderman, Liberty!
Fraternity!
Lefebvre, Coming
French Revolution
83-102.

66. Have pupils read a brief account of the peasant uprisings after the fall of the Bastille. Discuss: Why do you think the peasants went to such extremes? Why do you think they took matters into their own hands rather than waiting for the National Assembly to take action?

"Selected Reading
European History

Now read pupils a brief description of the excited actions on the part of the nobles in the assembly during August 4-5. Ask: Why do you think the nobles agreed to give up all of these privileges? Now have pupils read the decree by which the assembly abolished feudal remnants. Discuss: Did this decree seem to go as far as the nobles had gone during the nights of Aug. 4-5? Why do you think it toned down some of the earlier promises?

Lefebvre, Coming
French Revolution
139-143.
"Selected Reading
European History

67. Have pupils read the "Declaration of the Rights of Man and Citizen." Discuss: How does this document compare with the rights guaranteed in the U.S. Constitution? To what extent did the document indicate real changes from the days prior to the meeting of the Estates General?

"Selected Reading
European History

ere found? Why do you think it ended in treatment of the commander of the Bastille his men? Does the data support or contra-hypotheses about the reactions of Parisians ment of troops to Paris?

The French Revolution, pp. 29-40.
Alderman, Liberty! Equality! Fraternity!, ch. 1.
Lefebvre, Coming of the French Revolution, pp. 83-102.

read a brief account of the peasant uprising the fall of the Bastille. Discuss: Why do the peasants went to such extremes? Why do they took matters into their own hands rather g for the National Assembly to take action?

"Selected Readings on European History."

pils a brief description of the excited the part of the nobles in the assembly dur- 4-5. Ask: Why do you think the nobles give up all of these privileges? Now have the decree by which the assembly abolished anants. Discuss: Did this decree seem to go the nobles had gone during the nights of Aug. do you think it toned down some of the ear- ces?

Lefebvre, Coming of the French Revolution, pp. 139-143.
"Selected Readings on European History."

s read the "Declaration of the Rights of Man n." Discuss: How does this document compare rights guaranteed in the U.S. Constitution? went did the document indicate real changes oys prior to the meeting of the Estates Gen-

"Selected Readings on European History."

- G Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.
- G. The decision-maker reacts to pressures from other decision-makers and to public opinion.
- S. Sets up hypotheses.
- G. Effective political communication depends on the effective manipulation of symbols, stereotypes, and other communication shortcuts.
- S. Identifies persuasion devices.
- S. Sets up hypotheses.
- 5) Worries about foreign invasions and plots by the king plus bread shortages led Parisians to march to Versailles to back the royal family to the throne.
- 6) The decree on the election of the clergy antagonized many French Catholics and led the king to try to escape.

tries are more intolerant of
se they consider subversive in
as of crisis and threats from
oad than during times when they
e no such threats.

decision-maker reacts to pres-
es from other decision-makers
to public opinion.

s up hypotheses.

ective political communication
ends on the effective manipu-
on of symbols, stereotypes,
other communication shortcuts.

ntifies persuasion devices.

s up hypotheses.

5) Worries about foreign invasion
and plots by the king plus
bread shortages led Paris mobs
to march to Versailles to bring
back the royal family to Paris.

6) The decree on the election of
the clergy antagonized many
French Catholics and led the
king to try to escape.

68. Have the press committee distribute the news release concerning the March to Versailles to bring back the royal family. Afterwards, discuss: What factors caused the people to go to Versailles and act in this way? What groups of people were involved? What effect do you think it may have had on the king? on the National Assembly?

Perhaps have each pupil pretend to be either a monarchist writing on emigré or a member of the bourgeoisie writing to a friend in another city. He should clearly describe his reactions to the recent events.

69. Have the press committee distribute the news release about the confiscation of church property and the decree on the election of the clergy. Ask: How do you think these decrees would have affected devout Catholics? the king?

70. Have pupils read Marat's Address to Citizens. Discuss: What devices does Marat use to arouse citizens to action? What might be the results of a number of editorials and speeches such as this?

71. Have the press committee distribute the news release about the failure of the king's flight to Varennes. Afterwards, discuss the implications of the flight. How might many of those supporting the revolution feel about the flight?

Pernaud and Flais
eds., The French
lution, pp. 56-69
Eds. of Horizon M
The French Revolu
pp. 44-47.
Alderman, Liberty
ity! Fraternity!

"Selected Readings
History."

"Selected Readings
History."

Eds. of Horizon M
The French Revolu
pp. 56-69.
Alderman, Liberty
ity! Fraternity!,
Pernaud and Flais
eds., The French R
tion, pp. 70-107.

press committee distribute the news release of the March to Versailles to bring back the king. Afterwards, discuss: What factors led people to go to Versailles and act in this way? What groups of people were involved? What effect do you think it may have had on the king? on the Assembly?

Have each pupil pretend to be either a monarchist or an emigré or a member of the bourgeoisie or a friend in another city. He should clearly show his reactions to the recent events.

press committee distribute the news release on the confiscation of church property and the deposing of the clergy. Ask: How do you think these decrees would have affected devout Catholics? the king?

Students read Marat's Address to Citizens. Discuss: What does Marat use to arouse citizens to action? What might be the results of a number of editorials and speeches such as this?

press committee distribute the news release on the failure of the king's flight to Varennes. Afterwards, discuss the implications of the flight. How many of those supporting the revolution feel about the flight?

Pernaud and Flaissier, eds., The French Revolution, pp. 56-69.
Eds. of Horizon Magazine, The French Revolution, pp. 44-47.
Alderman, Liberty! Equality! Fraternity!; ch. 7.

"Selected Readings in European History."

"Selected Readings in European History."

Eds. of Horizon Magazine, The French Revolution, pp. 56-69.
Alderman, Liberty! Equality! Fraternity!, ch. 8
Pernaud and Flaissier, eds., The French Revolution, pp. 70-107.

S. Tests hypotheses against data.

S. Sets up hypotheses.

7) Renewed fears of foreign
sion, war reverses, revo
economic distress and
forceful propaganda led
mob action against the K.
massacre of many people
sons, the overthrow of t
ers of the National Conv
and the establishment of
mittee on Public Safety
the Terror.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Sets up hypotheses.

G. The decision-maker reacts to pres-
sures from other decision-makers
and to public opinion.

G. Countries are more intolerant of
those they consider subversive in
times of crisis and threats from
abroad than during times when they
face no such threats.

hypotheses against data.

hypotheses.

hypotheses.

- 7) Renewed fears of foreign invasion, war reverses, revolts, economic distress and forceful propaganda led to new mob action against the King, the massacre of many people in prisons, the overthrow of the leaders of the National Convention; and the establishment of the Committee on Public Safety and then the Terror.

hypotheses against data.

hypotheses.

Decision-maker reacts to pressure from other decision-makers and public opinion.

Groups are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

72. Have the press committee distribute the news release about the July 17 rally at the Champ de Mars. Discuss: What effect do you think this event might have upon the elections for the new assembly under the new constitution? Then have the press committee bring in an extra on the results of the elections and the division of members in the new legislative assembly.

Eds. of Horizon Magazine
The French Revolution
pp. 71-77.
Alderman, Liberty,
Equality, Fraternity!,
99

73. Have pupils read the Declaration of Pillnitz. Discuss: Even though many did not believe that the rulers of Austria and Prussia meant to invade France, how do you think they reacted to such a declaration? Would it make the leaders of the revolution more or less likely to treat the king well?

"Selected Readings
European History.

74. Have the press committee distribute a series of extras on the declaration of the war against Austria and the early French defeats at the hands of Austria. Discuss the probable effects upon: (a) the king, (b) those loyal to the revolution, (c) those who did not particularly support the revolution but were not staunch loyalists.

Eds. of Horizon Magazine
The French Revolution
81.

75. Have the press committee distribute a news release about the capture of the Tuilleries. Then discuss the reasons for the event and the probable effects.

Pernaud and Flaissac
The French Revolution
141. Eds. of Horizon Magazine
The French Revolution,
Alderman, Liberty,
Equality, Fraternity!, pp.

press committee distribute the news release July 17 rally at the Champ de Mars. Discuss: What do you think this event might have upon the vote for the new assembly under the new constitution have the press committee bring in an extra report of the elections and the division of members of the new legislative assembly.

Students read the Declaration of Pillnitz. Discuss: How many did not believe that the rulers of Prussia and Prussia meant to invade France, how do you think they reacted to such a declaration? Would it make the chances of the revolution more or less likely to succeed? How would the king react?

press committee distribute a series of extra copies of the declaration of the war against Austria and the French defeats at the hands of Austria. Discuss the probable effects upon: (a) the king, (b) those who supported the revolution, (c) those who did not participate in the revolution but were not staunch loyal-

press committee distribute a news release about the capture of the Tuilleries. Then discuss the event and the probable effects.

Eds. of Horizon Magazine, The French Revolution, pp. 71-77.
Alderman, Liberty! Equality! Fraternity!, pp. 94-99

"Selected Readings on European History."

Eds. of Horizon Magazine, The Fr. Revolution, pp. 78-81.

Pernaud and Flaissier, eds., The Fr. Revolution, pp. 126-141. Eds. of Horizon Magazine, The Fr. Revol., pp. 83-87.
Alderman, Liberty! Equality! Fraternity!, pp. 101-106.

- S. Data hypotheses against data.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

- G. Frustration may result in aggression or scapegoating.
- G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

- G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

76. Ask: On the basis of what you have read so far, what groups of people do you think dominated the crowds which led the action against the Bastille, the seizure of the royal family at Versailles, the capture of the Tuilleries, and other such actions?

Rude, The Crowd in Revolution, pp. 1246-249.

Now place figures and estimates collected by Rude about participants on the chalkboard. To what extent do the actual statistics about participants support or contradict the pupils' hypotheses?

77. Have a pupil report on Rude's analysis of the motives of members of these crowds. Discuss these motives and the way in which the actions by the mobs affected the actions of leaders of the revolution in the different legislative assemblies.

Rude, The Crowd in Revolution, pp. 52.

78. Have pupils read the proclamation by the Council-General of Paris in September of 1792 and Marceau's recollections of the calls for action against the invaders and for the defense of Paris. Ask: Suppose you had been a citizen of Paris at that time. How would the threat from the invasion have affected your attitudes toward the king and royalist supporters? (If necessary, remind pupils of the statements of the rulers of the invading countries about the King of France.) How might such an invasion affect the attitudes of those who had not particularly liked events of the revolution but who were not nobles? What kinds of action might you expect to result from the speeches made by leaders and from the cry of the recruits?

"Selected Readings in History."

On the basis of what you have read so far, what people do you think dominated the crowds which led to the storming of the Bastille, the seizure of the king at Versailles, the capture of the Tuileries? What were the motives for such actions?

Rude, The Crowd in the French Revolution, pp. 178, 180-189, 246-249.

What figures and estimates collected by Rude about the crowds are shown on the chalkboard. To what extent do the statistics about participants support or contradict Rude's hypotheses?

Read the report on Rude's analysis of the motives of these crowds. Discuss these motives and the relationship between the actions by the mobs and the actions of the revolution in the different legislative

Rude, The Crowd in The French Revolution, pp. 191-208, 251-252.

Read the proclamation by the Council-General of Paris of September of 1792 and Marceau's recollections of the storming of the Bastille. Ask: Suppose you had been a citizen of Paris at that time. How would the threat from the invading armies have affected your attitudes toward the king and his supporters? (If necessary, remind pupils of the actions of the rulers of the invading countries about France.) How might such an invasion affect the attitudes of those who had not particularly liked the revolution but who were not nobles? What actions might you expect to result from the leadership of leaders and from the cry of the recruits?

"Selected Readings in European History."

- A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.
- G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (The democratic system includes the following values: respect for the individual personality and individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.)
- S. Sets up hypotheses.

- S. Tests hypotheses against data.
- S. Sets up hypotheses.

79. Now have each pupil read one account of the September Massacres. Most of them might read the brief account in the "Selected Readings," but a few might read different accounts in other books of readings. Discuss: How can you account for such bloody treatment of prisoners? Why do you think the leaders of Paris did not put a stop to such massacres? Would you describe the society in which these actions took place as democratic? Why or why not?

"Selected Readings
European History,
Pernaud and Flaissier
The French Revolution
pp. 142-153.

80. Have the press committee distribute a news release about the death of Louis XVI. It should include a resume of the charges against him. Discuss: How would other European monarchs and people in other countries who supported limited monarchies react to his death?

Eds. of Horizon
The French Revolution
pp. 99-101.
Flaissier and Pernaud
The French Revolution
174-203. Alderman
Equality! Fraternity!

81. Have the press committee distribute brief extras about the revolt of the Vendians and Dumouriez's revolt. They should include an analysis of causes of the revolts. After pupils have read each one, discuss the probable effects.

Eds. of Horizon
The French Revolution
102-107.

each pupil read one account of the September
s. Most of them might read the " account
Selected Readings," but a few might read differ-
ents in other books of readings. Discuss: How
account for such bloody treatment of prisoners?
ou think the leaders of Paris did not put a
such massacres? Would you describe the society
these actions took place as democratic? Why
ot?

press committee distribute a news release
e death of Louis XVI. It should include a
f the charges against him. Discuss: How
er European monarchs and people in other coun-
o supported limited monarchies react to his

press committee distribute brief extras about
lt of the Vendians and Dumouriez's revolt. They
nclude an analysis of causes of the revolts.
oils have read each one, discuss the probable

"Selected Readings in
European History;"
Pernaud and Flaissier, eds.,
The French Revolution,
pp. 142-153.

Eds. of Horizon Magazine,
The French Revolution,
pp. 99-101.
Flaissier and Pernaud, eds.,
The French Revolution, pp.
174-203. Alderman, Liberty!
Equality! Fraternity! ch. 11.

Eds. of Horizon Magazine,
The French Revolution, pp.
102-107.

- S. Tests hypotheses against data.

- G. In political conflict there is a struggle over control of scarce values or goals; these goals may be economic or non-economic. The conflicting sides attempt to use the authority of the political system to win the conflict.

- S. Applies previously-learned generalizations to new data.

- S. Sets up hypotheses.

- S. Tests hypotheses against data.
- G. Countries are more intolerant of those they consider subversives in times of crisis and threats from abroad than during times when they face no such threats.
- A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

62. Have pupils read and discuss the press committee's news release about the establishment of the Committee of Public Safety. Discuss: Does this event support or contradict the class' hypotheses about effects of the revolts? Eds. of Horizon M. Fr. Revol., pp. 1
63. Have pupils read the Committee's press release about the downfall of the Girondist leaders. Be sure to identify their earlier role in the course of events, such as their vote on the death of the king. Eds. of Horizon M. Fr. Revol., pp. 1
64. Have pupils read the press committee's series of news extras about foreign dangers and internal revolts during 1793. Discuss: What effect do you think these dangers might have upon the leaders of the French government at this time. Eds. of Horizon M. Fr. Revol., pp. Pernaud and Flaid The Fr. Revolution 319.
65. Have pupils read the Law of Suspects which was passed on September 17, 1793. Discuss: What dangers can you see in such a law? What kinds of actions might be expected to result? "Selected Reading History."
66. Have pupils review the accounts of the period of the Terror. Or if they did not read them in activity 50 because the film was shown instead, have them read them now. Then have pupils compare the fictitious accounts with the others. Have pupils note the possible bias of those writing the actual accounts. What attitudes might they be expected to take merely because of their position? What might account for the reactions of the people to the executions and to the Terror itself? Could you call this period one of democracy in France? Why or why not? "Selected Reading History." Pernaud and Flaid The Fr. Revolution 280.

Is read and discuss the press committee's news about the establishment of the Committee of Public Safety. Discuss: Does this event support or contradict the 'class' hypotheses about effects of the revolts?

Eds. of Horizon Magazine, The Fr. Revol., pp. 108-109.

Is read the Committee's press release about the role of the Girondist leaders. Be sure to identify the Girondist role in the course of events, such as their role in the death of the king.

Eds. of Horizon Magazine, The Fr. Revol., pp. 110-114.

Is read the press committee's series of news about foreign dangers and internal revolts during the Terror. Discuss: What effect do you think these dangers had upon the leaders of the French government at the time?

Eds. of Horizon Magazine, The Fr. Revol., pp. 126-127.
Pernaud and Flaissier, eds., The Fr. Revolution, pp. 298-319.

Is read the Law of Suspects which was passed on September 17, 1793. Discuss: What dangers can you see in this law? What kinds of actions might be expected?

"Selected Readings on European History."

Is review the accounts of the period of the Terror. If they did not read them in activity 50 because they were shown instead, have them read them now. Then have them compare the fictitious accounts with the actual accounts. Have pupils note the possible bias of those writers. What attitudes might they be expected to take merely because of their position? What account for the reactions of the people to the execution and to the Terror itself? Could you call this the end of democracy in France? Why or why not?

"Selected Readings on European History."
Pernaud and Flaissier, eds., The Fr. Revolution, pp. 242-280.

- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (The democratic system includes the following values: respect for the individual personality, individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.)

- S. Draws inferences from a comparison of different map patterns of the same area.

- S. Checks hypotheses against data.

87. Project two maps, one showing the incidence of executions during The Terror and one showing the counter revolution (including riots, menaced frontiers, insurrections, and invaded territory.) Ask: What hypothesis would you suggest about the causes of the terror after examining these two maps?

Greer, The In
Terror, maps
before title

Now quote Greer's conclusions as a result of his study of the statistics of The Terror. Did his study support or contradict the hypotheses established in class as a result of a comparison of the two maps?

Greer, The In
Terror, p. 85

two maps, one showing the incidence of executing The Terror and one showing the counter revolution (including riots, menaced frontiers, insurrections and invaded territory.) Ask: What hypothesis do you suggest about the causes of the terror after comparing these two maps?

Compare Greer's conclusions as a result of his study of the statistics of The Terror. Did his study support or contradict the hypotheses established in class as a result of a comparison of the two maps?

Greer, The Incidence of The Terror, maps in front of book before title page.

Greer, The Incidence of the Terror, p. 85.

- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
- S. Differentiates between facts and estimates.
- S. Checks hypotheses against data.

- S. Sets up hypotheses.
- S. Draws Inferences from tables and charts.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

88. On the chalkboard, write down Greer's estimates of the incidence of death sentences (17,000 at most), deaths of those in prisons as a result of disease (e.g. 1699 in the prisons of Sannur between July 3, 1793 and Jan. 1, 1794, or five times as many as those executed in the town), deaths by immediate execution upon capture during riots or war (e.g. 2,000 sunk on boats in the Loire after capture during a revolt or from 1500 to 2000 shot without trial in revolt near another city in a two-month period of time), with total deaths as a result of the terror estimated between 35,000 and 40,000 people.

Discuss: Why do you think the author who provides us with these figures fails to provide totals for death by disease in prison or totals for death by killing without trial? Why can he be more accurate in his estimates of those executed after trial? Why do you think he says even this figure is an estimate? According to this author's estimates, only about $3\frac{1}{2}$ per cent of those arrested and imprisoned were sentenced to death during the terror. Does this support or contradict your previous views of the extent of the terror? What possible relationship do you see between the authors of most eye-witness accounts of the terror and the impressions most people have today about the extent and severity of the terror?

89. Ask: Which groups of people in France do you think suffered the most from the terror? Now give pupils figures estimated by Greer (70 per cent of those executed after sentence were from the lower classes -- $6\frac{1}{2}$ % from the clergy, $8\frac{1}{4}$ % from the nobles, $10\frac{1}{2}$ % from among the lower middle class; 14% from among the upper middle class, 28% from peasants, and $31\frac{1}{4}$ % from among the working class, $1\frac{1}{4}$ % unidentified.)

S. Checks hypotheses against data.

S. Sets up hypotheses.

8) The leaders of the T finally overthrown a military successes m of invasion and succ unlikely.

S. Tests hypotheses against data.

S. Generalizes from data.

9) The new Directory was by Napoleon who set u He continued many of the French Revolution spread them to other tries?

hypotheses against data.

hypotheses.

- 8) The leaders of the Terror were finally overthrown after French military successes made the threat of invasion and successful revolt unlikely.

hypotheses against data.

as from data.

- 9) The new Directory was overthrown by Napoleon who set up an empire. He continued many of the ideas of the French Revolution and helped spread them to other European countries?

Ask: Do these figures support or contradict your hypothesis? What other figures do we need to have before deciding whether or not the Terror fell more heavily upon the lower classes or upon the upper classes?

Now show pupils Greer's figures for percentages of different classes who were executed during the Terror. (e.g. $\frac{1}{3}$ of one per cent of nobles; $\frac{1}{3}$ of one per cent of clergy; $\frac{1}{2}$ of one per cent of upper middle class; $\frac{1}{7}$ of one per cent of lower middle class; $\frac{1}{50}$ of one per cent of peasants.) Discuss: Which groups suffered more in proportion to their numbers?

90. Have the press committee distribute a series of news extras on military successes of the French toward the end of the period of terror. Discuss: What effect do you think these successes might have had on the Terror?

Eds. of Horizon
The French Rev.
150-152.

91. Have pupils read first the press committee's release about the death of Danton and then their release about the death of Robespierre and the results. Discuss: What had happened to those who established the Terror? Why do you think they were overthrown?

Eds. of Horizon
The French Rev.
153, 140, 145.

Pernaud and Fla
The French Rev.
340-377; Alfred
Equality! Frere
15.

92. Have a pupil give an oral report on the establishment of the Directory and Napoleon's final seizure of power. Discuss: What made possible Napoleon's dictatorship?

Eds. of Horizon
The French Rev.
144-145.

These figures support or contradict your hypothesis? What other figures do we need to have in order to determine whether or not the terror fell disproportionately upon the lower classes or upon the upper classes?

Compare Greer's figures for percentages of different classes who were executed during the terror: (1/3 of one per cent of nobles; 1/3 of one per cent of one per cent of upper middle class; 1/3 of one per cent of lower middle class; 1/3 of one per cent of peasants.) Which class suffered more in proportion to their numbers?

Read the press committee's release of news of military successes of the French toward the end of the period of terror. Discuss: What effect do you think these successes might have had on the

Read first the press committee's release of the death of Danton and then their release of the death of Robespierre and the reasons. Discuss: What had happened to those who established the terror? Do you think they were overthrown?

Read the press committee's release of the death of Napoleon and his final seizure of power. Discuss: What made possible Napoleon's dictatorship?

Eds. of Horizon Magazine,
The French Revolution, pp.
150-152.

Eds. of Horizon Magazine,
The French Revolution, pp.
133, 140, 145.

Perraud and Flaissier, eds.
The French Revolution, pp.
305-311; Alderson, Liberty!
Equality! Fraternity!, ch.
15.

Eds. of Horizon Magazine,
The French Revolution, pp.
144-145.

S. Generalizes from data.

A. IS SCEPTICAL OF SINGLE FACTOR THEORIES OF CAUSATION.

G. Revolutions are usually the result of multiple factors.

S. Generalizes from data.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

S. Generalizes from data.

h. Napoleon was finally overthrew the French monarchy. The French Revolutionary Napoleonic empire brought nationalism to France and European countries. A number of economic changes in the direction of modernity even though the empire collapsed after Napoleon.

G. Nationalism leads to a high degree of intense support within the country for the goals and instruments a nation chooses to use in international affairs.

realizes from data.

CEPTICAL OF SINGLE FACTOR
RIES OF CAUSATION.

olutions are usually the re-
of multiple factors.

realizes from data.

ons may pool their power be-
l common goals in varying sys-
of alliances and combinations.

realizes from data.

- h. Napoleon was finally defeated and the French monarchy was restored. The French Revolution and the Napoleonic empire brought increased nationalism to France and to other European countries and resulted in a number of economic and political changes in the direction of democracy even though the monarchy was restored after Napoleon's defeat.

onalism leads to a high de-
of intense support within
country for the goals and in-
ments a nation chooses to use
nternational affairs.

93. Have a student or group of students prepare a bulletin board display on "The Democratic Measures Taken During the French Revolution."
94. Go back to the questions raised in activity #50 and discuss the questions in the light of the data pupils have studied on both the English and the French Revolutions. To what extent were the two revolutions similar? To what extent were they different?
95. Have a group of students present a panel discussion on the question: Did Napoleon preserve more accomplishments of the French Revolution than he overthrew?
96. Briefly sketch for the class the overthrow of Napoleon and the form of the new government established in France. Have pupils compare it with the political system under Louis XVI prior to 1789.
97. Project the Fenton-Wallbank transparencies on "The French Revolution and Nationalism." Follow the suggestions in the teacher's guide for these transparencies, with the following exceptions and additions.

Transparencies:
French Revolution
Nationalism, Scott
Foresman.

-120-

ent or group of students prepare a bulletin
on "The Democratic Measures Taken During
Revolution."

the questions raised in activity #50 and
questions in the light of the data pupils
d on both the English and the French Revo-
o what extent were the two revolutions sim-
at extent were they different?

o of students present a panel discussion on
n: Did Napoleon preserve more accomplish-
e French Revolution than he overthrew?

ch for the class the overthrow of Napoleon
n of the new government established in France.
compare it with the political system under
rior to 1789.

Fenton-Wallbank transparencies on "The
lution and Nationalism." Follow the sugges-
e teacher's guide for these transparencies,
llowing exceptions and additions.

Transparencies: The
French Revolution and
Nationalism, Scott,
Foresman.

- S. Sets up hypotheses.
- S. Tests hypotheses against data.

- S. Generalizes from data.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
- S. Sets up hypotheses.
- S. Tests hypotheses against data.

i. France underwent a series of revolutions during the 18th century which led finally to a democracy.

3. Germany remained disunited until after World War I. Great Britain and France were nation-states. Moreover, a democratic government was not established in Germany until after World War I, later than in Great Britain and France.

up hypotheses.

hypotheses against data.

alizes from data.

ugh culture is always chang-
certain parts or elements
ersist over long periods of

istory of democracy over the
several centuries has been
F the gradual expansion of
brates by the elimination of
g qualifications.

EMPTICAL OF THEORIES OF SINGLE
TION IN THE SOCIAL SCIENCES.

up hypotheses.

hypotheses against data.

i. France underwent a series of violent revolutions during the 19th century which led finally to greater democracy.

3. Germany remained disunited long after Great Britain and France had become nation-states. Moreover, a democratic government was not established in Germany until after World War I, much later than in Great Britain and in France.

- a. For transparency A, also ask:
How had Louis X'V affected the loyalties of the people toward the country and toward provinces in which they lived? Were the broader loyalties which developed directed primarily toward the country or toward the king?
- b. After pupils have examined the cartoon in transparency E, have them read the announcements of the National Convention about other countries. Discuss: Do you think the cartoonist is expressing the view of the French government at that time?
98. Have a group of students prepare a bulletin board showing "Changes in the French Government from 1820 to 1870." They should be prepared to tell the class about the revolts and wars which led to the changes and about the failure of the communes in Paris in 1848 and in 1870. After the committee has explained its bulletin board display, discuss: To what extent had the revolutions in France brought about a democracy within France? How did this democracy compare with that in England after 1890? How did the two countries differ in how the democratic achievements were brought about? How can you account for these differences? World history - te
99. Project the Fenton-Wallbank Transparencies on The Making of a Nation-State. Follow the suggestions in the teacher's guide to these transparencies. In addition: Transparencies:
of a Nation-State
Foresman.
- a. When showing transparency A, review what pupils learned earlier about the growth of freedom in towns as the class discusses the question about craftsmen. Also review what pupils learned about merchants during the Middle Ages. Ask: Why might you expect the merchants and craftsmen to support the king rather than the rights of feudal lords?

transparency A, also ask:
Did Louis XIV affected the loyalties of the
toward the country and toward provinces
in which they lived? Were the broader loyalties
developed directed primarily toward the coun-
try toward the king?

If pupils have examined the cartoon in transpar-
ency A, have them read the announcements of the Na-
tional Convention about other countries. Discuss:
Do you think the cartoonist is expressing the view
of the French government at that time?

A group of students prepare a bulletin board show-
ing changes in the French Government from 1820 to 1870."
Students should be prepared to tell the class about the re-
volutions which led to the changes and about the
fall of the communes in Paris in 1848 and in 1870.
If a committee has explained its bulletin board
to the class, discuss: To what extent had the revolutions
brought about a democracy within France? How
does French democracy compare with that in England after
1801? How did the two countries differ in how the demo-
cratic achievements were brought about? How can you
account for these differences?

World history textbooks.

Use the Fenton-Wallbank Transparencies on The Making
of a Nation-State. Follow the suggestions in the teach-
er's manual to these transparencies. In addition:

Transparencies: The Making
of a Nation-State, Scott,
Foresman.

After showing transparency A, review what pupils
learned earlier about the growth of freedom in
England as the class discusses the question about
the rights of men. Also review what pupils learned about
the rights of merchants during the Middle Ages. Ask: Why might
we expect the merchants and craftsmen to support
freedom in England rather than the rights of feudal lords?

G. Man uses his physical environment in terms of his cultural values, -- perceptions, and level of technology.

a. A number of factors c
late unification of G

G. In the 19th and 20th centuries the presence of the solidarity and identification of nationalism has been central to the development of national power.

b. A militaristic policy
unification without A

G. Nationalism results in a high degree of intense support within a country for the nation's goals and instruments of national policy.

S. Generalizes from data.

c. The early rulers of B
Prussia were general
despots who built up
their country and est
military force.

uses his physical environment
terms of his cultural values, --
ceptions, and level of technol-

a. A number of factors contributed to the
late unification of Germany.

the 19th and 20th centuries the
ence of the solidarity and i-
fication of nationalism has
n central to the development of
onal power.

b. A militaristic policy finally brought
unification without Austria.

onalism results in a high de-
e of intense support within a
ntry for the nation's goals and
truments of national policy.

c. The early rulers of Brandenburg and
Prussia were generally enlightened
despots who built up the economy of
their country and established a strong
military force.

eralizes from data.

- b. When showing transparency B, ask: Would these natural boundaries provide much advantage to France today? Why or why not? If rivers provide transportation and thus encourage the development of commerce from one place to another and so the development of national loyalties, how can you explain why the Rhine Valley was not included within one nation-state?
- c. As you work on conclusions which might be drawn from the transparencies, try to help pupils understand the danger of geographic determinism as an explanation.

100. Show the film: Germany: Federal States to Unification. Discuss: How did the methods of achieving unification in Germany compare with those used to achieve the unification of Great Britain and France? What do the film's producers identify as the two major characteristics of German culture in the period covered by the film?

Film: Germany: to Unification

101. Have some members of the class read text descriptions of Frederick William, the Great Elector of Brandenburg. Others should read the description from *Memoirs of the House of Brandenburg*. Discuss: What measures did the Great Elector take to increase Brandenburg's prosperity and power? In the light of these policies, how would you analyze claims of some twentieth-century Germans about the superiority of the German "race", particularly when it remained pure and not intermixed with other "races"?

World history
"Selected Read
History."

Following transparency B, ask: Would these natural resources provide much advantage to France today? Why not? If rivers provide transportation and thus enhance the development of commerce from one place to another and so the development of national loyalties, you explain why the Rhine Valley was not included in one nation-state?

Work on conclusions which might be drawn from the precedents, try to help pupils understand the danger of geographic determinism as an explanation.

Film: Germany: Feudal States to Unification. How did the methods of achieving unification in Germany compare with those used to achieve the unification of Britain and France? What do the film's producers identify as the two major characteristics of German culture in the period covered by the film?

Film: Germany: Feudal States to Unification, Coronet, 15 min.

Members of the class read text descriptions of Frederick William, the Great Elector of Brandenburg. They should read the description from Memoirs of the Great Elector of Brandenburg. Discuss: What measures did the elector take to increase Brandenburg's prosperity? In the light of these policies, how would you explain the claims of some twentieth-century Germans of the racial superiority of the German "race", particularly the fact that it remained pure and not intermixed with other

World history textbooks.
"Selected Readings on European History."

- S. Generalizes from data.
- G. Although culture is always changing, certain elements persist over long periods of time.

- S. Looks for points of agreement and disagreement among authors.

- S. Generalizes from data.

- S. Looks for points of agreement and disagreement among authors.
- S. Generalizes from data.

102. Have pupils read Henderson's account of Frederick William I, King of Prussia. Then discuss: What similarities do you notice between the king and his grandfather, the Great Elector? What seemed to be the chief values which the King was trying to impose on Prussia? From what you have seen in the film on German unification, would you conclude that he was successful or unsuccessful in his goals? Does this account support or contradict the film's identification of paternalism as a key characteristic of German life? Why? How did Frederick William of Prussia compare with Louis XIV as a king? With Louis XVI?
103. Have pupils read the picture of Frederick the Great's life before Frederick became king and about his military victories. Discuss: How does the picture of Frederick William I which emerges from this report compare with that which you found in Henderson's account?
104. Have pupils read Frederick the Great's statement about the duties of a king. Discuss: How do these beliefs compare with those of his father? with those of his grandfather? with those of James I of England? with those of Louis XIV?
105. Now have pupils read either a text account or Henderson's account of Frederick I in peacetime. Have them compare interpretations. Also discuss: Did Frederick seem to carry out his own statements about how a king should act? How did Frederick's actions compare with those of the earlier Prussian rulers? with those of Louis XIV? of Louis XVI?

"Selected Reading History."

"Selected Reading History."

World history text
"Selected Reading History."

read Henderson's account of Frederick Wil-
of Prussia. Then discuss: What similar-
notice between the king and his grandfather,
ector? What seemed to be the chief values
ng was trying to impose on Prussia? From
e seen in the film on German unification,
clude that he was successful or unsuccess-
oals? Does this account support or contra-
m's identification of paternalism as a key
ic of German life? Why? How did Frederick
russia compare with Louis XIV as a king?
VI?

"Selected Readings on European
History."

tell the class about Frederick the Great's
Frederick became king and about his military
Discuss: How does the picture of Frederick
ich emerges from this report compare with
ou found in Henderson's account?

read Frederick the Great's statement about
a king. Discuss: How do these beliefs
those of his father? with those of his
with those of James I of England? with those
?

"Selected Readings on European
History."

ills read either a text account of Henderson's
Frederick I in peacetime. Have them compare
ons. Also discuss: Did Frederick seem to
s own statements about how a king should act?
erick's actions compare with those of the
sian rulers? with those of Louis XIV? of

World history textbooks.
"Selected Readings on European
History."

G. Although culture is always changing, certain elements persist over long periods of time.

S. Generalizes from data.

G. Although culture is always changing, certain elements persist over long periods of time.

d. Following the defeat of Napoleon, the king called ministers who abolished remnants and reorganized

e. Although the King of Prussia gave a constitution in 1850, later the new German states really develop parliaments.

G. Political power may rest in formal governmental positions, but it need not. (Every decision-maker is dependent on advice, knowledge, information, political intelligence, etc., and as a result, those advisors who can provide him with them have an important base for exerting power and influence on the official.)

ough culture is always chang-
certain elements persist over
periods of time.

eralizes from data.

ough culture is always chang-
certain elements persist over
periods of time.

d. Following the defeat of Prussia by Napoleon, the king called in new ministers who abolished many feudal remnants and reorganized the army.

e. Although the King of Prussia granted a constitution in 1850, Prussia and later the new German state did not really develop parliamentary democracies.

tical power may rest in formal
rnmental positions, but it need
(Every decision-maker is de-
pendent on advice, knowledge, infor-
on, political intelligence, etc.,
as a result, those advisors who
provide him with them have an im-
portant base for exerting power and
influence on the official.)

106. Have several pupils role-play a discussion between a group of Prussians about the need for reform after Prussia's defeat at the hands of Napoleon and about the social and military reforms proposed by the king's new ministers.

"Selected Readings
European History."

107. Have a pupil give an interrupted report on "The Struggle Over Parliamentary Government in Prussia". He should begin by describing briefly the events of 1848 and the constitution granted by the king.

Hayes and Faissler
Modern Times, pp.
Stearns, ed., Page
Europe, pp. 594-59

Interrupt the report at this point to have pupils read a brief excerpt from Frederick William IV's speech on the constitution which he had just granted. Discuss: Do these remarks indicate an acceptance of parliamentary government? How did Frederick William's views about his role as king compare with those of his predecessors and of French and English kings such as Louis XIV and James I?

"Selected Readings
European History."

Now have the pupil resume his report to describe the reasons for the king's decision in 1859 to reform and enlarge the army and the opposition from the legislative body to such a move. He should be sure to describe the basis on which the legislative body thought it could prevent the move.

Stearns, ed., Page
Europe, p. 607. Ha
Faissler, Modern T
p. 185. Becker, Mo
History, p. 409.

Interrupt the report to have pupils read excerpts from Bismark's Reminiscences concerning his meeting with the King before he was appointed minister and concerning his persuasion of the King to continue opposing the Landtag. Also have pupils read excerpts from Bismark's "blood and iron" speech when members of the legislative body argued that Prussia should set an example of parliamentary government in order to persuade other German states to join Prussia in a unified Germany. Discuss:

"Selected Readings
European History."

pupils role-play a discussion between a
Russians about the need for reform after
defeat at the hands of Napoleon and about
and military reforms proposed by the king's
orders.

1. Give an interrupted report on "The Strug-
gling Parliamentary Government in Prussia". He
begin by describing briefly the events of 1848
and the constitution granted by the king.

2. In the report at this point to have pupils read
an excerpt from Frederick William IV's speech on
the constitution which he had just granted. Discuss:
What marks indicate an acceptance of parliamen-
tary government? How did Frederick William's views
compare with those of his
predecessors and of French and English kings such as
Henry II and James I?

3. The pupil resume his report to describe the
the king's decision in 1859 to reform and
the army and the opposition from the legisla-
ture to such a move. He should be sure to des-
cribe the basis on which the legislative body thought
to prevent the move.

4. In the report to have pupils read excerpts from
Reminiscences concerning his meeting with the
King when he was appointed minister and concerning his
advice to the King to continue opposing the Landtag.
Pupils read excerpts from Bismark's "blood
speech" when members of the legislative body
of Prussia should set an example of parliamen-
tary government in order to persuade other German
states to join Prussia in a unified Germany. Discuss:

"Selected Readings on
European History."

Hayes and Faissler,
Modern Times, pp. 145-146.
Stearns, ed., Pageant of
Europe, pp. 594-597.

"Selected Readings on
European History."

Stearns, ed., Pageant of
Europe, p. 607. Hayes and
Faissler, Modern Times,
p. 185. Becker, Modern
History, p. 409.

"Selected Readings on
European History."

G. Freedom is culturally determined; the individual has to be taught what the options are; how one goes about exercising them, why he should exercise them.

S. Generalizes from data.

What do these comments indicate about Bismark's attitudes toward parliamentary government? How did Bismark persuade the King to continue his opposition to the lower house of the legislative body?

Now have the pupil resume his report by describing the success of Bismark's opposition. Ask: Why do you think Bismark was successful? Would the Englishmen of the period have accepted such actions by the king? Why or why not? Now quote R.R. Palmer on the reasons for acceptance by Germans. ("The taxpayers paid them /the taxes levied by the government over the protests of the parliament/ without protest -- it was the orderly thing to do, and the collectors represented public authority. The limitations of Prussian liberalism, the docility of the population, the respect for officialdom, the belief that the king and his ministers were wiser than the elected deputies, all clearly revealed themselves....") Discuss: Why did the Germans have such views when the English did not?

See Palmer, History of the Modern World.

108. Ask: What attitude do you think Bismark would take toward universal suffrage? Why? Have pupils read excerpts from Bismark's explanation of his reasons for supporting universal suffrage in Prussia. Discuss: What attitudes did Bismark have toward democracy? toward the means by which Prussia achieved its ends?

"Selected Reading European History.

109. Have another pupil describe briefly the social insurance legislation which Bismark sponsored.

Becker, Modern History pp. 554-556.

After the pupil's report is concluded, discuss: Why do you think Bismark wanted such legislation? Was such legislation in line with or opposed to policies of the early Prussian kings?

se comments indicate about Bismark's attitude toward parliamentary government? How did Bismark persuade the King to continue his opposition to the King's veto of the legislative body?

The pupil resume his report by describing the details of Bismark's opposition. Ask: Why do you think Bismark was successful? Would the Englishmen of 1848 have accepted such actions by the king? Why or why not? Now quote R.R. Palmer on the reasons for Bismark's success by Germans. ("The taxpayers paid them the taxes levied by the government over the protests of the parliament without protest -- it was the order of the day, and the collectors represented public opinion. The limitations of Prussian liberalism, the conservatism of the population, the respect for the King, the belief that the king and his minister were more powerful than the elected deputies, all cleared the way for themselves....") Discuss: Why did the English hold such views when the English did not?

See Palmer, History of the Modern World, p. 521.

What attitude do you think Bismark would take toward universal suffrage? Why? Have pupils read Bismark's explanation of his reasons for introducing universal suffrage in Prussia. Discuss: What were Bismark's policies toward democracy? What means by which Prussia achieved its ends?

"Selected Readings on European History."

Let the pupil describe briefly the social insurance legislation which Bismark sponsored.

Becker, Modern History, pp. 554-556.

When the pupil's report is concluded, discuss: Why did Bismark want such legislation? Was such legislation in line with or opposed to policies of the English monarchs?

Now have pupils read an excerpt from Bismark on why he supported such legislation.

"Selected Readings
European History."

110. Point out that the form of government developed by Bismark lasted until World War I. Then discuss: How did the German government in the late 19th and early 20th centuries compare with the governments of Great Britain and France? In which country would you expect to have people least likely to resort to force if they disliked governmental policies? Why? In which country would you expect to have people least likely to support the rise of a dictator? Why?

Or perhaps have pupils write brief papers comparing the three governments in the early 20th century and trying to answer the questions raised above.

111. Divide the class into groups, each group to investigate briefly the expansion of one of the European countries. Be sure to have groups work on the expansion of Spain, Portugal, England, France, the Netherlands, Germany, and Italy. They should try to find out the answers to a series of questions: (1) What motivated the expansion? (2) What made possible the conquest of the peoples in the areas to which the Europeans expanded? (3) What effects did this expansion have upon the culture of the people in the conquered countries? (4) What effects did this expansion have upon the European power? (5) What effects did the expansion have upon relations among European countries?

World History text

After the groups have investigated their country, hold a discussion focused upon these questions. Have pupils try to decide whether or not they can safely generalize

B1 -132-

Read an excerpt from Bismark on why he
h legislation.

"Selected Readings on
European History."

t the form of government developed by
d until World War I. Then discuss: How
n government in the late 19th and early
s compare with the governments of Great
rance? In which country would you expect
e least likely to resort to force if they
rnmental policies? Why? In which country
ect to have people least likely to support
dictator? Why?

ve pupils write brief papers comparing the
ents in the early 20th century and trying
e questions raised above.

lass into groups, each group to investigate
expansion of one of the European countries.
ve groups work on the expansion of Spain,
ngland, France, the Netherlands, Germany,
They should try to find out the answers to
questions: (1) What motivated the expan-
at made possible the conquest of the peo-
areas to which the Europeans expanded?
ects did this expansion have upon the cul-
people in the conquered countries? (4) What
his expansion have upon the European pow-
effects did the expansion have upon rela-
European countries?

World History textbooks.

roups have investigated their country, hold
focused upon these questions. Have pupils
e whether or not they can safely generalize

133-134-

for all of the countries in response to the first four questions. Be sure to analyze effects of expansion on the peoples of Europe in terms of their expanding world view. Compare this view of the world with that of the people of the Middle Ages.

S. Makes and interprets timelines.

E. Changes in people's attitude
tion, authority, religion, a
led to both a scientific and
revolution which had drastic
men's lives by the time of W

S. Generalizes from data.

G. Although culture is always chang-
ing, certain parts or elements
may persist over long periods of
time.

l. The late 14th, the 15th,
centuries are generally k
period of the Renaissance
historians dislike this t
if its implications about
and because the term is n
to encompass the main tre
iod.

A. APPRECIATES AND RESPECTS THE CUL-
TURAL CONTRIBUTIONS OF OTHER COUN-
TRIES.

a. The Renaissance was cha
humanism and an emphas
ualism, by secularism
sure and interest in t
and by a revolt agains
science. The renewed
cient learnings, which
its name, developed pr
of the changing interes
ars.

S. Generalizes from data.

and interprets timelines.

- E. Changes in people's attitudes toward tradition, authority, religion, and man himself led to both a scientific and an industrial revolution which had drastically altered men's lives by the time of World War I.

alizes from data.

ugh culture is always changing-
certain parts or elements
ersist over long periods of

CIATES AND RESPECTS THE CUL-
CONTRIBUTIONS OF OTHER COUN-

1. The late 14th, the 15th, and the 16th centuries are generally known as the period of the Renaissance; however, some historians dislike this term both because of its implications about the Middle Ages and because the term is not broad enough to encompass the main trends of the period.

- a. The Renaissance was characterized by humanism and an emphasis upon individualism, by secularism and a new pleasure and interest in the natural world, and by a revolt against authority in science. The renewed interest in ancient learnings, which gave the period its name, developed primarily because of the changing interests of the scholars.

izes from data.

112. Tell the class that they are now going to drop back to the period of Renaissance in the late 14th, the 15th, and 16th centuries and look at changes in non-political aspects of life in Western Europe.

Have a pupil or several pupils make a parallel time-line under the timeline of political events.

113. Show pupils several art works of the Renaissance (e.g. David by Michelangelo, Saint Francis in Ecstasy by Bellini) which illustrate Greek influence and concern with the human figure or revived interest in nature. Discuss: What interests of the artists, as illustrated in this piece of sculptor or painting, seem different from those you read about for men of the Middle Ages in Western Europe? (Perhaps contrast these artistic works with some of the Medieval works showing little interest in nature or in the human body and great interest in religion.) How do the Renaissance works dealing with religion seem to differ from those of the Middle Ages? On the basis of the artistic productions, have pupils set up hypotheses about major interests of the artists, writers, and scholars of the Renaissance period as compared with those of people of the Middle Ages.

e.g. See Shapiro of Horizon Magaz
Golden Book of t
pp. 137, 39.

114. Have pupils read excerpts from Petrarch's letter about climbing a mountain. Read aloud the quotation from Symonds on the medieval outlook toward the beauty of nature and secular affairs. Have the class contrast this outlook with that shown by Petrarch.

"Selected Reading
European History,
Stearns, ed., Pa
Europe, p. 3.

the class that they are now going to drop back to the period of Renaissance in the late 14th, the 15th, and 16th centuries and look at changes in non-political aspects of life in Western Europe.

Each pupil or several pupils make a parallel time-line of the timeline of political events.

Assign pupils several art works of the Renaissance (e.g., Michelangelo, Saint Francis in Ecstasy by Bellini) which illustrate Greek influence and concern with the human figure or revived interest in nature. Discuss the interests of the artists, as illustrated in this type of sculpture or painting, seem different from those of the Middle Ages in Western Europe. (Perhaps contrast these artistic works with the Medieval works showing little interest in the human body and great interest in religion.) How do the Renaissance works dealing with religion differ from those of the Middle Ages? On a list of the artistic productions, have pupils set up theses about major interests of the artists, and scholars of the Renaissance period as compared with those of people of the Middle Ages.

e.g. See Shapiro and Editors of Horizon Magazine; The Golden Book of the Renaissance, pp. 137, 39.

Pupils read excerpts from Petrarch's letter about a mountain. Read aloud the quotation from Symonds on the medieval outlook toward the beauty of nature and human affairs. Have the class contrast this outlook with that shown by Petrarch.

"Selected Readings in European History." Stearns, ed., Pageant of Europe, p. 3.

S. Generalizes from data.

A. VALUES THE SCIENTIFIC METHOD.

S. Generalizes from data.

A. SUPPORTS FREEDOM OF THOUGHT AND
EXPRESSION.

A. VALUES THE SCIENTIFIC METHOD.

G. Some values are conducive to change;
some make change difficult.

G. When people have adopted a fatalis-
tic attitude, change is much less
likely than in societies where the
people believe that "a high degree
of mastery over nature and social
conditions is possible."

S. Generalizes from data.

A. SUPPORTS FREEDOM OF THOUGHT AND
EXPRESSION.

A. VALUES THE SCIENTIFIC METHOD.

G. Some values are conducive to change;
some make change difficult.

115. Perhaps read aloud some of the medical cures recommended by Albertus Magnus in his book Medicines, written somewhere around the year 1260 A.D. Discuss: How might the people of that age have come to think of such things as cures? How did people, before modern medical science began, draw conclusions about what kinds of drugs might cure certain diseases? How did these methods of identifying cures differ from those used by medical scientists today?

Hughes and Fries
Readings in Western Civilization, pp. 4

116. Have several pupils continue the class' booklet on "Medicine Through the Ages" with a chapter on "Developments in Scientific Medicine in the 16th and 17th centuries." They should include a discussion of the work of Paracelsus, Vesalius, Paré, and Harvey.

Snyder, Age of Science, pp. 70-71; Hall, Scientific Revolution; Wilson, Great Men, chs. 13, 15.

Ditto the pupils' article and have others read it. Discuss: What does the work in medicine indicate about changes in science from medieval times? How did the medical work of the Renaissance of the High Middle Ages compare with work of the 16th and 17th centuries? Would you agree that the earlier work contributed at all to the scientific revolution of the 16th century? Why or why not?

117. Read aloud the Catholic Church's statement about its position on Galileo's doctrine about the sun and the earth. Discuss: What characteristics of the Middle Ages seem evident in this statement?

"Selected Readings in European History"

Read aloud some of the medical cures recommended by Magnus in his book Medicines, written some-
and the year 1260 A.D. Discuss: How might the
that age have come to think of such things as
how did people, before modern medical science be-
conclusions about what kinds of drugs might
cure diseases? How did these methods of identi-
fication differ from those used by medical scientists

Hughes and Fries, eds.,
Readings in Western Civ-
ilization, pp. 49-50.

Have pupils continue the class' booklet on "Med-
icine through the Ages" with a chapter on "Developments
in Scientific Medicine in the 16th and 17th centuries."
It should include a discussion of the work of Paracel-
sius, Paré, and Harvey.

Snyder, Age of Reason,
pp. 70-71; Hall, The Scien-
tific Revolution, pp. 35-51;
Wilson, Great Men of Science,
chs. 13, 15.

Read pupils' article and have others read it. Dis-
cuss: What does the work in medicine indicate about
the development of science from medieval times? How did the medi-
cine of the Renaissance of the High Middle Ages com-
pare with the work of the 16th and 17th centuries? Would you
say that the earlier work contributed at all to the
scientific revolution of the 16th century? Why or why

Read the Catholic Church's statement about its po-
sition on Galileo's doctrine about the sun and the earth.
What characteristics of the Middle Ages seem
to be reflected in this statement?

"Selected Readings in
European History."

- A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.
- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.
- G. Some values are conducive to change; some make change difficult.
- G. When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."
- S. Generalizes from data.
- G. Although culture is always changing, certain parts or elements persist over long periods of time.
- S. Sees meaningful differences between eras.
- G. Change is likely to occur more readily in the less basic, less emotionally charged, more instrumental or technical aspects of culture (e.g.
 - b. Some historians distinguish between the Renaissance of the 15th, and the 16th century. They say there was an early Renaissance during the Middle Ages. The Renaissance did not mark a sharp break in the developments. However, the Renaissance was characterized by the degree to which the characteristics were emphasized. The beliefs of the period were different from those of the Middle Ages. The change was evolutionary and not abrupt.

SCPTICAL OF THE FINALITY OF
LEDGE. CONSIDERS GENERALIZA-
S AND THEORIES AS TENTATIVE,
AYS SUBJECT TO CHANGE IN THE
HT OF NEW EVIDENCE.

PORTS FREEDOM OF THOUGHT AND
PRESSION.

e values are conducive to change;
e make change difficult.

n people have adopted a fatalis-
attitude, change is much less
ely than in societies where the
ple believe that "a high degree
mastery over nature and social
ditions is possible."

eralizes from data.

ough culture is always chang-
tain parts or elements per-
c long periods of time.

s meaningful differences between

ange is likely to occur more read-
in the less basic, less emotion-
y charged, more instrumental or
hical aspects of culture (e.g.

- b. Some historians dislike identifying an er
of the Renaissance in the late 14th, the
15th, and the 16th centuries because they
say there was an earlier Renaissance dur-
ing the Middle Ages and because the era
did not mark a sharp break with earlier
developments. However, the age was mark-
ed by the degree to which certain char-
acteristics were emphasized. The general
beliefs of the period can be distinguished
from those of the Middle Ages, even thoug
the change was evolutionary rather than
abrupt.

118. Have several pupils role-play a discussion during the time of Galileo between supporters of Copernicus and Galileo and those of Ptolemy. They should present the types of arguments used by these men. The supporters of Ptolemy should suggest the kind of punishment which Galileo should receive for his heresy.

Wilson, Great Man
Science, chs. 12,
Levinger, Galileo
Copernicus; Snyder
Reason, pp. 17-29

Afterwards, discuss: How do the works of Copernicus and later of Galileo illustrate changes in scientific approaches during the 16th and 17th centuries? What dangers arise in science if free expression of ideas is not permitted?

119. Read aloud, paraphrasing if necessary, excerpts from Francis Bacon's passages in praise of knowledge as a means of gaining power over the world around us and his attacks on learned men who rely upon authorities. Afterwards, discuss: What attitude did Bacon have about the scholars who accepted Aristotle and other great authorities as the basis of knowledge? What advantages did he see in knowledge? What would be the effect of such an attitude as compared with attitudes related to the value of tradition or as compared with fatalistic attitudes upon the likelihood of change? Why? *

120. Now have a group of students present a panel discussion on the Renaissance Period. They should be sure to discuss some of the distinguishing features which are frequently associated with the Renaissance Period. They should also discuss the questions: Is the term "Renaissance" a good one to describe the chief characteristics of the period? Why do some historians attack the practice of differentiating the age by this term rather than some other (such as the Age of Humanism)?

Stearns, ed., Pa
Europe, pp. 1-8.
World history te

all pupils role-play a discussion during the
Galileo between supporters of Copernicus and
those of Ptolemy. They should present the
arguments used by these men. The supporters
of Galileo should suggest the kind of punishment which
he should receive for his heresy.

Wilson, Great Men of
Science, chs. 12, 17;
LeVinger, Galileo; Thomas,
Copernicus; Snyder, Age of
Reason, pp. 17-25.

discuss: How do the works of Copernicus and
Galileo illustrate changes in scientific approach
in the 16th and 17th centuries? What dangers arise
if free expression of ideas is not permitted?

paraphrasing if necessary, excerpts from
Bacon's passages in praise of knowledge as a
winning power over the world around us and his
learned men who rely upon authorities. After-
discussion: What attitude did Bacon have about the
then accepted Aristotle and other great authori-
ties as a basis of knowledge? What advantages did he
see in knowledge? What would be the effect of such an
attitude compared with attitudes related to the value
of knowledge or as compared with fatalistic attitudes
regarding the likelihood of change? Why?

a group of students present a panel discussion
of the Renaissance Period. They should be sure to dis-
cuss the distinguishing features which are fre-
quently associated with the Renaissance Period. They
should discuss the questions: Is the term "Renaissance"
the best one to describe the chief characteristics
of the period? Why do some historians attack the prac-
tice of differentiating the age by this term rather than
another (such as the Age of Humanism)?

Stearns, ed., Pageant of
Europe, pp. 1-8.
World history textbooks.

tools, tactics, etc.) than in such things as basic values.

G. The existence of culture is dependent upon man's ability to use symbols in communication. Language enables man to make his experiences continuous and to apply previous experience with problems to new problems beyond actual physical experience; it makes the cumulativeness of culture possible.

S. Generalizes from data.

G. Cultures traits may change through a process of innovation from within.

G. Culture traits may change through a process of diffusion.

S. Generalizes from data.

2. The Reformation marked a break in the continuity of western Christianity, both an outgrowth of some of the Renaissance and a reaction against the secular interests of the period.

a. Luther's emphasis upon the Bible rather than the Papacy as the source of Christian beliefs led to the development of Protestant movements -- of which Luther had not intended.

ctics, etc.) than in such basic values.

ence of culture is dependent upon man's ability to use symbols in communication. Language enables man to make his experiences available to others and to apply previous experiences to new problems and to actual physical experiments. This makes the cumulativeness of knowledge possible.

Changes from data.

Characteristics may change through the process of innovation from within a culture.

Characteristics may change through the process of diffusion.

Changes from data.

2. The Reformation marked a break-up in the unity of western Christianity. It was both an outgrowth of some of the ideas of the Renaissance and a reaction against some of the secular interests of the Renaissance period.

- a. Luther's emphasis upon the Bible rather than the Papacy as the source for his beliefs led to the development of further Protestant movements -- developments which Luther had not intended and

After the panel members have presented their views, hold a general class discussion on the question: To what extent were the Renaissance characteristics really new? If some of them can be seen in the works of earlier scholars, are we justified in calling this period the period of the Renaissance? Why or why not? Do you think we can safely conclude that the new values of the Renaissance had become the values of all or most of the people by the end of the 16th century? Why or why not? Which aspects of culture do you think would change most readily under the impact of the Renaissance?

Tell the class about the invention of the printing press. Discuss: What effects would this invention have upon the Renaissance? Upon those who wished to bring about religious or political changes? Upon the possibilities of developing a society such as we have today?

121. Have pupils read excerpts from Luther's writings about the importance of the Bible and the importance of faith and good works. Discuss: How do these beliefs differ from those of the people of the Middle Ages? Do you see any similarities of belief? In what way do Luther's beliefs reflect some of the ideas of the Renaissance? In what ways do his beliefs seem to run counter to the ideas of the Renaissance?

"Selected Reading
European History

122. Have several pupils or the entire class read excerpts from Luther's attack on Carlstadt and the rioting peasants. (If only some of the pupils read the excerpts, have them tell the class about his position.) Discuss: Where would you place Luther on a continuum in terms of

"Selected Reading
European History

panel members have presented their views, hold class discussion on the question: To what extent the Renaissance characteristics really new? How many of them can be seen in the works of earlier scholars? Are we justified in calling this period the period of the Renaissance? Why or why not? Do you think we can conclude that the new values of the Renaissance had been accepted by all or most of the people by the end of the 15th century? Why or why not? Which aspects of the Renaissance do you think would change most readily under the influence of the Renaissance?

Class about the invention of the printing press. What effects would this invention have upon the church? Upon those who wished to bring about religious and political changes? Upon the possibilities of despotism in society such as we have today?

Students read excerpts from Luther's writings about the importance of the Bible and the importance of faith and good works. Discuss: How do these beliefs differ from those of the people of the Middle Ages? Do you see similarities of belief? In what way do Luther's beliefs reflect some of the ideas of the Renaissance? In what way do his beliefs seem to run counter to the ideas of the Renaissance?

"Selected Readings in European History."

Individual pupils or the entire class read excerpts from Luther's attack on Carlstadt and the rioting peasants. (If only some of the pupils read the excerpts, the teacher should tell the class about his position.) Discuss: How do you place Luther on a continuum in terms of

"Selected Readings in European History."

which he disliked into

G. Conflicts in which the participants feel that they are fighting for the ideals of a group are likely to be fiercer than those that are fought for personal reasons.

b. The Reformation led to a reformation within the Catholic Church as well as to prolonged and various conflicts which were caused by political conflicts

S. Generalizes from data.

3. Life in late 17th and early 18th century England showed many similarities to medieval England, despite technological changes.

a. The newer manor houses of the 17th century were an indication of higher living levels than during the Middle Ages, changed military technology (particularly the use of gunpowder) and the end of petty vassalage

S. Generalizes from data.

b. Landholding and land-use patterns had many similarities to the Middle Ages; however, the distribution of the land and the enclosure movement in England during the late 18th and early 19th centuries had resulted in a change in land use and ownership patterns

S. Sets up hypotheses.

G. Although culture is always changing certain parts or elements may persist over long periods of time.

which he disliked intensely.

conflicts in which the participants feel that they are fighting for the goals of a group are likely to be fiercer than those that are fought for personal reasons.

- b. The Reformation led to a counter-reformation within the Catholic Church as well as to prolonged and bloody religious conflicts which were complicated by political conflicts.

generalizes from data.

3. Life in late 17th and early 18th centuries in England showed many similarities to medieval England, despite a number of changes.

- a. The newer manor houses of nobles and gentry were an indication of higher living levels than during the Middle Ages, changed military developments (particularly the use of gunpowder), and the end of petty wars between nobles.

generalizes from data.

sets up hypotheses.

though culture is always changing certain parts or elements may persist over long periods of time.

- b. Landholding and land-use still showed many similarities to the patterns of the Middle Ages; however, the seizure and distribution of the lands of monasteries and the enclosure movement in southern England during the late 15th and the 16th centuries had resulted in different land-use and ownership patterns.

his belief in religious freedom? in terms of his belief in autocracy in civil affairs vs. individualism and democracy? Why would it be difficult for Luther to preach his doctrines without having others break off from his movement as well as from the Catholic Church to set up their own sects?

123. Show the film on The Reformation. Discuss: What was the immediate cause of the break? What relationship was there between political affairs and religious affairs after Luther's attack on certain practices of the Catholic Church? Why did these religious differences lead to such devastating wars? How did the Protestant Reformation affect the Catholic Church? Film: The Reformation 15 min.
124. Show pupils one or more pictures of manor houses built by nobles or gentry during the Elizabethan or early Stuart period. Ask pupils to compare them with what they have learned about castles and manor houses during the Middle Ages. Discuss: What do the Elizabethan (or Stuart) houses illustrate about changes which have taken place in English life since medieval times? e.g. See Shapiro of Horizon Magaz Golden Book of T p. 164-165; Horiz 1958, p. 39 (see pp. 40-41, 44-45 and the Editors ian (Life World pp. 22-23.
125. Show pupils maps of some of the manors of the late 16th century. Discuss: How did land-holding compare with that during the Middle Ages? What seems to have happened on some of the manors? What do you think might have caused these changes? Tawney, The Agra In the Sixteenth following p. 166

in religious freedom? in terms of his belief in civil affairs vs. individualism and democracy? Would it be difficult for Luther to preach his faith without having others break off from his movement as from the Catholic Church to set up their

Film on The Reformation. Discuss: What was the cause of the break? What relationship was there between political affairs and religious affairs after the break? What was the Protestant Reformation's attack on certain practices of the Catholic Church? Why did these religious differences lead to such wars? How did the Protestant Reformation affect the Catholic Church? Film: The Reformation, Coronet, 15 min.

Show one or more pictures of manor houses built by the gentry during the Elizabethan or early Stuart period. Ask pupils to compare them with what they have learned about castles and manor houses during the Middle Ages. Discuss: What do the Elizabethan (or Stuart) manor houses illustrate about changes which have taken place in English life since medieval times?

e.g. See Shapiro and Editors of Horizon Magazine, The Golden Age of The Renaissance, p. 164-165; Horizon, Nov., 1958, p. 39 (same as above), pp. 40-41, 44-45, 54; Osborne and the Editors of Life, Britannica (Life World Library), pp. 22-23.

Show maps of some of the manors of the late 16th century. Discuss: How did land-holding compare with that of the Middle Ages? What seems to have happened to the manors? What do you think might have caused these changes?

Tawney, The Agrarian Problem in the Sixteenth Century, following p. 166.

- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
- G. Although culture is always changing, certain parts or elements persist over long periods of time.
- G. Members of a class can move out of the class by various means, and this mobility may be up or down.
- G. People in most societies in the world depend on people who live in other communities and countries for goods and services and for markets for their goods.
- G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- 1) Many nobles had land to city merchants, wealthier yeomen rise into the gentry, owners or renters, interested in manor land. They frequent manor customs with serfs and newly the middle ages.
 - 2) Enclosure made it agricultural technology.
 - 3) The living levels superior to those of serfs, but farmers seem to live much better than their serf ancestors.
 - 4) Transportation was most of the population, alties than their and also had a much the world.
 - 5) Cottage industry growing domestic industry.
 - 6) Religion still played a role in village life,

people usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

Although culture is always changing, certain parts or elements persist over long periods of time.

Members of a class can move out of the class by various means, and this mobility may be up or down.

People in most societies in the world depend on people who live in other communities and countries for goods and services and for markets for their goods.

Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

- 1) Many nobles had sold or rented their land to city merchants, gentry or to wealthier yeomen who had been able to rise into the gentry class. The new owners or renters of large farms were interested in making money off the land. They frequently ignored the old manor customs which had protected the serfs and newly freed serfs during the middle ages.
- 2) Enclosure made it easier to use new agricultural techniques.
- 3) The living levels of yeomen were far superior to those of the earlier serfs, but farm laborers did not seem to live much differently than their serf ancestors.
- 4) Transportation was still poor, but most of the people had broader loyalties than their medieval ancestors and also had a much broader view of the world.
- 5) Cottage industry was a part of the growing domestic system of manufacturing.
- 6) Religion still played an important part in village life, but the interests of

126. Have a group of students role-play an imaginary meeting in heaven among a group of English nobles, serfs, and clergymen of the Middle Ages. They should discuss ways in which rural life in England has changed and ways in which it has remained much the same since their day. They should be sure to include comments upon roles of different social groups, agricultural techniques and land-use, living levels, transportation, degree of self-sufficiency, changes in outlook toward other parts of the world, changes in religion, and growth of secular interests.

Discuss: How had living levels changed? Why had they improved? Why were they still so poor by our standards?

Notestein, English
the Eve of Colonial
chs. 4-7; Davis,
Elizabethan Days,
11, 13; Tawney, The
Problem in the 17th
Century.

o of students role-play an imaginary meeting among a group of English nobles, serfs, and of the Middle Ages. They should discuss ways rural life in England has changed and ways in- s remained much the same since their day. be sure to include comments upon: roles of social groups, agricultural techniques and living levels, transportation, degree of self- , changes in outlook toward other parts of changes in religion, and growth of secular

ow had living levels changed? Why had they Why were they still so poor by our stand-

Notestein, English People on the Eve of Colonization, chs. 4-7; Davis, Life in Elizabethan Days, chs. 3-6, 11, 13; Tawney, The Agrarian Problem in the Sixteenth Century.

the villagers and of nobles were far more those of their ancestors

S. Tests hypotheses against data.

G. At any given time the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Although culture is always changing certain parts or elements persist over long periods of time.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

c. Towns and cities were developed more rapidly than were rural areas

1) Cities had increased in size and in number since the Middle Ages

2) Cities carried on more trade with other cities and the world than ever, heavy articles of commerce came from the sea since roads and rivers were still extremely primitive

3) The guild system was still in force though much of the trade was now carried on by journeymen

the villagers and of the gentry and nobles were far more secular than those of their ancestors.

hypotheses against data.

By given time the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, capital goods), by the levels of technology, and by the efficiency of the organizational structure.

Changes in one aspect of a culture have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever is a part of the cultural system.

Although culture is always changing, certain parts or elements persist over long periods of time.

Changes in one aspect of a culture have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever is a part of the cultural system.

Members of a class can move out of their class by various means, and this mobility may be up or down.

c. Towns and cities were changing more rapidly than were rural areas.

- 1) Cities had increased greatly in size and in number since the Middle Ages.
- 2) Cities carried on much more trade with other cities and countries; however, heavy articles were carried by sea since roads and land transport were still extremely poor.
- 3) The guild system was breaking up, although much of the production was still carried on by journeymen and apprentices.

127. Have a pupil give a brief report supplementing the previous activity by discussing the enclosure movement in a little more detail. He should discuss the purposes, different ways in which enclosure was brought about, and some of the effects of enclosure in the 16th century. Afterwards, discuss: Does this data support or contradict the hypotheses you developed on the basis of the maps?

Tawney, The Agr
in the Sixteenth

128. Have a pupil write an imaginary Rip Van Winkle story about an artisan who fell asleep in a medieval town (perhaps London) and awoke in the late 16th or early 17th century. He should describe ways in which town life has changed and ways in which it has remained somewhat the same. He should be sure to discuss topics such as size and population, ways in which goods were produced and exchanged, extent of trade with other places, length of travel time to other places, transportation within the town, living levels, sanitary conditions, how city affairs were managed, and the growth of secular beliefs.

Burton, Pageant
England, pp. 18
Notestein, Engl
on the Eve of C
ch. 10; Byrne,
Town and Countr
Davis, Life In
Days, ch. 19, p

will give a brief report supplementing the previous by discussing the enclosure movement in a more detail. He should discuss the purposes, differences in which enclosure was brought about, and some effects of enclosure in the 16th century. After discussion: Does this data support or contradict the conclusions you developed on the basis of the maps?

Tawney, The Agrarian Problem in the Sixteenth Century.

will write an imaginary Rip Van Winkle story about a craftsman who fell asleep in a medieval town (perhaps London) and awoke in the late 16th or early 17th century. He should describe ways in which town life has changed and ways in which it has remained somewhat the same. He should be sure to discuss topics such as size of the town, ways in which goods were produced and distributed, extent of trade with other places, length of the day, means of transportation within the town, living levels, sanitary conditions, how city affairs were managed, and the growth of secular beliefs.

Burton, Pageant of Stuart England, pp. 18-29, 66-69;
Notestein, English People on the Eve of Colonization, ch. 10;
Byrne, Elizabethan Town and Country, ch. 4;
Davis, Life in Elizabethan Days, ch. 19, pp. 9-13.

S. Generalizes from data.

working for a master
small shops. There
beginnings of the
in the cloth and c

4) Transportation with
made difficult by
streets and the la
most streets.

5) Cities still suffer
of adequate water
ities.

6) Townspeople genera
ing levels than to
dle Ages.

7) Cities were genera
tocracy of rich me
men.

S. Generalizes from data.

G. Although culture is always chang-
ing: certain parts or elements per-
sist over long periods of time.

S. Applies previously-learned concepts
and generalizations to new data.

4. The Enlightenment of the
centuries was characteri
reason, a belief that kn
power and so the ability
lot on this earth, self-
belief in the perfectabi
ularization of learning
beliefs in toleration an
thought and expression,
tent, humanitarianism.

a) These ideas influence
ments of the late 18th
centuries.

generalizes from data.

working for a master craftsman in small shops. There were also the beginnings of the domestic system in the cloth and clothing industries.

- 4) Transportation within the cities was made difficult by the narrowness of streets and the lack of paving on most streets.
- 5) Cities still suffered from the lack of adequate water and sanitary facilities.
- 6) Townspeople generally had higher living levels than townsmen of the Middle Ages.
- 7) Cities were generally run by an aristocracy of rich merchants and craftsmen.

generalizes from data.

Although culture is always changing, certain parts or elements persist over long periods of time.

applies previously-learned concepts to generalizations to new data.

4. The Enlightenment of the 17th and 18th centuries was characterized by faith in reason, a belief that knowledge brings power and so the ability to improve men's lot on this earth, self-confidence and a belief in the perfectability of man, secularization of learning and accompanying beliefs; in toleration and freedom of thought and expression, and, to some extent, humanitarianism.
 - a) These ideas influenced political developments of the late 18th and early 19th centuries.

Ditto up the pupil's story and distribute it to class members. After they have read the story, discuss. Which seemed to be changing the more rapidly, rural England or English towns? Why? What things seemed to have changed the most? the least? How did town life in the late 16th or early 17th century illustrate some of the changing beliefs which are associated with the Renaissance?

129. Have several pupils read different analyses of the chief characteristics of the Enlightenment. They should present their findings to class. Then discuss: How did the Enlightenment differ from the earlier so-called Renaissance? What religious differences were there? Why is it difficult to set limits on the Age of Reason (the Enlightenment)? (Discuss gradualness of change and the introduction of some of the ideas earlier than the years usually given for the age.) Also discuss: From what you know about science in general and about psychology, would you raise any questions about some of the ideas of the Enlightenment? How did the ideas of the Enlightenment affect the U.S.? (Draw upon what pupils learned in the tenth grade course as you discuss this question.) What relationship do you see between the ideas of the Enlightenment and the events of the French Revolution?

Snyder, Age of
Part I. World
textbooks.

the pupil's story and distribute it to class
After they have read the story, discuss: Which
be changing the more rapidly, rural England or
owns? Why? What things seemed to have changed
the least? How did town life in the late 16th
17th century illustrate some of the changing be-
ch are associated with the Renaissance?

eral pupils read different analyses of the chief
istics of the Enlightenment. They should pre-
r findings to class. Then discuss: How did the
ment differ from the earlier so-called Renais-
What religious differences were there? Why is it
to set limits on the Age of Reason (the Enligh-
(Discuss gradualness of change and the intro-
of some of the ideas earlier than the years usual-
for the age.) Also discuss: From what you know
ence in general and about psychology, would you
y questions about some of the ideas of the En-
ent? How did the ideas of the Enlightenment af-
U.S.? (Draw upon what pupils learned in the
ade course as you discuss this question.) What
hip do you see between the ideas of the Enlight-
nd the events of the French Revolution?

Snyder, Age of Reason,
Part I. World history
textbooks.

- S. Applies previously-learned concepts and generalizations to new data.
- G. Government policies toward monopolies and restrictive practices affect business activity both directly by affecting prices and output and indirectly by affecting income distribution.
- S. Sets up hypotheses.
- S. Applies previously-learned generalizations to new data.
- S. Detects inconsistencies.

b. The belief in natural laws and the growing influence of the upper bourgeoisie led economists to a reduction in governmental interference with businessmen and trade. The belief in natural laws also led economists and others to a fatalistic view of the lot of workers, a view which ran counter to the optimistic views and humanitarian views of many of the leaders of the Enlightenment.

- S. Applies previously-learned concepts and generalizations to new data.
- S. Sets up hypotheses.
- S. Tests hypotheses against data.
- G. Some values are conducive to change; some make change difficult.
- G. When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social

c. The views of the leaders of the Enlightenment gained enough strength to bring about a decrease in religious intolerance and support for free expression of opinion, so led to the more "open society" which came to characterize Western Europe. These views also contributed to the development of humanitarian reforms of the early 19th century, though the chief impetus for these reforms was the religious revival of the late 18th and early 19th centuries.

es previously-learned concepts
generalizations to new data.

Government policies toward monop-
and restrictive practices
at business activity both di-
y by affecting prices and out-
and indirectly by affecting
the distribution.

up hypotheses.

ies previously-learned general-
ions to new data.

cts inconsistencies.

ies previously-learned concepts
generalizations to new data.

up hypotheses.

s hypotheses against data.

values are conducive to change;
make change difficult.

people have adopted a fatalis-
attitude, change is much less
ly than in societies where the
le believe that "a high degree
astery over nature and social

- b. The belief in natural laws and the growing influence of the upper bourgeoisie led economists to urge a reduction in governmental interference with businessmen and trade. The belief in natural laws also led some economists and others to a rather dismal view of the lot of workers -- a view which ran counter to the more optimistic views and humanitarian reformist views of many of the leaders of the Enlightenment.

- c. The views of the leaders of the Enlightenment gained enough support among the people to bring about a great increase in religious toleration and support for free expression of ideas and so led to the more "open society" which came to characterize Western Europe in comparison with many parts of the world. These views also contributed to the development of humanitarian reform movements of the early 19th century, even though the chief impetus for such movements was the religious revivalism of the late 18th and early 19th centuries.

130. Review what pupils learned about mercantilism in the tenth grade course on American History. Now have them read excerpts from Adam Smith which attack mercantilism and legislative interference with businessmen in England. (Or have a pupil report on Smith's ideas.) Discuss: Why would these ideas appeal to the rising bourgeoisie despite the lack of protection against foreign goods? What implications would Smith's arguments about the role of government have for efforts to improve working and labor conditions through legislative enactment?

"Selected Reading
European History.

131. Now have two pupils give reports on: (a) Malthus' theories and (b) Ricardo's beliefs about wages. Discuss: If you had lived at the time of Malthus and Ricardo and had accepted these ideas, would you have supported or argued against any legislation to improve wages and working conditions of laborers? Why? Do you see any contradiction between these ideas and one other important idea of the Enlightenment? (e.g. that man can use reason to bring about progress and the improvement of mankind). Why or why not?

Snyder, Age of Re
pp. 55-57, 148-15

132. Also discuss: If you accepted the major beliefs of the thinkers of the Enlightenment, what would be your reaction to proposals to permit freedom of speech and press? Why? What would be your reactions to efforts to restrict the rights of people of different religious faiths? Why? What would be your reactions to the practice of imprisonment for debt? Why? Toward the death penalty for minor offenses? Why? toward the use of punishment in education? Why?

Now have the group which has studied the Enlightenment tell the class how historians have interpreted the reactions of the men of the Enlightenment to these ideas and the effects of their ideas.

Snyder, Age of Re
13-15, 41, 49-51,
67-68, 90, 91.

What pupils learned about mercantilism in the
the course on American History. Now have them
extracts from Adam Smith which attack mercantilism
relative interference with businessmen in Eng-
(Or have a pupil report on Smith's ideas.) Dis-
cuss why would these ideas appeal to the rising bour-
geoisie despite the lack of protection against foreign
trade. What implications would Smith's arguments about
the role of government have for efforts to improve work-
ing conditions through legislative enactment?

Two pupils give reports on: (a) Malthus' theo-
ry, (b) Ricardo's beliefs about wages. Discuss: If
you lived at the time of Malthus and Ricardo and had
these ideas, would you have supported or argued
for any legislation to improve wages and working con-
ditions of laborers? Why? Do you see any contradiction
between these ideas and one other important idea of the
Enlightenment? (e.g. that man can use reason to bring
about progress and the improvement of mankind). Why or
why not?

Discuss: If you accepted the major beliefs of the
Enlightenment, what would be your reac-
tions and proposals to permit freedom of speech and press?
What would be your reactions to efforts to restrict
the rights of people of different religious faiths? Why?
What would be your reactions to the practice of imprison-
ment for debt? Why? Toward the death penalty for minor
crimes? Why? Toward the use of punishment in educa-
tion? Why?

Have the group which has studied the Enlightenment
in class how historians have interpreted the reac-
tions of the men of the Enlightenment to these ideas and
the results of their ideas.

"Selected Readings in
European History."

Snyder, Age of Reason,
pp. 55-57, 148-157.

Snyder, Age of Reason, pp.
13-15, 41, 49-51, 62-63,
67-68, 90, 91.

conditions is possible."

- S. Generalizes from data.
- d. The 19th century was marked
tion to some of the beliefs
lightenment, particularly i
greater emphasis upon the i
of man's emotions.
- S. Applies previously-learned concepts
and generalizations to new data.
5. The industrial revolution came
before it came to the continer
- G. Improved transportation facilities
make possible wider and bigger
markets for goods as well as great-
er and less costly access to re-
sources.
- a. Eighteenth century England
by important economic and s
even though many historians
period from 1760 to 1850 as
so-called "industrial revol
- 1) An improved transportat
exchange of goods within
easier.
- S. Generalizes from data.
- 2) A new enclosure movement
tural innovations led to
crease in agricultural
a pool of unemployed fa
who could be drawn upon
factories with workers.
- G. Every legislature is directly a
product of the electoral and con-
stituency system which produces it;
the composition and loyalties of the
members affect access of different
groups in society to the legislative
body.
- G. Control of one or a few scarce val-
ued things may enable the group to
get control of other scarce and val-

ditions is possible."

Generalizes from data.

Relies previously-learned concepts
and generalizations to new data.

Improved transportation facilities
make possible wider and bigger
markets for goods as well as great-
and less costly access to re-
sources.

Generalizes from data.

Primary legislature is directly a
product of the electoral and con-
stituency system which produces it;
composition and loyalties of the
members affect access of different
groups in society to the legislative
body.

Control of one or a few scarce val-
uable things may enable the group to
control of other scarce and val-

d. The 19th century was marked by a reac-
tion to some of the beliefs of the En-
lightenment, particularly in terms of
greater emphasis upon the importance
of man's emotions.

5. The industrial revolution came to England
before it came to the continent.

a. Eighteenth century England was marked
by important economic and social changes,
even though many historians identify the
period from 1760 to 1850 as the era of the
so-called "industrial revolution."

1) An improved transportation system made
exchange of goods within England much
easier.

2) A new enclosure movement and agricul-
tural innovations led to a great in-
crease in agricultural output and to
a pool of unemployed farm laborers
who could be drawn upon to supply
factories with workers.

133. Briefly, tell the class about the romantic reaction to the ideas of the Enlightenment. Perhaps play several records to contrast the classical music of the 18th century with the romantic music of the 19th century. What differences do pupils notice in the music? How do they illustrate the differences between the period of the Enlightenment and the ideas of 19th century romanticism?

Snyder, Age of Re
91-92.

134. Have pupils read a very brief account of changes in transportation in England from 1700 to 1800. Discuss: Why do you think the English spent so much money on canals? How would these canals affect economic life?

"Selected Reading
European History.

135. Perhaps have several pupils role-play a discussion between English yeomen and gentry on the pros and cons of the enclosure movement of the 18th century. Then discuss: How did this movement differ from the earlier enclosure movements? What effects did it have upon the lives of rural people? What effects might it have upon cities? Also discuss: Why do you think Parliament was willing to pass enclosure acts?

Ashton, The Ind.
18-21; Faylor, ed.
Revol. in Britain
84; George, Engl.
sition, pp. 77-91

tell the class about the romantic reaction to
of the Enlightenment. Perhaps play several
to contrast the classical music of the 18th cen-
the romantic music of the 19th century. What
es do pupils notice in the music? How do they
e the differences between the period of the En-
ent and the ideas of 19th century romanticism?

Snyder, Age of Reason, pp.
91-92.

Is read a very brief account of changes in
ation in England from 1700 to 1800. Discuss:
ou think the English spent so much money on
How would these canals affect economic life?

"Selected Readings in
European History."

ave several pupils role-play a discussion be-
lish yeomen and gentry on the pros and cons of
sure movement of the 18th century. Then dis-
w did this movement differ from the earlier en-
vements? What effects did it have upon the lives
people? What effects might it have upon cities?
uss: Why do you think Parliament was willing to
losure acts?

Ashton, The Ind. Revol., pp.
18-21; Faylor, ed., Indust.
Revol. in Britain, pp. 74-
84; George, England in Tran-
sition, pp. 77-91, 96.

ued things and thus pyramid their power.

S. Sets up hypotheses.

3) Increased food supplies and diet combined with medical dietary improvements to bring marked growth in population

G. An increase in population occurs when the birth rate plus immigration is greater than the death rate plus emigration.

G. Output can be increased by the development of tools and power to replace manpower.

S. Looks for relationships among events within one country and within a world-wide framework.

4) England, more than other countries, was affected by expanding trade with the New World. The fortunes made in this trade provided merchants with capital to invest in industry.

S. Applies previously-learned concepts and generalizations to new data.

G. Prices are affected by supply and demand. (If the money supply increases while the supply of goods remains the same, the demand for goods usually rises.)

things and thus pyramid their
er.

s up hypotheses.

- 3) Increased food supplies and changed diet combined with medical and sanitary improvements to bring about a marked growth in population.

increase in population occurs
n the birth rate plus immigra-
n is greater than the death rate
s emigration.

put can be increased by the de-
opment of tools and power to
lace manpower.

oks for relationships among e-
nts within one country and with-
a world-wide framework.

plies previously-learned concepts
d generalizations to new data.

ices are affected by supply and
mand. (If the money supply in-
eases while the supply of goods
mains the same, the demand for
ods usually rises.)

- 4) England, more than other European countries, was affected by the expanding trade with the New World. The fortunes made in this trade provided merchants with capital to invest in industry.

136. Have pupils examine figures on the growth of population in Britain in the 18th and early 19th centuries. Discuss: What factors might have contributed to this growth? Now do the following activities:

a. Have a pupil report briefly on new medical, sanitary and dietary changes which were affecting the death rate. (Have the pupils who have been preparing a history of medicine through the ages add another chapter on "Medicine in the 18th and early 19th Centuries.")

George, London 18th Century, ch. England in France 65-72; Burton, P. Street England, pen, Men of Medicine 14-15.

b. Have a pupil prepare a report on agricultural innovations in the 16th century which helped make possible increased food, population, and urbanization in the

Quemell and Que of Everyday Thing The Rise of India ch. 1.

137. Tell pupils that prices in Spain more than doubled from 1501 to 1550. Ask: Can you think of any events in the world at this time which might have contributed to this rise in prices? Now show pupils a table of estimated gold and silver imports into Spain from the New World from 1503 to 1600. Discuss: How might the data in this table help explain the rise in prices in Spain? Also ask: How would the colonization of the 17th and 18th centuries have affected European economic conditions? Why might English merchants have developed larger reserves of money than merchants in France and Germany? Why were such reserves important for the development of industry?

Stearns, ed., Europe, p. 26.

examine figures on the growth of population in the 18th and early 19th centuries. Disfactors might have contributed to this growth? Following activities:

Pupil report briefly on new medical, sanitary changes which were affecting the death rate. Give the pupils who have been preparing a history of medicine through the ages, add another chapter on medicine in the 18th and early 19th centuries.

Pupil prepare a report on agricultural innovations of the 16th century which helped make possible increased food, population, and urbanization in the

that prices in Spain more than doubled from 1500 to 1600. Ask: Can you think of any events in the 16th century which might have contributed to this rise in prices? Now show pupils a table of estimated silver imports into Spain from the New World from 1500 to 1600. Discuss: How might the data in this table explain the rise in prices in Spain? Also discuss: How would the colonization of the 17th and 18th centuries have affected European economic conditions? Why have English merchants developed larger reserves of silver than French and German merchants? Why were such reserves so important for the development of industry?

George, London Life in the 18th Century, ch. 1; George, England in Transition, pp. 65-72; Burton, Pageant of Stuart England, ch. 6; Shippen, Men of Medicine, chs. 12, 14-15.

Quennell and Quennell, Hist. of Everyday Things in England, The Rise of Industrialism, ch. 1.

Stearns, ed., Pageant of Europe, p. 86.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

5) The domestic industry in the early part of , though some entrepreneurs ing workers together number of important i made and adopted prio Industrial Revolution 90 years after 1760 crease in the rate of and development of fa

S. Applies previously-learned concepts and generalizations to new data.

S. Sees meaningful differences between eras.

G. In a private enterprise system, it is the market which permits buyers and sellers to deal with one another, which translates demand and supply into a price system, and which is chiefly responsible for the way in which basic economic questions are worked out. The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced, and who

gh culture is always chang-
ertain parts or elements per-
ver long periods of time.

- 5) The domestic industry predominated in the early part of the century, although some entrepreneurs were bringing workers together in factories. A number of important inventions were made and adopted prior to the so-called Industrial Revolution. However, 70 to 90 years after 1760 saw a marked increase in the rate of industrialization and development of factories.

s previously-learned concepts
generalizations to new data.

meaningful differences between

private enterprise system, it
the market which permits buyers and
sellers to deal with one another
which translates demand and supply
into a price system, and which is
responsible for the way in
which basic economic questions are
worked out. The market serves to
determine largely what shall be pro-
duced, how much shall be produced,
and who shall be produced, and who

138. Have each pupil read one explanation of the domestic industry which characterized manufacturing in towns and rural areas in the early 18th century. (At this point, do not have pupils read about working conditions or wages, just about the way in which the system worked.) Discuss: To what extent had manufacturing changed since the early Stuart period?

World history text
George, England in
tion, p. 42.

139. Tell the class that they are now going to look at the effects of the industrial revolution. Ask: What does this term "industrial revolution" mean to you? (Draw on what pupils learned in the tooth game course.) Point out some of the industrial inventions and even the development of some factories in England in the early 18th century. Ask: Why do you think most people date the beginning of the industrial revolution at around 1760 in England? Can you think of any objections for the use of such a term as industrial revolution? What does the name imply? Why might some historians object to the term? Why do you think most historians still continue to use the term for this period of 1760 to 1830 or 1850 in England despite its limitations?

Ashton, Ind. Revolu-
tion; George, Engl
ation, pp. 102-10

140. You may wish to spend several days in having pupils play the simulation game of Manchester in order to help them understand the various pressures which led people to cities and to the development of the factory system.

Developed by
... dates. Not y
... available a
1968.

pil read one explanation of the domestic in-
characterized manufacturing in towns and
in the early 18th century. (At this point,
pupils read about working conditions or wages,
the way in which the system worked.) Discuss:
ent had manufacturing changed since the early
d?

World history textbooks.
George, England in Transi-
tion, p. 42.

ss that they are not going to talk about the ef-
Industrial revolution. Ask: "What does 'indus-
rial revolution' mean to you? (Do you think it
ed in the teeth game context.) Point out
industrial inventions and even the develop-
e factories in England in the early 18th
k: Why do you think most people date the
the industrial revolution at around 1760
Can you think of any objections for the
a term as industrial revolution? What does
ly? Why might some historians object to
Why do you think most historians still con-
the term for this period of 1760 to 1830 or
and despite its limitations?

Ashton, Ind. Revol., pp. 24-
32; George, England in Transi-
tion, pp. 102-106.

n to spend several days in having pupils pl
on game of Manchester in order to help them
the various pressures which led people to
to the development of the factory system.

developed by Abt
dates. Not yet commerc-
ally available as of spring,
1968.

shall get what part of the production (or national income). In other words, the market is the main allocating device. However, government policies and factors which interfere with perfect competition also affect the allocation of resources.

- G. In general, people wish to sell their labor, land, or capital for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.
- G. Other things being equal, the higher the price for a good (a product, labor, capital), the larger the quantity which will become available for sale.
- G. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.
- G. Wage rates are affected by the supply and demand for labor.
- G. Collective bargaining enables workers to agglomerate their bargaining power in dealing with employers.
- G. New technological developments bring improved efficiency to tools and machines and increased labor productivity.

160161-

- G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).
- G. Adjustment of supply to demand is hampered by factors which decrease the mobility of productive resources.
- G. The use of large amounts of capital outlay for machines and buildings (etc.) make possible the reduction of costs per unit if they are fully employed; however, they make adjustment to a decline in demand more difficult.
- G. Government taxation policies affect who gets what share of the national income.
- G. In a competitive system, many of the producers and consumers do not have a perfect knowledge of prices and quality of goods and methods used by others to reduce costs; consequently, the market system does not always work out in practice as described in theory.
- S. Tests hypotheses against data.
- G. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though these stages may not be clearly separated from each other.

- 14). Review with pupils what they learned in the tenth grade course about economic growth and Rostow's theory of economic growth. Then have a group of students investigate different analyses of the reasons for the rise of the industrial revolution in Britain before it began in other European countries. They should present their findings to the class. Then discuss: Does the data for England tend to support or refute Rostow's theory about the preconditions and take-off stage for economic growth?

Rostow, Stages
pp. 31-35; Asht
pp. 40-43, 57-6
Hagen, On the T
Change, ch. 13

With pupils what they learned in the tenth grade about economic growth and Rostow's theory of economic growth. Then have a group of students investigate different analyses of the reasons for the rise of the industrial revolution in Britain before it began in European countries. They should present their findings to the class. Then discuss: Does the data for the industrial revolution tend to support or refute Rostow's theory about the conditions and take-off stage for economic growth?

Rostow, Stages of Ec. Growth, pp. 31-35; Ashton, Ind. Revol., pp. 40-43, 57-60, ch. 4; Hagen, On the Theory of Soc. Change, ch. 13 and pp. 517-518.

- G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.
- G. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all, of these factors are needed to bring about rapid industrialization.
- G. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.
- S. Sets up hypotheses.

142. Discuss: How would you expect the rapid increase in factories to affect the lives of farmers? Of city workers? Why?

- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
 - S. Looks for causative factors other than those mentioned in source of information.
 - S. Sets up ways of testing hypotheses.
 - S. Looks for relationships among events within one country and within a world-wide time framework.
 - G. A person's frame of reference affects his perceptions and interpretations.

 - S. Looks for points of agreement and disagreement among authors.
 - G. In the long run a rise in real wages will be achieved only by a rise in labor productivity.

 - S. Tests hypotheses against data.
 - S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
 - S. Generalizes from data.
- b. There has been much doubt as to the extent to which the early industrial revolution worsened or improved the conditions of those who went to work in the mines.
 - 1) Parliamentary investigations in the early 19th century drew attention to the extreme conditions under which women and children worked and the poverty of the working classes.
 - 2) Many concluded that the industrial revolution had brought about a general improvement of conditions for the working classes. Those who were most influential included the economists and the socialists, and Engels and Marx.
 - 3) Many did not deny that there had been a rise in output of easier labor at home and so the higher living level in England and the importance of the competition from foreign countries.
 - 4) Others have provided evidence that the death rates, as low as in the 17th century, were still high, and as to the conditions of women labor under the domestic system in the early 19th century. The argument of more of the same was merely made the case.

s on the completeness of data
s wary of generalizations
on insufficient evidence.

for causative factors other
those mentioned in source
formation.

up ways of testing hypotheses.

for relationships among e-
within one country and with-
world-wide time framework.

son's frame of reference af-
his perceptions and inter-
tions.

s for points of agreement and
agreement among authors.

ne long run a rise in real
will be achieved only by a
in labor productivity.

s hypotheses against data.

s on the completeness of data
s wary of generalizations
on insufficient evidence.

alizes from data.

b. There has been much debate about the extent to which the early period of industrial revolution brought about worsened or improved living levels for those who went to work in factories and mines.

1) Parliamentary investigations of the early 19th century brought to public notice the extremely poor conditions under which women and children worked and the poverty of the workers.

2) Many concluded that the industrial revolution had brought about a worsening of conditions for the laboring classes. Those who drew such conclusions included the utopian socialists and Engels and Marx.

3) Many did not deny the poor conditions but pointed out the benefits in terms of easier labor at machines, greater output, and so the opportunity for higher living levels in the long run, and the importance of competition with foreign countries.

4) Others have provided evidence of higher death rates, as low or lower levels of living, and as extensive child and women labor under as poor conditions under the domestic system of the earlier 19th century. They claim that the movement of more of the workers into cities merely made the conditions more appar-

143. Have pupils read excerpts from the testimony before the Sadler Committee and the committee which investigated conditions in mines during the early 19th century and reports of housing conditions at the end of the 18th century. Then have them read excerpts from Engels in which he blames the conditions on the industrial revolution. (Perhaps divide the class into groups, each to read one of the excerpts.) Discuss: Do you think the Parliamentary investigations justify Engels' conclusions? Why or why not? What possible advantages of the industrial revolution may be overlooked if one just accepts Engels' or the Parliamentary Reports? Can you think of any types of data which we should examine before accepting Engels' conclusions about the effects of the industrial revolution which he does describe? Can you think of any political developments in Europe which might have contributed to some of these conditions?
144. Now have pupils read some of the arguments presented by Andrew Ure in 1835 on the good results of the industrial revolution. (Again, you may wish to have pupils divide up the readings.) Discuss Ure's arguments in relationship to Engels' conclusions. Also discuss Ure's arguments about the effects of machines on living levels.
145. Have several pupils give a panel discussion or one pupil an oral report on the conclusions of Dorothy George and Thomas Ashton about improvements in living levels during the course of the industrial revolution in the late 18th and early 19th centuries and other factors affecting conditions, such as the Napoleonic Wars. They should include a discussion of the kinds of evidence which the authors use and their explanations about why people in the early 19th century became so upset about conditions

"Selected Reading
European History

"Selected Reading
European History

George, England
tion, chs. 1, 3
61-67, 74-76, 9
116, chs. 7-8.
George, London
Eighteenth Cent
pp. 59-61, 97,
204, 209, 211-2

read excerpts from the testimony before the committee and the committee which investigated conditions in mines during the early 19th century and re-creating conditions at the end of the 18th century. Have them read excerpts from Engels in which he describes the conditions on the industrial revolution. Divide the class into groups, each to read one excerpt.) Discuss: Do you think the Parliamentary Commission's conclusions justify Engels' conclusions? Why or why not? What possible advantages of the industrial revolution might be overlooked if one just accepts Engels' or the Parliamentary Reports? Can you think of any types of evidence which we should examine before accepting Engels' conclusions about the effects of the industrial revolution? What does he describe? Can you think of any political or social movements in Europe which might have contributed to these conditions?

"Selected Readings in European History."

Pupils read some of the arguments presented by Engels in 1835 on the good results of the industrial revolution. (Again, you may wish to have pupils divide into groups.) Discuss Ure's arguments in relation to Engels' conclusions. Also discuss Ure's arguments about the effects of machines on living levels.

"Selected Readings in European History."

Small groups of pupils give a panel discussion or one pupil reports on the conclusions of Dorothy George and others about improvements in living levels during the course of the industrial revolution in the late 18th and early 19th centuries and other factors affecting conditions, such as the Napoleonic Wars. They should discuss the kinds of evidence which they have used and their explanations about why people in the early 19th century became so upset about conditions

George, England in Transition, chs. 1, 3, pp. 52-57, 61-67, 74-76, 97-99, 109-116, chs. 7-8.
George, London Life in the Eighteenth Century, chs. 1, pp. 59-61, 97, 99-107, 202-204, 209, 211-213, 266.

- A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.
- A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.
- A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.
- G. It is difficult to compare real wages over time because of changes in the quality of goods and the substitution of some goods for others.
- S. Differentiates between facts and estimates.
- G. A person's frame of reference is affected by his total life experience and affects his perceptions and interpretations.
- G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.
- G. Living levels are affected by the amount of goods and services which money incomes can buy.
- G. Living levels do not rise unless output of production grows at a faster rate than population.

ent and that the more of an impression cause of changing from the evaluation of the period. that the Napoleonic to the economic living people.

OBJECTIVITY AND DESIRES TO
S VALUES FROM AFFECTING HIS
ETATION OF EVIDENCE.

S EVIDENCE EVEN WHEN IT CON-
S PREJUDICES AND PRECONCEP-

PTICAL OF CONVENTIONAL TRUTHS
HANDS THAT WIDELY-HELD AND
R NOTIONS BE JUDGED IN AC-
E WITH STANDARDS OF EMPIR-
LIDATION.

ifficult to compare real
ver time because of changes
quality of goods and the
tution of some goods for

entiate between facts and
ces.

on's frame of reference is
ed by his total life exper-
and affects his perceptions
erpretations.

's Ideas of what constitutes
quate level of living on one
r poverty on the other changes
rage living levels change.

levels are affected by the
of goods and services which
incomes can buy.

levels do not rise unless
of production grows at a
rate than population.

ent and that these conditions made
more of an impression on people be-
cause of changing attitudes result-
ing from the evangelistic movements
of the period. They also point out
that the Napoleonic Wars contributed
to the economic problems of the work
ing people.

which were no worse than those in the 18th century in many ways, if not better.

Taylor, ed., The
Revol. in Britain
56. (Article by A

During the discussion which follows the panel, show pupils estimates of changes in average real incomes, changes in prices and wages, changes in output and population, etc. during the first half of the 19th century. Have pupils consider such data before they come to any conclusions about the effects of the Industrial revolution. However, be sure to help them understand how some of the data has been collected in order to make such estimates. Also discuss: Why would it be difficult to compare real wages even if there were more accurate and complete data on prices and wages?

For an analysis
living levels, s
"The Rising Stan
ing in England,
Economic History
April, 1961, pp.

no worse than those in the 18th century in
if not better.

Taylor, ed., The Indust.
Revol. in Britain, pp. 45-
56. (Article by Ashtor)

discussion which follows the panel, show pu-
ates of changes in average real incomes, changes
and wages, changes in output and population,
g the first half of the 19th century. Have
sider such data before they come to any conclu-
t the effects of the industrial revolution.
e sure to help them understand how some of the
een collected in order to make such estimates.
ps: Why would it be difficult to compare real
if there were more accurate and complete data
and wages?

For an analysis of data on
living levels, see Hartwell,
"The Rising Standard of Liv-
ing in England, 1800-1850,"
Economic History Review,
April, 1961, pp. 397-416.

- A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.
- S. Looks for relationships among events within one country and within a world-wide time framework.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Some values are conducive to change; some make change difficult.
- G. Effective political communication depends on the effective manipulation of symbols, stereotypes, and other communication shortcuts.
- C. Gradually, reform movements bring about many changes, including reforms that alleviate the conditions of the poor. These reform movements began somewhat earlier in England than in the U.S.

USES THE SCIENTIFIC METHOD AND
RATIONAL THOUGHT AS APPLIED TO
SOCIAL AS WELL AS TO NATURAL DATA.

- C. Gradually, reform movements brought about many changes, including regulations to alleviate the conditions of the workers. These reform movements paralleled or came somewhat earlier in England than in the U.S.

looks for relationships among
changes within one country and with-
a world-wide time framework.

Changes in one aspect of a culture
will have effects on other aspects;
changes will ramify, whether they
are technological, in social organiza-
tion, in ideology, or whatever
aspect is a part of the cultural sys-

Some values are conducive to change;
others make change difficult.

Effective political communication
depends on the effective manipula-
tion of symbols, stereotypes, and
other communication shortcuts.

146. Have each pupil read one of several different late 18th and early 19th century reforms or accounts attacking social evils other than child and woman labor or the long hours and poor working conditions in factories and mines in the early 19th century. Discuss: What did your readings illustrate about the authors' social beliefs? about their beliefs about man's power to control his destiny on earth? Can you think of any similar movements for reform which took place in the U.S.? Did these movements occur earlier or later than those you are reading about here? What did you learn last year about some of the reasons for the rise of these reform movements? Do similar factors seem to be important in the rise of reform movements in England at this time?

"Selected Reading
European History

147. Show the class a series of Hogarth's paintings and have pupils discuss (a) the conditions which Hogarth was attacking, and (b) the probable effect of his paintings as a means of arousing public feelings for reforms.
148. Perhaps have several pupils read some of the Kingsley's or Dickens' novels which protest some of the conditions of the early 19th century. They should tell the class about the kinds of conditions which the authors were protesting. Discuss: How might these novels have affected educated Englishmen of the period? Why? Do you think they would have had the same effect in the 18th century? Why or why not?

"Selected Readings in
European History."

pupil read one of several different late 18th
19th century reforms or accounts attacking
ills other than child and woman labor or the long
poor working conditions in factories and mines
rly 19th century. Discuss: What did your read-
strate about the authors' social beliefs? about
iefs about man's power to control his destiny on
an you think of any similar movements for re-
h took place in the U.S.? Did these movements
lier or later than those you are reading about
at did you learn last year about some of the
or the rise of these reform movements? Do sim-
ors seem to be important in the rise of reform
in England at this time?

class a series of Hogarth's paintings and have
scuss (a) the conditions which Hogarth was
, and (b) the probable effect of his paintings
s of arousing public feelings for reforms.

have several pupils read some of the Kingsly's or
novels which protest some of the conditions of
y 19th century. They should tell the class
e kinds of conditions which the authors were pro-
Discuss: How might these novels have affected
Englishmen of the period? Why? Do you think
d have had the same effect in the 18th century?
y out?

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- S. Looks for relationships among events withone one country and within a world-wide time framework.
- G. Government labor policies affect business activity both directly by affecting minimum wages and hours of work or child labor and indirectly by affecting the strength of labor unions.

- S. Generalizes from data.
- S. Identifies value conflicts.
- G. Government labor policies affect business activity directly by affecting hours of work or by restricting child and women labor.
- G. A person's frame of reference is affected by his total life experiences and affects his perceptions.

149. Have a pupil read about the 1794 trial of Thomas Hardy and other members of the London Corresponding Society. He should also read excerpts from some of the 1799-1800 laws against workingmen's associations and the modification of these acts in 1824-1825. The pupil should give a report on restrictions on labor unions during the 18th and early 19th centuries. Then call upon several students to role-play an imaginary discussion between a supporter of Ricardo's point of view, a factory owner, a labor leader, and a Methodist minister on the question: Should the acts restricting workingmen's combinations be repealed?

Afterwards ask: Can you think of any political events of the period which might have led Parliament to pass such laws? Have the student who has given the report then tell the class about the repeal of the laws in 1824-25.

150. Have pupils read excerpts from early 19th century laws which regulated hours and conditions of work and prohibited mine work for women and children. Discuss: From our viewpoint, how humane do these laws seem to be? How would they have appeared to the English people of the period when they were passed? Now have several pupils read and report on excerpts from some of the debates which indicate reasons for opposing such legislation. What value conflicts arose over such legislation?

Thompson, J. L.
the English
pp. 17-19.
"Selected Re
European His

"Selected Re
European His

Read about the 1794 trial of Thomas Hardy, members of the London Corresponding Society. Also read excerpts from some of the 1799-1800 workingmen's associations and the 1800-1801 acts in 1824-1825. The pupil should give a report on the restrictions on labor unions during the early 19th century. Then call upon several pupils to role-play an imaginary discussion between a student of Ricardo's point of view, a factory owner, and a Methodist minister on the question: Should the acts restricting workingmen's combinations be repealed?

Ask: Can you think of any political events of which might have led Parliament to pass the 1800-1801 acts? Have the student who has given the report report to the class about the repeal of the laws in 1824-1825.

Read excerpts from early 19th century laws regulating hours and conditions of work and prohibiting work for women and children. Discuss: At what point, how humane do these laws seem to you? Would they have appeared to the English people of that period when they were passed? How have they changed? Read and report on excerpts from some of the speeches which indicate reasons for opposing such legislation. What value conflicts arose over such legisla-

Thompson, The Making of the English Working Class, pp. 17-19.
"Selected Readings in European History."

"Selected Readings in European History."

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Culture traits may change through a process of diffusion.

S. Makes and interprets timelines.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Tests hypotheses against data.

G. Culture traits may change by the process of diffusion.

A. VALUES THE SCIENTIFIC METHOD.

S. Generalizes from data.

G. Each culture is unique.

d. The rapid increase in industrialization came to France in the middle of the 19th century but not to many until after its unification.

6. The pre-World War I societies of Britain, France, and Germany had a number of characteristics but differed considerably in the extent to which these values were accepted. The societies seemed far removed from the societies of the Middle Ages, even though some cultural traits had persisted in modified form.

in one aspect of a culture
effects on other aspects;
will ramify, whether they
ological, in social organ-
in ideology, or whatever
part of the cultural sys-

traits may change through
of diffusion.

interprets timelines.

relationships among
thin one country and
world-wide time frame-

hypotheses against data.

traits may change by the
of diffusion.

THE SCIENTIFIC METHOD.

izes from data.

ture is unique.

d. The rapid increase in industrializa-
tion came to France in the middle
of the 19th century but not to Ger-
many until after its unification.

6. The pre-World War I societies of Great
Britain, France, and Germany shared a num-
ber of characteristics but also differed
considerably in the extent to which certain
values were accepted. The societies all
seemed far removed from the society of the
Middle Ages, even though some cultural
traits had persisted in modified form.

151. Review what pupils learned in the tenth grade about utopian societies and utopian socialism. Point out that such ideas arose in England during the early 19th century as a reaction to some of the conditions of the early industrial revolution. Discuss: Why do you think these ideas and other reform movements gained headway in England before the U.S.? (Relate to diffusion of religious beliefs and to beginnings of industrial revolution.)
152. Have two pupils study the industrial revolution in France and Germany. They should prepare a timeline comparing important stages in the industrialization of these countries and Britain. They should also present a report in which they analyze the hypotheses which pupils set up earlier about reasons why the industrial revolution came earlier in Britain. "Selected Reading European History.
153. Have several pupils bring the account of "Medicine Through the Ages" up to the period of World War I. They might prepare a bulletin board display highlighting some of the important medical advances since the early 19th century. Discuss the importance of diffusion of cultural innovations to our own lives. e.g. See Shippen Medicine, chs. 1
154. Have a committee look at a number of high school and college texts to find out what the authors say about the values and material conditions of people in Western Europe and more particularly in Britain, France, and Germany just prior to the First World War. They should note points on which authors agree and upon which they disagree. They should then prepare two charts. High school and college texts on world history.

-1/4-

pupils learned in the tenth grade about
eties and utopian socialism. Point out
eas arose in England during the early 19th
reaction to some of the conditions of the
rial revolution. Discuss: Why do you think
and other reform movements gained headway in
re the U.S.? (Relate to diffusion of reli-
s and to beginnings of industrial revolution.)

ils study the industrial revolution in France
They should prepare a timeline comparing
ages in the industrialization of these coun-
tain. They should also present a report
y analyze the hypotheses which pupils see
bout reasons why the industrial revolution
in Britain.

"Selected Readings in
European History."

1 pupils bring the account of "Medecine Through
p to the period of World War I. They might
ulletin board display highlighting some of the
edical advances since the early 19th century.
importance of diffusion of cultural innova-
r own lives.

e.g. See Shippen, Men of
Medicine, chs. 13, 16-17.

ittle look at a number of high school and col-
to find out what the authors say about the
material conditions of people in Western Europe
rticularly in Britain, France, and Germany just
e First World War. They should note points on
rs agree and upon which they disagree. They
prepare two charts.

High school and college
texts on world or modern
history.

- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Even when a major reorganization of a society and its culture takes place, not all of the culture is completely modified.
- G. Living levels do not rise unless output of production grows at a faster rate than population.
- G. The technology of a society may be made more efficient both by the introduction of new machines and tools and by the way in which production is organized.
- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.
- S. Sets up hypotheses.
- S. Tests hypotheses against data.
- G. War seems to be the result of multiple, interrelated causes.
- A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.
- F. World War I was the result of and in turn created many problems beyond the war period.

... culture is always chang-
...tain parts or elements may
...over long periods of time.

...n a major reorganization of
...y and its culture takes
...ot all of the culture is
...ly modified.

...evels do not rise unless
...f production grows at a
...ate than population.

...nology of a society may be
...e efficient both by the in-
...on of new machines and tools
...he way in which production
...ized.

...onomic system faces scarcity
...k of enough productive re-
...to satisfy all human wants.

...s ideas of what constitutes
...ate level of living on one
...poverty on the other changes
...age living levels change.

...hypotheses.

...hypotheses against data.

...ns to be the result of mul-
...interrelated causes.

...TICAL OF SINGLE-FACTOR THEOR-
...CAUSATION.

F. World War I was the result of many factors
and in turn created many problems which lasted
beyond the war period.

- a. One chart should show changes in how people lived since about 1800.
- b. One chart should compare the values of the people in the three different countries.

The committee should use these charts in presenting their information to the class.

Then discuss: How had life in Western Europe changed since 1800? What factors might account for these changes? Would you say that the people of these three countries held more values in common or held more differing values? How would you account for the differences? How far back can you trace these values which the committee has listed on their chart?

Also discuss: How had life changed in Western Europe since the Middle Ages? What factors might account for the changes? What elements of the culture of the Middle Ages could still be found in Western Europe? What factors do you think might account for this persistence?

1. Have pupils consider what they have learned about Western Europe. What factors might have caused World War I? Have pupils set up possible hypotheses. Or give the class several theories which historians have developed and have them use them as hypotheses to check. Then have the class read varying accounts in textbooks and in other books to try to decide whether the evidence supports or contradicts such hypotheses. During the discussion

World history text
Lee, Outbreak of Wo

It should show changes in how people lived about 1800.

It should compare the values of the people in three different countries.

They should use these charts in presenting information to the class.

Qs: How had life in Western Europe changed?
? What factors might account for these changes?
? Would you say that the people of these three countries held more values in common or held more different values?
? How would you account for the differences?
? How can you trace these values which the committee listed on their chart?

Qs: How had life changed in Western Europe during the Middle Ages? What factors might account for these changes?
? What elements of the culture of the Middle Ages would still be found in Western Europe? What factors do you think might account for this persistence?

Students consider what they have learned about Western Europe. What factors might have caused World War I? Have students propose possible hypotheses. Or give the class theories which historians have developed and have them test them as hypotheses to check. Then have the students compare the varying accounts in textbooks and in other sources and try to decide whether the evidence supports or refutes such hypotheses. During the discussion

World history textbooks,
Lee, Outbreak of World War I.

- G. The international system may be looked at as a series of power relationships.
- G. Nations may pool their power behind common goals in varying systems of alliances and combinations.
- G. In the international system, inequalities of power only invite the use of some form of coercion; the balance of power strategy is based on this premise.
- G. The world is a community of interdependent countries.
- G. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.
- G. War has serious physical and psychological effects upon people in the war-torn areas.
- S. Generalizes from data.
- S. Sets up hypotheses.

which follows, be sure to discuss the complexity of causal factors. Also be sure to discuss the changing implications of nationalism, suggested in the next paragraph.

Or have pupils read text accounts of the causes of World War I. Then discuss: What evidence did you find to support or contradict the idea that nationalism was a source of war? What evidence did you find that can not be accounted for by nationalism? What internal effects did nationalism have upon countries in earlier days? To what extent do you think nationalism is compatible in the modern day with attempts to preserve the peace? Why?

2. An interested pupil might read the book Guns of August and compare methods of warfare and the impact of warfare with warfare in the Middle Ages.
3. Have pupils examine some of the main provisions of the Treaty of Versailles. Discuss: What do you think might be the effects of these provisions upon the Germans? (Perhaps draw on what pupils have learned about the U.S. reconstruction period as a source of hypotheses.)

Tuchman, The Guns of August

World history text.

ows, be sure to discuss the complexity of causes. Also be sure to discuss the changing implications of nationalism, suggested in the next paragraph.

Pupils read text accounts of the causes of World War I. Then discuss: What evidence did you find to support or contradict the idea that nationalism was a source of conflict? What evidence did you find that can not be accounted for by nationalism? What internal effects did nationalism have upon countries in earlier days? To what extent do you think nationalism is compatible in the modern world with attempts to preserve the peace? Why?

A student pupil might read the book Guns of August to study the methods of warfare and the impact of warfare in the Middle Ages.

Tuchman, The Guns of August.

Students examine some of the main provisions of the Treaty of Versailles. Discuss: What do you think might be the effects of these provisions upon the Germans? (Draw on what pupils have learned about the U.S. isolationist period as a source of hypotheses.)

World history textbooks.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES HUMAN DIGNITY.

S. Distinguishes between facts and estimates.

G. Germany, Italy, and Spain react from Britain and France to the problems which arose after World War II.

I. From 1933 to 1945 Germany had a totalitarian society.

a. The attitude of the regime was based on individual freedom and dignity, but was destroyed by the way in which Jews, political opponents were sent to concentration camps and their deaths in mass executions.

-179-

contrast between democratic
non-democratic political sys-
may be looked at as a con-
in basic underlying values.

S HUMAN DIGNITY.

inguishes between facts and
ates.

G. Germany, Italy, and Spain reacted differently
from Britain and France to the serious prob-
lems which arose after World War I.

1. From 1933 to 1945 Germany had a totalitar-
ian society.

a. The attitude of the regime toward in-
dividual freedom and dignity is illustrat-
ed best by the way in which millions of
Jews, political opponents, and war prisoners
were sent to concentration camps and to
their deaths in mass executions.

1. Do one or more of the following:

- a. Show pupils a few photographs or a film of inmates of concentration camps found by Americans when they reached the camps and of evidence of mass killings at such camps.
- b. Or have each pupil read one of several accounts about concentration camps, mass killings, and scientific experiments using prisoners in the camps. Afterwards, have pupils who have read stories about individual inmates compare their findings with the more general readings used by other pupils. Do the two types of accounts tend to support each other?

8 mm. concept film
The Liberation of Concentration Camps,
Films. Or film: Reel
Anti-Defamation League
pictures in books:
Neumann and Koppel
Hist. of the Third Reich
Scourge of the Swastika
Hersey, Here to Stay
178, 179-184, 187-188
ferent stories of
concentration camps:
Poliakov, Harvest of Death
ch. 8 (execution
gas chambers).
Bullock, Hitler, pp. 17-18
Delarue, The Gestapo
Raab, The Anatomy of a Murder
pp. 19-21. Waite,
Nazi Germany, pp. 17-18
stock, The Children of the Holocaust
143 (accounts by 3
"Selected Readings
History."

Show the class a table on what happened to the Jewish population in Germany and in Nazi-occupied territory. Discuss: Does this table tend to support or contradict the impression you have gained from written accounts of what happened to the Jews? What faith do you think you can put in these figures? How do you think they may have been collected? (Analyze the difference between facts and estimates.)

Waite, ed., Hitler's Germany, p. 75.

ore of the following:

ils a few photographs or a film of inmates of
ation camps found by Americans when they
the camps and of evidence of mass killings at
os.

each pupil read one of several accounts about
ation camps, mass killings, and scientific ex-
s using prisoners in the camps. Afterwards,
ils who have read stories about individual in-
mpare their findings with the more general
used by other pupils. Do the two types of ac-
end to support each other?

class a table on what happened to the Jewish
on in Germany and in Nazi-occupied territory.
Does this table tend to support or contra-
impression you have gained from written ac-
f what happened to the Jews? What faith do
k you can put in these figures? How do you
ey may have been collected? (Analyze the dif-
between facts and estimates.)

8 mm. concept film loop:
The Liberation of Nazi Con-
centration Camps, Thorne
Films. Or film: Remember Us,
Anti-Defamation League. Or
pictures in books such as
neumann and Koppel, Pictorial
Hist. of the Third Reich. Russell,
Scourge of the Swatiska.
Hersey, Here to Stay, pp. 163-
178, 179-184, 187-239 (3 dif-
ferent stories of people in
concentration camps.)
Poliakov, Harvest of Hate,
ch. 8 (execution of Jews in
gas chambers).
Bullock, Hitler, pp. 700-703.
Delarue, The Gestapo, ch. 19.
Raab, The Anatomy of Nazism,
pp. 19-21. Waite, Hitler and
Nazi Germany, pp. 69-75. Black-
stock, The Children, pp. 133-
143 (accounts by 3 young people).
"Selected Readings in European
History."

Waite, ed., Hitler and Nazi
Germany, p. 75.

S. Sets up hypotheses.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
(Examines sample used in study to see if it is representative of the population for which generalizations are being made.)

S. Tests hypotheses against data.

A. SCEPTICISM OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people, or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

b. Many factors contributed to Hitler in Germany. These include the following:

1) He is highly nationalistic, motivated by their desire for land and by the terms of the Versailles Treaty; they welcomed his appeals made by Hitler.

2) The economic devastation following World War I motivated Hitler some of his early support while the serious economic conditions of the late 1920's and early 1930's brought Hitler mass popularity both because of his promises and because of his ability to lead people that he could not lead himself.

3) Many of the workers and middle class in Germany resented the distinctions and particularly the lack of or loss of social status.

4) Authoritarian, militaristic and semitic aspects of German culture led many to welcome the type of leadership which Hitler used to lead them.

up hypotheses.

on the completeness of data
wary of generalizations
on insufficient evidence.
es sample used in study to
It is representative of the
tion for which generalizations
(in each.)

hypotheses against data.

CRITICISM OF SINGLE-FACTOR EXPLANATIONS OF
CAUSATION IN THE SOCIAL
SCIENCES.

gh culture is always changing
certain parts or elements may
t over long periods of time.

beliefs involve strongly-
attitudes which affect behav-
at the conscious and uncon-
scious level.

ation may result in aggression
when cultural norms are
opposed to aggression to-
certain people, or people are
acted by events beyond their
control of people
they know, the aggression may
be directed against others who be-
lieve in different values.

b. Many factors contributed to the rise of Hitler in Germany. These factors include the following:

- 1) The highly nationalistic Germans felt humiliated by their defeat in World War I and by the terms of the Versailles Treaty; they welcomed the nationalistic appeals made by Hitler.
- 2) The economic devastation and inflation following World War I helped bring Hitler some of his early followers; while the serious economic depression of the late 1920's and early 1930's brought Hitler mass popular support, both because of his promises and because of his ability to convince the people that he could do what he promised.
- 3) Many of the workers and lower middle-class in Germany resented class distinctions and particularly their own lack of or loss of social status.
- 4) Authoritarian, militaristic, and anti-semitic aspects of German culture led many to welcome the types of appeals which Hitler used to win support.

c. Whether you have done a or b, ask: Why do you think the people of Germany permitted such events to take place? Why do you think they supported Hitler? Let pupils set up hypotheses to test later.

2. Tell pupils a little about Abel's study in which he collected 600 autobiographical accounts from Nazis during 1933. Describe the way in which he obtained these accounts and then project Abel's tables on social class origin, education, and employment history of these 600 Nazis. Ask: To what extent can we generalize from this data about the members of the Nazi Party as a whole in 1933? Why? (Discuss the possibilities of sample bias arising from such a method of collecting data.) Also ask: Why might such accounts be helpful?

Abel, Nazi Movement
315.

Now tell the class that they are all going to read one of these autobiographical accounts, but that some will read one account, some a second, and some a third. They should try to decide what they can learn about the Nazi Party and those who supported the party in 1933 and earlier from such accounts. After pupils have finished the reading, discuss: What appeals did the Nazi party have for these people? List some of them on the board and identify similarities and differences. Also ask: What expectations did these Nazis have for changes in German economic, social, and political life? To what degree did the appeals to these three Nazis reflect any of the behavior of the Nazis in the concentration and extermination camps? From this data alone, what would you say were the causes for the rise of Hitler?

Abel, Nazi Movement
244, 274-289, 289.

you have done a or b, ask: Why do you think the people of Germany permitted such events to take place? Why do you think they supported Hitler? Let them set up hypotheses to test later.

Read a little about Abel's study in which he collected autobiographical accounts from Nazis and asked them to describe the way in which he obtained these accounts. Then project Abel's tables on social class, education, and employment history of these 600 Nazis. To what extent can we generalize from these accounts about the members of the Nazi Party as a whole? Why? (Discuss the possibilities of sampling from such a method of collecting data.) Why might such accounts be helpful?

Abel, Nazi Movement, pp. 312-315.

Divide the class that they are all going to read these autobiographical accounts, but that some will read a first, some a second, and some a third. They are to decide what they can learn about the Nazis from these accounts. Those who supported the party in 1933 and those who did not. After pupils have finished reading, discuss: What appeals did the Nazi party have for these people? List some of them on the board. Discuss similarities and differences. Also ask: What conditions did these Nazis have for changes in economic, social, and political life? To what extent do the appeals to these three Nazis reflect the behavior of the Nazis in the concentration camps? From this data alone, what would you say were the causes for the rise of Hitler?

Abel, Nazi Movement, pp. 218-244, 274-289, 289-311.

- G. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits which they consider undesirable onto other people; many prejudiced people are authoritarian personalities.
- G. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations may result from conflicts where primarily pragmatic interests of the participants are involved.
- G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.
- 5) Many middle and upper class feared communism, particularly the attempted communist revolution of 1918; they turned to Hitler to fight communism and who actively engaged communists during the 1920's and early 30's.
- 6) The Weimar Republic failed to establish a stable government capable of dealing with the problems facing Germany and earning the respect of the people.
- a) The government was placed at an initial disadvantage when forced to sign the Versailles Treaty and agree to the clause placing blame for the war upon Germany.
- b) The German system of electoral politics, the development of a multi-party system, the inability of any party to win a majority, and coalition government proved unstable.
- 7) Hitler and his supporters possessed organizational skill, and an extremely persuasive and charismatic leader.
- S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

tarian personalities tend conformist, to use stereotyping, and to project own traits which they consider undesirable onto other people. Many prejudiced people are tarian personalities.

They may bring together other-related persons and groups. Personalities and temporary associations may result from conflicts primarily pragmatic interests. The participants are in-

They do not bear up well in times in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

- 5) Many middle and upper class Germans feared communism, particularly after the attempted communist revolution in 1918; they turned to Hitler who promised to fight communism and whose followers actively engaged communists in fights during the 1920's and early 1930's.
- 6) The Weimar Republic failed to develop a stable government capable of dealing with the problems facing Germany and earning the respect of the German people.
 - a) The government was placed at an initial disadvantage when it was forced to sign the Versailles Treaty and agree to the clause placing blame for the war upon Germany.
 - b) The German system of elections led to the development of a multiple party system, the inability of a single party to win a majority in the parliament, and coalition governments which proved unstable.
- 7) Hitler and his supporters showed great organizational skill, and Hitler proved an extremely persuasive speaker and charismatic leader.

for points of agreement and agreement among witnesses, and reports of research

ES.

3. Now have pupils read several excerpts from other autobiographical accounts reported by Abel. What motives for supporting Hitler are found in these excerpts?

Abel, Nazi Movement,
24, 25, 26, 33, 120,
137, 146, 151.

pupils read several excerpts from other autobiographical accounts reported by Abel. What motives for joining Hitler are found in these excerpts?

Abel, Nazi Movement, pp. 15, 24, 25, 26, 33, 120, 126-127, 137, 146, 151.

S. Listens for persuasion techniques.

S. Tests hypotheses against data.

S. Rejects post-hoc arguments; looks for another factor which may have caused the later event.

S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

S. Sets up hypotheses.

S. Tests hypotheses against data.

c. Hitler did not become ruler by force, but after he was appointed Chancellor, he moved quickly to gain his control and take over the powers.

1) Hitler did not win a majority in the election; however, his party received more votes than other parties. He was appointed Chancellor by the President.

s for persuasion techniques.

hypotheses against data.

s post-hoc arguments; looks
other factor which may have
the later event.

for points of agreement and
reement among witnesses,
s and reports of research
s.

ip hypotheses.

hypotheses against data.

c. Hitler did not become ruler of Germany by force, but after he was invited to become Chancellor, he moved quickly to consolidate his control and take over dictatorial powers.

1) Hitler did not win a majority in an election; however, his party received more votes than other parties and finally the President appointed him Chancellor.

4. Play a recording of part of one of Hitler's speeches and have pupils analyze the verbal techniques used (other than actual words) to sway an audience. Recording: I Can vol. 1.
5. Show the Fenton-Wallbank set of transparencies on the rise of Hitler. Follow the general directions suggested on the plans accompanying the transparencies. Also discuss: Can we be sure that unemployment and depression were factors in causing Hitler's rise merely because they preceded the rise of Hitler? To what extent does the data presented in these transparencies support or contradict the ideas presented in the autobiographical accounts? What other data would be helpful in trying to reach conclusions about why Hitler was able to come to power in Germany? Overhead transparencies: What Caused the Rise of Hitler? Scott, Fox
6. Pupils who are interested might do further reading about different interpretations of the causes for the rise of Hitler. They should make a chart to illustrate the factors which they identify as similar to and different from those identified from the autobiographical accounts. They should explain differences to the class. Waite, ed., Hitler in Germany, Introduction pp. 7-52. Snell, ed., The Nation, Germany's Guilt, and the Fate of Germany's Future? Schirer, Rise and Fall of Adolf Hitler, chs.
7. Give pupils a table showing the vote in the two 1932 Reichstag elections. Ask: How did the Nazi party fare in these elections? Why do you think Hitler was not appointed Chancellor immediately? Why do you think the President might have appointed him finally when he avoided doing so at once? "Selected Readings" Schirer, Rise and Fall of Adolf Hitler.

Now have a pupil give a brief report on how Hitler finally became Chancellor.

ording of part of one of Hitler's speeches and
s analyze the verbal techniques used (other than
ds) to sway an audience.

Recording: I Can Hear It Now
vol. 1.

enton-Wallbank set of transparencies on the
tler. Follow the general directions suggested
ns accompanying the transparencies. Also dis-
we be sure that unemployment and depression
rs in causing Hitler's rise merely because the
he rise of Hitler? To what extent does the
nted in these transparencies support or con-
e ideas presented in the autobiographical ac-
hat other data would be helpful in trying to
lusions about why Hitler was able to come to
ermany?

Overhead transparencies:
What Caused the Rise of
Hitler? Scott, Foresman.

are interested might do further reading about
interpretations of the causes for the rise of
hey should make a chart to illustrate the fac-
they identify as similar to and different
identified from the autobiographical accounts.
d explain differences to the class.

Waite, ed., Hitler and Nazi
Germany, Introduction and
pp. 7-52.
Snell, ed., The Nazi Revolu-
tion, Germany's Guilt or G
many's Fate?

Schirer, Rise and Fall of
Adolf Hitler, chs. 4-8.

s a table showing the vote in the two 1932
elections. Ask: How did the Nazi party fare
lections? Why do you think Hitler was not ap-
ancellor immediately? Why do you think the
might have appointed him finally when he avoid-
o at once?

"Selected Readings"
Schirer, Rise and Fall of
Adolf Hitler,

pupil give a brief report on how Hitler final-
chancellor.

lor in 1933.

G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

G. Any decision is in part a product of the internalized values, perceptions, and experiences of the persons making the decision.

2) Hitler moved quickly to power; after the President assumed the office of President, additional measures to control.

a) The structure of government changed by decree, not constitutional amendment.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend upon a high degree of personal freedom.

lor in 1933.

ologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the responses they suggest.

Decision in part a product of the internalized values, perceptions, and experiences of the persons making the decision.

2) Hitler moved quickly to consolidate his power; after the President's death, he assumed the office of President and took additional measures to consolidate his control.

a) The structure of government was changed by decree, not by constitutional amendment.

Democracy's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to propose which democracy presupposes depend upon a high degree of personal freedom.

8. Have pupils read statements made by Hitler about struggle and force; leadership; democracy, freedom, individual rights and conscience. Ask: What action might you expect Hitler to take to consolidate his power once he was made Chancellor? What kind of government do you think he would develop?
- "Selected Readings in European History."
9. Have pupils read sections of the "Enabling Act of March, 1933." Then discuss: What powers did this act give Hitler? How did it affect the Constitution?
- See "Selected Readings in European History."
10. Now show pupils a table showing the strength of the different parties as a result of the new election of 1933. Ask: Why do you suppose the Reichstag was willing to pass such an act which needed a two-thirds vote? Read aloud a brief quotation from Loewenstein on the way in which the Nazis imprisoned the communists and then used threats and promises to win support from the center parties.
- "Selected Readings in European History"
Loewenstein, Hitler
p. 15.

read statements made by Hitler about struggle; leadership; democracy, freedom, individual and conscience. Ask: What action might Hitler to take to consolidate his power once Chancellor? What kind of government do you would develop?

"Selected Readings in European History."

read sections of the "Enabling Act of March, discuss: What powers did this act give did it affect the Constitution?

See "Selected Readings in European History."

fills a table showing the strength of the parties as a result of the new election of 1933. you suppose the Reichstag was willing to act which needed a two-thirds vote? brief quotation from Loewenstein on the way Nazis imprisoned the communists and then and promises to win support from the center

"Selected Readings in European History"
Loewenstein, Hitler's Germany,
p. 15.

- G. Decision-making in a democracy is shared by several groups and is subject to varying influences.
 - G. Decision-making in an oligarchy rests with a small group.
 - G. In a totalitarian country there is no separation of powers between those who make and those who carry out policy.
 - G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend upon a high degree of personal freedom.
 - G. Any decision is in part a product of the internalized values, perceptions, and experiences of the persons making the decision.
 - G. The relative centralization or decentralization of power within political parties is related to the centralization or decentralization of authority within the political system as a whole.
- a) All opposition parties outlawed.
 - b) The government shifted system of separation to a unitary system legislative, executive, judicial powers were centralized in the hands of Fuehrer and his appointees.
 - c) The government shifted federal form to a central system with all forms run by men appointed by central government.
 - d. The political system was a party which controlled all aspects of society.
 - 1) The government was controlled by an elite group within the party.
 - a) The Nazi Party was dominant and controlled from the top.

Decision-making in a democracy is by several groups and is subject to varying influences.

Decision-making in an oligarchy is with a small group.

In a totalitarian country there is no separation of powers between those who make and those who carry out policy.

The Nazi's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy opposes all depend upon a certain degree of personal freedom.

Decision-making is in part a product of internalized values, perceptions, and experiences of the persons making the decision.

The relative centralization or decentralization of power within political parties is related to the centralization or decentralization of authority within the political system as a whole.

- a) All opposition parties were outlawed.
- b) The government shifted from a system of separation of powers to a unitary system in which legislative, executive, and judicial powers were all centralized in the hands of the Fuehrer and his appointees.
- c) The government shifted from a federal form to a centralized system with all former states run by men appointed by the central government.
- d. The political system was an oligarchy which controlled all aspects of society.
 - 1) The government was controlled by an elite group within the Nazi party.
 - a) The Nazi Party was centralized and controlled from the top.

11. Have pupils read the list of measures taken by Hitler to consolidate his power after the passage of the Enabling Act. Discuss the implications of each measure for the type of political system which would emerge in Nazi Germany, how it would help consolidate Hitler's control, and how it would change the decision-making process in political affairs. Also ask: How do these measures reflect ideas which Hitler expressed in his writings and speeches?

"Selected Readings.

12. Have pupils read an excerpt on "Duties of the Party Comrade" from the Nazi Party Organization Book of 1940. Discuss: What do these instructions indicate about the type of organization found within the Party? How do you think the Party used party members to maintain control of the country?

"Selected Readings
European History."

pils read the list of measures taken by Hitler to date his power after the passage of the Enabling discuss the implications of each measure for the political system which would emerge in Nazi , how it would help consolidate Hitler's control, it would change the decision-making process in al affairs. Also ask: How do these measures ideas which Hitler expressed in his writings and s?

"Selected Readings."

pils read an excerpt on "Duties of the Party " from the Nazi Party Organization Book of Discuss: What do these instructions indicate he type of organization found within the How do you think the Party used party members tain control of the country?

"Selected Readings in European History."

- G. Decision-making in an oligarchy rests with a small group.
 - G. In a totalitarian country there is no separation of powers between those who make and those who carry out policy.
 - G. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.
 - G. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of many.
 - G. Ideologies are important for the structure they give to the political, economic, and social systems, the answers they give to ambiguous situations, and the cues for responses they suggest.
 - G. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demand a variety of skills which one man does not possess.
- b) Nazi party members engaged propaganda, interpreted doctrines, carried out to suppress opposition served as the group for government officials were chosen.
 - c) The Reichstag was completely lost its power. Members chosen by the Party leadership.
 - d) All decision-making was centralized within the hands of the Party elite and particularly the hands of the Fuehrer.

Decision-making in an oligarchy is carried out by a small group.

In a totalitarian country there is a concentration of powers between those who make and those who carry out policy.

Democracy is the chief attraction and expectation of the masses. An oligarchy has had to use the symbols and forms of democracy, if not its substance.

Temporary oligarchies are the rule. The ruling party becomes the instrument through which the few govern in the interests of many.

Values are important for the masses because they give to the political, economic, and social systems the answers they give to various situations, and the cues and responses they suggest.

It is unlikely that one could find genuine autocracies (rule by a single person) in a complex modern government; it is very likely really oligarchies. The scope of government is a variety of clienteles dependent on a variety of skills which the government does not possess.

b) Nazi party members engaged in propaganda, interpreted Nazi doctrines, carried out measures to suppress opposition, and served as the group from which government officials were chosen.

c) The Reichstag was continued but lost its power. Members were chosen by the Party leaders.

d) All decision-making was centralized within the hands of the Party elite and particularly in the hands of the Fuehrer.

13. Have pupils read a description of the Nazi political system. (At this time, omit the section on the courts.) Discuss: Where did the power in the government lie? Why do you think Hitler used the Reichstag at all? Why do you think he bothered with continuing the Nazi Party if all decisions were really made at the top? How did this political system reflect ideas which Hitler expressed in his writings and speeches?

"Selected Readings in European History."

Also say: This selection implies that Nazi Germany was an autocracy under the complete control of one man. Others have called it an oligarchy under the control of a few men. Why might they argue in this fashion? Could Hitler make all of the political, economic, and social decisions? Why or why not? Why did he have to grant considerable power to other Nazi leaders?

read a description of the Nazi political
(this time, omit the section on the courts.)
Where did the power in the government lie?
Did Hitler use the Reichstag at all? Why
was he bothered with continuing the Nazi Party
if decisions were really made at the top? How did
the political system reflect ideas which Hitler ex-
pressed in his writings and speeches?

"Selected Readings in
European History."

This selection implies that Nazi Germany was an
oligarchy under the complete control of one man.
Why might they argue in this fashion? Could
all of the political, economic, and social
decisions be made by one man? Why or why not? Why did he have to grant
power to other Nazi leaders?

- G. Every decision-maker is dependent on advice, knowledge, information, political intelligence; as a result, those advisors who can provide him with them have an important base for exerting power and influence on the official.

- G. Recent totalitarianisms have often been symbolized and epitomized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.

- G. Since democracy is the chief political expectation of the times, oligarchies have had to accept the symbols and forms of democracy if not its substance.

- G. Political activity by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

- e. The few plebiscites on law and other political decisions were merely to ratify existing measures to which the choice of measures to be plebiscited lay in the hands of Hitler.

decision-maker is dependent
vice, knowledge information,
ical intelligence; as a re-
those advisors who can pro-
him with them have an impor-
base for exerting power and
ence on the official.

t totalitarianisms have often
symbolized and epitomized by
olitical leader. Instead of
ding the full and total loy-
to the abstraction of the
, the totalitarian regime
nalizes that loyalty in the
r.

e democracy is the chief po-
al expectation of the times,
rchies have had to accept
ymbols and forms of democracy
t its substance.

ical activity by which the
idual seeks his goals and
ests through the political
m, takes any number of forms,
ding on the nature of the
m, and varies greatly in
ence.

- e. The few plebiscites on laws or other political decisions were held merely to ratify existing measures; the choice of measures to submit to plebiscites lay in the hands of Hitler.

14. Have pupils read quotations made about Hitler by some of the Nazi leaders or in materials prepared for young people. Discuss: What do these materials illustrate about Nazi values? about techniques used by the Nazis to maintain control?

"Selected Readings
European History."

15. Read aloud a brief excerpt from Allen on how the voting was carried on in the Thalburg plebiscite. Then discuss: How free was the plebiscite? Why do you think Hitler bothered holding such a plebiscite when there was no real chance of opposition?

Allen, Nazi Seizure
Power, pp. 244-245.

Read quotations made about Hitler by some Nazi leaders or in materials prepared for young Hitlerites. Discuss: What do these materials illustrate about Nazi values? about techniques used by the Nazis to maintain control?

"Selected Readings in European History."

Read a brief excerpt from Allen on how the voting was carried on in the Thalburg plebiscite. Then discuss: How was the plebiscite? Why do you think Hitler was holding such a plebiscite when there was no real chance of opposition?

Allen, Nazi Seizure of Power, pp. 244-245.

- G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
- G. In totalitarian countries the individual's rights are sacrificed for the good of the state.
- G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- A. VALUES PROCEDURAL SAFEGUARDS FOR THE ACCUSED.
- A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.
- G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
- f. The Nazis took measures to affect all aspects of peoples lives political, economic, and social.
 - 1) The people lacked basic liberties
 - a) Decrees made it possible to arrest people for political reasons and even for reasons not stated in laws; the secret police could even imprison and kill people who had been declared "not guilty" by the courts. Millions of persons were imprisoned and killed.

itarianisms extend the scope of politics far beyond the usual and include almost all aspects of

f. The Nazis took measures to affect all aspects of peoples lives: political, economic, and social.

totalitarian countries the individual's rights are sacrificed for the good of the state.

The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the two branches unconstitutional.

The contrast between democratic and non-democratic political systems may be looked at as a contrast in basic underlying values.

THE PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

A REASONED LOYALTY TO THE CONSTITUTION AND DESIRES TO MAKE IT AN EVEN BETTER PLACE IN WHICH TO

itarianisms extend the scope of politics far beyond the usual and include almost all aspects of

1) The people lacked basic liberties.

a) Decrees made it possible to arrest people for political reasons and even for reasons not stated in laws; the secret police could even imprison or kill people who had been found "not guilty" by the courts. Millions of persons were imprisoned and killed.

16. Have pupils read selections from Wain's Reaching for the Stars. Then discuss: What does this account tell us about life under the Nazis? (Be sure to discuss political, economic, and social aspects of life as illustrated in these selections.)

Wain, Reaching for the Stars, pp. 35-37, 45-48-49, 61-65, 69, 74-82-84, 90-102, 105-10, 112-114, 123-126, 128-140, 216-219, 273-280, 304-308, 316-321, 375

17. Have pupils read the selection on "Law and Courts in Nazi Germany" and the section on Courts in the Selection on "The Nazi Political System." Discuss the implications of each measure or decree for individual rights and justice. How do these measures reflect ideas which Hitler expressed in his writings and speeches?

"Selected Readings in European History"

18. Have pupils read the selection from Ascoli and Feiler on the use of spies in Nazi Germany. Discuss: What effect would such a system have upon personal relationships?

Ascoli and Feiler, Fascism for Whom?, p. 302.

s read selections from Wain's Reaching for
Then discuss: What does this account tell
life under the Nazis? (Be sure to discuss
economic, and social aspects of life as in
in these selections.)

Wain, Reaching for the
Stars, pp. 35-37, 45-46,
48-49, 61-65, 69, 74-80,
82-84, 90-102, 105-107,
112-114, 123-126, 128-
140, 216-219, 278-280,
304-308, 316-321, 375-379.

s read the selection on "Law and Courts in
any" and the section on Courts in the Selec-
the Nazi Political System." Discuss the im-
of each measure or decree for individual
justice. How do these measures reflect
h Hitler expressed in his writings and

"Selected Readings in Euro-
pean History"

s read the selection from Ascoli and Feiler
of spies in Nazi Germany. Discuss: What
ld such a system have upon personal rela-

Ascoli and Feiler,
Fascism for Whom?
p. 302.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one; the organizations of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

A. VALUES PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

b) Citizens lacked procedural safeguards during arrests, investigations and trials.

c) The government used terror as an instrument to control citizens and maintain power.

contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

NEEDS PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

NEEDS FREEDOM OF THOUGHT AND EXPRESSION.

contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

b) Citizens lacked procedural safeguards during arrests, investigations and trials.

c) The government used terror as an instrument to control citizens and maintain their power.

19. Review what pupils learned from earlier selections (from Wain and selections on concentration camps) about the procedures used in arresting and deciding the fate of people whom the Nazis considered opponents. Ask: How do these procedures compare with those followed in this country when someone is arrested and tried for a possible crime? Why are procedural rights important for a democracy?

20. A pupil might give a report on the way in which the Nazis used a system of terror within one town during the early months of Nazi control in order to frighten people into accepting Nazi rules and control.

Allen, The Nazi Seizure of Power, ch. 12.

t pupils learned from earlier selections
(and selections on concentration camps)
procedures used in arresting and deciding
of people whom the Nazis considered oppon-
: How do these procedures compare with
owed in this country when someone is arres-
ied for a possible crime? Why are procedur-
important for a democracy?

ght give a report on the way in which the
a system of terror within one town dur, g
months of Nazi control in order to frighten
o accepting Nazi rules and control.

Allen, The Nazi Seizure
of Power, ch. 12.

- G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.
 - G. People try to work out rationalizations for behavior which are inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.
 - G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
 - G. Conflict serves to establish and maintain the identity and boundary lines of societies and groups. (In one-party countries it is necessary to identify the party with the country or invent an "enemy" to hold the party together.)
- a) The government took increasingly extreme measures to deprive Jews of their liberty and lives; Hitler used the Jews as scapegoats for all the problems facing Germany.
 - 1) The Nazis preached that they believed that the Germans were a superior race, Jews were inferior, and a mixture of blood would lead to the deterioration of the German race.

al beliefs involve strongly-
d attitudes which affect be-
for both at the conscious and
onscious level.

ple try to work out rationaliza-
ns for behavior which are incon-
tent with their basic values; *personality*
ism is a relatively recent de-
velopment which has served as a
onalization for discrimination
inst other races.

crimination against a minority
up tends to isolate members of
group and promotes retention
their cultural values and norms.

FLICT serves to establish and
ntain the identity and boundary
es of societies and groups.
one-party countries it is ne-
sary to identify the party with
country or invent an "enemy"
(hold the party together.)

a) The government took increas-
ingly extreme measures to de-
prive Jews of their liberties
and lives; Hitler used the
Jews as scapegoats for all of
the problems facing Germany.

1) The Nazi's preached racism. The
believed that the German people
were a superior race, that the
Jews were inferior, and that a
mixture of blood would lead to
deterioration of the German rac

21. Now have pupils read quotations from Hitler explaining the importance of the use of terror. Ask: To what extent does his explanation agree with the interpretation by Allen of the purpose of the use of terror in the early months of the Nazi regime.

"Selected Readings
European History."

22. Have pupils read excerpts from Hitler and other Nazi leaders about race and the Jews. Then have pupils analyze these ideas. Do they help explain the concentration camps and mass killings? How might such ideas help Hitler maintain power? (Discuss the idea of scapegoating.)

"Selected Readings
European History."

pupils read quotations from Hitler explaining the importance of the use of terror. Ask: To what does his explanation agree with the interpretation of Allen of the purpose of the use of terror in the early months of the Nazi regime.

"Selected Readings in European History."

Read excerpts from Hitler and other Nazis about race and the Jews. Then have pupils discuss these ideas. Do they help explain the concentration camps and mass killings? How might such ideas help Hitler maintain power? (Discuss the idea of scape-

"Selected Readings in European History."

S. Identifies basic assumptions.

G. Totalitarianism finds it impossible to coerce a large population constantly; instead it coerces indirectly by controlling wills, fears, etc. through the use of symbols and mass media.

G. Agencies of political socialization include those within the political system as well as those without; in fact, totalitarian political systems are marked by governmental dominance of this process.

2) The government did not rely completely or even mainly on force to maintain control; the use of education, propaganda, and control of the press, radio, movies, etc. to build and maintain support.

a) The government used state youth groups to build loyalty among the young people.

files basic assumptions.

itarianism finds it impossible
erce a large population con-
y; instead it coerces indi-
y by controlling wills, fears,
through the use of symbols
ess media.

es of political socialization
e those within the political
n as well as those without;
t, totalitarian political
s are marked by governmental
ence of this process.

- 2) The government did not rely com-
pletely or even mainly upon terror
to maintain control; they used ed-
ucation, propoganda, and control
of the press, radio, movies, etc.
to build and maintain support.
 - a) The government used schools and
youth groups to build support
among the young people.

23. Give pupils a summary sheet of the laws which were gradually introduced to take away the rights of the Jews in Germany and in later conquered areas. Discuss each law and its probable effects. "Selected Reading European History.
24. Show the film The Last Rabbi to illustrate the way in which the Nazis treated the Polish Jews in the Warsaw Ghetto. Film: The Last Rabbi National Academy Jewish Studies of Synagogue of America 34 min.
25. Some pupils may wish to read The Diary of a Young Girl. Frank, The Diary of a Young Girl.
26. Have pupils read excerpts from Nazi primers and textbooks. Discuss: What do these examples of pupil materials illustrate about the goals of Nazi education? How do they illustrate the ideals preached by Hitler and other Nazi leaders? "Selected Reading European History.
27. Have each pupil read one of several accounts of education under the Nazis. Afterwards discuss the purposes of Nazi education and compare it with education in a democracy. Connecticut League Voters, Freedom or Democracy pp. 14-16.

a summary sheet of the laws which were graduated to take away the rights of the Jews in later conquered areas. Discuss each law and its effects.

Use The Last Rabbi to illustrate the way in which the Nazis treated the Polish Jews in the Warsaw

Students may wish to read The Diary of a Young Girl.

Students read excerpts from Nazi primers and textbooks; What do these examples of pupil mastery demonstrate about the goals of Nazi education? Illustrate the ideals preached by Hitler and Nazi leaders?

Students read one of several accounts of education under the Nazis. Afterwards discuss the purposes of Nazi education and compare it with education in a

"Selected Readings in European History."

Film: The Last Rabbi, National Academy of Adult Jewish Studies of the Synagogue of America; 34 min.

Frank, The Diary of a Young Girl.

"Selected Readings in European History."

Connecticut League for Women Voters, Freedom or Fascism, pp. 14-16.

- G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)
- G. Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention and experience.
- G. Control of political communication is effective control of political behavior.
- G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
- b) The Nazis tried to control the leisure-time activities of adults as well as of children; they used these activities to build support for the regime.
- c) The Nazis instituted censorship of the arts and press.

ity and homogeneity of life
totalitarianism demands is
ry to the pluralism of li-
democracy. (Totalitarian-
not tolerate the existence
ups or institutions which
the source of loyalties
compete with or diminish
to the state.)

b) The Nazis tried to control
the leisure-time activities
of adults as well as of youth;
they used these activities to
build support for the regime.

chies maintain themselves
n the forms of democracy by
ol of resources, information,
tion and experience.

c) The Nazis instituted censor-
ship of the arts and press.

ol of political communica-
is effective control of po-
al behavior.

iduals know the political
m as a set of images and
res created for them by
nicators; they react to these
s rather than to the real
and real people.

Allen, Nazi Seizure
Power, pp. 249-250.

28. Have pupils read brief accounts of Hitler youth groups. Or have a pupil give a report on such groups. Discuss: Why do you think that some authors feel that the youth groups were more important than the school measures in building support for the regime?

"Selected Readings
European History."

29. Have pupils read selections on the ways in which the Nazi Party developed organizations and programs to monopolize the recreational time of adults. Discuss: Why did the Nazis wish to set up many new types of recreational programs for adults?

"Selected Readings
European History."
Raab, Anatomy of Na
pp. 14-15.

30. Have pupils examine a list of the divisions of Goebells' Propaganda Ministry. Ask: What does this list suggest about ways in which the Nazis tried to build support and maintain control?

"Selected Reading-
European History."

Now have pupils read an account of how the National Chamber of Culture and its subdivisions worked. Ask: Why do you think the Nazis bothered with such measures when they could and did use terror to oppress opposition?

Allen, Nazi Seizure of Power, pp. 249-250.

"Selected Readings in European History."

"Selected Readings in European History," Raab, Anatomy of Nazism, pp. 14-15.

"Selected Reading- in European History."

read brief accounts of Hitler youth groups. pupil give a report on such groups. Discuss: think that some authors feel that the youth more important than the school measures in support for the regime?

read selections on the ways in which the developed organizations and programs to the recreational time of adults. Discuss: Nazis wish to set up many new types of programs for adults?

examine a list of the divisions of Goebells' Ministry. Ask: What does this list suggest in which the Nazi's tried to build support and control?

pupils read an account of how the National Culture and its subdivisions worked. Ask: think the Nazis bothered with such measures could and did use terror to oppress opposi-

- G. Totalitarianisms may seek to alter the content of the arts to use them for the propagandistic and symbolic purposes of the totalitarian political system.

- G. Control of political communication is effective control of political behavior.

- G. Members of a group influence the behavior of other members by setting up and enforcing norms for proper behavior; they even influence the perceptions of other members.

- d. The Nazis used many psychological techniques such as mass suggestion, pressures to affect people's actions and attitudes.

totalitarianisms may seek to alter the content of the arts to use them for the propagandistic and symbolic purposes of the totalitarian political system.

control of political communication
effective control of political behavior.

Members of a group influence the behavior of other members by setting up and enforcing norms for proper behavior; they even influence the perceptions of other mem-

- d. The Nazis used many psychological devices such as mass suggestion and group pressures to affect people's perceptions and attitudes.

31. Quote Raab about the suppression of opposition newspapers during the first year of Hitler's control. Also read aloud Goebbels' remarks about freedom of the press. Ask: Why would control of the press help the government maintain control?

Raab, Anatomy of Naz
pp. 15-16.

32. Have several pupils read and report on examples presented by Schirer to illustrate the censorship of the news and arts and attempts to keep people from listening to the foreign radio stations.

Schirer, Berlin Diary
262-63, 288, 289.

33. Conduct one of a number of experiments which have been used to illustrate the extent of influence of members of a small group upon a person's perception. (e.g. Send a student on an errand and then set up the experiment with the rest of the class. Place three lines of different lengths upon the chalkboard and when the pupil returns ask him if there is any difference in the lines and if so what difference. Then have the other students all insist that the lines are the same length. Take a vote among the class members on this question, letting the pupil sent out of the room vote last. He is likely to change his mind if you have selected a fairly suggestible student for the experiment.)

Discuss: What implications do you see in this experiment for ways of molding public support for a regime? How would this power of suggestion affect people at mass meetings? How would it affect people whose associates all read or hear the same propaganda from the government min-

about the suppression of opposition newspapers
First year of Hitler's control. Also read
Eisenhower's remarks about freedom of the press. Ask:
How does control of the press help the government main-
tain?

Raab, Anatomy of Nazism,
pp. 15-16.

1. Pupils read and report on examples pre-
Schirer to illustrate the censorship of the
press and attempts to keep people from listening
to foreign radio stations.

Schirer, Berlin Diary, pp. 44,
262-63, 288, 289.

Describe a number of experiments which have been
used to illustrate the extent of influence of members of
the majority upon a person's perception. (e.g. Send a
pupil on an errand and then set up the experiment with
the class. Place three lines of different
lengths on the chalkboard and when the pupil returns
ask him if there is any difference in the lines and if so
which is longer. Then have the other students all insist
that the lines are the same length. Take a vote among
the members on this question, letting the pupil sent
on the errand vote last. He is likely to change his
vote if he has selected a fairly suggestible student
for the experiment.)

What implications do you see in this experiment
regarding the molding of public support for a regime? How
can the power of suggestion affect people at mass meet-
ings? Would it affect people whose associates all
receive the same propaganda from the government min-

G. The behavior of people in crowds differs from their behavior in institutions.

G. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

G. Members of a group influence the behavior of other members by setting up and enforcing norms for behavior; they even influence the perceptions of other members.

G. Most political communication depends on the use of symbols, negative and positive stereotypes,

e. The Nazis set up an elaboration of propaganda and thought control.

behavior of people in crowds
differs from their behavior in
smaller situations.

Political communication de-
pends on the use of symbols, neg-
ative and positive stereotypes, and
communication shortcuts; ef-
fective communication depends on
effective manipulation of those
public tools.

Members of a group influence the
behavior of other members by set-
ting up and enforcing norms for
behavior; they even influence the
options of other members.

Political communication de-
pends on the use of symbols, neg-
ative and positive stereotypes,

e. The Nazis set up an elaborate system
of propaganda and thought control.

istry? How would this power of suggestion be used to build support for the Nazi regime within social organizations such as unions, businessmen's organizations, and recreational organizations?

34. Read aloud quotations from Rose's description of the Revival Meeting as an example of the "Expressive Crowd." (Select and mark ahead of time those passages which relate primarily to the use of certain physical stimuli which arouse people and which were also used by Hitler to arouse crowds.) Have pupils make a list of types of techniques which someone might use if he wished to arouse a crowd to frenzy.
- Rose, Sociology, pp 350.
35. Now show the film on The Rise of Hitler and afterwards discuss the techniques Hitler used to gain and maintain control. Also ask: Which of the techniques which you identified earlier as techniques which can be used to arouse crowds to a frenzy seem to have been used by Hitler in mass meetings?
- Film: The Rise of Hitler, McGraw-Hill, 2
36. Have pupils read quotations from Hitler about the use of mass meetings and the time when mass meetings should be held.
- "Selected Readings History."
37. Have pupils read quotations from Hitler about the use of propaganda. Have pupils try to think of illustrations of the use of each technique he suggested in Mein Kampf.
- "Selected Readings History."

would this power of suggestion be used to
art for the Nazi regime: within social organ-
ch as unions, businessmen's organizations,
tional organizations?

quotations from Rose's description of the Re-
ng as an example of the "Expressive Crowd."
mark ahead of time those passages which re-
ily to the use of certain physical stimuli
e people and which were also used by Hitler to
ds.) Have pupils make a list of types of tech-
h someone might use if he wished to arouse a
enzy.

Rose, Sociology, pp. 346-
350.

e film on The Rise of Hitler and afterwards
techniques Hitler used to gain and maintain
also ask: Which of the techniques which you
earlier as techniques which can be used to
ds to a frenzy seem to have been used by
mass meetings?

Film: The Rise of Adolf Hit-
ler, McGraw-Hill, 27 min.

read quotations from Hitler about the use of
gs and the time when mass meetings should be

"Selected Readings in European
History."

read quotations from Hitler about the use of
Have pupils try to think of illustrations
of each technique he suggested in Mein Kampf.

"Selected Readings in European
History."

and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

- G. Control of political communication is effective control of political behavior.
- G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
- G. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.
- G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)
- f. The Nazis tried to regulate or interfere with all social institutions, social groups which might oppose loyalties other than the state.

her communication shortcuts;
ive communication depends on
ffective manipulation of those
ic tools.

ol of political communication
ffective control of political
or.

iduals know the political sys-
a set of images and pictures
ed for them by communicators;
react to these images rather
to the real world and real

olitical communication de-
on the use of symbols, neg-
and positive stereotypes,
her communication shortcuts;
ive communication depends
e effective manipulation of
symbolic tools.

ity and homogeneity of life
totalitarianism demands is
ry to the pluralism of lib-
emocracy. (Totalitarianism
tolerate the existence of
or institutions which may
source of loyalties which
e with or diminish those to
ate.)

- f. The Nazis tried to regulate or inter-
fere with all social institutions and
social groups which might oppose them or
develop loyalties other than to the
state.

38. Have pupils read examples of German headlines at times of German aggression. Ask: Why do you think the German newspapers tried to give this impression? What do they illustrate about German propaganda techniques? "Selected Readings History."
39. Perhaps show the film Minister of Hate. Then analyze the techniques of thought control which Goebbels used. Film: Minister of Hate McGraw Hill, 27 min
40. Have pupils read several quotations from Ley about the way in which the Nazi Party tried to control all activities of the individual. Ask: Since these ideas represented the philosophy of the Nazi regime, what would you expect it to do about social institutions and organizations such as the church, the family, and old clubs and other social organizations? "Selected Readings History."

Is read examples of German headlines at times of aggression. Ask: Why do you think the German papers tried to give this impression? What do you rate about German propaganda techniques?

"Selected Readings in European History."

Show the film Minister of Hate. Then analyze techniques of thought control which Goebbels used.

Film: Minister of Hate.
McGraw Hill, 27 min.

Is read several quotations from Ley about the way the Nazi Party tried to control all activities of the individual. Ask: Since these ideas represent the philosophy of the Nazi regime, what would you do to do about social institutions and organizations such as the church, the family, and old clubs and fraternal organizations?

"Selected Readings in European History."

- G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.
- G. Ideologies are important for the structure they give to the political, economic, and social systems, the answers they give to ambiguous situations, and the cues for responses they suggest.
- 1) The Nazis took control over banded old social organization clubs.
 - 2) The Nazis interfered with Christian Churches and tried to create a new state religion.
 - 3) The Nazis took measures to control family life and to increase population.

itarianisms extend the scope
itics far beyond the usual
ude almost all aspects of

gies are important for the
ure they give to the polit-
economic, and social sys-
the answers they give to
ous situations, and the cues
sponses they suggest.

- 1) The Nazis took control over or dis-
banded old social organizations and
clubs.
- 2) The Nazis interfered with the Christ-
ian Churches and tried to substitute
a new state religion.
- 3) The Nazis took measures to control
family life and to increase the pop-
ulation.

41. A good student might give a brief report on how the Nazi leaders in one town took over and Nazified or got rid of almost all of the economic and social organizations in the town. Discuss: Why might the Nazis wish to get rid of social organizations which they did not take over? Why might they want to take control over a singing society?

Allen, The Nazi Se
Power, pp. 213-226.

42. Have pupils read quotations from various Nazi leaders about Christianity. Discuss: How would you expect the Nazis to treat the Protestant and Catholic Churches?

"Selected Readings
History."

Have a pupil read a brief statement about the Nazi treatment of Christian Churches. The class can check its predictions against his report.

43. Ask: What do you remember from your readings from Waln's Reaching For the Stars about how the Nazis affected family life? From what you already know about Nazi rule, what other measures do you think the Nazis might have taken in reference to families?

udent might give a brief report on how the Nazi
in one town took over and Nazified or got rid of
of the economic and social organizations in
Discuss: Why might the Nazis wish to get rid
of organizations which they did not take over?
Do they want to take control over a singing socie-

Allen, The Nazi Seizure of
Power, pp. 213-226.

Students read quotations from various Nazi leaders a-
gainst Christianity. Discuss: How would you expect the
Nazis to treat the Protestant and Catholic Churches?

"Selected Readings in European
History."

Pupil read a brief statement about the Nazi treat-
ment of Christian Churches. The class can check its pre-
conceptions against his report.

What do you remember from your readings from Waln's
For the Stars about how the Nazis affected fam-
ilies? From what you already know about Nazi rule,
what measures do you think the Nazis might have
taken with reference to families?

S. Sets up hypotheses.

- G. Industrial conflict does not occur in all societies; it does not occur in a dictatorship which uses force to suppress internal conflict.
- G. The unit and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)
- G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.

g. The government controlled life; the economy has been "state capitalism."

- 1) The government took over of labor unions and used to build support for the regime; at the same time it ended to bargain collectively, assumed the power to regulate aspects of labor conditions.
- 2) The government did not take ownership of land and industry but it assumed control of it.
 - a) The government developed regulations for farming.

up hypotheses.

Industrial conflict does not occur in all societies; it does not occur in a dictatorship which uses force to suppress internal conflict.

Unit and homogeneity of life in totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism does not tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)

A fundamental difference between economic systems lies in how and by whom the basic economic decisions and allocation of resources are made rather than in who owns the resources.

g. The government controlled economic life; the economy has been called "state capitalism."

1) The government took over control of labor unions and used them to build support for the regime; at the same time it ended the right to bargain collectively and assumed the power to regulate all aspects of labor conditions.

2) The government did not take over ownership of land and industry, but it assumed control over them.

a) The government developed minute regulations for farmers.

Have pupils read a selection on Family Life Under the Nazis. Discuss: To what extent were you correct in your predictions about Nazi measures? Did the Nazis take any other measures which you did not predict? If so, what? Why do you think they did so?

Connecticut League
Voters, Freedom of
pp. 11-12.

44. Give pupils a list of government economic agencies in 1938. Ask: What does this list suggest about the role of government in the economic system?

"Selected Readings
European History."

45. Have each pupil read a selection on how the Nazis treated labor unions and laborers after they took control of the government. Compare accounts. Discuss: Do these measures seem to fit well with the idea of Socialism which appears in the Nazi Party title? Why or why not? Under the Nazi economic system how was the question resolved as to who would get what share of the goods and services produced?

Raab, Anatomy of N
pp. 13-14; "Select
ings in European H

46. Have pupils read a selection on agriculture under the Nazis. Or have a pupil report on this topic. Discuss: How were the following questions resolved: (1) What and how much of different farm products should be produced? (2) How should they be produced?

"Selected Readings
European History."

ils read a selection on Family Life Under the
Discuss: To what extent were you correct in
dictions about Nazi measures? Did the Nazis
other measures which you did not predict? If
? Why do you think they did so?

Connecticut League of Women
Voters, Freedom or Facism?,
pp. 11-12.

ils a list of government economic agencies in
sk: What does this list suggest about the role
nment in the economic system?

"Selected Readings in
European History."

h pupil read a selection on how the Nazis treat-
unions and laborers after they took control of
rnment. Compare accounts. Discuss: Do these
seem to fit well with the idea of Socialism
pears in the Nazi Party title? Why or why not?
e Nazi economic system how was the question re-
s to who would get what share of the goods and
produced?

Raab, Anatomy of Nazism,
pp. 13-14; "Selected Read-
ings in European History."

ils read a selection on agriculture under the
Or have a pupil report on this topic. Discuss:
the following questions resolved: (1) What
much of different farm products should be pro-
(2) How should they be produced?

"Selected Readings in
European History."

- b) The government protected large cartels and developed new and bigger ones; however, it set up controls over these cartels.
 - 1) The government could allocate materials and labor and could regulate other aspects of industry.
 - 2) In practice, the government frequently permitted the largest businessmen a great deal of freedom both to run their own business enterprises and to enforce their economic decisions upon smaller enterprises within the same industry. Moreover, the largest businessmen made up something of an interest group which the government did not wish to antagonize too greatly. However, the government did take drastic action against some businessmen whom the Nazis did not feel were cooperative enough with the government.
 - 3) The government could insist that existing enterprises conduct research and engage in the production of new types of materials; it tried to bring about the development of substitutes for some of the materials which Germany lacked, such as rubber and oil.

47. Have pupils read a selection on how industry was controlled, or have several pupils present a report on this topic. Then have the class analyze the way in which the same basic economic questions raised in activity 46 were resolved insofar as industry was concerned. Compare the way in which these questions were resolved in Nazi Germany with the way in which they are resolved in our own country.

"Selected Readings
European History."

48. Have a pupil report very briefly on how the Nazi government used private business firms to develop synthetic materials. Ask: Is this an example of free enterprise? Why or why not? Why do you think Hitler wanted such materials developed?

"Selected Readings
European History."

read a selection on how industry was controlled. Have several pupils present a report on the way in which the class analyze the way in which the same basic economic questions raised in America were resolved insofar as industry was controlled. Compare the way in which these questions were resolved in Nazi Germany with the way in which they were resolved in our own country.

"Selected Readings in European History."

Have pupils report very briefly on how the Nazi government forced private business firms to develop synthetic rubber. Ask: Is this an example of free enterprise? Why not? Why do you think Hitler wanted such materials developed?

"Selected Readings in European History."

- G. Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector and bring a rise in business activity.
- G. Levels of living are affected by the amount of goods and services money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.
- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants. (If resources are used to satisfy one want, they cannot be used to satisfy another. Only when resources are unemployed, will more expenditures on one thing, lead to the production of more of something else.)
- 4) The government began public works projects; large road projects; and some other kinds of stimulation, helped the end of unemployment many.
- 5) Although unemployment ended and people were economically in some levels did not rise the employed or for men. The German people badly from shortages of goods during World War

Government spending on goods and services and for transfer payments such as pensions, social security, welfare, etc., may make up for a lack of demand by the private sector and cause a rise in business activity.

Standards of living are affected by the amount of goods and services which incomes can buy, not just changes in money incomes which are offset by changes in prices.

An economic system faces scarcity or a lack of enough production resources to satisfy all human wants. (If resources are used to satisfy one want, they cannot be used to satisfy another. Only resources that are unemployed, will be used for expenditures on one thing, instead of the production of more of something else.)

4) The government began a series of public works projects including large road projects; these projects, combined with rearmament and some other kinds of business stimulation, helped bring about the end of unemployment in Germany.

5) Although unemployment came to an end and people were better off economically in some ways, living standards did not rise greatly for the employed or for small businessmen. The German people suffered badly from shortages of consumer goods during World War II.

49. Have a pupil make a chart to show the number of small businessmen in certain occupations who went out of business under the Nazi regime. Raab, Anatomy of p. 13.
50. Have a pupil prepare a chart or bulletin board display to show how the Nazis moved to end the unemployment problem. Allen, The Nazi So Power, ch. 15;
51. Have each pupil read one of the descriptions of what happened to living levels and employment under the Nazis. Then compare the descriptions. Do they agree or disagree? "Selected Reading History." Raab, Anatomy of
52. Have a pupil give a report on what happened to consumer goods during the Second World War. Russell, Berlin E pp. 48-40, 130-14

pupil make a chart to show the number of small men in certain occupations who went out of business under the Nazi regime.

Raab, Anatomy of Nazism, p. 13.

pupil prepare a chart or bulletin board display showing how the Nazis moved to end the unemployment problem.

Allen, The Nazi Seizure of Power, ch. 15;

each pupil read one of the descriptions of what happened to living levels and employment under the Nazis. Compare the descriptions. Do they agree or disagree?

"Selected Readings in European History."
Raab, Anatomy of Nazism, p. 14.

pupil give a report on what happened to consumer goods during the Second World War.

Russell, Berlin Embassy, pp. 48-49, 130-140.

- G. The international system may be looked at as a series of power relationships.
- G. There are many sources or bases of national power in dealing with other nations.
- 1) Military capacity is an important factor in the development of national power but not the only one or even the dominant one.
 - 2) Differences in population, resources, and industrial capacity are reflected in differences in national power; that is to say, they are important bases or components of national power.
- A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.
- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- S. Generalizes from data.
- h. Hitler believed in the use of force in international affairs. He had to prepare for war when he came to power; some of his economic policies were such that his regime could not survive unless he went to war for the purpose of seizing resources and industrial control over conquered countries.

International system may be
d at as a series of power
relationships.

are many sources or bases
national power in dealing with
nations.

Military capacity is an impor-
tant factor in the development
national power but not the
only one or even the dominant
one.

Differences in population, re-
sources, and industrial capacity
are reflected in differences
national power; that is to
say, they are important bases
components of national pow-

CRITICISM OF SINGLE-FACTOR CAUSA- TION IN THE SOCIAL SCIENCES.

economic system faces scar-
ce or a lack of enough produc-
resources to satisfy all hu-
man wants.

Generalizes from data.

- h. Hitler believed in the use of force
in international affairs. He began
to prepare for war when he came to
power; some of his economic measures
were such that his regime could not
survive unless he went to war for the
purpose of seizing resources and in-
dustrial control over conquered coun-
tries.

53. Have pupils read quotations from Hitler on the use of force in international affairs, the need for living space for Germany, and other economic goals of conquest. Discuss: What measures do you think Hitler would have taken as a result of his beliefs? (Tell the class that they will study such measures in more detail later but that Hitler seized both Sudetenland and Austria before World War II began.)

"Selected Readings in European History."

54. Have a good student give a report on Hitler's ideas about conquest to obtain economic resources and Sauer's theory about how his economic moves made war inevitable if Hitler wished to stay in power.

Waite, Hitler and Nazi Germany, pp. 84-92.

55. Hold a culminating discussion on the Nazi Ideology. Have pupils summarize the main points in the ideology and then discuss: To what extent did the Nazis seem to be moving with trends in Western European history? To what extent did they seem to agree or try to negate basic values which had developed in much of Western Europe?

-220-

read quotations from Hitler on the use of international affairs, the need for living Germany, and other economic goals of conquest. What measures do you think Hitler would have taken as a result of his beliefs? (Tell the class that you will study such measures in more detail later but that Hitler had seized both Sudetenland and Austria before the war began.)

"Selected Readings in European History."

Have a student give a report on Hitler's ideas about how to best obtain economic resources and Sauer's ideas about how his economic moves made war inevitable and how Hitler wished to stay in power.

Waite, Hitler and Nazi Germany, pp. 84-92.

Facilitate a stimulating discussion on the Nazi ideology. Have students summarize the main points in the ideology and discuss: To what extent did the Nazis seem to be in line with trends in Western European history? To what extent did they seem to agree or try to negate these trends which had developed in much of Western

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

S. Generalizes from data.

2. Italy and Spain also turned dictatorialships as a reaction to problems which arose between world wars.

3. Britain and France also faced depression in the 1930's but subject their democratic forms to government.

-221-

CRITICISM OF SINGLE-FACTOR CAUSATION
IN THE SOCIAL SCIENCES.

Generalizes from data.

2. Italy and Spain also turned to fascist dictatorships as a reaction to the problems which arose between the two world wars.

3. Britain and France also faced a serious depression in the 1930's but did not reject their democratic forms of government.

56. Have a pupil give a report on "Mussolini: Why Was He Able to Gain Control?" Have pupils compare the reasons for the rise of Mussolini and Hitler.

Finer, Mussolini

57. Perhaps have another pupil give a report on the reasons for the rise of Franco in Spain. Again have the class compare reasons for the development of fascism in different countries.

58. Have a group of pupils present a symposium on the serious economic problems which faced Britain and France and the political effects of these problems. Then discuss: Why do you think Britain and France did not turn to fascism when faced with serious economic problems while the Germans, Italians, and Spanish did set up fascist dictatorships? (If necessary, review what pupils have learned earlier about the relative importance of different values in the different countries, the long period in which the British had accepted the idea of peaceful settlement of conflict through democratic processes, etc. Also relate to the idea of multiple causation. Which contributing factors existed in the three countries which turned to fascism which did not exist in Britain and France?)

Stavrianos, ed., F
in World History,
200-201.

-222-

give a report on "Mussolini: Why Was He Control?" Have pupils compare the rise of Mussolini and Hitler.

Finger, Mussolini's Italy.

another pupil give a report on the reasons of Franco in Spain. Again have the class discuss the reasons for the development of fascism in different countries.

of pupils present a symposium on the serious problems which faced Britain and France and the effects of these problems. Then discuss: Why did Britain and France did not turn to fascism while the Germans, and Spanish did set up fascist dictatorships? If necessary, review what pupils have learned about the relative importance of different values in different countries, the long period in which the world accepted the idea of peaceful settlement of international disputes through democratic processes, etc. Also relate to the multiple causation. Which contributing factors existed in the three countries which turned to dictatorship which did not exist in Britain and France?)

Stavrianos, ed., Readings in World History, pp. 200-201.

- S. Tests hypotheses against data.
- G. War seems to be the result of multiple, interrelated causes.
- A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.
- G. The international system may be looked at as a series of power relationships.
- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.
- G. Nationalism usually means that the people of a nation are prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.
- G. The world is a community of interdependent countries.
- A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.
- G. War has serious physical and psychological effects upon people in the war-torn areas.

H. World War II had multiple causes and a legacy of destruction even greater than that of World War I.

theses against data.

to be the result of mul-
terrelated causes.

AL OF SINGLE-FACTOR THEOR-
SATION.

ational system may be
as a series of power re-
s.

lity considerations are
y ideology, considerations
l self-interest, percep-
power relationships, expec-
out how other nations will
omestic problems at home.

m usually means that the
a nation are prepared to
ources and effort into
n which they will make a
ntribution to national

is a community of inter-
countries.

OR EVIDENCE TO DISPROVE
, NOT JUST TO PROVE THEM.

rious physical and psycho-
fects upon people in the
reas.

H. World War II had multiple causes and left a
legacy of destruction even greater than that
of World War I.

1. Have pupils read text accounts of the causes of World War II and the way in which the United States became involved in the war. (They should read to test hypotheses about the cause of war which they developed earlier.) Afterwards, discuss: How did the causes compare with those for World War I?

World history text

To what extent do you think it is safe to generalize about the causes of war?

2. Perhaps have several pupils read novels about the war in Europe. Others might read accounts of refugees or of immediate post-war life in Europe. Have these pupils present a discussion of the physical and psychological effects of World War II as revealed by these novels and accounts. See bibliography.

Read text accounts of the causes of World War I and the way in which the United States became involved in the war. (They should read to test hypotheses about the cause of war which they developed earlier.)
Discuss: How did the causes compare with World War I?

World history textbooks.

Do you think it is safe to generalize about the causes of war?

Have several pupils read novels about the war in Europe. Others might read accounts of refugees or of immigrant life in Europe. Have these pupils prepare a discussion of the physical and psychological effects of World War II as revealed by these novels and accounts.

See bibliography.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS PATIENT WITH ATTEMPTED REFORMS; LOOKS AT CURRENT SITUATIONS FROM THE PERSPECTIVE OF THE TIME NEEDED FOR CHANGES IN THE PAST.

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

A. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

I. Taken as a whole, the history of Europe illustrates both the factors that are conducive to change and those that made change difficult.

specific time, the total
c output is affected by
ntity and quality of pro-
resources (land or na-
resources, labor, and cap-
ods), by the level of
ogy, and by the effecien-
he organizational struc-

izes from data.

h culture. is always chang-
rtain parts or elements may
over long periods of time.

ENT WITH ATTEMPTED REFORMS;
T CURRENT SITUATIONS FROM
SPECTIVE OF THE TIME NEEDED
NGES IN THE PAST.

S IN THE POSSIBILITIES OF
NG SOCIAL CONDITIONS.

INSTITUTIONS AS A MEANS OF
NG HUMAN WELFARE, NOT BE-
F TRADITION; IS WILLING TO
INSTITUTIONS AS TIMES CREATE
BLEMS.

CHANGE AS A MEANS OF ACHIEV-
LS BUT DOES NOT EQUATE CHANGE
OGRESS.

1. Taken as a whole, the history of Western Europe illustrates both the factors which are conducive to change and those which made change difficult.

3. Have a group of students present an illustrated report on the war devastation which faced Western Europe following the war. Or perhaps show a film dealing with the destruction caused by World War II in Europe.

Also, give pupils a brief summary of the peace terms for Germany and the way in which Germany was to be occupied following the war. Discuss: What problems faced the different European countries when the war ended?

4. Have pupils examine the timelines developed for Western European history. Discuss the length of time it took to bring about major changes in basic institutions and even in minor reforms. Why does it seem to take so long, even in periods which seem to be undergoing rather rapid change?

Have the students think back over their study of the history of Western Europe. Discuss: What factors have contributed to change? What factors have brought about resistance to change? What elements of the culture of Western Europe in the pre-World War II days seem to exhibit some continuity with the culture of the earliest periods you have studied? Have the changes in culture always meant progress? Why or why not? Can you identify any social, political or economic institutions which would have been equally effective in meeting people's needs in all ages in Western Europe? Why or why not?

BIBLIOGRAPHY ON HISTORY OF WESTERN EUROPE

I. THE ANCIENT WORLD.

A. High School Textbooks

Ewing, Ethel. Our Widening World.
Chicago: Rand McNally, 1961.

Stavrianos, Leften S. A Global
History of Man. Boston: Allyn
Bacon, 1962.

B. Other Books

Agard, Walter. The Greek Mind.
(Paperback). New York: Van
Nostrand, 1957.

Atkinson, D.T. Magic, Myth and
Medicine. (Premier Paperback).
Greenwich, Con.: Fawcett Pub-
lications, 1956, copyright, 1958
ed.

Boissonnade, P. Life and Work in
Medieval Europe. (Paperback).
New York: Harper, 1927 copy-
right for original English
translation.

Bowra, C.M. and the Editors of Time-
Life Books. Classical Greece.
(Great Ages of Man Series). New-
York: Time Inc., 1965.

Carnegie Institute of
"Shaping of Western

Ceram, C.W. The March
Translated from the
Richard and Clara W
York: Knopf, 1958.

Chiera, E. They Wrote
(Paperback). New Y
Books, 1955 ed.

Cottrell, Leonard. The
New York: Rinehart

Cowell, F.R. Everyday
Rome. New York: P

Davis, William Stearns
Athens. Boston: A
1914.

Deetz, James. Invitat
ogy. (Paperback).
Natural History Pres

Editors of Horizon Book
Worlds. Adapted for
by Janet Chenery. M
Golden Press, 1963 e

Editors of Life and Lin
The Epic of Man, spe

BIBLIOGRAPHY ON HISTORY OF WESTERN EUROPE

WORLD.

School Textbooks

Ethel. Our Widening World.
Chicago: Rand McNally, 1961.

Winn, Leften S. A Global
History of Man. Boston: Allyn
Bacon, 1962.

Books

Walter. The Greek Mind.
(Paperback). New York: Van
Nostrand, 1957.

Winn, D.T. Magic, Myth and
Religion. (Premier Paperback).
New York: Fawcett Pub-
lications, 1956, copyright, 1958

Winn, P. Life and Work in
Ancient Europe. (Paperback).
New York: Harper, 1927 copy-
right for original English
translation.

Winn, C.M. and the Editors of Time-
Books. Classical Greece.
(Great Ages of Man Series). New
York: Time Inc., 1965.

Carnegie Institute of Technology.
"Shaping of Western Society."

Ceram, C.W. The March of Archaeology.
Translated from the German by
Richard and Clara Winston. New
York: Knopf, 1958.

Chiera, E. They Wrote on Clay.
(Paperback). New York: Phoenix
Books, 1955 ed.

Cottrell, Leonard. The Bull of Minos.
New York: Rinehart, 1958.

Cowell, F.R. Everyday Life in Ancient
Rome. New York: Putnam, 1961.

Davis, William Stearns. A Day in Old
Athens. Boston: Allyn Bacon,
1914.

Doetz, James. Invitation to Archeol-
ogy. (Paperback). Garden City:
Natural History Press, 1967.

Editors of Horizon Books. Lost
Worlds. Adapted for Young Readers
by Janet Chenery. New York:
Golden Press, 1963 ed.

Editors of Life and Lincoln Barnett.
The Epic of Man, special Edition

- for Young Readers. New York: Golden Press, 1962.
- Edman, Irwin. The Philosophy of Plato. (The Jowett Translation). New York: Modern Library, 1956 ed.
- Fenton, Edwin, 32 Problems in World History. (Paperback). Chicago: Scott, Foresman, 1964.
- Garland, Joseph. The Story of Medicine. Boston: Houghton Mifflin, 1949.
- Guthrie, W.K.C. The Greek Philosophers from Thales to Aristotle. (Paperback). New York: Harper and Row, 1950.
- Godolphin, Francis, ed. The Greek Historians. New York: Random House, 1942, Vol. 2.
- Hadas, Moses and the Editors of Time-Life Books. Imperial Rome. (Great Ages of Man Series). New York: Time, Inc., 1965.
- Hamilton, Edith. The Greek Way to Western Civilization. (Mentor Paperback). New York: New American Library, 1942 ed.
- Hoyt, Robert S. Europe in the Middle Ages. New York: Harcourt Brace, and World, 1966 ed.
- Jessup, R. Wonderful World of Archaeology. New York: Garden City Books, 1956.
- McNeill, William H. The Rise of the West. Chicago: University of Chicago Press, 1963.
- McNeill, William H. A World History. New York: Oxford University Press, 1967.
- National Geographic Society. Everyday Life in Ancient Times. Washington: National Geographic Society, 1953 ed.
- Oates, Whitney J. and Eugene O'Neill, Jr. 7 Famous Greek Plays. (Paperback). New York: Vintage, 1950 ed.
- Payne, Robert. The Gold of Troy: The Story of Heinrich Schliemann and the Buried Cities of Greece. New York: Funk and Wagnalls, 1959.
- Stavrianos, Leften S., ed. Readings on World History. Boston: ATlyn Bacon, 1962.
- Walker, Kenneth. The Story of Medicine

New York: Oxford University Press, 1955.

1955.

White, Anne Terry. Lost Worlds, Adventures in Archaeology. New York: Random House, 1941.

III. POLITICAL DEVELOPMENTS FROM THE MIDDLE AGES TO WORLD WAR I.

II. THE MEDIEVAL WORLD.

Alderman, Clifford L. Life and Liberty: Equality! Fraternity! Messner, 1965.

Bennett, Henry S. Life on the English Manor. (Paperback). Cambridge, England: Cambridge U. Press, 1938.

Apsler, Alfred. The Sun in the Sky: XIV of France. New York: Messner, 1965.

Buehr, Walter. Knights and Castles and Feudal Life. Putnam, 1960.

Ashley, Maurice. England in the Seventeenth Century. Baltimore: Penguin Books, 1965.

Davis, William S. Life on a Medieval Barony. New York: Harper, 1922.

Ashley, Maurice. Louis XIV and the Greatness of France. New York: Free Press, of Macmillan, 1946.

Garland, Joseph. Story of Medicine. Boston: Houghton Mifflin, 1949.

Becker, Carl. Modern History. New York: Silver Burdette, 1965.

Hoyt, Robert S. Europe in the Middle Ages. New York: Harcourt, Brace and World, 1966 ed.

Dawson, Philip, ed. The Middle Ages. (Paperback). New York: Prentice-Hall, 1965.

Tomkeieff, O.G. Life in Norman England. (Paperback). New York: Capricorn Books, 1966.

Editors of Horizon Magazine. Reflections on the French Revolution. (A Caravel Book). New York: American Heritage Pub., 1965.

Walker, K. Story of Medicine. New York: Oxford University Press, 1965.

York: Oxford University Press, 1955.

Anne Terry. Lost Worlds, Adventures in Archaeology. New York: Random House, 1941.

AL WORLD.

Henry S. Life on the English Manor. (Paperback). Cambridge, England: Cambridge Press, 1938.

Walter. Knights and Castles Feudal Life. Putnam, 1960.

William S. Life on a Medieval Barony. New York: Harper, 1922.

Joseph. Story of Medicine. Boston: Houghton Mifflin, 1949.

Robert S. Europe in the Middle Ages. New York: Harcourt, Brace and World, 1966

O.G. Life in Norman England. (Paperback). New York: Capricorn Books, 1966.

K. Story of Medicine. New York: Oxford University Press,

1955.

III. POLITICAL DEVELOPMENTS FROM THE MIDDLE AGES TO WORLD WAR I.

Alderman, Clifford L. Liberty! Equality! Fraternity! New York: Messner, 1965.

Apsler, Alfred. The Sun King, Louis XIV of France. New York: Messner, 1965.

Ashley, Maurice. England in the Seventeenth Century. (Paperback). Baltimore: Penguin Books, 1961 ed.

Ashley, Maurice. Louis XIV and the Greatness of France. (Paperback). New York: Free Press, A Division of Macmillan, 1946.

Becker, Carl. Modern History. New York: Silver Burdette.

Dawson, Philip, ed. The French Revolution. (Paperback). Englewood Cliffs: Prentice-Hall, 1967.

Editors of Horizon Magazine in consultation with David Dowd. The French Revolution. (A Horizon Caravel Book). New York: American Heritage Pub. Co., 1965.

- Gershoy, Leo, ed. The Era of the French Revolution. (Anvil Paperback). New York: Van Nostrand.
- Greenlaw, Ralph W., ed. The Economic Origins of the French Revolution -- Poverty or Prosperity? (Problems in European Civilization Series, Paperback). Boston: Heath, 1958.
- Greer, Donald. The Incidence of the Terror During the French Revolution, A Statistical Interpretation. Cambridge: Harvard University Press, 1935.
- Hayes, Carleton J.H. and Margareta Faissler. Modern Times, The French Revolution to the Present. IV. (Paperback). New York: Macmillan, 1965.
- Lefebvre, Georges. The Coming of the French Revolution. (Vintage Paperback). New York: Vintage Books, a division of Random House, 1947.
- Lewis, W.H. The Splendid Century, Life in the France of Louis XIV. (Paperback; Anchor Book). Garden City, N.Y.: Doubleday, 1953.
- Palmer, R.R. A History of the Modern World. New York: Knopf, 1959. (A college textbook.)
- Pernoud, Georges and Sabine Flasiessier, eds. The French Revolution. New York: Putnam's, 1960.
- Rude, George. The Crowd in the French Revolution. Oxford: Clarendon Press, 1959.
- Stearns, Raymond P., ed. A Pageant of Europe. (Paperback). New York: Harcourt, Brace, 1961.
- Stewart, John Hall, ed. A Documentary Survey of the French Revolution. New York: Macmillan, 1951.
- SOCIAL AND ECONOMIC DEVELOPMENTS FROM THE RENAISSANCE TO WORLD WAR I.
- A. Books
- Ashton, T.S. The Industrial Revolution 1760-1830. (Paperback). Oxford University Press.
- Bainton, Roland H. Age of the Reformation. (Anvil Paperback). Princeton: Van Nostrand.
- Burton, Elizabeth. The Pageant of Stuart England. New York: Scribners, 1962.

Byrne, M. St. Clare. Elizabethan Life in Town and Country. (Paperback). New York: Barnes and Noble, 1961, ed.

Davis, William Stearns. Life in Elizabethan Days. New York: Harper, 1930.

George, Dorothy. England in Transition. (Pelican Paperback). Baltimore: Penguin Books, 1931.

George, Dorothy. London Life in the Eighteenth Century. (Paperback). New York: Capricorn Books, 1965.

Greenlaw, R.W., ed. Industrial Revolution in Britain -- Triumph or Disaster? (Problems in European Civilization Paperback). Boston: Heath

Hagen, Everett, E. On the Theory of Social Change. Homewood: Dorsey Press, 1962.

Hall, A.R. The Scientific Revolution, 1500-1800. (Paperback). Boston: Beacon Press, 1954 ed.

Hughes, Paul L. and Fries, Robert F., eds. Readings in Western Civilization. (Paperback).

Ames: Littlefield, Adams, Co., 1956.

Levinger, Elma E. Galileo. Messner, 1952.

Notestein, Wallace. The English People on the Eve of Colon 1603-1630. (New American Series). New York: Harper (Also available in paperback)

Osborne, John and the Editors Britain. (Life World Library). New York: Time Inc., 1967

Quennell, Majorie and C.H. B. History of Everyday Things England, The Rise of Industry 1733-1851. New York: Scribner, 1934.

W.W. Rostow, The Stages of Economic Growth. (Paperback). Cambridge: Cambridge University Press

Shapiro, Irwin and the Editors Horizon Magazine, The Golden Age of the Renaissance. New York: Golden Press, 1962.

Shippen, Katherine B. Men of Letters. New York: Viking Press, 1962.

Snyder, Louis L. The Age of Shakespeare. (Anvil Paperback). Princeton: Princeton University Press, 1962.

St. Clare. Elizabethan
in Town and Country. (Pa-
k). New York: Barnes
ble, 1961, ed.

William Stearns. Life in
Elizabethan Days. New York:
, 1930.

Dorothy. England in Transi-
(Pelican Paperback).
ore: Penguin Books, 1931.

Dorothy. London Life in
Eighteenth Century. (Paper-
New York: Capricorn
1965.

R.W., ed. Industrial Re-
on in Britain -- Triumph
aster? (Problems in
an Civilization Paperback).
: Heath

erett, E. On the Theory
ial Change. Homewood:
y Press, 1962.

. The Scientific Revolu-
1500-1800. (Paperback).
: Beacon Press, 1954

aul L. and Fries, Robert
s. Readings in Western
ization. (Paperback).

Ames: Littlefield, Adams, and
Co., 1956.

Levinger, Elma E. Galileo. New York:
Messner, 1952.

Notestein, Wallace. The English
People on the Eve of Colonization
1603-1630. (New American Nation
Series). New York: Harper, 1954.
(Also available in paperback edition.)

Osborne, John and the Editors of Life.
Britain. (Life World Library).
New York: Time Inc., 1967.

Quennell, Majorie and C.H. B. A
History of Everyday Things in
England, The Rise of Industrialism
1733-1851. New York: Scribners,
1934.

W.W. Rostow, The Stages of Economic
Growth. (Paperback). Cambridge:
Cambridge University Press, 1960.

Shapiro, Irwin and the Editors of
Horizon Magazine. The Golden Book
of the Renaissance. New York:
Golden Press, 1962.

Shippen, Katherine B. Men of Medicine.
New York: Viking Press, 1957.

Snyder, Louis L. The Age of Reason.
(Anvil Paperback). Princeton:

Van Nostrand, 1955.

Stearns, Raymond P., ed. Pageant of Europe: Sources and Selections from the Renaissance to the Present Day. (Paperback).

Tawney, R.H. The Agrarian Problem in the Sixteenth Century. (Paperback). New York: Harper & Row, original copyright, 1912.

Taylor, Philip A.M., ed. The Industrial Revolution in Britain, Triumph or Disaster? (Problems in European Civilization Paperback). Boston: Heath, 1958.

Thomas, Henry. Copernicus. New York: Messner, 1960.

Thompson, E.P. The Making of the English Working Class. (Paperback). New York: Vintage Books, 1963.

Wilson, Grove. Great Men of Science, Their Lives and Discoveries. New York: New Home Library, 1929.

Zinsser, Hans. Rats, Lice and History. (Paperback). New York: Bantam.

B. Articles

Hartwell, "The Rising Standard of Living in England, 1800-1850," Economic History Review, April, 1961, pp. 397-416.

Plumb, J.H. "The Noble Houses of 18th Century England," Horizon, Nov., 1958 (Vol. 1, No. 2), pp. 38-61. (Includes pictures of houses built in Elizabethan times.)

V. WORLD WARS I AND II.

Arnothy, Christine. I Am Fifteen -- and I Don't Want to Die. (Paperback). New York: Popular Library, 1956.

Gillette, Robert W. Appeasement in the 1930's, Why Did Diplomacy Fail? (Scholastic Great Issues Paperback). New York: Scholastic Book Services, 1966.

Lee, Dwight E., ed. The Outbreak of the First World War, Who Was Responsible? (Problems in European Civilization Paperback). Boston: Heath, 1963, ed.

Snell, J.L., ed. Outbreak of the Second World War -- Design or Blunder? (Problems in European Civilization Paperback). Boston: Heath.

Tuchman, Barbara. Guns of August.
(Paperback). New York: Dell,
1962.

World history or U.S. History text-
books.

VI. NAZI GERMANY AND MUSSOLINI'S ITALY.

Able, Theodore. The Nazi Movement,
Why Hitler Came to Power. New
York: Atherton Press, 1966 ed.
(orig. copyright, 1938.)

Allen, William Sheridan. The Nazi
Seizure of Power, the Experience
of a Single German Town, 1930-
1935. (Paperback). Chicago:
Quadrangle Books, 1965.

Ascoli, Max and Arthur Feiler.
Fascism for Whom? N.Y.: Norton,
1938.

Blackstock, Charity. The Children.
Boston: Little, Brown and Co.,
1966.

Bullock, Allan. Hitler, A Study in
Tyranny. (Harper Torchbook Paper-
back). New York: Harper and Row,
1964 ed.

Delarue, Jacques. The Gestapo, A

History of Horror. (Paperback)
New York: Dell, 1964.

Finer, Herman. Mussolini's
(Universal Library).
New York: Grosset and Dunlap

Frank, Anne. The Diary of
a Girl. (Paperback). New
York: Pocketbooks.

Hersey, John. Here to Stay
(Paperback). New York: Banta

Lowenstein, Karl. Hitler's
The Nazi Background to War
New York: Macmillan, 1939.

Neumann, Robert and Helga K.
The Pictorial History of
The Third Reich. New York:
Doubleday Books, 1962.

Poliakov, Leon. Harvest of
Soviet Spies. Syracuse: Syracuse Univ
1954.

Raab, Earl. The Anatomy of
(Booklet). New York: A
Defamation League, 1961.

Rose, Arnold. Sociology.
New York: Knopf, 1965 ed.

Russell, Lord. The Scourge
of the Swastika. London: Cass

- Barbara. Guns of August. (Paperback). New York: Dell,
- History of Horror. (Paperback). New York: Dell, 1964.
- Finer, Herman. Mussolini's Italy. (Universal Library). New York: Grosset and Dunlap, 1965.
- Frank, Anne. The Diary of a Young Girl. (Paperback). New York: Pocketbooks.
- Hersey, John. Here to Stay. (Paperback). New York: Bantam.
- Lowenstein, Karl. Hitler's Germany, The Nazi Background to War. New York: Macmillan, 1939.
- Neumann, Robert and Helga Koppel. The Pictorial History of the Third Reich. New York: Bantam Books, 1962.
- Poliakov, Leon. Harvest of Hate. Syracuse: Syracuse Univ. Press, 1954.
- Raab, Earl. The Anatomy of Nazism. (Booklet). New York: Anti-Defamation League, 1961.
- Rose, Arnold. Sociology. New York: Knopf, 1965 ed.
- Russell, Lord. The Scourge of the Swastika. London: Cassell and
- Barbara. Guns of August. (Paperback). New York: Dell,
- History of Horror. (Paperback). New York: Dell, 1964.
- Finer, Herman. Mussolini's Italy. (Universal Library). New York: Grosset and Dunlap, 1965.
- Frank, Anne. The Diary of a Young Girl. (Paperback). New York: Pocketbooks.
- Hersey, John. Here to Stay. (Paperback). New York: Bantam.
- Lowenstein, Karl. Hitler's Germany, The Nazi Background to War. New York: Macmillan, 1939.
- Neumann, Robert and Helga Koppel. The Pictorial History of the Third Reich. New York: Bantam Books, 1962.
- Poliakov, Leon. Harvest of Hate. Syracuse: Syracuse Univ. Press, 1954.
- Raab, Earl. The Anatomy of Nazism. (Booklet). New York: Anti-Defamation League, 1961.
- Rose, Arnold. Sociology. New York: Knopf, 1965 ed.
- Russell, Lord. The Scourge of the Swastika. London: Cassell and
- odore. The Nazi Movement, Hitler Came to Power. New Atherton Press, 1966 ed. copyright, 1938.)
- William Sheridan. The Nazi Re of Power, the Experience Single German Town, 1930- (Paperback). Chicago: Single Books, 1965.
- Max and Arthur Feiler. ism for Whom? N.Y.: Norton,
- ck, Charity. The Children. n: Little, Brown and Co.,
- Allan. Hitler, A Study in ny. (Harper Torchbook Paper- . New York: Harper and Row, ed.
- Jacques. The Gestapo, A

Co., Ltd., 1954.

Runes, Dagobert D. Despotism, A Pictorial History of Tyranny. New York: Philosophical Library, 1963. (A few pages deal with Nazi atrocities.)

Shirer, William. Berlin Diary. (Paperback). New York: Popular Library.

Shirer, William. The Rise and Fall of Adolf Hitler. New York:

Studies Pamphlet). New York: Holt, Rinehart and Winston, 1

Waln, Nora. Reaching for the Stars. Boston: Little Brown, 1939.

Ziemer, Gregor. Education for Democracy: The Making of the Nazi. New York: 1941.

World History Textbooks.

Snell, J.L., ed. The Nazi Revolution: Germany's Guilt or Germany's Fate. (Problems in European Civilization Booklet). Boston: Heath.

Snyder, Louis L. Hitler and Nazism. New York: Franklin Watts, 1961.

Stavriaros, Leften S. Readings in World History. Boston: Allyn Bacon.

Steiner, Jean-Francois. Treblinka. New York: Simon and Schuster, 1966.

Waite, Robert G.L., ed. Hitler and Nazi Germany. (European Problem

Co., Ltd., 1954.

Studies Pamphlet). New York:
Holt, Rinehart and Winston, 1965.

James, Dagobert D. Despotism, A
Pictorial History of Tyranny.
New York: Philosophical Library,
1963. (A few pages deal with
Nazi atrocities.)

Wain, Nora. Reaching for the Stars.
Boston: Little Brown, 1939.

Chirer, William. Berlin Diary.
(Paperback). New York: Popular
Library.

Ziemer, Gregor. Education for Death:
The Making of the Nazi. New York:
1941.

World History Textbooks.

Chirer, William. The Rise and Fall
of Adolf Hitler. New York:

Connell, J.L., ed. The Nazi Revolu-
tion: Germany's Guilt or Ger-
many's Fate. (Problems in European
Civilization Booklet). Boston:
Heath.

Snyder, Louis L. Hitler and Nazism.
New York: Franklin Watts, 1961.

Stavrianos, Leften S. Readings in
World History. Boston: Allyn
Bacon.

Steiner, Jean-Francois. Treblinka.
New York: Simon and Schuster,
1966.

Waite, Robert G.L., ed. Hitler and
Nazi Germany. (European Problem