

The World Reinvented – Emergent from the Middle Ages: Renaissance & Reformation, Absolutism & Scientific Revolution, the Enlightenment and the French Revolution

Textbook Material:

Legacy – The West & The World	A History of Western Society
Chapter 1 “Renaissance and Reformation” pp. 24-67	Chapter 13 “European Society ...” pp. 372-405
Chapter 2 “The Age of Absolutism” pp. 68-101	Chapter 14 “Reformations & Religious Wars” pp. 406-441
Chapter 3 “Contact and Conflict” pp. 102-127	Chapter 15 “European Exploration & Conquest” pp. 442-477
Unit Review pp. 128-129	Chapter 16 “Absolutism & Constitutionalism” pp. 478-517
Chapter 4 “The Enlightenment 1700-1789” pp. 132-167	Chapter 17 “Towards a New Worldview” pp. 518-551
Chapter 5 “Revolution to restoration” pp. 168-190	Chapter 18 “The Expansion of Europe” pp. 566-568, 569-583
	Chapter 19 “The Changing Life of the People” 595-616
	Chapter 20 “The Revolution in Politics” 618-632

Lessons and Lectures:

1. Introduction to the Renaissance: Why Italy? Why Then? (Lecture)
2. *Islamic Scientific Advances* – film
3. Advancements of the Renaissance Package – “Leonardo DaVinci” from National Geographic
4. Primary Resource Reading: *Petrarch – The Father of Humanism, Leonardo Bruni – Study of Greek Literature and a Humanist Educational Program, Pico della Mirandola – Oration on the Dignity of Man and Nicolo Machiavelli – The Prince*
5. *The Medici: Godfathers of the Renaissance* (PBS film)
6. Northern European Culture and Renaissance (Lecture)
7. Renaissance Art, “How the Flemings brought depth to painting”
8. Causes of the Reformation
9. Seminar: *Martin Luther – On Papal Power ...*
10. Catholic Counter Reformation
11. Cause and Consequence - The Reformation and Religious Wars
12. Mapping the World and Geographic Bias
13. Exploration and Exploitation – Europe and the World in the Sixteenth Century
14. *Guns, Germs & Steel* Episode 2
15. Routes of Exploration/Global Exchange
16. The Columbian/Atlantic Exchange
17. European Relationships with the World (Organization Table)
18. Columbus, the Indians, and Human Progress – Chapter 1 of Howard Zinn’s *A Peoples History ..*
19. Absolutism Attempted (Achieved): The French Experience Lecture
20. Film *Bio TV: Louis XIV – The Sun King*
21. “Richeleau on Diplomacy”, “Louis XIV on Kingship”, “Historical Issues: Two Views of Louis XIV” (Additional Short Readings)
22. The Scientific Revolution
23. The Age of Reason and the Secularization of European Society (Galileo, Newton, Harvey, Bacon, Descartes, Locke, Moliere)
24. *James I True Law of Free Monarchies and a Speech to Parliament (The Divine Right of Kings) and Thomas Hobbes – Leviathan*
25. Other Patterns of Absolutism – Absolutism Established, Failed and Alternatives incl Absolute Despots
26. *The Triumph of Constitutional Monarchy in England: The Glorious Revolution*
27. The Emergence of Constitutionalism – The English Experience
28. “The English Civil War” (Lecture) Ken Bartlett, U of T
29. Primary Resource Reading: *The English Declaration of Rights*
30. Handout: *The End of an Era*
31. Handout: The Enlightenment & The Enlightenment Précis
32. Introduction to the Enlightenment Lecture: Is Society Perfectible?
33. Kant – *What is the Enlightenment* and Enlightenment Readings Packages
34. How to Write a University Level Essay
35. The French Revolution Introduction
36. Mike Duncan’s *Revolutions* Podcast – “The Three Estates”
37. Abbe Sieyes, “What is the Third Estate?”
38. “On the Origins of the French Revolution”
39. Film *The French Revolution* from History Channel Part One
40. Emmanuel Sieyes Bourgeois Disdain for Special Privileges of the Aristocracy
41. Declaration of the Rights of Man and of Citizens
42. The *Declaration of the Rights of Man* as the Essence of the Enlightenment – Georges Lefebvre from *The Coming of the French Revolution*
43. To What Degree were the ideals of the Enlightenment realized? “Vindication of the Rights of Women, Society of the Friends of Blacks, Petition of the Jews of Paris ...”

Note: The above content review is generic to two classes. If your class did not cover one of the lessons above than that lesson will not be on your test. If the above content review does not include material covered in your class that does not mean it is not on your test.

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Part One – Historical Significance (K/U) (approx. 1/6 of the total marks for the test)

Explain the historical significance of # of the following ideas, individuals, and events (2 marks each)

e.g. The English Declaration of Rights, Martin Luther, The Glorious Revolution, The Edict of Nantes

Note: For the CHY4U1 (Academic) classes all of the Historical Significance terms are drawn from the Chapter Reviews of *Legacy ...*; for the CHY4UO (AP) class all of the terms are drawn from the Chapter Reviews of *A History of Western Society*.

Part Two – Short Answer Questions (T/I) (approx. 1/3 of the total marks for the test)

Answer in complete sentence form. This section of the test will require you to apply your knowledge in unfamiliar ways (i.e. questions you have not been asked before).

e.g. Examine the etching “The Dance of Death” and convey the insights it offers of late Medieval and Early Modern society.



Part Three – Essay Question (C & A) (approx. 1/2 of the total marks for the test)

Potential essay topics:

Humanism, Patronage, Italy and the Renaissance, Northern Europe and the Renaissance, Social, Political, and Cultural Precursors of the Reformation ...

e.g. “Was Martin Luther a radical reformer or a reluctant revolutionary?”, “Examine the efforts and successes of the House of Bourbon in establishing absolute rule in France.”

Study Strategies:

- If you choose to review the text focus on sections that provide foundation or extension to topics discussed in class;
- Review your notes for “potential test questions” that were pointed out to you during seminars, discussions, lectures and lessons (you can be certain you’ll see these again);
- Study in groups (feel free to split up and exchange subject matter but most importantly challenge and defend answers to potential test questions to members of your study group);
- Don’t cram!