

Muddling my way through the ‘Middling Classes:’ Fitting the Early Modern Northwestern European Economy in a World Culture Course

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The impetus of this essay actually began with the last assigned reading of this seminar by Jan de Vries. Within he clearly summed up a continued theme that has resonated throughout these weeks of seminar discussion and reading: the household family unit. De Vries describes it as a: “...coresidence and reproduction...production and labor power...consumption and distribution...transmission across generations...interaction of...decision making.”¹ But how can I bring that concept across to a class of mainly 9th and 10th graders, along with national (‘Common Core’), state (Washington), and district (Tahoma School District #409) standards in essentially a 45-day, 100-minute block semester length ‘World Cultures’ course? Major transitional changes need to be made for this upcoming school year, new ideas need to be implemented, reviewed, and finalized before a final course proposal with a major historical timeline adjustment can be presented to the school board. The challenge is large as will be discussed in this essay, which has been organized in the following parameters. Part I will address the need in developing an altogether different course and its varied required components. Part II will provide explanation of pedagogy approaches. Part III will present a detailed ‘World Cultures’ course overview as a base in the modification/implementation process. Part IV will investigate my reflections in formulating a new unit as a foundational piece in transitioning to a new course proposal, to be fine-tuned in 2016. My hope is to present an overarching, yet detailed approach in addressing a gap in our high school social studies curriculum, as well set a foundation in creating a non-Advanced Placement oriented ‘World History’ course for a specific student target audience, beginning for the 2017-2018 school year.

¹ Vries, J. de, “The Industrial Revolution and the Industrias Revolution”, *Journal of Economic History* 54 (1994): 256.

Part I

In November 2013 voters in the Tahoma School District#409 passed a \$30 million bond in part to build a new high school and regional learning center. It is to accommodate 2400 students from grades 9-12.² Not only will this change the current high school's structure (moving away from a 10-12 grade level student body), but in 2016 state graduation requirements will rise from 20 to 24 credits; including the increase from 2.5 to 3.0 in social studies.³

It became evident that the district's 6-12 Social Studies curriculum needed a careful review. A Social Studies Summit was organized and met twice during the 2014-2015 school year, as well as presented a step-by-step recommendation process to the school board on March 10, 2015.⁴ During both summit meetings it became very evident that a clear economic gap and specified historical time span was lacking within the existing 9-10 grade non-Advanced Placement curriculum. The situation became even more urgent, due to national, state, and district standards.⁺ Here is a short summary of what is required (I have italicized the content-related gap):

- Common Core: Reading – key ideas and detail, craft and structure, integration of knowledge and ideas, with range of reading and level of text complexity. Writing – arguments focused on discipline-specific content, as well as write informative/explanatory texts that includes narration.
- State: Civics – forms of government, national and international issues; *Economics – cost and benefits, planned and market economies, specialization of production, trade policies, and sustainability*; *History – change and continuity, timespan 1450-present to address migration, cultures, technology, perspectives, and causations*; Skills – Common Core standards.
- District: Future Ready Skills – collaborative worker, effective communicator, quality producer, complex thinker, community contributor, conscientious worker, responsible decision maker, and self-directed learner.

² http://www.tahomasd.us/pages/Tahoma_School_District_409/Buildings/New_Tahoma_High_School_Project.

³ <http://www.k12.wa.us/GraduationRequirements/Requirement-Credit.aspx>.

⁴ See Appendix D for specific presentation results and timeline of completion goals. See Appendix A, B, and C for specific listing of all three standards.

As the master schedule for the 2015-2016 was being formulated, as well as the invitation for this summer study program was presented, the administration felt it would be appropriate for me to teach the already scheduled “World Cultures” course as a template for experimentation in order to begin addressing the above stated components.

Part II

Having provided explanation for the need to develop and implement a new history class over the course of the next two school years, this essay is also about providing reasoning in key teaching applications. Teaching pedagogy is a highly personalized approach. It allows for the instructor the utilization of researched and established processes to achieve overarching themes, as well as recognize individualized learning styles. Here I will present three approaches which will be implemented throughout the course to address varied required components in the transition phase.

Approach A: PERSIA⁵

This presents to the student a varied viewpoint methodology in a course or topic at hand. The letters represent the following: **P**olitical, **E**conomics, **R**eligious, **S**ocial, **I**ntellectual, and **A**rtistic.

Approach B: Portfolio

As the class progresses in its curriculum, portfolios allows a student to assemble pieces of evidence or works in progress on a focused theme, in order to be analyzed at a later time.

As noted by Danielson and Abrutyn, portfolios serve as: “holding tanks...pieces are collected on a specific topic...to be utilized for a later assessment.”⁶

Approach C: MI Multiple Intelligences⁷

As promulgated by Howard Gardner, students respond to varied learning styles which stimulates their interest and connection to the material. These intelligences are summarized into seven

⁵ <http://apcentral.collegeboard.com/apc/public/courses/descriptions/4498.html>.

⁶ Danielson, Charlotte and Abrutyn, Leslye, *Introduction to Using Portfolios in the Classroom* (1997), ASCD (doing business as the Association for Supervision and Curriculum Development), www.ascd.org.

⁷ *Howard Gardner's Theory of Multiple Intelligences*, facdev@niu.edu, Northern Illinois University, Development and Instructional Design Center, www.niu.edu/fac.dev

categories: verbal, logical, spacial, musical, kinesthetic, interpersonal, and intrapersonal. These approaches will be applied throughout the course and noted (as needed) on the course syllabus.

Part III

In the following pages I will provide a syllabus of this course. It will entail an approximate length of instruction time, lesson, and activities. I will also make notation in areas of reflection and implementation in progress which will be explored and addressed in Part IV. The main text for this course is *World History: The Human Experience – The Early Ages*, Mounir Farah and Andrea Karls, (1998), Glencoe/Mcgraw-Hill.

Day	Lesson	Activities	Implementation/Notes
<i>Unit 1: Foundations</i>			
1	Syllabus	Introductions	
	<u>Topic</u> : History	Artifacts/Document Explorations	
2	<u>Topic</u> : History	1485-Present Timeline Lecture	
	<u>Topic</u> : Culture	6 Commonalities-Chart	
<i>Unit 2: Early Civilizations & Ancient Egypt</i>			
3	<u>Topic</u> : Culture	Commonalities Group Poster: PERSIA	
	Geography	Map quiz	
4	Ancient Civilizations	6 Commonalities/Grouping Maps	
		Presentations; '80 Days' video Ex. ⁸ (excerpt of video)	
5	Ancient Civilizations	Finish presentations	
		Foundations-"Out of Eden" Video ⁹	Economics
6	Ancient Egypt	Slides/Mummification; Video Ex. ¹⁰	
		Hieroglyphics: Activity w/Video Ex. ¹¹	

⁸ *Around the World in 80 Days*", DVD-Documentary, (Episode 1, 5, and 6) Oct-Nov 1989.

⁹ *Guns, Germs, and Steel*", DVD-Documentary, National Geographic, (Episode One: Out of Eden) 2005

¹⁰ *The Magic of Mummies*", Video-Documentary, Discovery Channel, 03 Mar 19

		‘Kingdoms’; Notes with Video Ex. ¹² PERSIA/Architecture	
7	Ancient Egypt Portfolios	Finish ‘Kingdoms’; Primary Source ¹³ Introductions/Instructions	Society/Economics

Unit 3: World Religions

8	Group Project	Instruction & Research (8 Topics)	MI
9	Group Project	Research & Planning	
10	Group Project	Planning & Finalization	
11	Group Project	Finalizing & Practicing	
12	Group Project	Presentations 1-4	
13	Group Project	Presentations 5-8	

Unit 4: Ancient Greece

14	Foundations	Mythology, Video Ex. ¹⁴ Primary Sources ¹⁵	
15	Foundations City-States	Olympics, Video Ex. ¹⁶ Athens/Sparta; Conflict	PERSIA/Citizenship
16	City-States	Primary Sources ¹⁷ Portfolio	Society/Economics
17	Hellenistic Era	Alexander – Timeline Legacy: Exploration	Maps MI

¹¹ *Ancient Mysteries*”, DVD-Documentary, (Season 3, Episode 26: The Rosetta Stone) 21 Mar 1996

¹² *The History Channel Presents: Egypt-Engineering an Empire*”, DVD-Documentary, 09 Oct 2006.

¹³ *Ipy and His Wife Receiving Offerings From Their Children*, www.metmuseum.org/collection

¹⁴ *History Classics: Ancient Greece-Gods and Battles*”, DVD-Documentary, (Disc 1: Gods and Goddesses) 26 Oct 2010.

¹⁵ Mineon Crete”, *Heilbrunn Timeline of Art History*, www.metmuseum.org. Six Ways of Reading Homer”, World History-Book 1, *The Center for Learning* (1993): 75-77.

¹⁶ *Ancient Mysteries*”, DVD-Documentary, (Season 3, Episode 18: Blood and Honor at the First Olympics) 11 Jan 1996

¹⁷ Thucydides Reports Pericles on Athenian Democracy”, Thucydides, *The Peloponnesian War*, trans. by Richard Crawley (1951): 104-105. Xenophon Recounts How Greece Brought Itself to Chaos”, Xenophon, *Hellinca*, trans. by H. G. Dakyns in *The Greek Historians* (1942): 221

18	Hellenistic Era	Legacy: Exhibits	MI/Architecture
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Unit 5: Ancient Rome

19	Foundations	Lecture-Timeline	PERSIA
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20	Rise of Rome	Military-Spartacus, Video Ex. ¹⁸	
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21	Rise of Rome	J. Caesar-Timeline; Discussion Primary Sources ¹⁹	PERSIA
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22	Pax Romana	Augustus with Timeline Portfolio	Maps Society/Economics
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23	Pax Romana	The Arena, Video Ex. ²⁰	PERSIA
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24	Rome's Decline	Group Review – Discussion	PERSIA
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25	Rome's Decline	Timeline with Video Ex. ²¹	Architecture/Forts
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Unit 6: Medieval Era (500 to 1300)

26	Foundations	East and West Feudalism	Maps PERSIA & Portfolio
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27	Military	Discussion, Video Ex. ²² Castles/Crusades	Architecture/Forts
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28	Medieval Church	Lecture w/power-point	PERSIA
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¹⁸ *The History Channel Presents: Rome-The Rise and Fall of an Empire*", DVD-Documentary, (Episode 2 and 3) Jul-Aug 2008

¹⁹ Caesar Tells What Persuaded Him to Cross the Rubicon", Julius Caesar, *Commentaries*, trans. by W. A. McDevitte and W. S. Bosh (1887): 249-250. Suetonius Describes Caesar's Dictatorship", Suetonius, *The Lives of the Twelve Caesars*, trans. by A. Thompson, revised by T. Forster (1903): 45-47. The Emperor Augustus Writes His Testament", Augustus, *Res Gestae*, trans. by N. Lewis and M. Reinhold, *Roman Civilizations*, Vol. 2 (1955): 13, 19. Vergil Descants on the Destiny of Rome", John Dryden, *The Works of Vergil* (1881): 262-265

²⁰ Vergil Descants on the Destiny of Rome", John Dryden, *The Works of Vergil* (1881): 262-265. *Spartacus*", DVD-American historical drama film, 1960. *The Hunger Games*", DVD-American science fiction adventure film, 2012. *The Hunger Games: Catching Fire*", DVD-American science fiction adventure film, 2013. *Quo Vadis*", DVD-American epic film, 1951.

²¹ *The History Channel Presents: Rome-Engineering an Empire*", DVD-Documentary, 13 Sept 2005.

²² *History Channel: Knights and Armor*", DVD-Documentary, A&E Archives, 01 Jul 2004.

29	Medieval Church	Cathedral w/Video ²³	Architecture
30	Black Death	Overview, Role-Reading Play ²⁴	PERSIA

Unit 7: Early Modern Era (1348-1648)

31	Society/Economics	Urban/Agriculture/Middling Classes	Portfolio
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Final: Cumulative Portfolio Assessment

Note: The ‘Day’ cycle does not incorporate final assessment inclusions for Unit 2, nor Unit 4-6. Therefore, Unit 7 would begin on Day 35.

The remainder of the syllabus is incomplete as it is here the implementation and transition unit has to be created bringing forward questions of organization, planning, and delivery within the remaining timeframe. In this case 10 more school days prior to the close of the 45-day semester cycle that also incorporate loss of instructional time due to in-school-related activities.

Part IV

Reviewing the syllabus it is evident that a concerted attempt has been made to incorporate and address the needs of economic patterns, along with issues relating to politics, society, religion, and art (theme: architecture), as well as intellectual (intentional inclusion of primary sources). The same approach will need to be implemented for the new course, whose timeline will be from 1450 to the present, as well as extend a more global historical reach than the more Eurocentric presented in this course outline. While certainly the discussion will arise on how to provide some historical foundation prior to that timeframe, all the aforementioned factors are not in the realm of my thesis. Instead, in this part, I will focus on my thinking and reflecting processes for the transition Units 6 and 7 with the intent of a concluding portfolio assessment criteria. In order to provide a clear outline to my train of thought, I have subdivided this part into segments. Segment A will re-iterate the audience for this course and areas in need

²³ *Nova: Building the Great Cathedrals*”, DVD-Documentary, 19 Oct 2010.

²⁴ *Black Death Play*”, Stevens & Shea Publishers, Inc. (1988)

of implementation. Segment B will be a compilation of varied strands of ideas, approaches, and connections. Segment C will provide a portfolio glimpse and final assessment formulation.

Segment A

I have to be mindful that the audience of this course are 9th and 10th graders in a ‘mainstream’ class. The goal is for students to gain a more general background to economic shifts as prescribed by various stakeholders. It is an approach that entails breadth with some areas of depth within the historical content and teaching timeframe. The main areas of focus as prescribed by the state of Washington are: 1. cost and benefits; 2. command and market economies; 3. focus of production; 4. trade policies; and 5. sustainability. Unit 7 will incorporate a background to the causes & effects of the ‘Age of Exploration’ as influenced by Portugal, Spain, the Low Countries, England, and France (maps, goods, approaches, and goals). It will touch upon aspects of ‘Renaissance’ humanism, as well as key divisions within Protestantism – that of Lutheranism, Calvinism, and Anabaptism. Furthermore, primary sources need to be at reading and writing level.

Segment B

Reflecting upon the readings, seminars, and outside research I will now present my compilation of findings on how to create an ‘umbrella’ of the required components. Furthermore, I will focus upon the household unit and the emerging ‘middling classes’. A good starting point is the video episode ‘Out of Eden’ on Day 5, as it addresses the issue of resources, specialization of production, migration and sustainability, especially in the Fertile Crescent region. It will open the door to an economic basis that we can build upon over time. I plan to open a discussion to the meaning of a household unit. Following Wrightson, the meaning of household is from the Greek as: “...management of household affairs.”²⁵ What household unit exists in their lives? What division of labor occurs, what items are being consumed, and how are decisions being made? What constitutes a family? To Wrightson, it is: “...both a custodian of tradition and an agent of change.”²⁶ How do students view that statement? What units exist in our region, state, nation, and even in the world? Unit 7 begins with an analysis of society and economy, the only unit to commence in this fashion. Even though I will incorporate England and the Low Countries into

²⁵ Wrightson, Keith, *Earthly Necessities: Economic Lives in Early Modern Britain* (2000): 30.

²⁶ Wrightson, 68.

my conversations, feudalism and the manorial system have a place in the more outlying regions. What draws my attention is the relationship of villages to their closest market town. Especially from 950 to 1300 the, “ The Western European economy became very dynamic and innovative, both by incorporating new technology from abroad (mainly from the Middle East) and by developing its own techniques.”²⁷ Take for example, Bruges. Before the economy shifted towards Antwerp, it was a thriving medieval town. As a matter of fact, “...between 1280 and 1480 it was the economic centre of Northern Europe.”²⁸ As we move into the ‘Age of Exploration’ period, this dynamism would continue, albeit on a global and eventual industrialized scale. What ingredients were in place prior to these events? It is here, that my attention is drawn to the idea of ‘communal’ relationships within rural and urban territories alongside the process of proto-industrialization. They each represent units with collective identities. I also can support the idea behind the three aspects of capital: economic, cultural, and social. They are based on, “...a stock of money or goods...acquired skills, knowledge and demeanor...connection to networks of association.”²⁹ What caused people to move from a subsistence level to a luxury oriented consumer society? To me, my students need to comprehend the social interactions inside a household unit, its relationship within its community, and the external influences, such as trade, upon it. To me, the key is the rise of the, “...middling rank of men.”³⁰ Or, as Defoe defined it, the: “...middle sort who live well.”³¹ Yet, this concept is not that easily to comprehend. I certainly needed some time to wrap my head around it as varied new pieces of information were introduced to me over the course of this summer study seminar. Let me begin with the idea of localization driving urbanization as the era of modern Europe began to emerge. It is evident, that during the medieval era, local areas had economic growth. So much so, that a system was in place that, “...generated new demand and for luxury products and the means to pay for them.”³² How would this become, partially, feasible? A proto-industry had emerged. Meaning, the urban system (along with a growing population) depended upon the

²⁷ Zanden, J. L. van, *The Long Road to the Industrial Revolution: The European Economy in a Global Perspective, 1000-1800* (2009): 32.

²⁸ Raaijmakers, Reno, *The Dutch Republic and Britain, Syllabus Excursions-Bruges* (2013): 9.

²⁹ ³⁶Wrightson, 290.

³⁰ Hume, David, *Of refinement in the Arts* (1752), Henry C. Clark, *Commerce, Culture & Liberty: Readings on Capitalism Before Adam Smith* (2003): 367.

³¹ Wrightson, 289.

³² Zanden, 57.

rural areas for more agricultural goods, leading to an increase of prices, creating more consumer needs. One needs to remember that, “Europe continued to be a competitive system in relatively small states... [via]...capital intensive city states.”³³ Yet, the concept goes deeper. It is not only food items that were needed by the urban population, but other commodities that spurred on new productivity in different ways. Allen explains: “Large cities and rural industries increased the demand for food, flax, wool, leather and labour, thereby providing an incentive to farmers to modernize their methods.”³⁴

A new kind of revolution was occurring. In turn, it would lead to a change within the household unit. Berg credits Jan de Vries, by acknowledging the, “...concept of the ‘industrious revolution’. This is defined as a crucial phase of reallocation of household labour...desire for novelties and even luxuries.”³⁵ It needs to be noted, that this ‘cottage industry’ was organized by merchants, giving rise of the concept of the ‘putting out’ system, all in order to circumnavigate the medieval guild establishment. It was about finding the next best alternative in trade growth opportunity. “The guild system was in essence a system of control...regulate competition within limited local markets...controlling entry to the trade...labour and labour relations.”³⁶ While it offered a kinship of one kind, another aspect of communalism also existed out in the rural areas that adjusted to this new organization of production, as well as agricultural specialization. Zanden discusses at length the “Greif-De Moor Hypothesis.”³⁷ It suggests a somewhat personal interaction of household units within their immediate local community. Wrightson notes: “...the neighbourhood was itself a ‘primary group’. Its component households were interlocked in all manner of ways.”³⁸ This would change with the advent of the proto-industry. Skilled labor was needed. In Roman times that was also evident. Millar explains: “...the introduction of commerce and manufactures...tends to disperse the members of a family...children are obliged to leave...by this alteration of circumstances they are emancipated from their father’s

³³ Zanen, 206.

³⁴ Allen, Robert C., *The British Industrial Revolution in Global Perspective* (2009): 115.

³⁵ Berg, Maxine, In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century, *Past and Present* (No. 182: February 2004): 92.

³⁶ Wrightson, 81.

³⁷ Zanden, 50-55.

³⁸ Wrightson, 78

authority...and by their own labour and industry are frequently possessed of opulent fortunes.”³⁹ The occurrence of children becoming apprentices increased the industrious revolution as they became skilled workers and began earning a higher standard of living. This was especially witnessed in England and the Low Countries. This social stratification as discussed by Gilboy began in the countryside: “Changing consumption standards, the increase of population and shifting of individuals from class to class, and a rise in real income...”⁴⁰ For cities, such as Amsterdam, the need of such workers was most beneficial in their rise as a city state, due to the religious turmoil experience in the Flanders region. Harreld describes this circumstance and how, “...skilled craftsmen fled the south.”⁴¹ Even in England, the relationship between tradesmen and skilled labor was noted. Dudley comments in his manuscript: “...merchants and craftsmen of the realm buy and sell together and exchange and bargain one thing for another...busily will the artifices and husbandmen occupy their labour and business.”⁴² It is evident by these factors presented that a migration of rural to urban migration of apprenticeship occurred, as well as a skilled workforce created a new wage labor structure.

Jan de Vries does acknowledge the emergence of the industrial entrepreneur. He clarifies, the European economy was changing as: “...the bourgeoisie....was rising, consisted of those commission merchants, putting-out merchants, colonial traders, and others who exploited the new opportunities created by...efficient commercial network...and the cost-reducing potential of rural industry.”⁴³ The time had come to push for the final drive towards industrialization.

This leaves me with one final thought: what are needs and wants, as well as how do they evolve? We need to return to the topic of luxury commodities. That concept is not new. In Ancient Egypt, “...archeologists traced extensive trade networks in exotics such as obsidian back to the period before farming and extensive cereal production.”⁴⁴ Obsidian was quite useful during the embalming process. As illuminated in the ‘Magic of Mummies’ video excerpt on Day 6, it aided in the cutting of the bodies, ‘...like butter.’ But for luxuries to become of importance

³⁹ Millar, John, On the Origin and Distinction of Ranks (1771), Henry C. Clark, *Commerce, Culture & Liberty: Readings on Capitalism Before Adam Smith* (2003): 632

⁴⁰ Hartwell, R. M., The Industrial Revolution in England, *The Historical Association* (1965): 7-8.

⁴¹ Harreld, Donald, “*The Dutch Economy in the Golden Age (16-17th Centuries)*”, Brigham Young University, www.eh.net.

⁴² Dudley, Edmund, “*Tree of Commonwealth*” (1509), www.academia.edu.

⁴³ Vries, J. de, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976): 234-35.

⁴⁴ Berg, 93.

during the era of early modern Europe, the subsistence-like living in the countryside needed to be addressed. England of the 1500's, for example, reflected a rural economy that seemed, "...not in practice to be beyond what is needed for the consumption of the people."⁴⁵ Yet, that is a misconception. Land was turned into pastures, allowing for more sheep to mature and grow long wool for a new industry to emerge, that of new draperies.⁴⁶ The same can be said for the Low Countries. Land reclamation opened the 'golden age' with "...drainage of coastal marshes...lake drainage...increasing the productivity of the land."⁴⁷ Allen's basket was getting full, beyond the subsistence level.⁴⁸ With a budget in mind, sustainability opened the door to 'luxurious' consumption. "The avoidance of 'trifling into Poverty' by 'careful and regular management' meant above all controlled consumption...it was one of the defining features of households of the middle rank that they had a margin of income comfortable above that required to supply the basic necessities of life...possess a certain standard of material comfort."⁴⁹ The growth of domestic production in the rural areas encouraged further demands. The windmill in the Low Countries is just one example. "Besides lumber sawing...provided power in paper making, oil pressing, paint making, and starch making."⁵⁰ This can also be seen with the 'De Valk' windmill in Leiden.⁵¹ The last ingredient needed is that of bringing the supplies to the urban centers through evolving social stratifications. The middling class was born. As thoroughly categorized by Wrightson: "...the entrepreneurial and distributive trades...manufacturing...production and retailing of food and drink...building trades...and finally the small but prestigious bodies of professional practioners."⁵² By the time the investments into global trade led to new commodities, such as tea, coffee, silk, cotton, and spices a homegrown industry was already in full swing. "The growth of domestic and international markets for consumer goods...changed consumer horizons and family behavior."⁵³ In closure, it is evident that a distinct shift occurred from the medieval through the early modern era in

⁴⁵ Wrightson, 53.

⁴⁶ Allen, 109.

⁴⁷ Vries, J. de, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976): 38-39.

⁴⁸ Allen, 35.

⁴⁹ Wrightson, 297.

⁵⁰ Vries, J. de, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976): 93.

⁵¹ Morgan, Martina, Personal visit (21 July 2015).

⁵² Wrighton, 37.

⁵³ Berg, 103

Europe. The focus of economics clearly changed. As Jan de Vries expounds: “Medieval economics was obsessed with questions of distribution and of maximizing the goods available for consumption... [Early Modern Europe]...marked differentiation of land use...social stratification...organization of production...new power of markets.”⁵⁴ While naturally there are many other components that can be incorporated into this reflection (stewardship, enclosure, monopolies, military investment), I hope I have provided a conduit to my interpretation of the varied economic components that have been under discussion over the course of this summer study seminar.

Segment C

“...a territorial state...’a landscape, a society, an economy, and in respect a culture.”⁵⁵ “...a given economic system...draws attention to the fact that changes in investment, production, and consumption do not occur in isolation from the social structure.”⁵⁶

Students will be introduced to the varied required economic components via the usage of a portfolio. Here I will outline the basic components to its organization, requirements, references to the course syllabus, as well as present a culminating activity as closure to the course with reference to the pieces within this collection.

Set-Up

The portfolio will be divided into seven sections. All sections, except for Section 1 and 7, will entail the following requirements: graphic organizer(s) to explain a household unit(s), highlighted map(s) for orientation and incorporation of rivers/coastal regions⁵⁷, pictures/illustrations, and primary sources – annotated, as well as paragraph reflection in connection to economic topic. With an in-class lecture background, students will be provided sources, as well as online research time to explore a family unit for the designated era. Ancient

⁵⁴ Vries, J. de, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976): 237, 245-246.

⁵⁵ rightson, 87.

⁵⁶ Vries, J. de, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976): 25.

⁵⁷ I am still contemplating incorporating ideas of ‘fortifications’ as seen by all the above mentioned units discussed in the outline via the architectural theme. I would like to include information on forts as noted in the aforementioned Reno Raaijmakers’ *Syllabus*, as well as Jonathan Israel’s *The Dutch Republic-Its Rise, Greatness, and Fall 1477-1806* (1995).

Egypt (Section 2) and Ancient Greece (Section 3) will be the only two eras whereby students may collaborate and create a common household unit. However, for Section 4 through 6 (Rome, Medieval, and Early Modern), students will need to create their own component household unit. In addition, for Section 6, I will provide copies of the following diagrams: the ‘adjusted’ Allen version of the ‘standard model of agriculture and English economic development’ flowchart.⁵⁸ Also, Zanden’s flowchart of the ‘causes of the high level of human capital formation in Early Modern Europe.’⁵⁹ Section 1 will serve as a guideline and reference point. I will provide a ‘sample’ household unit – including women & children – with stated requirements inclusion (based on an early civilization topic), along with focus on the economic aspects that will need to be addressed: cost/benefits; command/market; production/resources; trade; and sustainability. For Section 7 students will write a cumulative reflection piece. They will need to summarize and explain their understanding of the five required economic entities within a historical perspective, being guided by the PERSIA viewpoints, but also incorporating the underlying meaning of the two quotes noted at the start of this segment. A guideline will be provided as to how to organize this piece, as well as time will be provided for feedback and revision. The whole portfolio, with Sections 2-7 completed, will be handed in for the final semester evaluation/assessment.

Conclusion

In the preceding pages it has been my hope to present an evolving curriculum design, along with my reflections to accompany my thought-processes on how to address varied required components. Furthermore, I have shared my challenges and possible solutions, while providing a more in-depth analysis of one topic under discussion during my study seminar journey. I am looking forward to the implementation phase, revision processes, and final recommendation format, in order for the incoming classes of 9th and 10th graders in the 2017-2018 school year to approach an exciting, yet educational course that will lay the foundation for further exploration for their remainder high school education journey.

⁵⁸ Allen, 58.

⁵⁹ Zanden, 148.

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In his book, *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*, Immanuel Wallerstein develops a theoretical framework to understand the historical changes involved in the rise of the modern world. The modern world system, essentially capitalist in nature, followed the crisis of the feudal system and helps explain the rise of Western Europe to world supremacy between 1450 and 1670. According to Wallerstein, his theory makes possible a comprehensive understanding of the external and internal manifestations of the modernization. Perhaps surprisingly, the 'early modern' period of history starts c. 1500 and goes to c. 1789. These books cover this era. Part of 'The Short Oxford History of the Modern World', Bonney's fresh and eloquent text contains narrative and thematic sections which include political, economic, religious and social discussion. The book's geographical spread is excellent, including Russia and the Scandinavian countries, and when you add it to a quality reading list, you have a superb volume.

02. of 14. *Early Modern Europe 1450 to 1789* by M. Wiesner-Hanks. Now in a second edition, this is a great textbook that can be bought cheaply second hand. Material is presented in several ways and the whole thing is accessible. The early modern period of modern history follows the late Middle Ages of the post-classical era. Although the chronological limits of the period are open to debate, the timeframe spans the period after the late portion of the post-classical age (c. 1500), known as the Middle Ages, through the beginning of the Age of Revolutions (c. 1800) and is variously demarcated by historians as beginning with the Fall of Constantinople in 1453, with the Renaissance period in Europe, the Muslim conquests in the

Of course, this begs the question as to why it was Europe, and not China, that engaged in a period of Discovery; that Europe (as Mokyr has argued) was already ahead in early forms of industrialization well before 1800, during the 16th and 17th centuries; why it was Europe that built and then USED guns (e.g.), and not.Â Wading through this morass is not for the faint of heart, especially because this is one of those questions where many people want a single answer, and the answer may well be "all of the above," or at least "many of the above." But, upon examination, it is possible to divide works examining the Great Divergence along three axes.