

World History: Enlightenment and Revolution

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.*
- *Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

- His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- His.2.9-12. Analyze change and continuity in historical eras.
- His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
- His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

Transfer

Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
- history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives – their ideas, attitudes, and beliefs.
- no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.
- group memberships and identities provide or deny certain opportunities and power.

ESSENTIAL QUESTIONS

- *When is extreme action justified?*

Acquisition

Students will know...

- that the Scientific Revolution impacted how people viewed the natural world and human behavior, challenged established religious and philosophical perspectives, and led to the Enlightenment.
- that the principles of the Enlightenment included rationalism, secularism, progress, and natural rights.
- that scientists and philosophers raised profound questions about the sources of human knowledge and about ultimate meaning in nature and society.
- that the Enlightenment affected the arts and literature as well as political and economic thinking.
- that French society under the ancien régime was divided into three estates or classes: the clergy, the

Students will be skilled at...

- evaluating the impact of historical context.
- analyzing change and continuity over time.
- using questioning techniques to assess change, continuity, and context and pursue further inquiry.
- explain and analyze the reciprocal relationship between history and perspectives.
- analyzing the relationship between primary and secondary sources.
- evaluating the limitations of historical evidence and secondary interpretations.
- critiquing the usefulness of secondary and historical sources and analyzing their limitations.
- analyzing cause and effect relationships.
- distinguishing between long-term causes and triggering events to develop an argument.

- His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
- His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
- Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
- Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

nobility, and the common people, and this division resulted in social inequality.

- that the complex causes of the French Revolution were social, political, economic, and philosophical in nature.
- that the primary ideas and ideals of the French Revolution concerned social equality, democracy, human rights, constitutionalism, and nationalism.
- that the French National Assembly proclaimed the Declaration of the Rights of Man and the Citizen.
- that there was a mixed reaction throughout Europe to the French Revolution.
- that the French Revolution went through a series of phases that were distinct one from the other.
- that the First French Republic was characterized by the Reign of Terror.
- that Napoleon Bonaparte rose to power through a coup d'état and later crowned himself Emperor.
- that the Napoleonic Code was the first modern set of laws and remains the basis for the civil laws of many nations today.
- that the Haitian Revolution (1791-1804) ended slavery and produced the Republic of Haiti, the world's first state governed by descendants of enslaved African immigrants.
- that the Haitian Revolution gave way to several revolutionary movements and slave rebellions in Latin America (1810-28), which impacted the political, economic, and social makeup of that region.
- that the Industrial Revolution greatly altered the distribution of wealth and poverty around the world.
- that the Industrial Revolution brought about new attitudes toward nature and society.
- that new inventions, including the railroad, steamship, telegraph, and photography, transformed patterns of global communication, trade, and power.
- that urbanization and industrialization impacted the population growth, quality of life, and class structure of cities.
- that new machines, the factory system, and mining changed the way people worked.

- integrating evidence from multiple sources into a reasoned argument.
- critiquing varying media for historical accuracy.
- analyzing factors that impact national and international affairs.
- analyzing the impact of societal change over time.
- analyzing the influence of incentives on choices and policy making.
- describing the roles of institutions in a market economy.
- evaluating the influences of decisions and decision making.

	● that the primary ideas of Karl Marx had a major impact on politics, industry, and labor relations. ● <u>of</u> the following key players, places, events, and/or ideas: ○ Hobbes, Locke, Montesquieu, Voltaire, Rousseau, Wollstonecraft, Adam Smith, Louis XVI, Bastille, Jacobins, Robespierre, Congress of Vienna, Napoleon, Karl Marx, the Committee of Public Safety, the Directory <u>vocabulary:</u> social contract, philosophe, laissez faire, censorship, enlightened despot, ancien (old) régime, estate, bourgeoisie, Estate-General, Tennis Court Oath, emigré, sans-culotte, republic, suffrage, Reign of Terror, guillotine, nationalism, Napoleonic Code, annex, Continental System, scorched-earth policy, abdicate, Congress of Vienna, enclosure, capital, enterprise, entrepreneur, urbanization, tenement, labor union, socialism, means of production, communism, proletariat, social democracy, ideology, radicals, recession	
Content Area Literacy Standards		21st Century Skills
● RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ● RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. ● WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	