

Topic: The Age of Enlightenment (1600-1800)

Course/Grade: World Studies (9th Grade)

Unit Title: The Enlightenment

Content Elaborations:

Age of Enlightenment (1600-1800)

The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

Time Frame:

Approximately 23 - 47 minute classes

Essential Question:

See individual lessons

Objectives: The students will

- Be able to place the Enlightenment in its historical context, and be able to identify its basic ideas.
- Recognize the factors and situations that led to the Enlightenment
- Analyze affects of Enlightenment thinkers on society
- Understand how scientific thinking led to changes in political philosophy
- Understand how the Enlightenment encouraged people to challenge long standing religious views

Connecting Content Statements:

3. Historians develop theses and use evidence to support or refute positions.
5. The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world.
6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.
8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

Evidence of Understanding (Expectations for Learning)

1. Students will describe how the Scientific Revolution's impact on religious, political and cultural institutions challenged how people viewed the world.
2. Students will recognize that Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
3. Students will analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.
4. Students will explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.

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Assessment Practices:

Pre-Assessment: There is no pre-assessment for the unit, although individual lessons may have pre-assessments

Post-Assessment: There will be a multiple choice/SLO based unit test at the end of the unit (approximately 23 days)

Instructional Strategies:

See individual lessons

NETS Profiles for Technology Literate Students:

See individual lessons

Technology Strategies:

See individual lessons

Instructional Resources:

See individual lessons

Strategies for Diverse Learners:

Instruction is differentiated according to the needs of the individual learner, as well as to provide all learners achieve the goal of meeting or exceeding the specific indicator. The following will be done to accommodate all learners:

- Extended time on assignments, including completion of worksheets
- Students could define words using images if desired
- Graphic organizers will be provided (ex: mini-book and Venn diagram)
- Notes can be provided, including printed power point
- Extended time on assessments, as well as small group

Interdisciplinary Connections:

See individual lessons

Reading: Students will be provided multiple reading opportunities, both individually and together with reading comprehension activities

Writing: Students will be required to write summaries and various exit ticket activities to check for understanding

Speaking: During the **Philosophes in Motion** activity, students will discuss their thoughts and beliefs and defined their position on a variety of topics

Other discipline:

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Lesson One Introduction the Enlightenment

Time Frame:

11 - 47 minutes classes

Procedures:Day One "Introduction"

Students will be introduced to the unit and the new standards using a power point presentation, brief movie and BINGO words. Students will work independently to define the vocabulary words using the text book. Introduction to the unit will be glued into the student's notebook.

Essential Question:

What vocabulary do I need to understand the unit and be able to make connections with past and present?

Objectives:

Students will recognize the factors and situations that led to the Enlightenment
Students will define 24 terms that are associated with the Enlightenment

Instructional Resources:

Keynote presentation
BINGO Sheets
Textbooks

Day Two "The Way it Was"**Essential Question:**

How has the world changed over time - specifically the 17th century and modern day?

Objectives:

- Students will understand that societies are diverse and have changed over time
- Students will recognize the factors and situations that led to the Enlightenment
- Students will become familiar with the geography of the Enlightenment
- Students will use a graphic organizer to compare and contrast the world in the 17th century and the world today

Instructional Strategies:

Warm - Up - BINGO

1. Distribute blank maps of Europe and students label the major countries of Western and Central Europe along with their capitals using atlas and overhead
2. Discuss what Europe was like in the 17th century using power point
3. Students will compete a T chart or a Venn diagram comparing Europe then and now
4. Muddiest Point - Students write down the muddiest point - or something that they didn't get or wasn't clear to them. Students will give the teacher their card on the way out of the classroom

Instructional Resources:

Enlightenment-intro Keynote presentation
Blank map

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T-chart - Graphic Organizer
Muddiest Point tickets

Day Three The Decline of Feudalism

Objectives:

- Students will review their knowledge of the Black Plague and read sections of the textbook. (Received extra credit for reading)

Instructional Strategies:

1. Warm-Up Work on BINGO words
2. Read Unit 2, Lesson 6 Sections 1 and 2
3. Complete questions at the end of each section - submit digitally

Days Four and Five The Rise of Monarch's

Objectives:

- Students will complete a Pop Up Monarchy guided notes, introducing them to some of the absolute monarchs and changed the course of history.

Instructional Strategies:

1. Causes and Effects of absolute Monarchies - guided notes/notebook crown cutout
2. The Rise of Absolute Monarchies Pop-Up cutouts
3. Absolute Monarchs and the English Civil War Word Scramble

Day Six "The Glorious Revolution"

Objectives:

- Students will complete a visual timeline of the Glorious Revolution from a keynote presentation and guided notes.

Instructional Strategies:

1. Complete BINGO words - play if done
2. Keynote
3. Worksheet - England's Transition to a Constitutional Monarchy - Guided Notes Timeline
4. Word Scramble

Day Seven "Introduction to the Scientific Revolution" aka the Rise of Science

Essential Question:

What are the roots of modern science and what does this have to do with Social Studies?

Objectives:

- Students will understand how science, technology and economic activity have developed, changed, and affected societies throughout history
- Students will analyze affects of Enlightenment thinkers on society

Instructional Strategies:

1. BINGO
2. TCi - Reading Unit 3, Chapter 13, Introduction and Section 3, answering questions at the end of each section

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Day Eight - Influence

Students will explore the relationship between the Enlightenment Philosophers and their Influence on Government, and the differences between them

Objectives:

- Students will identify the ideas and beliefs of the Enlightenment thinkers.
- Students will analyze how the emergence of the Enlightenment fits in with the changing values and ideas of the era
- Students will explain how the ideas of the Enlightenment thinkers compare and contrast to each other

Instructional Strategies:

1. BINGO
2. Students will draw a comparison chart between the Scientific Revolution and the Enlightenment - from the material they read yesterday
3. Keynote and Guided Notes - Enlightenment Philosophers Influence on Government

Days Nine - "Philosophes in Motion"

Objectives:

- Students will identify the ideas and beliefs of the Enlightenment thinkers.
- Students will analyze how the emergence of the Enlightenment fits in with the changing values and ideas of the era.
- Students will explain how the ideas of the Enlightenment thinkers compare and contrast to each other.

Instructional Strategies:

1. BINGO
2. Students will walk to one side of the room if they are in agreement with a statement, or the other if they do not agree
3. Students will be asked to share their thoughts and discuss the statements

Plan:

- Activity One: What do you think? "Taking Sides" Activity
 1. Humans are naturally selfish.
 2. Government is necessary to keep order
 3. Without government, the world would be chaotic
 4. Giving up some of your rights in exchange for law and order is a good idea
 5. The purpose of government is to protect the citizens' rights
 6. If the people do not agree with the government, then the people have the right to rebel and demand change.
 7. It is important the power is separated and not given to one person
 8. Humans are naturally good
 9. All people should be free and equal, without social classes and social hierarchies
 10. Education is necessary to become virtuous, useful, and productive
 11. Every person should be given an education
 12. Some jobs should be filled only by a specific gender.
 13. Traditional marriage roles are important to maintain order
 14. Through experience, people naturally gain wisdom and insight
 15. People know how best to govern their own affairs, not the government.

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I will read each statement from the Keynote presentation and prompt students to form their own opinions. Students will go to one side of the room if they agree with the statement and the other side of the room if they disagree. As I prompt students to share their thoughts, this first part of the lesson will encourage discussion and debate about these topics.

Days Ten - "Enlightenment Thinkers and Mini Book"

Objectives:

- Students will create a mini book of the Enlightenment thinkers

Instructional Strategies:

1. Teach students how to fold and cut their mini book
2. Keynote presentation - with creepy moving faces, students will complete their book as the philosophers are discussed.

Day Eleven - Seven "It's All About Human Nature"

Essential Question:

What challenges did our ancestors face developing a government?

What is the ideal form of government?

Objectives:

- Students will understand how science, technology and economic activity have developed, changed, and affected societies throughout history
- Students will know that religious and philosophical ideas have been powerful forces throughout history
- Students will understand the challenges of forming a government and explain the concept of autocracy and democracy
- Defend the reasoning behind major historical figures' views on the ideal form of government

Instructional Strategies:

Warm - Up - BINGO

1. Creating a Government - "No Man is An Island" - Experiential Exercise
 - a. Keynote presentation - It's All Human Nature
 - b. Students are told they are on a deserted island and must do certain tasks in order to survive
 - c. Island activity - expect them to be loud, but keep the noise under control
 - d. Debrief students

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Lesson 2 **The American Revolution**

Course/Grade: World Studies (9th Grade)

Unit Title: The Enlightenment

Content Elaborations - Summary:

Enlightenment ideas and philosophes influenced American statesmen and colonists to adopt the idea of the Social Contract and spurred the American Revolution, creating a new nation. The revolution created a republic, The United States of America, a model for many countries in the world

Time Frame:

11 - 47 minute classes

Essential Question:

- How did the Enlightenment change the way the colonists viewed their monarchy and what did they do about it?
- Why did Enlightenment beliefs result in revolutions?

Objectives: The students will

- Describe the American colonies in the 1700s
- List events that led to the American Revolution
- Analyze 7 British Actions and the reaction of the colonists
- Explain the Enlightenment's influence on American government

Connecting Content Statements:

4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

Evidence of Understanding (Expectations for Learning)

Students will explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.

Assessment Practices:

Pre-Assessment - Individual short cycle warmups and reviews will be done periodically

Post-Assessment - students will complete a short cycle assessment in SLO format

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Day One - New Rules

Essential Question:

What happens when people are faced with unjust “rules” and how are the students and colonists reactions similar?

Objectives:

- Students will participate in a simulation that provides them an opportunity to “feel” what the colonists felt

Instructional Strategies:

Warm - Up - BINGO

1. Distribute Poz’s Pages Newsletter
2. Discuss the new rules that need to be enforced
3. Watch the fireworks!
4. Debrief the students

Instructional Resources:

Poz’s Pages Newsletter

Strategies for Diverse Learners:

“Rules” will be read aloud for clarity

Days Two -The Enlightenment and Government

Objectives:

Students will complete a short reading linking the Philosophers and the idea of a government

Students will understand how different Enlightenment thinkers contributed to the birth of our country and government

Instructional Strategies:

1. BINGO
2. Handout short reading - iCivics
3. Completed a fill in the blank information on Enlightenment thinkers (glued onto notebook)

Days Three - Six The Road to Revolution

Essential Question:

What events led to the colonist revolt against the King of England?

Objectives:

- Students will complete a graphic organizer
- Students will be able to explain the events leading to the American Revolution and how the Enlightenment contributed to it

Instructional Strategies:

Warm - Up - BINGO

1. Distribute Chronological Road Map of the American Revolution, students will glue them into their notebooks
2. Students will complete the Timeline using the Road to “American” Revolution Keynote
3. Students are encouraged to color and personalize their Road Maps

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Instructional Resources:

Keynote presentation - American Revolution
Principles of American Revolution Essay and Graphic Organizer

Day Seven - TCi Reading

Objectives:

- Students will read sections of the book to reinforce the material covered in the Keynote presentations.
- Students will complete the questions at the end of each section for teacher to use as an assessment to check for understanding

Instructional Strategies:

1. Warm - Up - BINGO
2. Chromebooks distributed
3. TCi Unit 4 Chapter 15, Sections Introduction, 1, 2, 3

Instructional Resources:

Chromebooks

Day Eight - Hey Kings Get Off our Backs

Essential Question:

Do you like to make their own decisions. Ask students how they would feel if they knew that someone else (parents, guardians) would make decisions for them the rest of their lives.

Objectives:

- Students will learn how the American colonists grew used to governing themselves and became increasingly unhappy with British policies toward the colonies.
- Students will follow the development of those policies to see why the colonists ultimately declared independence from Britain in order to establish their own government.
- Students analyze the Declaration of Independence to see how it addressed the colonists' concerns.
- Students will describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence
- Students will analyze the impact of the Stamp Act, Declaratory Act, Townshend Revenue Act, Quartering Act, and Intolerable Acts.
- Students will evaluate the colonists' reaction to the Stamp Act using primary sources.

Instructional Strategies:

Warm - Up - BINGO

1. Distribute "Get Off Our Backs" to each students, read together
2. Distribute one cutout activity 1/2 sheet to each group of students (pair them in groups of 2)
3. Students complete the activities and reconstruct the Declaration of Independence
4. Show - "Too Late to Apologize"

Instructional Resources:

Worksheets

Glue

Construction paper

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Days Nine and Ten: Wanted - A just Right Government

Objectives:

- Students will describe how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- Students will compare different states' needs and interests.
- Students will compare the Virginia Plan with the New Jersey Plan.
- Students will compare the Articles of Confederation with the Constitution.
- Students will identify cause/effect relationships in the creation of America's government.

Instructional Strategies:

1. Ask students, "Imagine we were going to have a class ice cream party and we could only have one kind of ice cream. How many people would want chocolate? Strawberry? Rocky Road?" After the poll, ask students whether they think it would be possible to get everyone to agree. What about if the class could have two flavors? Three? Would it be possible to at least satisfy everyone, even if they don't get their very favorite flavor? Tell students they are going to learn how the U.S. government was created, and that a lot of the process had to do with getting people to agree on things.
2. Video and guided notes
3. Distribute reading packet to students - read and discuss for extra credit
4. Distribute cut and paste/organization activity to students to complete with a partner (Cause and Effect)
5. When activity is done, students will be given a crossword puzzle to complete.
6. Age of Enlightenment Review

Day Eleven- Short Cycle Assessment

Objectives:

- Students will complete a short cycle assessment demonstrating their knowledge of the Enlightenment and the American Revolution

Instructional Strategies:

1. Short Cycle