

# Unit A -- Enlightenment

Content Area: **Social Studies**  
Course(s): **Honors World History**  
Time Period: **September**  
Length: **2-3 Weeks**  
Status: **Published**

## Unit Overview

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This unit will cover the Scientific Revolution, Enlightenment, and American Revolution. Students will learn how the past effects the future, how modern science came to be, how new ideas in government has modernized the world, and how the American Revolution was influenced by enlightened ideas. The unit will cover the following:

- \* Copernicus, Kepler, Galileo, Newton, Hooke
- \* Old Science vs. New Science
- \* Hobbes and Locke
- \* New Way of Thinking in Science and Government
- \* Classicism
- \* Romanticism
- \* American Revolution
- \* Montesquieu and Voltaire
- \* Bill of Rights
- \* Influence on France Before Their Revolution

## Enduring Understandings

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- Knowledge of the past helps one understand the present and make decisions about the future.
- The study of political, social and economic patterns reveals continuity and change over time.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.

## Essential Questions

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- Are modern civilizations more “civilized” than ancient ones?
- How am I connected to those in the past?
- How does the evaluation of past events help us to make future decisions?

- What are the significant symbols and icons of civilizations/cultures?
- What causes change over time?
- What does it mean to be civilized?

## Lesson Titles

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- Introduction to the Course
- Chapter Pre-Reading Activity
- Scientific Revolution
- Enlightenment
- American Revolution
- Amendments Activity
- Review

## Standards/Indicators/Student Learning Objectives (SLOs)

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\*Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs.

\*Draw evidence from informational text to explain the impact of the Enlightenment on social change in Europe regarding the treatment of women (e.g., property, marriage) and the toleration of minority groups (e.g., religious, ethnic).

## Standards/Indicators

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| SOC.6.2.12.A.3.a | Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities. |
| SOC.6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.  |
| SOC.6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.   |
| SOC.6.2.12.CS2   | Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.   |

## 21st Century Skills and Career Ready Practices

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- Communications and Collaborations
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

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| PFL.9.1.12.A.1  | Differentiate among the types of taxes and employee benefits.  |
| PFL.9.1.12.B.1  | Prioritize financial decisions by systematically considering alternatives and possible consequences.                           |
| PFL.9.1.12.C.1  | Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions. |
| PFL.9.1.12.D.5  | Justify the use of savings and investment options to meet targeted goals.  |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment.  |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals.   |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.   |

## Inter-Disciplinary Connections

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### ELA

### Sociology

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| LA.RH.9-10.1  | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  |
| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.9-10.2  | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  |
| LA.RH.9-10.3  | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.  |
| LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.    |
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).                          |
| LA.RH.9-10.5  | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.   |
| LA.RH.9-10.6  | Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.   |
| MA.N-Q.A.1    | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.                                      |
| LA.RH.9-10.7  | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative  |

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|                  | analysis in print or digital text, to analyze information presented via different mediums.  |
| LA.RH.9-10.8     | Assess the extent to which the reasoning and evidence in a text support the author's claims.  |
| LA.RH.9-10.9     | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.  |
| LA.WHST.9-10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.   |
| LA.WHST.9-10.1.B | Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| LA.WHST.9-10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  |
| LA.WHST.9-10.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.   |
| LA.WHST.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented.   |
| SOC.9-12.1.1.1   | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.  |
| SOC.9-12.1.3.2   | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.   |
| SOC.9-12.1.4.2   | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.  |
| SOC.9-12.2.1.2   | Material culture  |
| SOC.9-12.2.2.1   | Ethnocentrism   |
| SOC.9-12.2.3.2   | Social statuses and roles   |
| SOC.9-12.3.3.2   | Primary and secondary groups  |
| SOC.9-12.4.1.1   | Privilege   |
| SOC.9-12.4.1.2   | Power   |
| SOC.9-12.4.1.4   | Class inequality  |

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

Blooms:

Students will define new terms for the unit (Remembering).

Students will recognize how new scientific ideas have influenced today (Understanding).

Students will interpret primary sources (Applying).

Students will compare and contrast scientific ideas from the Enlightenment and today (Analyzing).

Students will rate which scientific/enlightenment ideas have made a bigger impact on the world (Evaluating).

Students will create and develop a new amendment that will benefit society (Creating).

## SWAG

### Meetings at Delsea One

- Analyze Primary Sources
- Compare and Contrast
- Historical Simulation
- In Class Reading
- Internet
- Lecture/Discussion
- Map Activity
- Media Center
- Pre-Test
- Review Game
- Video Analysis
- Vocabulary Exercise

## **Modifications:**

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## **ELL Modifications**

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- SWAG
  - Meetings at Delsea One
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- Be flexible with time frames and deadlines
  - Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
  - Group students
  - Offer alternate/or modify assessments
  - Provide ELL students with multiple literacy strategies
  - Sheltered English Instruction
  - Tap prior knowledge
  - Use visuals
  - Utilize explicit learning strategies that are well planned in advance (intentional planning)

## **IEP & 504 Modifications**

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- SWAG

- Meetings at Delsea One

- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- DBQs and RAFTs will include highlighted segments
- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Projects can be submitted digitally or paper
- Provide academic (Tier III) vocabulary
- Repeat reword and clarify
- Test in small groups
- Use visuals

## **G&T Modifications**

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- SWAG
- Meetings at Delsea One

- Argumentation and debate
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Document Based Questions (DBQs)
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Free Response Question (FRQs)
- Generating and testing hypotheses
- Media literacy to evaluate credible sources
- Thematic learning

## **At Risk Modifications**

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- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

- SWAG

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

### **Anticipatory Set:**

Amendments

How History and Science Work Together

Importance of Current Events

Prepare and Motivate Students Before Their Test/Quiz

What to Expect For the Course

Why Learn History?

### **Closure:**

Debriefing

Exit Card

Homework Assignments

Quizzes on Scientific Revolution, Enlightenment, and American Revolution

Self Assessment

Linkage

## **Alternative Assessments**

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Performance tasks  
Project-based assignments  
Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Summative Assessment**

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- DBQ on Exploration
- Essay on Enlightenment
- Independent Assignment
- Notebook
- Summer Assignment
- Test on the Enlightenment

## **Resources & Materials**

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- Amendments Website
- Chapter Primary Sources
- Exploration DBQ
- Historical Maps of the 13 Colonies
- Textbook -- "World History : The Modern Era"

## **Technology**

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- Amendments Website -- <http://constitution.findlaw.com/amendments.html>
- Google Classroom
- Historical Maps from World Atlas
- Kahoot.com



- Quizlet
- Smartboard
- Sporcle.com
- Turnitin.com
- YouTube.com -- <http://www.youtube.com/watch?v=gtdiHDxh3LU>

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| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.B.2   | Apply previous content knowledge by creating and piloting a digital learning game or tutorial.  |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.   |
| TECH.8.2.12.B.4   | Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. |
| TECH.8.2.12.B.CS4 | The influence of technology on history.   |