Unit 05: The Enlightenment and Scientific Revolution

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

	Chronological sequencing serves as a tool for analyzing past and present events.
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
	Complex interacting factors influence people's perspective.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Enduring Understandings

- Students will be able to understand that the oppression of the Absolute Monarchies in Europe led directly to an emergence of a desire for personal rights and freedoms.
- Students will be able to understand that the emergence of the new scientific, philosophical and political ideas which emerged directly led to unrest throughout the continent of Europe.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- Why did these new ideas emerge in Europe at this particular time? What caused this desire to attain more personal liberties?
- How did the Enlightenment influence the political, economic, religious and social structures of Europe during the 18th Century?
- How did the Scientific Revolution influence the political, religious, economic. and social structures of Europe from the 15th Century through the 18th Century?

Knowledge and Skills

Objective: Who were the philosophes and how did their ideas influence the societies of Europe in the 18th century? How did their theories **contradict the traditional teachings** of the time?

- Voltaire
- Diderot
- Rousseau
- Montesquieu
- Kant
- Bentham
- Discussion on openness on issues of gender, sexual orientation, race in regards to acceptance vs. hierarchy
- Views of Enlightenment philosophes on learning, including thinking about mental disabilities

Objective: Who were the major Scientific Thinkers and what impact did they have on the societies of Europe from the 14th - 18th centuries? How did thier theories contradict the traditional teachings of the time?

- Copernicus
- Galileo
- Newton
- Brahe
- Kepler
- Vesalius
- Harvey

Objective: How did the artwork of the 18th century help promote the ideas of the Enlightenment and the Scientific Revolution?

- Fragonard
- Wright
- Rembrandt
- Gainsborough
- Hogarth

Objective: Besides the artwork how else did the ideas of the Enlightenment and the Scientific Revolution spread throughout Europe?

- The Salons in France
- Gay nightlife in France
- The Royal Societies in England
- The Royal Acadamies in France
- The Encyclopedie

Objective: How did the ideas of the Enlightenment and the Scientific Revolution influence the monarchs of Eastern Europe?

- Catherine the Great of Russia
- Frederick the Great of Prussia
- Maria Therese and Joseph II of Austria

Transfer Goals

Students will be able to independently analyze how philosophies of Europe influenced the creation of great states and great people.

Students will be able to independently evalulate the impact of inventions in internal and in internatlional relations.

Resources

This unit will be aligned with:

Lynn Hunt's *The Making of the West* chapter 15, 17 and 18

The artwork of the time

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

News publications, including but not limited to NYTimes, Washington Post.

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Scientific Revolution:

Primary Sources:

Rene Descartes, *The Discourse on Method*

Galileo Galilei, *Letter to Christina of Tuscany: Science and Scripture*

Sir Issac Newton, *Mathematical Principles of Natural Philosophy*

Cornelis Bega, the *Alchemist*

Rembrant van Rijn*, The Atonomy Lesson of Dr. Tulp*

Secondary Sources:

Sir George Clark, Early Modern Europe: Motives for the Scientific Revolution

Bonnie S. Anderson and Judith P. Zinsser, No Scientific Revolution for Women

Videos:

Scientific Revolution: https://www.youtube.com/watch?v=cmKHYpC_jVs&vl=en

The Enlightenment:

Primary Sources:

Mary Wollstonecraft, *A Vindication of the Rights of Women*

Jean Jacques Rousseau, *The Social Contract*

Secondary Sources:

Bonnie S. Anderson and Judith P. Zinsser, *Women in the Salons*

Videos:

The Enlightenment: https://www.youtube.com/watch?v=NnoFj2cMRLY

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit