

Unit 5: Age of Reason & Revolution

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 30 - 36**
Status: **Published**

UNIT RATIONALE

Inspired by the Protestant Reformation and Scientific Revolution, the Era of Enlightenment/Age of Reason brought forth new political philosophies concerning the relationship between government and its citizens. Ideas such as natural right, inalienable rights, separation of powers, and social contract theory replaced century old ideas that governed Europe. Bringing about such radical change in Europe would have to be achieved through revolution. Once established, these new concepts would provide the foundation of America's governing principles.

SOC.6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
SOC.6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.

ESSENTIAL QUESTIONS

- 1) Are there fundamental laws that should govern all of society?
- 2) In society, is it more important to be free or safe?
- 3) What is the appropriate balance between censorship and free speech?
- 4) Should America have done more to support the French Revolution?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Core Curriculum - Grade 7 - Social Studies

6.1.8.A.3.b

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New Jersey (NJSLs) - Grades 6-8 - Social Studies (2020)

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NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH,

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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| CS.6-8.8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |
| CS.6-8.8.2.8.ITH.2 | Compare how technologies have influenced society over time. |

PRE-ASSESSMENTS

- 1) Class Q&A
- 2) Reading Comprehension: "European Philosophers Influence American Government"
- 3) Class Video: [The Enlightenment](#)

INSTRUCTIONAL PLAN

MODULE 1

AGE OF REASON & REVOLUTION

Topics:

- 1) Natural Law
- 2) Censorship
- 3) Natural Rights vs Divine Right
- 4) John Locke
 - Inalienable Rights
 - Social Contract
- 5) Montesquieu
 - Separation of Powers
 - Checks & Balances
- 6) Rousseau
 - Popular Sovereignty
- 7) Hobbes
- 8) Petition of Right
- 9) English Civil War
- 10) Oliver Cromwell

- 11) English Bill of Rights
- 12) Magna Carta
- 13) Contributing Factors of the American Revolution
- 14) Declaration of Independence
- 15) France's Feudal Society Structure
- 16) Louis XVI
- 17) Estates General
- 18) National Assembly
- 19) Bastille
- 20) "Great Fear"
- 21) Declaration of Rights of Man
- 22) National Convention
- 23) Reign of Terror
- 24) Robespierre
- 25) Napoleon

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- 1) Assess the conditions that paved the way for the Enlightenment
- 2) Describe different types of censorship
- 3) Evaluate the difference between Natural Rights & Divine Right
- 4) Identify examples of inalienable rights
- 5) Determine the components of the Social Contract Theory
- 6) Assess the impact of separating powers in government
- 7) Describe the principles behind the English Bill of Rights
- 8) Trace the legacy of the Magna Carta throughout history
- 9) Identify the contributing factors that led to American Independence
- 10) Evaluate the structure and content of the Declaration of Independence
- 11) Identify the 3 Estates of Pre-Revolutionary France

12) Assess the political, social, and economic conditions in France that led to the storming of the Bastille

13) Compare/Contrast the pre-revolutionary French Monarchy with the post-revolutionary French Republic

Student Learning Strategies

- Note Taking
- Reading Comprehension
- Map Analysis
- Charts/Graphs Interpretation
- Video Clip Discussions/Writing Prompts

Success Criteria

Students Will Be Able To:

- 1) Describe how the Protestant Reformation & Scientific Revolution paved the way for the Enlightenment
- 2) Explain the difference between moral censorship and political censorship
- 3) Contrast the concepts of Natural Rights vs Divine Right
- 4) Analyze why certain rights are inalienable
- 5) Compare/Contract the Social Contract Theories of Hobbes & Locke
- 6) Identify specific checks & balances that exist within government
- 7) Summarize basic civil liberties outlined in the English Bill of Rights
- 8) List other key documents inspired by the Magna Carta
- 9) Argue in support of America declaring independence
- 10) Identify the 4 main parts of the Declaration of Independence
- 11) Compare/Contrast Medieval Feudal Society to French Feudal Society

	<p>12) Justify the necessity of the Declaration of the Rights of Man</p> <p>13) Compare/Contrast the French Revolution to the American Revolution</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>1) iCivics Assignments</p> <p>2) CommonLits</p> <p>3) Class & Small Group Discussion/Q&A</p> <p>4) End of Unit Multiple Choice/Open-Ended Test</p>
<p>Activities and Resources</p>	<p>1) Graffiti Board</p> <p>2) Class/Small Group Discussion</p> <p>3) Reading Comprehension</p> <ul style="list-style-type: none"> • "European Philosophers Influence American Government" <p>4) iCivics</p> <ul style="list-style-type: none"> • "Why Government" • "Limiting Government" • "Who Rules?" <p>5) CommonLit</p> <ul style="list-style-type: none"> • "Why Does No One Ever Thank Me For The Magna Carta?" • "The Declaration of Independence" • "The Reign of Terror" <p>6) Video Clip</p> <ul style="list-style-type: none"> • The Enlightenment • English Bill of Rights • Magna Carta • What Caused the French Revolution? • History vs Napoleon <p>7) Atlas Assignment: "French Revolution"</p>
<p>Suggested Modifications</p>	<p>Special Education/504 Students</p> <p>Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the</p>

presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

Connections to ELA Standards

ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons,

analogies, or categories).

ELA.W.AW.7.1

Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

ELA.W.AW.7.1.A

Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.