

05_ World History/Global Studies: Absolutism and the Enlightenment

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **20 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

- Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Enduring Understanding(s):

- Students will understand that the causes which led European nations and other world powers to centralize their power had short-term and long term results.
- Students will understand that ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Essential Question(s):

- Why did centralized nation states develop in Europe?

- What are the core principle ideas of the Enlightenment?
- How did Western Europe differ from Eastern Europe in ideology, politics, and economy?

CONTENT AREA STANDARDS

SOC.6.2	World History: Global Studies
SOC.6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). Complex interacting factors influence people’s perspective.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

	Key Ideas and Details
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
	Craft and Structure
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.11-12.5	Analyze in detail how a complex primary source is structured, including how key

	sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.K-12.1	Fostering an Inclusive Computing and Design Culture
CS.K-12.2	Collaborating Around Computing and Design
CS.K-12.4	Developing and Using Abstractions
CS.K-12.7.c	Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- The causes which led European nations and other world powers to centralize their power had short-term and long term results.
- Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting

impact.

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- Complex interacting factors influence people's perspective.

Procedural Knowledge

Students will be able to:

- Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
- Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

Formative Assessments

For this unit, formative assessments can/will include:

- Students will read a primary source related to the Atlantic World and Age of Discovery. Then students will be organized into groups to demonstrate knowledge of salient points from the documents.
- The students will play with the game boards they created. The goal is to successfully pass go 3 times. One student will read a question to the other whose turn it is. The students must answer a question correctly to roll the dice that I made. These questions were based on themes and concepts within the chapter. Once a student has won, the group will play on another group's board.
- Students will read and take notes on the chapter.
- Students will use their groups for literature circles and brainstorming their game board.
- Self-paced Nearpod and/or EdPuzzle for topics such as Enlightened despots, Thirty Years' War, and Tulip mania for explorations.
- Students will show hand signals after each theorist is introduced and after they have been reviewed.
- Students will write exit tickets at the end of each class.
- Students will write their own household rules through a THINK, PAIR, and SHARE. Then, students will evaluate which rules they believe are fair and which rules should be dismissed or added. Students must justify their answers while presenting to the class.

Alternative:

- Students will read primary and secondary source documents and complete a graphic organizer.
- Students will discuss the effectiveness and attributes of each political and economic system.
- Answering questions.

Summative Assessments

For this unit, summative assessments can/will include:

- Students will demonstrate their knowledge in a teacher generated test or quiz.
- Students will write an essay that analyzes the works of the philosophers.
- Gameboard Project to review the themes and facts of Absolutism in Europe. Each group must follow these guidelines!
 - Questions- higher and lower order thinking- Each person in the group is responsible for 3 trivia questions based on the notes, homework, and content in the chapter. Use the list of terms to create questions (at least one question for each term). Each group will have each member create an equal number of possible questions and answers for the teacher to review. This will be handed in individually and no repeats are allowed.
 - Chance Cards- Chance cards reflect good or bad fortune/luck, create 10 chance cards (5 good fortune and 5 bad fortune), EX: You disappointed the King and are sentenced to hang at the Tower of London, lose a turn. EX: You have completed a peace treaty between Spain and Portugal move ahead 3 spaces. Something that really could happen! Must be specifically related to material covered.
 - Visuals: ONE political cartoon that represents your topic, if you cannot find them, create one. At least ten additional visuals on the game representing both the big names in society and the people in the rest of society. Creativity in creating the boxes on the board.
 - Writing- Each group is responsible for submitting at least a one page summary for each of the following topics: Write a summary of your section of the chapter. What is the purpose of learning about this chapter? Explain the lasting effects of this time in history or synthesize your topic. Proofread for grammar, spelling, sentence structure, present thesis, organization, and clarity. The one page paper MUST include a Works Cited and citations in the paper following the MLA format. No plagiarism! The website or name of book is not enough. Make sure the quotes or information that is summarized is labeled within the paper as well. If you have any questions just ask!
 - Write a poem: Choose one topic within your chapter as the focus of the poem. The poem should accurately describe the topic, at least 16 lines, and should be creative.
 - Game board Regulations: There are 25 spaces to land on, of that 20 spaces must include the name of a real company, building, or place that would have been recognized from someone who lived during this time (1500-1800). (They just

need to be labeled). EX: Tower of London, Versailles Palace, etc. Include a Jail. To leave jail, a player must 2 questions before rolling. Include 3 chance spaces on the board and a starting point.

- Create 6 game pieces relevant to your topic.
- It must be organized, neat, and be creative!
- Quiz- After all the projects are played, the teacher can use a student generated quiz from the game board questions to assess the class.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.
- Deadliest Warrior: Maori v. Shaolin Monk. *Spike*. 2009.
- Practice studying at <http://www.ilike2learn.com/ilike2learn/NorthAmerica.html>
- Ages of Exploration <https://exploration.marinersmuseum.org/resources/>
- Age of Exploration Websites and Videos for Students <https://www.teachingisthesweetest.com/age-of-exploration-web-resources/#key-explorers-and-voyages>
- Age of Exploration <https://www.worldhistory.org/search/?q=age+of+exploration>
- 500 years later, scientists discover what probably killed the Aztecs <https://www.theguardian.com/world/2018/jan/16/mexico-500-years-later-scientists-discover-what-killed-the-aztecs>
- Slavery and the Making of America <https://www.thirteen.org/wnet/slavery/timeline/1850.html>
- Tudor History <http://www.bbc.co.uk/history/british/>
- Ming Dynasty 13-68-1644 <https://asia.si.edu/learn/for-educators/teaching-china-with-the-smithsonian/explore-by-dynasty/ming-dynasty/>
- The Golden Age <http://countrystudies.us/spain/7.htm>
- Aztecs <https://www.history.com/topics/ancient-americas/aztecs> and <https://www.worldhistory.org/search/?q=aztecs&sa.x=0&sa.y=0&sa=Search>
- Inca <https://www.ancient.eu/search/?q=incas%27&sa.x=0&sa.y=0&sa=Search>
- DBQ

- Classroom LMS

Supplemental:

- Everything Global
History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

- Information Writing
- Language Acquisition
- Implementation of conventions of Standard English

Science

- Engineering

Technology/Multimedia

- Video case studies
- Researching based writing
- Educational tech applications

Career Readiness

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.