

Unit 2: An Age of Enlightenment & Revolution

Unit Description

This is Unit 2 in the Modern Global History Curriculum. It covers the Enlightenment, political revolutions in France, the US, and Latin America, and the Industrial Revolution. Enlightenment Revolutions and the Industrial Revolution are separated into sub-units.

This is one of the largest units in the curriculum and covers a vast amount of content. It is set up this way to align with the New York State Framework, but can be easily modified by separating Enlightenment Revolutions and the Industrial Revolution into their already organized sub-units.

Students will work with the following major concepts for the first time in this unit:

- **Enduring Issues:** What problems do people and societies of different regions and time periods have in common? How are they dealt with and handled?
 - The NYS Regents uses “Enduring Issues” as the framework for the written response question. Students examine documents from different historical periods to identify the enduring issue, or problem, present in all societies. They then write an essay proving that this enduring issue is present in each document and discussing it’s impact on people and societies.

This (and future) units examine Enduring Issues in such a way to prepare students for this summative assessment at the end of the school year.

For more information and to see past examples of the exam, [visit the New York State Regents’ website](#).

- **Cause & Effect:** Students examine the causes and effects of historical events.

Students will continue working with the following major concepts, introduced in prior units:

- **Source annotation skills:** Specifically, how to annotate a source for a research question, usually focused on identifying enduring issues in the source
- **Source analysis skills:** Text and image analysis skills
- **Basic historical writing skills:** Thesis statements with supporting evidence

Essential Questions

1	How do Enlightenment ideas impact world history?
2	What problems did people face in the late 1700s and early 1800s?

Learning Goals & Standards

Learning Goal	CCLS Standard	Content Standard
<p>1 I can analyze sources to understand the Enlightenment, and Revolutions.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>10.2 ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</u> The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards 2, 3, 5)</p>
<p>2 I can cite specific evidence from primary and secondary sources to support my conclusions about enduring issues in a society.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</p>	<p><u>ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</u> The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards 2, 3, 5)</p>
<p>3 I can present claims about enduring issues, verbally and in writing, using evidence to support my ideas.</p>	<p><u>CCCSW9-10.1A</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,</p>	<p><u>ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</u> The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards 2, 3, 5)</p>

	substance, and style are appropriate to purpose, audience, and task.	
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Unit Summative Assessment	
Type	DBQ Short Answer Assessment (Enduring Issues)
Student Deliverables	DBQ Short Answer Assessment
Description	<p>Prompt: Identify and explain an enduring issue raised by this set of documents. Argue why the issue is significant by explaining the impact of this problem on people. Use evidence from at least two documents and one piece of outside evidence in your response.</p> <p>Students complete this written assessment during one class period.</p> <p>Students respond to the prompt using three pieces of evidence from four sources AND two pieces of outside evidence.</p> <p>Each source focuses on one of the following historical events:</p> <ul style="list-style-type: none"> • The Enlightenment • The French Revolution • The Haitian Revolution • The Latin American Revolutions
Expected Responses	<p><u>Potential Enduring Issues:</u></p> <ul style="list-style-type: none"> • Inequality • Lack of power/unfair distribution of power • Low standard of living for people <p>There are many other enduring issues/problems that students can find in these documents. As long as they provide accurate reasoning that their enduring issue is present, it is correct.</p>
Note	<i>This summative assessment covers the Enlightenment and Enlightenment Revolutions sub-units of this much larger unit. There is a smaller summative assessment at the end of the Industrial Revolution sub-unit to cover that content.</i>

Other Assessments		
Type	Title	Description
Formative	Exit Tickets	Formative assessments administered at the end of most class periods to assess student accomplishment of the lesson aim.

Formative	Classwork	Specific classwork assignments throughout the unit are graded to check student understanding of class content.
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Unit at a Glance				
Day	Topic	Aim	Learning Activities	Assessment
Sub-Unit 1: Enlightenment				
1	European Social Classes	I can identify the perspectives of different European social classes in 1750 Europe.	<p>Do Now: What does it mean to put yourself in someone else's shoes?</p> <p>Mini Lesson: European Social Classes in 1750</p> <p>Independent Work: Source Analysis</p> <p>Group Activity: Jigsaw with Graphic Organizer</p> <p>Class Share Out</p>	<p>Exit Ticket: Identify one problem faced by a European social class in 1750 and explain how it impacted people.</p>
2	Enlightenment Ideas	I can identify the major ideas of the Enlightenment.	<p>Do Now: If you were a peasant in 1750, how would you want your life to change?</p> <p>Mini Lesson: Major Ideas of the Enlightenment</p> <p>Independent Work: Source Analysis</p> <p>Group Activity: Major Ideas of Enlightenment Discussion</p> <p>Class Share Out</p>	<p>Exit Ticket: In your opinion, which social class will benefit most from the Enlightenment? Why?</p>
3	Enlightenment Thinkers	I can identify the major Enlightenment thinkers and analyze their ideas.	<p>Do Now: If you were creating your own government, what are the most important ideas, laws, or structures that you would include? Why?</p> <p>Mini Lesson: Major Enlightenment Thinkers</p>	<p>Exit Ticket: In your opinion, which enlightenment thinker's ideas will be the most beneficial for</p>

			<p>Independent Work: Source Analysis</p> <p>Group Activity: Jigsaw & Graphic Organizer</p> <p>Class Share Out</p>	average people in Europe?
4	Enlightenment Social Movements	I can identify enduring issues in sources about Enlightenment social movements.	<p>Do Now: What is one strategy you can use when writing and supporting a claim with evidence?</p> <p>Mini Lesson: Enlightenment Social Movements & Supporting an Enduring Issues Claim</p> <p>Independent Work: Write and support an enduring issues claim.</p> <p>Group Activity: Claim Peer Review</p> <p>Class Share Out</p>	Graded classwork
5	Cause & Effect in the Enlightenment	I can identify causes and effects of the Enlightenment.	<p>Do Now: Think of a time when something happened in your life that then caused something else to happen.</p> <p>Ex: I forgot my wallet at home, so I had to borrow \$5 for a cup of coffee.</p> <p>Mini Lesson: Cause vs. Effect</p> <p>Independent Work: Cause vs. Effect in the Enlightenment</p> <p>Group Activity: Cause & Effect Chart</p> <p>Class Share Out</p>	<p>Exit Ticket: Choose one cause & effect relationship from your chart and explain it in more detail below. <i>Sentence starter:</i> <i>Event 1 caused</i> <i>Event 2 because...</i></p>

Sub-Unit 2: Enlightenment Revolutions				
6	Intro to French Revolution	I can identify the four stages of the French Revolution and make predictions about events.	<p>Do Now: How could the major ideas of the Enlightenment convince people to revolt against their kings and queens?</p> <p>Mini Lesson: Key Terms & F.R. Overview</p> <p>Independent Work: Timeline Review</p> <p>Group Activity: Event Predictions and Timeline</p> <p>Class Share Out</p>	Graded Classwork
7	Causes of the French Revolution	I can understand why the French Revolution began.	<p>Do Now: See, Think, Wonder re: image of Versailles</p> <p>Mini Lesson: Causes of the French Revolution</p> <p>Group Activity: Peasant POV Discussion</p> <p>Independent Work: Enduring Issues Source Analysis</p> <p>Class Share Out</p>	Exit Ticket: Why did the French Revolution start?
8	National Assembly	I can create a timeline of the major events that occurred under the National Assembly government in France.	<p>Do Now: What does “gaining power” look like? What does “losing power” look like? Use examples in your response.</p> <p>Mini Lesson: The National Assembly</p> <p>Group Activity: Power Discussion</p> <p>Class Share Out</p>	Exit Ticket: In your opinion, which social classes’ power increased the most during the National Assembly government?

<p>9</p>	<p>Reign of Terror</p>	<p>I can evaluate the actions taken by individuals during the Reign of Terror.</p>	<p>Do Now: In your opinion, is it ever justified to participate in a violent riot? Why or why not?</p> <p>Group Activity: “Right to Revolt” Discussion</p> <p>Mini Lesson: The Reign of Terror</p> <p>Independent Work: Source Analysis</p> <p>Turn & Talk/Share Out: Who is most guilty?</p> <p>Class Share Out</p>	<p>Exit Ticket: Who was the most responsible/most guilty for the deaths that occurred during the Reign of Terror?</p>
<p>10</p>	<p>The Directory</p>	<p>I can describe the French government under the Directory.</p>	<p>Do Now: What type of government would you want to come into power after the Reign of Terror? Describe what it would look like.</p> <p>Independent Work: Source Analysis: Problems in the Directory</p> <p>Mini Lesson: The Directory</p> <p>Group Activity: The Directory Discussion</p> <p>Class Share Out</p>	<p>Exit Ticket: Why was the Directory unsuccessful?</p>
<p>11</p>	<p>French Revolutionary Wars</p>	<p>I can describe the French Revolutionary Wars and explain their impact.</p>	<p>Do Now: If you were the monarch of a different European nation, how would you feel about the French Revolution?</p> <p>Mini Lesson: French Revolutionary Wars</p> <p>Independent Work: Enduring Issues Source Analysis</p>	<p>Exit Ticket: How did the French Revolutionary Wars impact people in France?</p>

			<p>Group Activity: French Revolutionary Wars & Enduring Issues Discussion</p> <p>Class Share Out</p>	
12	Napoleon	I can evaluate Napoleon as a leader.	<p>Do Now: Based on what you already know about Napoleon, what type of person do you expect him to be?</p> <p>Group Activity: Napoleon Quotes Activity</p> <p>Mini Lesson: Napoleon’s Rule & the Napoleonic Wars</p> <p>Independent Reflection: Would you like to live under Napoleon’s rule? Why or why not?</p> <p>Class Share Out</p>	Graded Classwork
13	Was the F.R. successful?	I can evaluate the success of the French Revolution	<p>Do Now: In your opinion, what would “success” look like in the French Revolution? In other words, what did the people want to achieve?</p> <p>Independent Work: Goals of the French Revolution</p> <p>Group Activity: Goals of the French Revolution Discussion</p> <p>Class Share Out</p>	Exit Ticket: Was the French Revolution successful?
14	The Haitian Revolution	I can evaluate Toussaint Louverture’s role in the Haitian Revolution.	<p>Do Now: In your opinion, how important is leadership to the success of a revolution?</p> <p>Mini Lesson: The Haitian Revolution</p>	Exit Ticket: In your opinion, how important was Toussaint Louverture to the success of the

			<p>Independent Work: Enduring Issues Source Analysis</p> <p>Group Activity: Toussaint Louverture & Haitian Revolution Discussion</p> <p>Class Share Out</p>	Haitian Revolution?
15	Simon Bolivar & Latin American Revolutions	I can evaluate Simon Bolivar's role in Latin American revolutions.	<p>Do Now: Latin America was ruled by Europeans before their revolutionary period. Why might this lead to revolution? What problems might Latin Americans be facing?</p> <p>Mini Lesson: Simon Bolivar & Revolution</p> <p>Independent Work: Source Analysis</p> <p>Group Activity: Simon Bolivar discussion</p> <p>Class Share Out</p>	Exit Ticket: In your opinion, how important was Simon Bolivar to the success of Latin American Revolutions?
16	Father Hidalgo & Mexican Revolution	I can evaluate the Father Hidalgo's role in the Mexican Revolution.	<p>Do Now: Can the leader of a revolution still contribute to the success of their followers even if they die? Explain.</p> <p>Mini Lesson: Father Hidalgo & Revolution</p> <p>Independent Work: Source Analysis</p> <p>Group Activity: Father Hidalgo discussion</p> <p>Class Share Out</p>	Exit Ticket: In your opinion, how important was Father Hidalgo to the success of Latin American Revolutions?
17	Enduring Issues DBQ Assessment	I can identify and explain enduring issues	Do Now: What is one problem that people were facing in France, Haiti, and Latin	Graded Assessment

		in the French Revolution, Haitian Revolution, and Latin American Revolutions.	America before their revolutionary periods? Assessment: Enduring Issues in Enlightenment Revolutions Assessment	
Sub-Unit 3: The Industrial Revolution				
18	Economic Systems	I can understand the differences between the concepts of capitalism, communism, and socialism.	Do Now: Agree/Disagree Activity Simulation Activity Reflection: Revisit Agree/Disagree Activity Class Share Out	Participation Grade
19	Free-Market Capitalism	I can understand the major concepts of classical economics and free-market capitalism.	Do Now: Do you believe that the government should get involved with the economy? Meaning, should the government regulate money and wealth? Mini Lesson: Classical Economics/Free-Market Capitalism Stop & Jot/Turn & Talk/Share Out: Make a prediction: What types of problems could arise in a free capitalist society? Independent Work: Complete own responses to discussion questions (agree/disagree with major concepts of classical economics) Group Activity: Complete discussion questions chart (agree/disagree with major concepts of classical economics) Class Share Out	Exit Ticket: In your opinion, is free market capitalism an effective economic system? Why or why not?

20	Communism	I can understand the major concepts of communism.	<p>Do Now: Do you believe all people should be paid the same amount, regardless of the work they do in society? Why or why not?</p> <p>Mini Lesson: Communism</p> <p>Stop & Jot/Turn & Talk/Share Out: Make a prediction: What types of problems could arise in a communist society?</p> <p>Independent Work: Complete own responses to discussion questions (agree/disagree with major concepts of communism)</p> <p>Group Activity: Complete discussion questions chart (agree/disagree with major concepts of communism)</p> <p>Class Share Out</p>	<p>Exit Ticket: In your opinion, is communism an effective economic system? Why or why not?</p>
21	Industrial Revolution Origins	I can explain why the Industrial Revolution began in Great Britain.	<p>Do Now: Write down three words that come to mind when you see this image. Re: image of factories emitting smoke/pollution</p> <p>Mini Lesson: Origins of Industrial Revolution</p> <p>Group Activity: Dickens' <i>Hard Times</i> Activity</p> <p>Class Share Out</p>	<p>Exit Ticket: Would you want to live in Great Britain during the Industrial Revolution?</p>
22	Industrial Revolution Working Conditions & Labor Reform	I can understand how working conditions led to labor reform in Great Britain	<p>Do Now: See/Think/Wonder re: image of children working in factory.</p> <p>Mini Lesson: Images of Laborers & Working Conditions</p>	<p>Exit Ticket: Were the Factory Acts successful?</p>

		and evaluate its effectiveness.	<p>Independent Work: Source Analysis</p> <p>Group Activity: Factory Acts Analysis</p> <p>Class Share Out</p>	
23	The Communist Manifesto	I can explain the significance of Karl Marx's Communist Manifesto.	<p>Do Now: Why might someone working in a factory during the Industrial Revolution support communism?</p> <p>Mini Lesson: Marxism & Major Ideas of Communist Manifesto</p> <p>Independent Work: Source Analysis</p> <p>Group Activity: Communist Manifesto Analysis Questions</p> <p>Class Share Out</p>	Exit Ticket: Why was the Communist Manifesto significant to modern history?
24-25	New Technology	<p>I can identify new technology that emerged during the Industrial Revolution and the problems it solved.</p> <p>(Day 1: First Wave of Revolution Day 2: Second Wave of Revolution)</p>	<p>Do Now: How can new technology help people solve problems? Use an example in your response.</p> <p>Mini Lesson: New Technologies</p> <p>Independent Work: Source Analysis</p> <p>Group Activity: Problem/Solution Technology Discussion</p> <p>Class Share Out</p>	Exit Ticket: How did technology help solve problems during the Industrial Revolution?
26	Enduring Issues DBQ Assessment	I can identify and explain enduring issues during the	Do Now: What is one problem that people were facing during the Industrial Revolution?	Graded Assessment

		Industrial Revolution	Assessment: Enduring Issues in Industrial Revolution Assessment	
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