**Course Title** – Modern European History

**Implement start year** – 2016-2017

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**Unit #3, topic** – New Worldview: Economics & Colonization / Scientific Revolution / Enlightenment

**Transfer Goal** –

Students will be able to independently use their learning to comprehend and analyze the impact of technological/scientific advances and intellectual exchange and dialogue on society, politics and economics.

**Stage 1 – Desired Results**

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 NJCC Standard(s), Strand(s)/CPI # (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</td>
<td>x__ Global Awareness</td>
</tr>
<tr>
<td>Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</td>
<td>x__ Financial, Economic, Business and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</td>
<td>x__ Civic Literacy</td>
</tr>
<tr>
<td>6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia p</td>
<td>___ Health Literacy</td>
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<tr>
<td>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</td>
<td>___ Environmental Literacy</td>
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<td>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</td>
<td>x__Leadership and Responsibility</td>
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**21st Century Skills**

Learning and Innovation Skills:

- x__Creativity and Innovation
- x__Critical Thinking and Problem Solving
- x__Communication and Collaboration

Information, Media and Technology Skills:

- x__Information Literacy
- ___ Media Literacy
- x__ICT (Information, Communications and
6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
6.2.12.A.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 empires of the Middle East and North Africa

<table>
<thead>
<tr>
<th>Technology/Literacy</th>
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<tr>
<td>Life and Career Skills:</td>
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<tr>
<td>___Flexibility and Adaptability</td>
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<td>_x_Initiative and Self-Direction</td>
</tr>
<tr>
<td>_x_Social and Cross-Cultural Skills</td>
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<tr>
<td>_x_Productivity and Accountability</td>
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<tr>
<td>___Leadership and Responsibility</td>
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<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
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<td>Students will understand that . . .</td>
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</table>

**EU 1**
Important accomplishments of Scientific Revolution forever changed mankind’s perception of the universe and the world.

**EU 2**
Enlightenment thinkers held a wide variety of views and influenced the development of politics, human nature, economics, and social issues with their works.

**EU 3**
Enlightened monarchs applied the ideas of the philosophes in their realms but often masqueraded as being much more enlightened than they really were.

**EU 4**
Colonization had a profound impact on building European empires and expanding the already established global economic system.

**EU 1**
- Do scientific findings and advances influence ideas about government and society?
- How did the Newtonian world-view change people’s outlook on their place within the world and universe?
- How did the Scientific Revolution change government’s response to sponsoring and fostering scientific innovation for its benefit?
- Is science a motivating factor in societal change?

**EU 2**
- Were Enlightenment thinkers most influential in politics, human interaction or economics?
- Did the Enlightenment changes people’s view of citizen involvement with and in the government?
- Does society perfect or corrupt people?
- How do we know anything with certainty?

**EU 3**
- Did Enlightenment ideas influence the actions of the absolute monarchs of the 18th century?
- How “enlightened” were the policies of the absolutist monarchies?
| EU 4 | Were resources from the Americas and Africa or European rivalries the driving force that enabled the growth of European empires?  
| EU 5 | Did technological advancements and division of labor of farming increase production and influence populations?  
| EU 5 | Was colonization the largest factor in transforming the trade networks of Europe?  
| EU 5 | Did the European treatment of natives in the “New World” and slaves impact their worldview in regards to superiority and “race relations”?  
| EU 5 | Was European use of the slave trade and coerced native labor the key factor in the discrimination we see today? |

**Knowledge:**  
*Students will know . . .*

**EU 1**  
- Accomplishments of scientific icons such as Newton, Galileo, Copernicus, etc.  
- Heliocentric v. Geocentric models of the universe  
- Scientific philosophies of Bacon and Descartes  
- The tenants of inductive vs. deductive reasoning  
- Impact of the Scientific Method on laws of the universe and society  
- Causes of the Scientific Revolution  
- The challenge to Catholic theology that science created  
- Consequences of the Scientific Revolution

**EU 2**  
- The Scientific Method’s application to human behavior and society  
- French philosophes and enlightenment culture in salons

**Skills:**  
*Students will be able to . . .*

- Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5)  
- Determine the validity of online resources for research (EU 1, EU 2, EU 3, EU 4, EU 5)  
- Use of online and other technological presentation tools (EU 1, EU 2, EU 3, EU 4, EU 5)  
- Analyze a map depicting the Trans-Atlantic Slave Trade (EU 4, EU 5)  
- Describe how the textile industry influenced manufacturing and the demand for consumer goods (EU 4, EU 5)  
- Analyze how the new world view was challenging the doctrine of the Catholic Church (EU 1, EU 2)  
- Define the scientific method and describe its impact on research today (EU 1, EU 2)  
- Explain how scientific knowledge influenced Enlightenment ideas about government and society (EU 1, EU 2, EU 3)  
- Debate whether capital punishment is justifiable (EU 2, EU 3)
• Important works and philosophies of all major enlightenment thinkers such as Voltaire, Rousseau, Montesquieu, Hume, Locke, Kant etc.
• Ways in which French philosophes committed to reforming society
• Enlightenment urban culture and public opinion toward one another and the government
• Increase in European market for books
• Locke’s idea of tabula rasa
• The concepts behind rationalism and skepticism
• Impact of Adam Smith’s Wealth of Nations and economic liberalism

EU 3
• Impact of Enlightenment ideals on the politics of nations such as Prussia, Austria and Russia
• Definition of ruling “justly”
• Policies of the Enlightened despots such as Frederick the Great, Catherine the Great, and Joseph II

EU 4
• Products of the Columbian Exchange
• Scientific application to agriculture such as crop-rotation and enclosure movement
• New patterns of population growth in 18th century
• Growth of foreign trade in emerging colonial empires
• European economic policies regarding the New World and Africa
• Locations of European colonization

EU 5
• Causes and impacts of the Atlantic slave trade
• European slavery and the origins of racism
• Impact of slavery and the sugar culture
• Conditions of slavery and forced labor
• Ways in which Europeans used natives for coerced labor in the encomienda and engenho system.

• Explain how laws implemented by the government impact societal norms and behaviors (EU 2, EU 3)
• Describe how the inductive method leads to scientific laws (EU 1, EU 2)
• Evaluate what impact the slave trade had on African culture and how it still impacts African nations today (EU 4, EU 5)
Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

*EU 1, EU 2, EU 3, EU 4, EU 5*

The student will be creating their own country on an uninhabited Pacific Island. In order to make the society work, one needs to provide some type of centralized government, provide food/water/shelter or the ability to create these, and a way to protect the people. It is important to keep in mind what technological advances one will need in order to make this work as well as what the society’s overall philosophy in regards to government’s role in the life of its citizens is as the country is developed. In creating the country, please answer the following questions: 1) What structure will the government have and to what extent will citizens be involved? 2) How will people’s role in society be determined? What jobs will they have? How will it be determined who will provide labor for food, shelter etc.? 3) What scientific advances will the society be built around? Only 4 scientific/technological advances due to limited resources 4) What rights (if any) will be guaranteed or provided for the people? 4) What role will education and innovation play in the society? 5) How will the nation interact with outside nations? Should the nation focus on trade/economics or will it pursue and expansions/imperialist policy? Make sure to explain the rationale for each answer to these questions.

*EU 1, EU 2, EU 3*

The student is given the role of selecting Time Magazine’s Person of the Year. Compile a list of your top ten candidates based upon their impact and influence in any of the following areas politics, economics, education, innovation, technology, peace-making, etc. Discuss what attributes warrant them to be considered for Person of the Year and create a presentation that highlights their achievements. Additionally, the student will select the person he/she feels deserves the sole title of Person of the Year and write a persuasive piece that reflects his/her reasons.

*EU 1, EU 2, EU 3*

The student is given the role of a member of the Nobel Committees for either Chemistry, Physics or Medicine. The student will compile a list of the top ten candidates based upon their impact and influence in the area (Chemistry, Physics, Medicine) of his/her choosing. Discuss what attributes warrant them to be considered for the Nobel Prize and create a presentation that highlights their achievements. Additionally, the student will select the person he/she feel deserves the Nobel Prize and write a persuasive piece that reflects his/her reasons.

**Other Recommended Evidence:** Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Unit and chapter tests
- Pop and unit quizzes
- DBQ and objective essays
- Class Discussion
### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Teacher led lecture on Enlightened Monarchs and their policies (A)
- Analyze and evaluate a Enlightenment policy to determine whether or not it truly embodied the ideals of the Enlightenment (M)
- Create a chart of new ideas about government, freedom and economics developed by philosophers (A)
- Make a Venn Diagram comparing the Enlightenment policies use by rulers during this time (A)
- Assess how economic deregulation has either negatively or positively impacted the economy of Europe today (T)
- Create a chart that shows population growth of Europe from 1500-1750 (A)
- Create of map that depicts which nations major scientists and philosophers lived (A)
- Create a chart of major scientific advances on who “discovered” them during the Scientific Revolution (A)
- Write a research grant for scientific study (M, T)
- Create a chart that depicts the change of our perception of the universe from Ptolemy to Newton (A, M)
- Debate which scientist was the most influential from the Scientific Revolution (A, M)
- Create and deliver a Prezi Presentation that explains the influence of a major scientist or philosopher from the era (A)
- Create a presentation that shows how an Enlightenment thinker has influenced an area of modern living (T)
- Create examples of inductive and deductive reasoning questions about the Enlightenment/Science (M)
- Compare and contrast the Scientific Revolution and the technological revolution of today and analyze their effects on society (M)
- Role play a mock salon in which philosophes debate and discuss their philosophies (M)
- Debate the validity of Smith’s “invisible hand” and the ideas of deregulation of economics (M)
- Take on the role of an agrarian family in the 18th century and write a narrative on how the agrarian revolution impacted your life. (M)
- Research, write and present a proposal on how to end slavery and human trafficking today (T)
- Create a map depicting the amount of slaves taken from Africa as well as their departure and arrival points (A)
- Create a map depicting the Columbian exchange of goods (A)
- Write a letter to the government of a European nation in 1700 proposing an end to the slave trade (M)
- Hold a formal debate on whether the death penalty should be abolished in the United States based on the ideas from the Enlightenment (T)
- Students will watch discuss appropriate episodes of *Crash Course* (A)